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Extrinsic and intrinsic teacher development

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Abstract
The transformative power of an effective teacher is vital and we have experienced and understand on a personal level during our learning phase. The B.Ed course grooms the student teacher to be competent at school. Today teachers' face a lot of challenges in schools hence the B.Ed course should focus on enriching the competencies – Professional and Core Competencies. This study analysed the impact of IDEAL as an attempt to cater to the competencies of a teacher. The hypotheses of the study were tested using statistical techniques. The findings of the study revealed the positive impact of IDEAL towards developing the teacher competencies among the student teachers through various activities.

Keywords: teacher competency, student teachers, professional competency, core competency

Introduction
The B.Ed course grooms the student teacher to be competent at school. Today teachers' face a lot of challenges in schools hence the B.Ed course should focus on enriching the competencies – Professional and Core Competencies.
Our learning experiences in school / college showcases our personality and the way we deal with things in our life, which can be attributed to a large extent to our teachers who have been instrumental for this change. If we were particularly fortunate, we had numerous exceptional teachers who made school an exciting and interesting place. Those teachers possessed a passion for the subjects that they taught and genuine care for the students with whom they worked. They inspired us to play with ideas, think deeply about the subject matter, take on more challenging work, and even pursue careers in a particular field of study. The present study is an attempt to cater to the competencies for a teacher.

The objectives of this study were
1. To create awareness of the various teacher competencies among the student teachers.
2. To develop the professional competencies (teacher) among the student teachers.
3. To develop the core competencies (teacher) among the student teachers.
4. To develop the teacher competencies among the student teachers through various activities.
5. To implement different Evaluation process.

The areas that IDEAL catered to were
I - Identify roles and responsibilities of a Teacher
The opinion on the attributes that every teacher should possess as perceived by student teachers on– personal, social, moral, ethical, emotional, culture fit qualities.

D – Define qualities and competencies of a Teacher
The responses received by the student teachers were checked and the appropriate statements were selected. The rating scale comprised of Core Competence and Professional Competence. A set of statements are made and pre-test was conducted for the same. The results were analysed.

Core Competence: A set of standards that are required irrespective of the teaching role

Professional Competence: A set of standards relevant for the teacher as a professional in the school environment

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The attributes were framed as statements
Eg: A teacher should always be polite.

E- Experiential activities to cater different competencies.
Case studies/ Scenario based Learning
Movie / Video Clipping
Role play on student needs
Personality development/ Grooming and Etiquettes
New methods in teaching and learning:
Gallery Walk
Process Drama
Learning Stations
Blended Learning
Inquiry Based Learning
Circle Time
TfU (Teach for Understanding)
Success Stories

A – Assessing the competencies.
Post – test would be conducted after all the activities are catered throughout the year. The Post- test is the same rating scale used as Pre-test to see the difference (if any) has occurred to the Student- teacher during the B.Ed course by incorporating the various activities.

Learning remediation and Peer Tutoring.
The post-test results will be analysed. The student teachers who needs attention and direction in the areas of teacher competence will be identified. Remediation in the form of Coaching and Peer Tutoring will be done:
Coaching by the Teacher Educator
 Peer Tutoring by the student teacher (among the peers)

Hypotheses
H1: There is no significant difference in IDEAL as an intervention based on the core competencies.

H2: There is no significant difference in IDEAL as an intervention based on the professional competencies.

Research Methodology: The research methodology adopted was single group pre test - post test experimental design.

Sample for the study: The sample for the study consisted of 100 student teachers.

Data analysis: The data was collected through a four point rating scale on the core and professional competencies through a survey, the data was analyzed through 't' – test.

Findings of the study
H1: There is no significant difference in IDEAL as an intervention based on the core competencies.

Interpretation: The calculated value is 2.05. Table value of t for df 98 is 1.66 at 0.05 level. The calculated 't' value 2.05 is higher than the table value at 0.05 level and therefore it is significant at 0.05 level. Hence the null hypothesis is rejected.

Conclusion: There is significant difference in IDEAL as an intervention based on the core competencies.

Discussion: The activities used to develop the core competencies was carried out with utmost care and rigour, it made the student teachers understand the importance of these core competencies to groom their personality and understand the society around and adapt appropriately. The movie/ video clipping were enthralling and brought out even the minutest aspect of teacher competence.

H2: There is no significant difference in IDEAL as an intervention based on the professional competencies.

Interpretation: The calculated value is 2.25. Table value of t for df 98 is 1.98 at 0.05 levels. The calculated value 2.07 is higher than the table value and therefore it is significant at 0.05 level. Hence the null hypothesis is rejected.

Conclusion: There is significant difference in IDEAL as an intervention based on the professional competencies.

Discussion: As teachers to emphasize on professional competence is of utmost priority and the backbone of professional ethics. We deal with young minds and this cannot be handled in a very abrupt manner. The finer aspects of professional competence was encouraged through discussion and brainstorming. This was a very important phase because the uncertainties and wrong notions were thrashed which helped the student teachers to build their ideals/ role model based on the different aspects of professional competence. As the student teachers are preparing to assume the role of a teacher it is necessary to groom them in all respects and in an ideal manner.

Conclusion: The IDEAL as a practice helped in developing the teacher competencies among the student teacher which will enable them to be more accomplished at their workplace.
➢ Being prepared for an interview
➢ Personal grooming and Self awareness
➢ Awareness of Do's and Dont's in classroom and workplace
➢ Teacher empowerment
➢ Celebrating Professional development
➢ Classroom roles
➢ Language proficiency
➢ Walking the path towards an IDEAL teacher.

Creative Minds"(Mumbai, Maharashtra, NAS Publishers, 2014), "Redesigning Learning Horizons through Multiple Intelligence Approach", (Lambert Publications, UK2016), and a series of 8 Teacher resources in English for Chetana Publications (2016). She has presented papers at National and International conferences and seminars. She has received a Minor Research Grant from the University of Mumbai. She is the Editor of an International Journal of Education and is on the Editorial Board of two Research journals.

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