

## Details of Module and its structure

Module Detail	
Subject Name	Education
Paper Name	Perspectives, Issues and Research in Teacher Education
Module Name/Title	Teacher Competency: Mapping & Management
Module Id	e-PGEDN 10.14
Pre-requisites	<ul style="list-style-type: none"> <li>• Knowledge of various foundations of education.</li> <li>• Knowledge on Multiple Intelligence.</li> <li>• Experience in various educational skills.</li> </ul>
Objectives	After going through the module the learners will be able to <ul style="list-style-type: none"> <li>• discuss comprehensively about the competencies of teachers.</li> <li>• discuss the educational foundations of teacher – philosophical, psychological, sociological, historical and futurological.</li> <li>• describe the various types of intelligence (musical, verbal, visual, kinaesthetic, inter and intra personal, naturalistic and spiritual) expected of them.</li> <li>• discuss the taxonomy of educational skills.</li> </ul>
Keywords	foundations of education, multiple intelligence, taxonomy of educational skills

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## 1. Introduction

The focus of the module is progressively renewing knowledge base of the basic discipline and adequate knowledge of all the disciplines, numerous educational skills; and Eveready teaching with favourable attitude irrespective of the context and conditions. The module dwells on multiple intelligence skills, namely, musical-rhythmic and harmonic, visual-spatial, verbal-linguistic, logical-mathematical, bodily-kinaesthetic, intrapersonal, interpersonal, naturalistic and spatial. Then there is a presentation on a Taxonomy of Educational Skills, cutting across 25 educational skills. Further, it presents the need for every day teaching with favourable attitude. Then it focuses on the teaching competencies expected and practiced by the present day Teachers and for Mapping and Management of Teacher Competency. Finally, the module presents some Policy suggestions.

Every teacher from pre-primary through middle, secondary, higher secondary and higher and continuing education ought to be competent in teaching that is, having rich knowledge base, favourable attitude towards teaching and learning, and numerous skills for learning and transaction. Today the challenges for teacher preparation are numerous, such as, bridging the gaps between expected and practiced teacher competencies, development of techno-pedagogic skills, integration of life skills, gaps between teaching styles and learning styles, preparation for inclusive education, specialization in emerging areas, such as, humanistic education, peace education, value education, Yoga Education, and Information and Communication Technologies (ICTs) in Education. The present demand is to create lifelong autonomous learners and to evolve child-inspired and not merely a child centered approach which is the utmost challenge for teachers. The Teacher Education Curriculum Framework (2009) expects humane, reflective and professional teachers. Teacher at any level has a remarkable identity, more so, as per the educational heritage, ethos and vision of India: a Friend, philosopher and guide, harbinger of human hood, backbone of the country, architect of the society, closer to the children, role model for the learners, a self-confident, inquisitive, faithful, dutiful, simple and humble person, who is always ready to relegate powers, competent, ICT literate, sincere and hardworking, fast renewing, socially sensitive & professionally committed, autonomous and accountable. For this there is a need to model the knowledge, skills, and attitudes reflecting the best available practices in teacher education. Research can contribute to some of the areas of scholarly activity that are related to teaching, learning and teacher education. Teacher Educators can reflect on their own practice and

sustain commitment for lifelong professional development. They can provide leadership in developing, implementing, and evaluating programmes for educating teachers that embrace diversity, and are rigorous, relevant, and grounded in accepted theory, research, and best practices. They can collaborate regularly and significantly with representatives of schools, Universities, State Education agencies, professional associations and communities to improve teaching, learning and teacher education. They can serve as constructively critical advocates for quality education with deep understanding of educational issues, and realize excellence in teaching and teacher education. They can contribute significantly to strengthen teacher education.

The prerequisite for teaching is research. Teaching ought to be research based, otherwise, it is reduced to merely stereotyping and year after year duplication of the same contents. A teacher should be a pioneer, even if a quintessential recluse. The teacher should be competent enough to stand and revolt against the vicious, tyrant mind, should fight for a cause, even if has to embrace sanity. A teacher should always uphold his/her conviction irrespective of wild storms. Rather than the ability and competence, it is the choice and will which define a teacher.

