

A STUDY OF IDENTIFYING TEACHING COMPETENCIES IN TRAINING PROGRAMME THROUGH OPEN DISTANCE LEARNING (ODL) AND ITS IMPLEMENTS

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Abstract

The role of teacher education as a process for development of nation is universally recognized. The educational extensions, universalisation of elementary education and over all quality of education are major challenges before the country. Teacher education refers to the policies and procedure designed to equip prospective teachers with the knowledge, attitudes, behaviors and skills they require to perform their responsibilities effectively in the classroom, school and wider society. Various agencies engaged in providing in-service teacher education like: District Institutes of Education and Training (DIETs) providing education to the elementary and primary school level teachers. Apart from DIET, NCERT, NEUPA, NCTE, CIEFL are various National level agencies, State level agencies, such as: SCERTs, SIE, SIEMATs and Non government organization like Eklavya. An Open and Distance Learning (ODL) institution should offer programmes as per the objectives of the University/Institution– the national and regional needs, and– norms of the concerned statutory bodies. – At least 50% of the study material should be in Self Instructional format. The main purpose of this present article is to focus on the various aspects of teaching competencies of training programme (Bihar) and to evaluate its implements in the present system of education.

Keywords: Teacher Education, Teaching Competencies, ODL Training Programme.

INTRODUCTION

India has one of the largest systems of teacher education in the world. Besides the university departments of education and their affiliated colleges, government and government aided institutions; private and self-financing colleges and open universities are also engaged in teacher education. Since teaching is considered an art and a science, the teacher has to acquire not only knowledge, but also skills that are called “tricks of the trade” ⁱ. Teachers serve education which is an effective instrument of man making. The teachers learn this art through pre service teacher education programme. A weak programme of teacher education cannot serve this purpose. It is with the objectives of raising the professional status of teachers, developing among them, greater commitment to the public, their students and their career, increasing their professional competencies and performance skills and empowering them to face new challenges.

OBJECTIVE OF THE STUDY

- To identify the Teaching Competencies in training programme
- To find the implication of Teaching Competencies in teaching process.

METHOD OF THE STUDY

The research design in this study will be descriptive approach using Content Analysis techniques. In order to understand the training programme and teaching perspective the researcher has taken into account some sources like books, articles and national documents on teaching competencies and ODL curriculum from different libraries in Bihar.

TEACHER EDUCATION

During the last two decades, the teacher education curricula have received severe criticism and their weaknesses have been well exposed. It has to be emphasized that without increasing the duration of teacher education programmes, these targets cannot be achieved. Academic and professional skills are not independent of each other. There is hardly any difference between the performance of trained and untrained teachers because of outdated teacher education curricula. Teacher Education curricula have to integrate and blend them into a composite whole like the curricula of medical sciences. The reconstruction of teacher education curricula has, thus, become a pressing need of the hour. It has to be transformed from information based to experience based.

Teacher development² is considered as the continuous process of developing and maintaining professional competence in teachers through pre-service, induction training, in-service training and on-going professional development programmes. Preservice is the first step in the ladder of developing professionalism in teachers that is, in turn, dependent on the professional preparation of teachers through well designed teacher education courses suited to the needs of contemporary educational system. Teacher education has a symbiotic relationship with the school education. Developments and changes in both the sectors mutually reinforce the concerns necessary for the quality improvement of entire system of education. Therefore, any reform in educational system should ideally be accompanied by reforms in teacher preparation courses also.

COMPETENCIES

Competencies are general descriptions/attributes of the behavior or actions needed to successfully perform within a particular {work} context (e.g. job, group of jobs, function, etc).

TEACHING COMPETENCIES

Teaching competencies are defined as an integrated set of personal characteristics, knowledge, skills and attitude that are needed for effective performance in various teaching contexts (Smith & Simpson, 1995)³.

The quality and the level of excellence in education depend upon the quality and competence of teachers. The competent is possible through a careful program of teacher training.

Teacher training institutions devise training programmes that suit their preferred objectives while education bodies that employ teachers have their own criteria and preferences about their competencies. A universal agreement on standards for competencies may not always be possible.

