



# Competency Based Teacher Training Programme for English

VIRAL A. NAYEE

## Abstract:

*The Constitution of India provides for free and compulsory education for all children up to the age of 14 years. Educational reformers and researchers planned so many schemes to achieve the goal of Universal Primary Education. Besides this, developing and developed countries joined hands and pledged to have 'Education for All' in the 20<sup>th</sup> century. Yet, today in the 21<sup>st</sup> century which is called 'Information Age' much still remains to be done, particularly in rural parts of India. Literacy does not stop with acquiring three R's but goes further in developing the innate talent of children. Both qualitative and quantitative aspects of education, especially in densely populated country like India, should get equal stress in all efforts.*

*One cannot be compromised at the cost of other. The major focus in education for the masses needs to be done on the teacher and the taught. Children have to be molded and guided for development of their innate talents and for that purpose, the teacher must possess the required competencies, skills and bent of mind which can be cultivated by promoting competency based teacher training programme at all the levels of teacher education. Competence is nothing more than an improved modern term applied to an ancient human value. Applied to teachers, competency means the right way of conveying units of knowledge, application and skills to the students. The right way includes knowledge of contents as well as the process, methods and means of conveying them in an interesting way, involving the activities of children. In short, a competent teacher makes the teaching-learning process a joyous experience for children and also for himself/herself. Competencies are classified under 5 major categories: (i) Cognitive Based Competencies; (ii) Performance Based Competencies; (iii) Consequence Based Competencies; (iv) Affective Competencies; and (v) Exploratory Competencies. Teachers' competencies to raise students' achievement have also been discussed.*

## 1. Introduction

The Constitution of India provides for free and compulsory education for all children upto the age of 14 years. Educational reformers and researchers planned so many schemes to achieve the goal of Universal Primary Education. Besides this, developing and developed countries joined hands and pledged to have 'Education for All' in the 20<sup>th</sup> century.

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One cannot be compromised at the cost of other. The major focus in education for the masses needs to be done on the teacher and the taught. Children have to be moulded and guided for development of their innate talents and for that purpose, the teacher must possess the required competencies, skills and bent of mind which can be cultivated by promoting competency based teacher training programme at all the levels of teacher education.

## 2. Concept of Competency

Competence is nothing more than an improved modern term applied to an ancient human value; for example, the right way of doing things is the competent way; the right way to perform a job; the right

way to live and work and in association and coordination with others. In others words it means a desired quality of job performance. The qualities of competency are enthusiasm, fluency, industry, neatness, originality, adaptability, and thrift. The training of competency has always been and still is largely training for creating abilities or qualities that are placed in actual job situation / context. Competence does not result from possession of great amount of knowledge. It must become functionally operative at appropriate time. Knowledge must be integrated into a pattern of behaviour to serve a useful purpose.

Applied to teachers, competency means the right way of conveying units of knowledge, application and skills to the students. The right way includes knowledge of contents as well as the process, methods and means of conveying them in an interesting way, involving the activities of children. In short, a competent teacher makes the teaching-learning process a joyous experience for children and also for himself/herself.

### 3. Classification of Competencies

The empirically identified competencies are consolidated by synthesizing overlapping items. Competencies are defined and specific areas have been arrived at thus. Further competencies are classified under 5 major categories as detailed below:

- **Cognitive Based Competencies:** Cognitive Based Competencies define knowledge and intelligence skills and abilities that are expected for learners. They are content based and help to enlarge the sphere of activities.
- **Performance Based Competencies:** Instead of mere knowledge as stated above the learner demonstrates that he/she can perform some activity rather than simply being aware of facts. Performance based competencies are skills based and overt action oriented.
- **Consequence Based Competencies:** To demonstrate this competency a person is required to bring change in others. The level of success is not measured by what one knows or does but by what one accomplishes. The achievement of pupils is a standard measure of consequence based competency.
- **Affective Competencies:** The affective competencies defined the expected attitudes and values and tend to resist specificity. These competencies are expressed in terms of behaviour rather than percept.
- **Exploratory Competencies:** These types of competencies are those that cannot be fitted into any of the above four types in competency based teacher education. The activities provide opportunity to students to learn, but specific nature of outcome cannot be desired. They are also referred as experience objective or expressive objectives.

### 4. Teacher Competencies in Relation to Raising Achievement Level

#### 4.1 Class Related Competencies

- Lesson Planning and Instructional Management.
- Evaluating and Remedial Skills.
- Innovating and Experimenting.

#### 4.2 School Related Competencies

- Development of Positive Attitudes
- Administration and Management
- Inter-school Relations
- Image and Morale Building

#### 4.3 Pupil Related Competencies

- Identification of Pupils' Talents
- Identification of Pupils' Characteristics
- Identification of Pupils' Needs
- Developing Non-Cognitive Skills among Pupils

- Guidance and Counseling Skills

#### **4.4 Community Related Competencies**

- Awareness Building
- Ensuring Participation
- Mobilization of Resources and its Utilization
- Public Relations

#### **4.5 Curriculum**

- Initiating
- Planning
- Developing
- Implementing
- Evaluating Skills

#### **4.6 Motivational Competencies**

- Motivating Pupils
- Motivating Colleagues
- Motivating the Society

#### **4.7 Value Related Competencies**

- Playing an Ethical Role Model
- Developing Value among Pupils
- Developing Values among Members of Society

#### **4.8 Leadership Role Model**

- Developing Leadership Qualities for Self
- Developing Leadership Qualities among Colleagues
- Developing Leadership Qualities among Students
- Developing Leadership Qualities among Societal Members

### **5. Conclusion**

Competency based teacher training programme is very much essential and recommended approach in conducting pre-service education for the prospective teachers. Thus, a quality programme of teacher education needs to be in the offing for teacher trainees by providing competency based teacher training programme.

### **References**

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