



COMPETENCY BASED TEACHER EDUCATION PROGRAMME

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Abstract

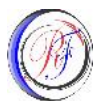
The constitution of India provides for free and compulsory education for all children up to the age of 14 years. Educational reformers and researchers planned so many schemes to achieve the goal of Universal Primary Education. Besides this, developing and developed countries joined hands and pledged to have “EDUCATION FOR ALL” before the turn of the country. Children have to be molded and guided for proper development of their innate talents and for that purpose; the teacher must possess the required competencies, skills and the bent of mind. 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 in association and cooperation with others. Also NCTE (1988) defined 10 competences in teacher education. In other words it means a desired quality of job performance. The qualities of competency are enthusiasm, fluency, industry, neatness, originality and adaptability. In a traditional educational system, the unit of progression is time and it is teacher-centered. In a CBT system, the unit of progression is mastery of specific knowledge and skills and is learner- or participant centered.

❖ Key terms:

1. **Skill:** - A task or group of tasks performed to a specific level of competency or proficiency which often use motor functions and typically require the manipulation of instruments and equipment some skills, however, such as counseling, are knowledge- and attitude based.
2. **Competency:** - A skill performed to a specific standard under specific conditions.

❖ Characteristics of Competency-Based Training Programs

1. Competencies are carefully selected.
2. Supporting theory is integrated with skill practice. Essential knowledge is learned to support the performance of skills.
3. Detailed training materials are keyed to the competencies to be achieved and are designed to support the acquisition of Knowledge and skills.
4. Methods of instruction involve mastery learning, the premise that all participants can master the required knowledge or skill, provided sufficient time and appropriate training methods are used.
5. Participants’ knowledge and skills are assessed as they enter the program and those with satisfactory knowledge and skills may bypass training or competencies already attained.
6. Learning should be self-paced.
7. Flexible training approaches including large group methods, small group activities and individual study are essential components.



8. A variety of support materials including print, audio-visual and simulations (models) keyed to the skills being mastered is used.
9. Satisfactory completion of training is based on achievement of all specified competencies.

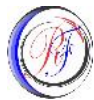
Identification of competency

The teacher has a role of play as a friend, philosopher and guide and secures the cooperation of society, co-workers, and officials and so on in the discharge of his / her duties and for the achievement of the desired results. As such the competencies can be classified as under:

1. **Classroom competencies:-** Classroom competencies deal with classroom situations and are mainly
2. **Competencies related to administration and management: -** The management of the class requires skilful handling of the situation in imparting the desired qualities and abilities to the students. As an able administrator, the teacher must possess a variety of competencies to enable him/her to perform the role of leader dedicated to the tasks assigned. The administrative capacities will enable the teacher to run the school on smooth lines securing 100 % cooperation both from co-workers and members of society. As role models impresses upon his colleagues and pupils the salient features of a good administrator.
3. **Competencies in relation to school, society co-workers and pupils: -** Public related competencies play a pivotal role in maintaining a cordial and conducive environment and to secure the maximum cooperation and assistance.
4. **Competencies in relation to content and curriculum: -** To secure 100 percentage enrolment and retention the curriculum must have a direct bearing on the life and livelihood of the society from where the pupils come. The content provides only the base and the teacher must have a mastery over the content for developing the required competencies aimed at.
5. **Motivational and value base competencies: -** By being a teacher/ he must inspire his/her pupils not only by teaching but also through behavior and activities.

TEACHER COMPETENCIES IN RELATION TO RAISING ACHIEVEMENT LEVEL

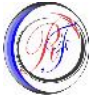
1. Class Related Competencies	Programme
Lesson Planning and Instructional Management	symposium, Workshop, Training
Evaluating and Remedial Skill	Training, Panel Discussion
Innovating and Experimenting	Brain Storming
2. School Related Competencies	Programme
Development of Positive Attitude	Ice breaking
Administration and Management	Training, Seminar
Inter-School Relations	Workshop
Image and Morale Building	Seminar, Panel Discussion



3. Pupil Related Competencies	Programme
Identification of Pupils Talents	Symposium, Brain Storming
Identification of Pupils Characteristics	Seminar
Identification of Pupils Needs	Workshop, Seminar
Developing Non-Cognitive Skills among Pupils	Workshop, Seminar
4. Community Related Competencies	Programme
Awareness Building	Panel Discussion, Ice breaking
Ensuring Participation	Workshop, Seminar
Mobilization of Resources and its Utilization	Training, Workshop
Public Relations	Symposium
5. Curriculum	Programme
Initiating	Workshop, Seminar
Planning	Workshop
Developing	Workshop
Implementing	Workshop, Panel Discussion
Evaluating Skills	Workshop, Panel Discussion
6. Motivational Competencies	Programme
Motivating Pupils	Ice breaking, Workshop
Motivating Colleagues	Ice breaking, Workshop
Motivating the Society	Ice breaking, Workshop
7. Value Related Competencies	Programme
Playing an Ethical Role Model	Workshop, Seminar
Developing Values Among Pupils	Workshop, Seminar
Developing Values among Members of the society	Workshop, Seminar
8. Leadership Role Model	Programme
Developing Leadership Qualities for self	Workshop, Seminar
Developing Leadership Qualities among colleagues	Workshop, Seminar
Developing Leadership Qualities among Students	Workshop, Seminar

❖ Competencies in the Education of Teachers

CBTE programmes must be based on quality criteria. Each criterion has been carefully identified and evaluated. Some salient Skills for student teachers are following: -



1. Teaching and resource units need to be developed which contain vital parts to be emphasized in teaching-learning situations.
2. Each plan of teaching and should stress diverse levels of thinking, including critical and creative thinking, as well as problem solving skills for learners to attain.
3. Relevant general and specific objectives need to be an inherent part of unit development.
4. Diagnostic and remedial approaches should be stressed to guide learners to achieve sequential content.
5. Pupils are guided to transfer acquired facts, concepts and generalizations to new involved situations.
6. The prospective teacher is able to teach the class as a whole, small, groups or committees, and individual learners in an effective manner.
7. Pupils in the classroom exhibit time on task behavior.
8. Self evaluation by the student teacher/ intern is in definite evidence.
9. Critical thinking is emphasized in teaching-learning situations.
10. Creative thinking is definite goal in ongoing lessons and units.
11. A quality learning environment is emphasized, which encourages pupils learning.
12. Faculty meeting and workshops are attended with goals of improving the curriculum.
13. The student teacher works effectively with other adults in the school setting.
14. Responsible behavior is shown in being a professional teacher in teaching pupils.

❖ In Closing

A quality programme of teacher education needs to be in the offing for each student teacher. CBTE may well add to the concept of quality in teacher education programmes.