There are three essentials of a competent proficient teacher:

- Progressively Renewing Knowledge Base of the Basic Discipline and Adequate Knowledge of all the disciplines;
- Innumerable in-determinant requisite Educational Skills; and
- Eveready Teaching with favourable Attitude irrespective of the Context and Conditions.

## **2. Knowledge Base of a Teacher**

Teachers should be able to formulate curriculum, develop subject-content and suitable approaches of content transaction and conduct continuous comprehensive evaluation (CCE) of children profile. They should be able to establish links between techno-pedagogy and learning theories. They should be competent enough to integrate academic knowledge and professional learning into a meaningful whole. They will build conceptual knowledge based on experience, observations and theoretical engagement. They will engage with theory based on experiences to help students to view knowledge not as external, but, as something that is

actively constructed during learning. They will critically examine curriculum and textbooks and contextualize curriculum to meet basic need of the learners. They will own professional skills in pedagogy through observation, documentation, analysis, interpretation, drama, craft, storytelling and reflective enquiry. They will keep and update observation records to analyze their observations and interpret reality within varying theoretical and experiential frameworks. Teachers should progressively renew knowledge base of the basic discipline and inter-disciplinary knowledge. Knowledge becomes stagnant, stereotyped and worthless if it is not renewed. So, every teacher should be a researcher with favourable attitude and open mind set. Continuous interaction with the researchers in the allied fields is a must for keeping the teacher intellectually alive. To be competent a teacher should have multiple abilities as follows:

**a. Musical–Rhythmic and Harmonic**

This area has to do with sensitivity to sounds, rhythms, tones, and music. People with a high musical intelligence normally have good pitch and are able to sing, play musical instruments, and compose music. Since there is a strong auditory component to this intelligence, those who are strong in it may learn better via lecture. They will sometimes use songs or rhythms to learn. They have sensitivity to rhythm, pitch, meter, tone, melody or timbre.

**b. Visual–Spatial**

This area deals with spatial judgment and the ability to visualize. Spatial ability is one of the three factors beneath general intelligence in the hierarchical model of intelligence.

**c. Verbal–Linguistic**

People with high verbal-linguistic intelligence display a facility with words and languages. They are typically good at reading, writing, telling stories and memorizing words along with dates. Verbal ability is one of the most general intelligence-loaded abilities.

**d. Logical–Mathematical**

This area has to do with logic, abstractions, reasoning, numbers and critical thinking. This also has to do with having the capacity to understand the underlying principles of some kind of causal system. Logical reasoning is closely linked to fluid intelligence and to general intelligence.

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**e. Bodily–Kinaesthetic**

The core elements of the bodily-kinaesthetic intelligence are control of one's bodily motions and the capacity to handle objects skilfully. Gardner elaborates to say that this also includes a sense of timing, a clear sense of the goal of a physical action, along with the ability to train responses. People who have bodily-kinaesthetic intelligence should learn better by involving muscular movement (e.g. getting up and moving around into the learning experience), and be generally good at physical activities such as sports, dance, acting, and making things. Gardner believes that careers that suit those with this intelligence include: athletes, dancers, musicians, actors, builders, police officers and soldiers.

**f. Interpersonal**

This area has to do with interaction with others. In theory, individuals who have high interpersonal intelligence are characterized by their sensitivity to others' moods, feelings, temperaments and motivations, and their ability to cooperate in order to work as part of a group. Those with this intelligence communicate effectively and empathize easily with others, and may be either leaders or followers. They typically learn best by working with others and often enjoy discussion and debate. Gardner believes that careers that suit those with this intelligence include sales persons, politicians, managers, teachers, counselors and social workers.

**g. Intrapersonal**

This area has to do with introspective and self-reflective capacities. This refers to having a deep understanding of the self; what one's strengths/ weaknesses are, what makes one unique, being able to predict one's own reactions/emotions.

**h. Naturalistic**

This area has to do with nurturing and relating information to one's natural surroundings. Examples include classifying natural forms such as animal and plant species and rocks and mountain types. This ability was clearly of value in our evolutionary past as hunters, gatherers, and farmers; it continues to be central in such roles as botanist or chef. This sort of ecological receptiveness is deeply rooted in a "sensitive, ethical, and holistic understanding" of the world and its complexities– including the role of humanity within the greater ecosphere.

