



# INTERNATIONAL JOURNAL OF CREATIVE RESEARCH THOUGHTS (IJCRT)

An International Open Access, Peer-reviewed, Refereed Journal

## Review of General Teaching Competence Scale of DR. B.K.PASSI & MS.LALITHA

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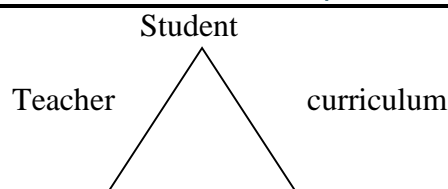
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**Abstract:-** In this paper researcher focuses on the general teaching competency scale prepared by the educationist late DR. PASSI and MS. LALITHA & the review of this scale what is requirement of now days what kind of modification need tool now a day's. Researcher's main purpose is to assess quality improvement on education at secondary education. Teaching competency scale assesses the ability of teachers. Now what kind of improvement need in the scale teacher only focus on that?

### I. INTRODUCTION

Education is most power full tool to improve the quality of nation and give support to stand between developed countries. We know country or nation is said to be well developed if the education system was established and well qualitative. Nation should be progressive if the education gives qualitative product to society and world. When we talk about history of India we remember it was GOLD'S BIRD if when we say about the phrase GOLD'S BIRD in education is also proved because the very well known university Nlanda, Takshshila and different Gurukul were popular their dignity and their education. Indian education system was popular for it's qualitative education system it show that our culture. When we study about our culture show we have to see its higher moral and ethical value like RAM RAJYA, and GEETA sandesh were the most powerful epic to show rich culture in Indian education system and their moral values. The great leader Gandi, Lokmanaya, Neheruji, Vivakanand, and Ravindranaath Tagore, Arvindo were they well educated in western education but the believe in the quality of education of Indian education which is based on our higher ethics. Without Indian education we could not be free. Because its believe on Indian education system AHINSA PARAMO DHARMA, and SATAYAGRAH Gandi had given present to an India as freedom. So we cannot say its power of one person or some leaders it is the power of education which they have got from their parents and the system. But after freedom the education system fell down because it's totally based on western culture like makale, hunter, and woods. So this system destroyed our heritage and education system & qualitative was low. Then lots of committee were establishing after independent and they were doing the work for education. University committee, secondary education, education commission and they have given valuable advises and the advises used by the Indian government but because population growth and the modernity we are lack behind but government do their work to start Abhiyan, Yojonay to enhance the quality of education. "According to Manoj Jhalani Commissionor Rajya shiksha Kendra Bhopal –Quality education depends on structure planning, clear long and short term education and the commitment of teachers". When we say about structure planning first we remember/ think the curriculum because the education is tri polar presses according to duwy-



Without qualitative curriculum we can't imagine quality education. So when we talk about the structure planning we must be aware of quality of curriculum and how they implement. Curriculum depend on duration of term its long term or short term because in that period its responsibility of education system to give qualitative product to the nation so that kind of planning we should be remember and which type of curriculum are structured and the last but most important point of teacher commitment its most crucial on that days. Committed teacher depends on the how to they get proper teacher education. Basically teacher's commitments depend on two factors 1. Teacher's innate qualities, 2. Teachers competence.

When we talk about Teachers innate qualities, which is depend on birth, other words we can say its aptitude towards teacher profession. If aptitude it's strong its attitude always positive towards profession. Now the question arise once again quality and competence two different aspect or same teacher quality depend wary person to person we always say about the it's depend on aptitude towards profession. But when we talk about teacher competence we can developed by using teacher training because it's not possible everyone is born teacher so we need the some kind of special training so teaching competency we can enhance special kind of teachers training.

Definitions of teaching competency:-

According to Barr (1952):-Teacher role as (a) director of learning (b) a friend and counselor of pupils (c) a member of groups of professional worker and (d) as a citizen participating in various community.

Dodal (1972):- Teaching competencies are, "functional abilities which teachers demonstrate in the day to day related activity."

wilson (1973):- "Teaching competency as knowledge, attitudes, skills and self perception or the products that derive from the mix of these behaviors leading to the attainment of predicted outcomes.

