



## Development of 21<sup>st</sup> Century School Teachers' Teaching Competencies in India

Mohammad Hasan

Department of Education, Aligarh Muslim University, Aligarh (U.P.) India- 202002

### ABSTRACT

21<sup>st</sup> century has been considered as the era of exponential growth of knowledge and global competition. Globalisation process has put the nation in to the dearth of tough competition. Efficiency to survive in this competition is determined by the quality of education which plays a very pivotal role in the process of the 21st century nation building. Undoubtedly education plays a very crucial role in the development of nation but the quality of education, especially school education is very much determined by the competency and quality of teachers. Thus, the present research article is being conceptualised in the light of contemporary teaching competency of school teachers. It aims not only to bring attention of educationists towards the contemporary issues of teaching competencies of Indian school teachers but also mooted the new and efficient mode of teaching competency too. Analytical and descriptive methods are employed in order to develop the paper. Information and literature of different organizations and apex agencies (NCTE, NCERT, NCF-2005, and UGC) of Indian education system were taken in to consideration for the development of present research article. At the end of paper, very viable and valid suggestions for the development of teaching competencies were also mooted by the author.

### KEYWORDS

Teaching Competency, Area of Teaching Competency, NCTE, NCERT, NCF-2005

### 1. Introduction

Twenty first century is accorded the emergence of multiculturalism due to the impact of globalisation process which encompasses the industrialisation and urbanization. It has changed the whole scenario of people's life. Consequent upon, education system has also gone under the tremendous changes due to the changing needs and goals of society. Since, education has been taken as the vital instrument in developing cognitive qualities, tolerance and understanding of people, and it should also enable the young generation to get understanding the various aspects of globalization. In this way, the schools and the teachers are supposed to have more responsibilities in shaping the character of students. Thus, the role of school teachers has become vital in the society to not only improve the quality of education and society but also put the nation on track of growth and development. In this regard, only competent school teachers are expected to carry out this job for the well fare of society and nation. So, it is a need for twenty first century school teachers to be imbued with the latest teaching competencies to tackle the challenges which are imposed by globalisation.

### 2. Review of Related Studies and Education Commissions

Sugmar, V.R (2009) suggested the development of teaching competencies and competency mapping. Kagan (1992) revealed that students keep in their minds only teaching impression of teachers. Government of Punjab (1999) identified the required competencies of teachers at elementary, secondary teachers and teachers' trainers; and also found the personal competencies and professional competencies are inseparable to each other. Hollingsworth (1998) found perception of pre-service teachers' content, knowledge and ability to communicate from foundations of effective teaching. Omare, C & Iyamu O.S (2006) found that professionally qualified non-graduate teachers confirmed more competence than their graduated counterparts. Sherry (1954) has come with the importance of intelligence in teaching profession. Bennet (1998) identified the importance of skills and competencies with the conversant of subject matter. Raju, P.V.S.R (1994) found in his study that planning, presentation of lesson, closing, evaluation and managerial dimension are the best predictors of teachers' teaching.

*The Education Commission (1964-66)* have come with the idea that, " off all the different factors which influence the

quality of education and its contribution to national development, the quality, competence and character of teachers are undoubtedly the most significant." Preparation of a competent teacher has become a challenging task today. The success and worthiness of teacher education programmes largely depends upon on developing skills, shaping attitude and aptitude, and modifying behaviour of student teachers to indentify the different teaching objectives.

*The National Commission on teachers and Central Ministry of Education* in its document "Challenge of Education – A Policy perspective" have very rightly pointed out these deficiencies – "Much of teacher education is irrelevant even to contemporary requirements, leave alone those of the future.... The teacher training too is not planned and organized to develop the spirit of inquiry, initiative, scientific temper, manual dexterity, conceptual clarity and linguistic, skills for effective speaking and writing which teacher are expected to impart to their students. Adequate attention is also not given to develop communication skills which are crucial to the function of the teachers. The training programme also does not provide for developing receptivity to induction of modern educational aids nor does it impart skills to operate even audio-visual equipment."

*National Policy on Education (1986)* also pointed out that there is a need of developing professionally claimed teaching competencies that have not been imparted in the present teacher education system. Thus importance should be given to the induction of innovative approaches into the teacher training to develop the twenty first century teaching competencies in both Pre-service and in-service school teachers. Thus, there is need of reformation and restructuring of teacher education so that it could be in position to develop the globally acknowledged teaching competencies into school teachers.

### 3. Concept of Teaching Competencies with Reference to Historical Background

Both the quantitative and qualitative aspects of education plays crucial role in the advancement of nation. When we think about the quality based education, we think about competent teachers who could impart knowledge effectively. Thus, to prepare competent teachers, pre-service and in-service teacher education programmes have been devised with the help of teaching technology. NCTE and NCERT were made

responsible too look upon the teacher education system at national level. Both are conceptualised new and efficient teaching competencies that could imbibe the contemporary issues of teaching at school level. These agencies used to conduct relevant workshops and conferences concerning to deal with differently able child, Choice Based Credit System, yoga education, developing text books on certain issues of school education and teaching competencies as a whole. Time to time several commissions have also being constituted to opine their views in terms of developing needed aspects of teaching competencies.