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### **i. Spiritual**

Spiritual Intelligence is a useful construct, particularly, in the Eastern Philosophy. It is the supreme integrating power resident within, along with, the other faculties.

### **3. Taxonomy of Educational Skills**

The teachers should possess skills of creating bulletin boards using relevant collection of stories in terms of variety in context to social and cultural diversity and sensitivity, with adequate reference to sources and acknowledgements, classification and retrieval system for the use of stories in classrooms and outside, evaluating children's literature, handling laboratory and audio-visual equipments, designing teaching learning materials, use of library, organizing field visits, seminars and group discussions and exhibitions. They will be able to address diversity in the classroom adequately. They should be able to assemble, relate and compile information through activities, discovery and exploration in a child friendly and child-centred manner. They will be equipped to select and organize subject content and learning experiences from the community for the classroom. They will create explanatory terms with relevant vocabulary to increase language proficiency. They will illustrate and practice with practical work and ground realities. They will think, reflect, assimilate and articulate new ideas and to work collaboratively in groups. They will observe and study young children in order to appreciate the developmental process as a continuum. They will organize learner-centred, activity-based, participatory learning experiences – play, projects, discussion, dialogue, observation, visits and learning to reflect on their own practice. They will engage with subject content, examine disciplinary knowledge and social realities, relate subject matter with the social milieu of learners and develop critical thinking. They will be able to examine impact of competition in personal and social life, observe the role of listening, attention and empathy and the role of a teacher in establishing relationship with children and as a communicator. They will involve in listening to children's reading, observing and analyzing reading difficulties, observing and identifying mismatches between school language and home language, analyzing textbooks and other materials used in different subjects in terms of presentation style. They will be able to listen to children with attention and empathy, prompt children to ask questions and collate these for further processes of learning. They will be able to examine learners in the light of empirical research and attempts at leading learners towards newer ways of thinking. They will be able to talk, explain, narrate, ask questions, illustrate, translate, guide, instruct, caution, motivate,

encourage and play various other roles and forge linkages among learner, context, subject discipline and the pedagogical approach and comprehend in didactic language. Ultimate aim of education anywhere should be to develop a complete human being. For that skills need to be developed in all the domains to live happy, productive and peaceful life. Hard skills are the core skills which are required for innovation, creation, construction, and production in various disciplines, such as, Physics, Chemistry, Mathematics, Biology, Engineering and Technology, Arts, Commerce.

The various phases are sensitivity, germination, incubation, innovation, creation, construction, development and implementation, whether it is designing, production and flying of an aero-plane or sensing, creating, composing and reciting a poem, or formulating, producing, analyzing and injecting a drug, or designing, development, organization and administration of an institution. Soft Skills are needed for everyday transaction. These are required for how people relate to each other: communicating, engaging in dialogue, giving feedback, cooperating as a team member, contributing in meetings and resolving conflicts, setting an example, team-building, facilitating meetings, encouraging innovations, solving problems, making decisions, planning, delegating, observing, instructing, coaching, encouraging and motivating. To be good at hard skills usually demands IQ (also known as our left brain-the logical center). To be good at soft skills usually embraces Emotional Intelligence or EQ (also known as our right brain- the emotional centre). Hard skills are skills where the rules stay the same regardless of which company, circumstance or people you work with. In contrast, soft skills are self-management skills and people skills where the rules change depending on the company culture and people you work with. For example, programming is a hard skill. The rules for how we can be good at creating the best code to do a function is the same regardless of where we work. Communication skills are a set of soft skills. The rules for how to be effective at communication change and depend on the audience and the content we are communicating. Hard skills can be learned in school. There are usually designated level of competency and a defined path as to how to excel with each hard skill. Most soft skills are not taught well in school and have to be learned on the job by trial and error. Careers can be classified into three categories, careers that need hard skills and little soft skills, both hard and soft skills, mostly soft skills and little hard skills. But, Hard Skills and Soft Skills combination is rarely found. There is less research, but, more publication, less creation but more communication, less production, but, more marketing and

vice versa. Masses are lost in customary designs. Hard Skills which emerge through sound theoretical base or lead to theory, with practice, patience and perseverance having precision and perfection passionately emerge. Soft skills demand environmental sensitivity and action.