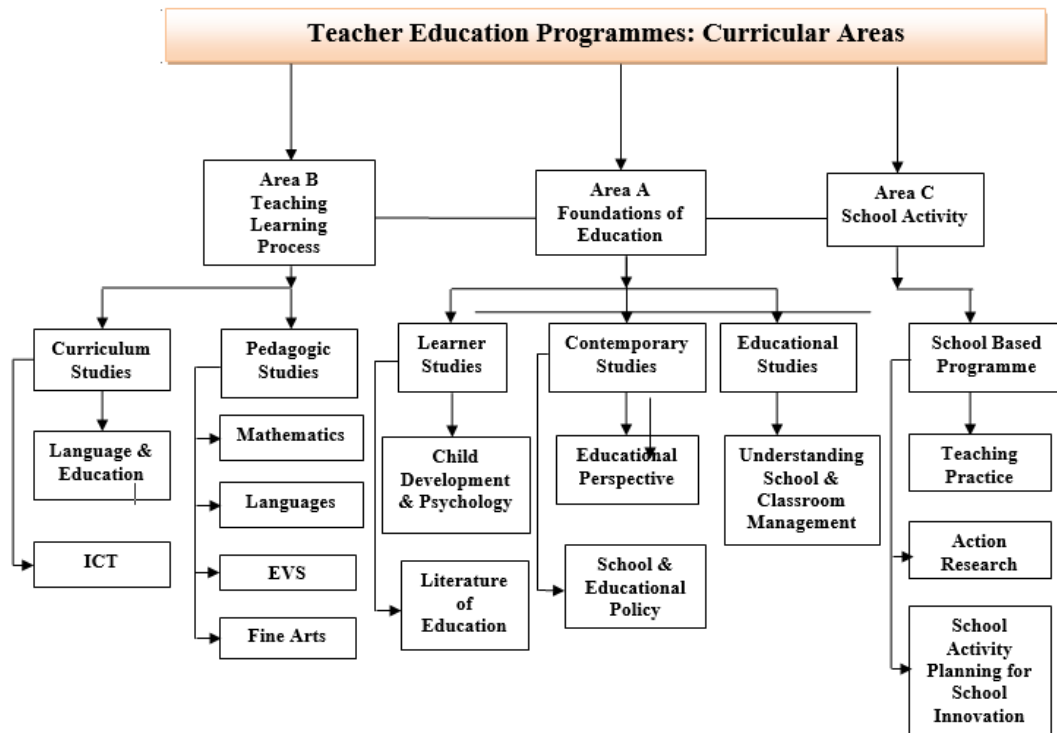
Consequently the competence of teachers entering the profession is a significant issue for provides of teacher education.

AREA OF TEACHING COMPETENCIES

- (i) Using and developing professional knowledge and values.
- (ii) Communicating, Interacting and working with students and others.
- (iii) Planning and managing the teaching learning process.
- (iv) Monitoring and assessing student progress and learning outcomes.
- (v) Reflecting, Evaluating and planning for continuous improvement.
- (vi) Works productively with colleagues, parents and community members.

An Open and Distance Learning (ODL) institution should offer programmes as per the objectives of the University/Institution the national and regional needs, and norms of the concerned statutory bodies. At least 50% of the study material should be in Self Instructional format. University / institution should have bodies like Planning Board / Academic Council / School Boards etc. for taking academic and administrative decisions.

Teacher development programme is a long-term commitment of time, energy, experiences and resources. Efforts have been made to systematize in-service education of teachers both at the macro and micro levels. The following flow chart presents the Teacher Education Programmes.



Source: NCTE Document, 2009/10

Teacher Education Programmes are classified into three Areas:-

Area A – Foundation of Education - emphasizing mainly the psychological bases, philosophical and social perspectives of education.

Area B – Teaching Learning Process - emphasizing understanding of the professional functions of the teacher in a general way related to the stage and competencies and skills of teaching relevant school subjects.

Area C -

School

Activity - emphasizing application of theory in classroom teaching and in the practical activities involving students, parents and the society.

Every aspects of teacher education got preference in this programme, and also highlights the strategies to implement it. An analysis of this training programme indicates, that there are some competencies comes under different areas. Discussing these competencies with their areas are as under.

Area A Foundations of Education	
Course Title	Competencies
[I] Learner Studies	
(a) Child Development and Psychology	(i) Knowledge of Child Learning (ii) Knowing the development and Characteristics of students (iii) Considering individual needs and interest
(b) Literature of Education	(i) Contemporary knowledge and Concept knowledge
[II] Contemporary Studies	
(a) Educational Perspective	(i) Learning Process (ii) Developing professional knowledge (iii) Planning and managing teaching learning process. (iv) Contemporary knowledge (v) Establish relationship with community member
(b) School and Educational Policy	(i) Professional knowledge (ii) Contemporary knowledge
[III] Educational Studies	
(a) Understanding School and Classroom Management	(i) Work productivity (ii) Promote community engagement in School Activity (iii) Leadership and classroom management (iv) Assessment and evaluation (v) Time Management (vi) Foster Creative learning (vii) Uses of ICT in teaching
Area B Teaching Learning Process	
Course Title	Competencies
[I] Curriculum Studies	
(a) Language and Education	(i) Content knowledge and Concept knowledge (ii) Content knowledge, Pedagogical knowledge and Professional knowledge
(b) ICT	
[II] Pedagogic Studies	
(a) Mathematics (b) Language (c) EVS (d) Fine Arts	(i) Pedagogical knowledge (ii) Interacting with students (iii) Planning and managing teaching learning process. (iv) Monitoring and Assessing
Area C School Activity	
Course Title	Competencies
[I] School Based Programme	
(a) Teaching Practice	(i) Planning and managing teaching learning process. (ii) Communicating and Interacting with student
(b) Action Research	(i) Planning for continuous improvement
(c) School Activity and Planning for School Innovation	(i) Planning for continuous improvement (ii) Organizes Co-curricular activities (iii) Working with students and other staffs

Some of the subjects taken up in the module over the semesters include an overall understanding of education, child development, how to teach language, the role of ICT in teaching techniques, art, environmental studies, how to teach maths, English and Hindi and others. The professionally developed programme enables the teachers to apply and experiment with the techniques they are learning rather than wait until the training period is over.