Cooper and Weber (1973):- Teaching competency as the attitude, understandings, skills and behaviors that facilitate growth in children, adding the variables of self perception.

Yargar (1974):- competent teachers as professionals who would employ specific instructional strategies based on the objectives of the materials to be taught, the situation for teaching, the characteristics or teaching styles.

According to Ahmad(2016)- Teaching competency is the function a set of variables such as intelligence, socio-economic status, gender differences, personality characteristics social acceptance, academic performance, self-control, empathy, sociability, teaching aptitude, emotional intelligence and adjustment etc.

## Review of General teaching competency scale:-

### Formal introduction

**B. K. Passi & M. S. Lalitha. General Teaching Competence Scale language Hindi/English. (There are 21 items related to 21 teaching skills. They are related to five major aspect of classroom teaching namely — i. Planning, ii. Presentation iii. Closing, iv. Evaluation and v. Managerial. It was standardized on secondary school teachers.)**

**General Teaching competence Scale is a classroom observation schedule** which has been constructed by Passi & Lalitha. There are 21 items related to 21 teaching skills which encompass the entire teaching- learning process in the classroom. It is a 7-Point rating scale measuring the use of the skill by the teacher in the classroom corresponding to each item ranging from '1' for "Not at all" to '7' for "Very Much". The sum of the ratings against all 21 items constitutes the score on General Teaching competence (GTC score) of the teacher being observed. The maximum score possible is 147 and the minimum is 21. This scale has been used for doctoral research and the reported inter-observer reliability coefficients range from 0.85 to 0.91 (**Khan- 2016**). The major aspect of according GTCS classroom teaching namely – planning, presentation, closing, evaluation and managerial GTCS the items are such that **they are centered on teacher-class-room behavior in relation to pupil behavior (mudasir2014)** actually useful to trainee or pre service teacher. It is evaluation scale to measure the classroom competence. "This general teaching scale measures all the teaching skills constituting the entire teaching task and making observations regarding the effectiveness of performance of each of those teaching skills. This tool provides a measure of teaching competency of secondary school teachers. There are 21 items related to 21 teaching skills which encompass the entire teaching learning process in the class room. They are related to five major aspects of class room teaching namely Planning, presentation, Closing, Evaluation and Managerial. **It is 7 point rating scale measuring the use of the skill by the teacher in the**

**class room corresponding to each item ranging from 1(for not at all) to 7 (for very much).(Gupta 2014).** But when measure whole competence of teacher. We cover all aspect of teaching competency. We know teaching is a noble profession. Noble profession demands people should be competent and well developed. i.e. teachers all over development . If he/ she well developed or over all developed then the product (student) will be qualitative. Because when we said about quality education we always speak about teacher competence, curriculum quality, and the outcome (product). Teacher competence defines on 3 variables 1.presage 2. Process 3. Product. When we measure three variables we can asses presage value, process value, product value. In the presage value we can measure attitude, interest intelligence, commitment etc, and the process we can measure classroom teaching and GTCS is mainly based upon on classroom teaching so we cover only one aspect. Because the third variable of teaching competency is product means student, student outcome show, the efficiency of teacher. In other word product outcome shows the mirror of input. If inputs are qualitative the results are automatically qualitative. After teacher training we can say teacher is already trained, so there are competent teachers. So what is role of in-service teachers training in that case who are already competent? So it is the question, How to check teaching competency enhancement, after service training they got in their service period.

Teacher competence defines on norms on the basis of survey of 264 teachers **Gray and Garrad (1977)** suggested sixteen teaching competencies 1.Relationship with class .2.willingness to be flexible3.Effectiveness in controlling his class 4.Capacity to perceive the word from the students' point of view, 5.Personal adjustment and character 6.Influence on students' behavior.7. Knowledge of subject matter and related area. 8. Ability to personality his behavior. 9. Extent to which he uses inductive method.10 extent to which he uses inductive method 11. Amount his student learn.12.General knowledge and understanding of education facts.13.Civic responsibility 14.performance in student learning 15.Participation in community and professional activity and 16.Year of teaching experience. Similarly **Berk (2005)** also define: Twelve potential sources of evidence to measure teaching effectiveness are critically reviewed: (a)student ratings, (b) peer ratings, (c) self-evaluation, (d) videos, (e) student interviews, (f) alumni ratings, (g) employer ratings, (h) administrator ratings, (i) teaching scholarship, (j) teaching awards,(k) learning outcome measures, and (l) teaching portfolios. So when we developed teaching competency scale or schedule we remember following point teachers attitude towards teaching profession and innovative teaching, teacher's interest in their student and profession, commitments towards their profession and nation, classroom behavior student outcomes (measure in general achievement test and liking towards subject).