Communication, transaction and transmission through the soft skills infuse life into this sphere. Here, the intent is to arrive at a combination of hard skills and soft skills. Hard and soft skills are often referred to when entering into and living a profession. While hard skills are essential to enter, it is the soft skills that facilitate professional ethics and aesthetics. To be a good personality fit for any profession we need to be quality producers, humanistic communicators, and civilized and scientific consumers. The establishment has outgrown in most of the fields in India, such as, Teacher Education, Engineering, Medicine, and even Agriculture. The main cause and effect are the improper planning and unemployable product. The human development should ensure self-employability in respective fields. Science without experimentation skills, Art without creativity, Commerce without substance, Mathematics without speculation, Logic without reasoning, Schools without life skills, Polity without statesmanship, and nature without beauty are empty. There is a need to realize skills in all the areas. But, the question is have Life Skills, Thinking Skills, Human Development Skills, Management Skills, Emotional Skills, Adaptability and Social Responsibility Skills, Vocational Skills, Professional Skills, and many more skills have achieved the status of Skills? The complexity of the prevailing conditions demands skills for healthy, peaceful, harmonious, meaningful living under highly complex socio-cultural-political-economic-demographic conditions. So, there is a need to integrate skills in Education. There are numerous skills which various tasks demand. There is a need to arrive at skill level in all the areas to cope up with the challenges. Education ought to be rational as well as scientific. There is a need to realize Skill inclusive, Skill integrated, and Skill evolving School Education and Teacher Education at all levels, right from pre-primary to tertiary and continued education. Twenty six out of the in-determinant educational skills are presented as follows:

#### **a. Info-Savvy Skills**

In this digital age of ICT everyone should be info-savvy, that is, in a position to skillfully do Asking, Accessing, Analyzing, Applying and Assessing. But, a large majority of us are not info-savvy. There is a need of integrating info-savvy skills in Education.



### **b. Techno-pedagogic Skills**

Most of the teachers and teacher educators, even in this age of ICT are pedagogues, but not techno-pedagogues. There is a need to develop techno-pedagogic skills, such as, media-message compatibility, temporal and spatial proximity of message forms, media language proficiency, message, media and mode integration, realizing media credibility and message authenticity, media search and choice.

### **c. Vocational and Occupational Skills**

We need to identify, nurture and develop vocational and occupational skills in various areas, such as, agriculture, horticulture, sericulture, electricity, electronics, sewing, plumbing, nursing, so that, the young ones become productive and self-supportive.

### **d. Research and Construct Skills**

There are various research skills, such as, imagination and creativity, logic and reasoning, conceptual and theoretical thinking, reflection and feedback, data collection, experimentation, analysis and dissemination. These days there is added focus on Constructivist Approach. The constructivist approach demands various skills, such as, engaging, exploring, explaining, elaborating and evaluating. All these skills need to be comprehensively identified and practiced.

### **e. Management Skills**

There should be education for critical and creative managers along with the abilities of planning, organizing and controlling. Creative and critical management demands various skills, such as, instantaneously zooming out and zooming in, more eco-driven than ego-driven, sometime over and above the systems but never against the system, always deals in public agenda, never in personal agenda, is open minded rather than closed opinionated, sets the organization towards vision rather than lost in routines, delegates to the level of irreversibility, believes in building on strengths, generates lasting commitment, brings the processes to logical end, believes in total quality management, deals in reality with intelligence, wit and humour. There is a need to integrate management skills in education.

### **f. Life Skills**

Various life skills, such as, self-awareness, empathy, inter-personal communication, coping-up with stress, coping-up with emotions, creative thinking, critical thinking, decision making and problem solving have been introduced in the school curricula in india under co-scholastic areas, but the teacher education institutions have largely not integrated these skills. There is a need to bridge the gaps between requirements of school education and teacher education.

#### **g. Adjustment Skills**

Life is adjustment. There should be adjustment in all spheres of life, such as, home, health, society, emotions and education. How to adjust in all the areas? All of us need to learn to live together. Adjustment simultaneously in all the areas is rarely found these days. There is a need to realize comprehensive adjustment. There is a dire need to realize symbiosis.