Implementation of Competencies

Bihar is in the process of implementing a series of far reaching changes to its elementary education system, aiming to address both access and quality issues in schooling. An area of particular focus is the strengthening of teacher capability. A comprehensive initiative has been planned by the government with its partners. This effort has a number of components that include bringing teacher training institutions to fully functioning status, improved pre-service and in-service teacher training programs as well as opportunities for on-going professional development. These and other changes to policy and practice are intended to bring about a large scale transformation of teaching in elementary schools in order to ensure quality education to children.

Due to vast extension in roles and responsibilities, a teacher has to display high order of professionalism inside and outside the classroom. It is impossible for a teacher to possess all competencies in perfect amalgam though training and experience lead teacher towards proficiency. A competent teacher is temperamentally warm and cordial. Teacher can use these competencies as guideposts as they reach deep within themselves—learn about their own beliefs, dispositions, and talents, and expand their reach—taking action that advances student learning and the profession of teaching. In teacher training programme provides teachers with an opportunities to learn specific skills, techniques and new instructional approaches that they can be use in their own teaching.

In the above mentioned table, we have seen the competencies in their related courses.

Now we will see the uses of those competencies.

- **Child Development and Psychology:** Through the child learning competencies, the teacher understand the various characteristics of students in classroom and could manage the classroom tasks.
- **Literature of Education:** Here, by changing the nature of education, we find the Contemporary knowledge competency and by understanding the new scenario we can arrange the teaching process accordingly.
- **Education Perspective:** Through the competencies of this paper, we can establish the relationship between Teacher and Student. Organizing Learning Environment and understanding the community members.
- **School and Education Policy:** Through its knowledge competency, with knowing the education policy of the Government, one can understand the curriculum framework, which can makes the teaching learning process easier.
- **Understanding School and Classroom Management:** Identifying testing and assessment methods and techniques, encourage students to work together, Guiding the students teaching process with ICT Techniques.
- **Language and Education:** Use in teaching learning process.

- **ICT:** With introduce ITC, it can make the teaching learning process enjoyable.
- **Pedagogic Studies:** Through this we can learn the approaches, methods and teaching techniques. One can judge the aim of monitoring and assessment. It also helps in the preparation of teaching materials.
- **Teaching Practice:** To equip teacher with theoretical knowledge as well as practical knowledge of modern teaching aids and activity based teaching methods.
- **Action Research:** To resolve classroom difficulties and diagnose the learning difficulties of the students by interaction with the students, consulting with colleagues etc.
- **School Activity and Planning:** To conduct multiple learning activities and interesting learning activities.

CONCLUSION

The program supports the Sustainable Development Goals because it is working towards inclusive and equitable quality education and promoting lifelong learning opportunities for all by enhancing teacher competencies to help them deliver quality education. The Teacher Education program in Bihar is an essential part of the state's mission to provide quality education, especially to all elementary level students. The program will equip teachers with the skills and knowledge they need to be more effective in the classroom and will enhance accountability measures for improved governance of the teacher education.

Change of the curriculum has emerged to be a social and political issue/question in the last decade of the 20th century and at the start of this century. When there is a fast change in the curriculum then it is but natural to find possibility in a teacher that he would be able to coordinate with academic situations and also face it. This education related issueⁱⁱ of what should be taught to students has emerged to be an assumption and political issue. How can it be decided by society of adults. It is directed by biasness that teacher is merely an agent to transmit the matters of curriculum to the students. He could make students memorize the things written in the text books and students would re-produce it. The role of teacher need to be changed so, by the medium of this syllabus. It is expected that the trained teacher in their new role would make student understand that conditions critically. Students should not accept the knowledge given by different medium (syllabus, curriculum, text-book, teacher environment etc.), but they should put question mark on it. This type of ideal teaching situation is created only by a capable/comptent teacher which is expected by the new innovation.

So, there is need to establish strong connection between theory and practice, and for use of processes that encourage conceptual thinking, analysis and reflective practice including reading, discussions, debate, presentations, observation studies, film/book reviews, journal writing etc.

End Notes.

ⁱ Source: NCTE Document, 2009/10

ⁱⁱ SCERT , Syllabus Diploma in Elementary Education.

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