Now recently few researches have been done on teaching competency, **they** all used GTCS as tool -**Mudasir (2014)**: “a comparative study of teaching competency of secondary school teachers in district Srinagar” and the result was the male secondary schools teachers showed better teaching competency as compared to female secondary school teachers. **Gupta and Chouahan (2014)** studied on “Teaching competency among Teachers in Secondary School Level in Ghaziabad District” and they found competence of female teachers is higher than the male teachers; competence of experienced teachers is higher than inexperienced teachers and no significance difference of teaching competency of rural and urban teachers. **Talwar (2014)** studied on “Teaching competency of Secondary School Teachers In Relation To Emotional Intelligence” the major findings of the study were i. There is insignificant difference in the teaching competency and emotional intelligence of government and private secondary school teachers. ii. There is insignificant difference in the teaching competency and emotional intelligence of government and private secondary school teachers with respect to their gender. iii. There is significant relationship between teaching competency and emotional intelligence of secondary school teachers .**Chodhury (2015)** “studied on Teaching competency of Secondary Teacher Educators In Relation To Their Meta cognition Awareness” and the results were 1.Majority of the secondary teacher educators both male and female have average level of competencies in teaching.2. Majority of both male and female teacher educators have average level of Meta cognition awareness. 3. There is a significant difference between male and female secondary teacher educators in their Meta cognition awareness. Mean score of male teacher educators are better than female teacher educators in their Meta cognition awareness. 4 There is a significant difference between rural and urban secondary teacher educators in their Meta cognition awareness. Mean score of urban teacher educators are better than rural teacher educators in their Meta cognition awareness 5..There is a significant difference between male and female secondary teacher educators in their teaching competency. Mean score of male teacher educators are better than female teacher educators in their in their teaching competency. 6. There is a significant difference between rural and urban college secondary teacher educators in their teaching competency. Mean score of urban teacher educators are better than rural teacher educators in their Teaching competency. 7.. There is a significant relationship between teaching competency and Meta cognition awareness of secondary teacher educators. **Rana (2013)** studied on “Teaching competency in Pre and Post Trainees in Relation to their Rank Difference in Entrance Test” the teacher may be competent if s/he has good skills. The teacher may get good



rank but he will not be said as competent until he applies various skills in his/her teaching. Rural teachers whether higher ranker or lower ranker in pre and post training possess moderate thinking. Urban teachers whether higher ranker or lower ranker in pre and post training possess moderate thinking. It shows that the location does not effect on teaching without having skills. The male teachers whether higher ranker or lower ranker both in pre and post training, possess significantly difference in their teaching. The teacher who had achieved higher rank were found more competent in post training, which indicates that although they were not too competent before training but after training, they used different teaching skills and methods in their teaching. Consequently, their teaching was adjudged as competent. The female teachers whether higher ranker or lower ranker in pre and post training possess moderate thinking. It showed that female teachers apply different techniques at every step which showed their activeness and devotion. **Khan (2016)** studied on “teaching competency of secondary teacher in relation to their educational qualification, stream and type of school” and the findings were-: government teacher were more competent than private teachers and educational qualification does not affect the teaching competency of secondary school teachers. And science stream teacher have more competent than art stream secondary teachers. **Kumar (2016)** studied on “attitude of secondary school teachers towards their profession with respect of teaching competency” and the study revealed high teaching competency had positive attitude towards teaching profession than the lower teaching competency. So they results show that secondary teacher especially competent in classroom behavior. So what about their all over competence .so we check attitude towards quality enhancement of education at respect to their teaching competency. We know government teacher efficient, experienced and competent. In service teacher training what kind of material provided them? Any new thing can they provided so they do their work more efficiently and improve their ability to do work.