#### **h. Special Education Skills**

Learners with special needs require especially skilled teachers. Also, the scope of technology integrated special education needs to be explored. Even the software packages like JAWS are not easily accessible.

#### **i. Human Development Skills**

There is a need to integrate emotional development skills, spiritual development skills, and above all human development skills. Wholistic Education and Evaluation demand conceptualization, acculturation, classification and integration of various skills. Some appreciable attempts have been made and are being made, both, at the school education and teacher education levels.

#### **j. Accountability and Adaptability**

There is a need to exercise responsibility in personal, workplace and community contexts, so as to set and meet high standards. We owe an explanation to the self, as well as, others for each and every act of ours. We need to moderate our temperament many a times with others. Before we attempt to supersede others we need to learn to transcend our own selves.

#### **k. Communication Skills**

There is a need to establish effective communication in a variety of contexts through a variety of forms, both, intra-personal and interpersonal, intra-faculty and interfaculty, intra-nation

and inter-nation. We need to be sensitive to the effects of who, says what, to whom, and through which channel, be it Grampanchayat, University Board of Studies, Syndicate, Senate, Central Advisory Board of Education, Legislative, Judiciary or National Parliament.

### **l. Self-Direction Skills**

There is a need of monitoring one's own learning needs and transferring learning from one domain to another. Also one should have the skill of locating appropriate resources. Each one of us has to pave our own paths. There are rare learning resources and guides to guide us. We need to identify our own paths while stepping in. It is because of faster obsolescence of coping skills and knowledge.

### **m. Social Responsibility Skills**

Everyone should act responsibly and demonstrate ethical behaviour in personal life, work place, community and society. We are yet to find meaning with local citizenship before advocating global citizenship.

### **n. Human Relation Skills**

Every one, everywhere, under all sorts of conditions should observe decency, decorum and discipline. There should be sharing with politeness. There should be fellow feeling and empathy. There should be coexistence with peace and harmony. For this self-discipline and empathy with the others' view points are the necessary conditions.

### **o. Emotional Skills**

Most of us presume to know our strengths but are seldom conscious of the weaknesses. There is a need to be thoroughly aware of the self. There is a need to learn self management. We should sustain our social sensitivity and learn social management. Growing complexities of the 21st Century immediately demand self awareness and self management, social sensitivity and social management.

### **p. Human Development Climate Skills**

There is a need to develop Human Development Climate Skills, such as, trust, risk taking, openness, reward, responsibility, support, feedback, team spirit and collaboration. Owing to growth pressure there is a heavy emphasis on material well being leading to nuclear and

finally fragmented family as an institution. The filial affection and empathy and compassion are weaning out. While man has to work as an organization, either he/she or the organization or both ought to make an attempt to create these values so as to work in cohesion.

**q. Spiritual Intelligence Skills**

Material attainment of any level has to be subservient to the spiritual attainment leading to the understanding of the self at the highest level of super sub-consciousness. Spirituality, knowledge of soul, quest for life values, conviction, commitment and character, healthy state in happiness and distress, brotherhood, equality, acceptance and empathy, love and compassion, flexibility, leadership in educational change ought to be the natural features of every human being.

**r. Innovation, Creation and Construction Skills**

Dancing crops, flowing wisdom, enchanting music, touching songs, resonating dance, immersing verses, speaking sculptures, enlightened learners, and innovative researchers are the wonderful springs of nature. Such skills need to be scaled up.

**s. Wholistic Education Skills**

Wholistic Education should focus on knowledge of the discipline, inter-disciplinarity, environmental attitude, health development, emotional development, spiritual development and integrated development.

**t. Inter-disciplines**

Many a interdisciplinary Programs have come up, such as, Bio-Chemistry, Bio-Technology, Microbiology, Bio-informatics, Bio-Physics, Bio-Statistics, Genetics. Choice Base Credit System is being introduced throughout to realize inter-disciplines.

**u. Value Integrated Education**

Education should be character building. Education should be governed by human relations model, rather than by traditional, hierarchical, bureaucratic model. Education should create global communities for sharing their states through reflective dialogues. Higher Education should harness the power of science and technology for realizing cultural excellence.

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#### **v. Technology Integrated Education**

There is technological revolution in education. There is a shift from online learning to twitters, face-book to semantic web. There is a quick shift from Web-1 to Web-2 to Web-3 technology. Smart Classrooms are emerging. Wi-Fi, i-Pad, e-book, eReader, e-News Letter and Webinars are emerging. There is a need to realize Technology Integrated Education.

#### **w. Digital Age Skills**

Digital Age Skills have become the basic needs of the present century, such as, global awareness skills- understanding of how corporations and communities all over the world are interrelated, cultural literacy skills- appreciation of diversity of cultures, ICT skills- ability to find, analyze, evaluate and make appropriate use of information, scientific literacy skills- understanding of both theoretical and practical aspects of science, and functional literacy skills- use of information and knowledge for living healthy, happy, meaningful and long life.

#### **x. Yoga Skills**

Yoga should be essential in education curricula. There should be adequate inputs and practice on Yama or Eternal Vows: Ahimsa, Satya, Asteya, Aprigraha and Brahmacharya; Niyama or Observances: Saucha, Santosha, Tapas, Savdhyaya, Ishvara-pranidhana; Asana: Firm, Comfortable Meditative Posture; Pranayama: Regulation of the Vital Force; Pratyahara : Sense withdrawal; Dharna : Concentration; Dhyana : Meditation; Samadhi: Absorption.

#### **y. Citizenship Skills**

Eveready Teaching with favourable Attitude they will be able to re-conceptualize citizenship education in terms of human rights and approaches of critical pedagogy; emphasize environment and its protection, live in harmony within oneself and with natural and social environment; promote peace, democratic way of life, constitutional values of equality, justice, liberty, fraternity and secularism, and caring values. They will be able to apply and interpret with conformity the values enshrined in the Indian Constitution. They will develop abilities to discern and judge in moments of uncertainty and fluidity of teaching-learning environments. They will respect values for peace, rights of all, and work. They will practice and direct children to express views freely without fear, trauma and anxiety. They will be sensitive to problems of the learners, and for commitment to justice and zeal for social reconstruction. They will care for children, enjoy to be with them, to seek knowledge and

own responsibility towards society and work to understand needs for inclusive education to make learning possible for the marginalized. They will embrace and develop positive attitudes, values and perspective, along with skills of teaching.

They will have concern for children and love to be with them to understand children within social, cultural and political contexts, develop sensitivity to their needs and problems, and treat all children equally. They will perceive children not as passive receivers of knowledge but augment their natural propensity to construct meaning, and make learning a joyful, participatory and meaningful activity. They will recognize and value what children learn from their home, social and cultural environment. They will explore meaning of ethics and values, observe and understand feelings of fear and trust and their influences on personal and social attitude. They will be able to sense their own limitations and strengths, integrate thought and action, develop self-confidence and open mind, question over-confidence, listen with empathy, take initiative, and develop positive attitudes. They will be ever ready to build child knowledge, potentiality and talent and co-construct knowledge. They will create opportunities for children to discover, learn and develop in contextual learning. They will foster learning through activity, discovery, observation and have understanding of children's psycho-social needs.

They will adapt constantly to meet the needs of diverse contexts through critical reflection. They will examine own biases and beliefs and reflect on own experiences as part of classroom discourse and enquiry. They will strive for self-analysis, self-evaluation, adaptability, flexibility, creativity and innovation. They will encourage students to construct knowledge and ensure that learning shifts away from mere rote methods. They will foster social sensitivity, and consciousness and human sensibilities to connect school knowledge with the life outside the school. They will view learners as active participants in their own learning. They will understand children's questions, their observations of natural and social phenomena. They will encourage learners to identify and articulate issues for self-study and critical enquiry. Teacher ought to be always ready for teaching.

#### **z. Wholistic Development Skills**

For realizing this competency a teacher should be fully healthy- physically, mentally, heartily, spiritually and environmentally. But the present paradox of teaching and teacher

education is that neither we are healthy within nor between. How many of us have truly realized the integration of the human body system and its healthy dealing with the environment? Answer is No One that is none.