main purpose of this paper to assess quality improvement on education at secondary education through teacher in service training if any researcher doesn't have previous record of the teacher so comparison is not possible. In this case we can measure enhancement only to product (student) result and their overall performance and teacher's personal record in that case if it is available. But it is depend on availability. Especially those who had got in – service teacher training .but we can measure their interest to give knowledge and teaching profession and what kind of technology they used in their classroom. How they efficiently used?

Any case researcher does not want to measure general teaching competency. He needs to check overall competence. We know in the government sector mostly teachers are trained. We know in- service teachers training how to enhance their competence? opinion of the Most of the researchers' Passi teachers competence scale observed only classroom behavior its process variable. But if researcher wants to measure presage variable and product variable both. Because trained teachers should be qualified and experienced. They know classroom behavior very well, so observed in-service teacher training effect on their competence. According to **R Kwasnica** the two basic group of teaching competency, first one moral competence and second one is technical competence. Moral competence divides it into their attitude towards education, student and their commitment towards their profession. And the technical competence divides their ability to do their work more efficiently.

When we define technical competence we remember today's need. Educational technology is one of the essential parts of the teacher competence. Teaching competency in terms of technical competence means teacher use new educational tools more efficient which is most appropriate in present day. In present day if teacher uses chart, model etc student feel outdated, because of ICT exposure the student more advance comparative teachers, and student need technical competent teachers. So the requirement of teachers in the present system to create awareness and up to date their knowledge and develop competency according to changes.

**Sarmah (2015)** studied on teaching competency among the TET qualified teachers, a study in sonitpur district of Assam. And the finding was competency level differ among TET qualified teachers in this regard community and gender is not considered as important variable **suggestion** given by researcher was very interesting 1. **Individual differences are always there and same with the teaching competency but the gap between urban and rural as well as male versus female can be minimized through proper training programme.** 2. **Attitude play an important role in developing competency so effort must be taken to built proper teaching attitude among teachers which will accelerate in enhance teaching competency.** 3. **they should be encouraged and ensured to participate in short term courses offered by the concern departments for developing confidence as well as for effective communication and deliberation of class.** So in-service training plays an important role to enhance teaching competency. In this point question arise how to check teaching competency after in-service training. Only GTCS is not sufficient to check teacher's competency, we need to check teaching attitude, professional development and student performance (achievement test or some general test) also.

### One more examples of:

The multicultural teaching competency scale development and initial validation. (Developed by SPANIERMAN ET.AL) According to spanierman and their researcher team, the three dimensions of multicultural teaching competency: awareness, knowledge, skills. Teaching awareness as consisting of three dynamic and continuous processes reflecting teachers' awareness of a) self and other as culture beings) their attitudes and biases, and c) the need to create culturally sensitive learning environments for all students. Teaching knowledge as denoting teachers' knowledge of culturally responsive pedagogy and instructional strategies related to diverse population, major socio historical and current sociopolitical realities, and cultural dynamics (e.g. ethnic identity, gender socialization etc.) that may affect between and within –group differences. We defined multicultural teaching skills as teachers' ability to a) actively select, develop, implementation, and evaluate strategies that facilitate the academic achievement and personal development of all students. B) Select and implementation culturally sensitive behavioral management strategies and interventions and c) participate in ongoing review and evaluation of school policies procedures, and practices with regard to cultural responsiveness.

### Conclusion:-

Most of the scale fulfills the criteria of teaching competency. Keeping above all conclusion in view the following jest may be included for betterment of teaching competency.

1. Teaching attitude after any in-service teacher training
2. Professional development 1. Self assessment. 2. Curriculum knowledge 3. Awareness of technology.
3. Class room behavior
4. Students' interest 1. Teacher's behavior, 2. Class room environment.
5. Student achievements test of general knowledge, general mathematics, general science,

The all five points we can included on the tool .because all are a very necessary point to assess the teaching competency.

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