- **Human Body System:** The organ systems of the body include the musculoskeletal system, circulatory system, digestive system, endocrine system, integumentary system, urinary system, lymphatic system, immune system, respiratory system, nervous system and reproductive system.
- **Skeletal System:** The skeletal system is the system that supports us and gives us our shape.
- **Muscular System:** The muscular system is the anatomical system of species that allows it to move. The muscular system in vertebrates is controlled through the nervous system, although some muscles (such as the cardiac muscle) can be completely autonomous.
- **Digestive System:** The digestive system provides the body's means of transforming food to energy.
- **Lymphatic System:** The lymphatic system is a network of conduits that carry a clear fluid called lymph.
- **Endocrine System:** The endocrine system is a system of glands that involve the release of extracellular signaling molecules known as hormones.
- **Nervous System:** The nervous system is a network of specialized cells that communicate information about an organism's surroundings and itself.
- **Circulatory System:** The circulatory system is an organ system that passes nutrients, gases, hormones, blood cells, nitrogen waste products to and from cells in the body to

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help fight diseases and help stabilize body temperature and pH to maintain homeostasis.

- **Urinary System:** The urinary system (also called excretory system or the genitourinary system) is the organ system that produces, stores, and eliminates urine.
- **Immune System:** The Immune system is the body's main defense against all foreign substances.
- **Integumentary System:** The integumentary system is the organ system that protects the body from damage, comprising the skin and its appendages (including hair, scales, and nails).
- **Respiratory System:** A respiratory system's function is to allow gas exchange.
- **Reproductive System:** The reproductive system is the system that allows for the continuation of the human species. This system is different in both males and female.

An alarming number of teachers and teacher educators have many a physical and mental problems. High or low blood pressure is a common problem which causes and caused by so called high living and simple thinking and wealth is health. We students, teachers, student-teachers, educationists and teacher educators have perhaps forgotten the advice of the common man-“Simple Living and High Thinking” and “Health is Wealth”. In this 21st century where is the time to remain simple and think of our health and health of others. There is a dire need to revive and realize our sensitivities to the basic values and cultural ethos of the east. Who has given us the right to pollute the self, the soil, the earth, the ether, the water, the fire. Human Greed has started treating the nature as a resource, rather than adoring it as a source. Through this craze of possession obsession human beings have started treating and being treated as resource. The term resource has a negative connotation and denotation. Even the name of our Education Ministry is MHRD, that is, Ministry of Human Resource Development. Let us, we teachers, love nature, adore nature, respect and protect nature, learn to be with the nature. So, a Competent Teacher ought to have progressively renewing



adequate interdisciplinary knowledge base, Educational Skill Base and Eveready Teaching State with Favorable Attitude.

#### **4. Gaps between expected and practiced teaching competencies**

There are evident gaps between the teaching competencies expected and practiced. Out of the numerous teaching competencies identified at primary school level, the competencies to prepare teaching aids, utilize teaching aids, operate hardware, demonstrate experiments, adopt- concept attainment model, project method, guided discovery method, inductive-deductive method, problem solving method, creative teaching method, and group discussion method, provide effective feedback, diagnose student learning difficulties, organize remedial instruction, provide educational assistance for children with special needs, undertake multi-grade teaching, organize and conduct guidance services, conduct follow up activities, conduct action research, implement new educational ideas, analyze a text book, and establish rapport with parents and community were not practiced by the primary school teachers. No system of education can rise above the quality of its teachers, and the quality of teachers greatly depends on the procedures used for admission into teacher education, quality of teacher education, means deployed for selection as teachers for placement and the strategies adopted for ensuring accountability. There are wide perceptible gaps between the teaching competencies expected, developed and practiced by the teachers, right from pre-primary school education through higher education. What could it be attributed to?

- Wanting Profiles of the Persons who opt to be the Teachers;
- Wanting Wish and Will of the State for Education and Teacher Education;
- Identity Crisis of the Teacher Education Institutions;
- Defunct Regulators of Teacher Education;
- Wanting Availability and Accessibility of the Learning Sources and Re-Sources;
- Gaps between the Teacher Education and School Education;
- Ritual Professional Education and Development of the Teacher Educators and Teachers;
- Degeneration of the values of Human Beings and Educational Institutions;
- Issues of the Digital Age in the Teaching Context;
- Arbitrary Teacher Performance Appraisal Indicators;
- Lack of convergence amongst the State, Society & Education;

- Indifference towards the rich Educational, Religious, Cultural, Political, Social Heritage; &
- Co-existence of Educational, Economic and Political Hubs, all in the National Capital.

The above full point is not the full stop; it is an indicator of incomplete infinite. The question is- How to meet the gaps between the expected Teacher Competencies and practiced? Should we research the causes and address the effects or we address the effects straight way or both? We are not happy with the State- displeasure with Teacher Education, nor are we happy with the Judiciary-over-activism, but, we are definitely happy with the dedication of Indian Teachers, because, irrespective of environment, everywhere, they are respecting the Identity of Education. If we are genuinely interested in raising the Development Index of India, it becomes mandatory for us to respect our teachers and teacher educators. Now the question is how to respect. Let us recall everywhere, and recall aggressively- peacefully The preamble of the Constitution of India. Teacher Eligibility Tests (TETs), Teacher Aptitude Tests (TATs), and National Eligibility Tests (NETs) are not the resolve. At the top of it Academic Performing Indicators (API) are the latest joke of higher education. Do we know, why and how? What use are the degrees of degrees which are conferred during convocations? How can educational institutions disown their own products? As silent spectators, we are experiencing the sordid drama.

Teacher competency: mapping & management along with the foundation & core courses, such as, philosophical, sociological, psychological, historical foundations of education, methodology of educational research, taxonomy of educational skills, classroom management, education in the emerging indian society, measurement & evaluation, ict in education, and special areas, such as, teacher education, educational administration, computer education, guidance and counseling, value education, health education, there is focus on content-cum-methodology, particularly, at NTT, D.El.Ed., B.Ed., B.P.Ed. levels. The content level of the pupil-teachers is accepted as it, except in case of integrated teacher education programs, namely, B.A., B.Ed., B.Sc., B.Ed. As far as innovative teaching practice is concerned, mainly, microteaching, simulated teaching, practice is going on ritually. Because of the focus on life skills and multiple intelligence in the school education, some of the teacher education institutions have initiated into these areas. There are no competent teacher

educators at NTT and D.El.Ed. levels, because, the teacher educators dealing at these levels do not have stage specific teacher education.

It is high time for the nation to formulate national teacher education policy through countrywide democratic reflective dialogue. On one side it is a challenging task to develop teacher competencies, on the other, to map these. After having completed the teacher education degree, the prospective teachers should be issued teaching license, which could be renewed periodically. There ought to be teacher appraisal. But, are the teaching competencies scalable? Due approaches should be worked out to evaluate the teacher performance. There is an immediate need to redesign the academic performance indicators. The entire system has gone sick, because of the API- infrastructure, teaching, research, extension, placement and promotion. Weightage and relative weightage of the various API needs to be worked out scientifically. Every faculty has its own mandate. The mandate of the commerce faculty is trade. The mandate of the arts faculty is art, that is, meaningful creation and production. The mandate of science faculty is exploration, genesis, description, prediction and control. The mandate of engineering and technology is designing and applying sciences artistically and humanistically. The mandate of linguistics and languages are cultural heritage, ethos, vision and expression. Each faculty has powerful arrays of knowledge, repertoire of skills, and heart of feelings. cursory mapping reveals that it is a rich complex of competencies which every teacher embodies. There is a need to incubate and nurture these competencies very carefully. Every teacher is a wonderful integration of knowledge, feeling and skills. Where ideas spring, heart beats, motor creates, the soul reins and the self resonates with the environment, in peace and bliss, is the abode of a teacher, is the body of a teacher, is the skin, skeleton, nerves, heart, mind, muscles and soul of a teacher. As the god is both known and unknowable, similarly, a teacher is also, both, known and unknowable. We wish to make each one of our teacher, our pattern to live and to die.

### **Policy Suggestions**

- India should formulate teacher education policy through national debate and discussion.
- Act, norms and regulations of the NCTE ought to be revisited. No one should dare to play with these for unfair gains.

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- Taxonomy of educational skills needs to be evolved. The nation as a whole should rise above the micro teaching rituals.
  - The curriculum frame work of teacher education and school education ought to be in tune.
  - Wholistic competencies are required for realizing wholistic education.