#### 4. Meaning and Definitions of Teaching Competencies

It could be better to define the teaching competencies as a general and specific teaching competency.

##### (A) General Teaching Competencies

It includes the basis of scientific methods of teaching with consideration to value and professional development. The main generic teaching competencies are comprised of Personal and Professional Values-Professional Development, Knowing the Student, Learning and Teaching Process, Monitoring and Evaluation of Learning and Development, School-Family and Society Relationships, Knowledge of Curriculum and Content.

##### (B) Specific Teaching Competencies

Specific teaching competency can be a subject based as well the level of education. But more commonly it can be defined as, Teaching competency includes the acquisition and demonstration of the composite skills required for class room teaching like introducing a lesson, fluency in questioning, effective communication, explanation skills, pace of lesson, skills of linking the lesson to the daily life, reinforcement skills, understanding child behaviour, classroom mismanagement and evaluation skills. According to some authors teaching competency includes knowledge, attitude, skill and other teacher characteristics (*Haskew, 1956, Wilson, 1973*).

*Medley and Metzler, 1973, Biddle, 1974 and Rama, (1979)* defines teaching competency as, "the ability of a teacher manifested through a set of overt teacher classroom behaviours which is a resultant of the interaction between the presage and the product variables of teaching within a social setting"

#### 5. Area of Teaching Competency

Kanupriya M. Bakhru, Dr. Seema Sanghi, Dr. Y. Medury (2013) identified fifteen management teaching competency areas; and were explained in terms of Analytical & Problem Solving, Conceptual Thinking, Mental Skills, Communication Skills, Knowledge and information orientation, Emotion Handling & Persistence, Self Dependence & Confidence, Adaptability, Concern For Standard & Achievement, Being open & receptive, Planning & Organizing, Interpersonal Management, Impact & influence, Discipline & Delegation and Occupational Attachment & Organizational Setting..

*National Council of Teacher Education (NCTE)* has suggested following teaching competencies as the **twenty first century teaching competencies** for school teacher.

**Contextual Competencies** concern not only education but also socio-economical, political and cultural aspects too. It includes teachers' ability to take the subject matter to the different relevant contexts including local, regional and global.

**Conceptual Competencies** include the conceptual clarity over the subject. To be a competent school teacher one should have conceptual clarity over the concepts, theories, laws and principles of the concerned subject.

**Content Competencies** include the nature of content. Teacher should be aware to the whole some of the nature and quantum and psychological linkages of content.

**Transactional Competencies** concern with the effective use of various audio-visual means to transact the learning experiences. School teacher should have proper understanding about the skills of using various teaching methods needed to transact the curriculum.

**Competencies Related to Other Educational Activities** include not only the class room teaching but also other activities like observing of various days, celebration s of festivals, engaging in cultural activities and so on.

**Competencies Related to Develop Teaching Learning Material** includes developing effective teaching learning materials needed in class room teaching. A competent teacher should have the ability to design curriculum as well as ability develop various types of teaching aids.

**Evaluation Competencies** concern with the evaluative ability of school teachers. A teacher should know about the different types of evaluating process and constructing valid tests and how to administer them.

**Management Competencies** include the managerial skills needed in the school and class room. Thus a teacher should have an effective managerial competency in order to manage and ensure the class room discipline.

**Competencies Related to Working with Parents** concerns with ability of teacher to interact with the students' parents in an effective manner. Thus a school teacher should have competency to entertain the parents of various nature in very purposive way.

**Competencies related to Working with Community and other Agencies** include rapport building with community and concerning national and international education agencies. Thus a school teacher should have the ability to interact with them on the grounds of educational matter.

Besides all these, following could also be the teaching competencies of twenty first century school teachers.

Competencies Related to Class room Communication

Competencies Related to Mentoring and Motivation

Competencies Related to Psychological and Guidance

Competencies Related to Co-Curricular Activities

Competencies Related to use of ICT

Competencies Related to Differently Learner

Language Competencies

#### 6. Managing Agencies, Responsible To Develop Teaching Competencies in India

In India, responsibilities for developing teaching competencies are the matter of both National and State Government. Followings are the main National and State level of Educational Agencies.

##### (A) National Level or Central Level Agencies

University Grant Commission (UGC), National Council of Educational Research and Training (NCERT), National University of Educational Planning and Administration (NUEPA), Centre of Advanced Study of Education (CASE) and National Council of Teacher Education (NCTE).

##### (B) State Level Agencies

State Board of Teacher Education (SBTE), Universities Department of Education (UDE), Continuing Teacher Education Centre (CTEC), Distance or Correspondence Teacher Education (D.TE or C.C.TE), Summer Institute of Education (SIE) and College of Teacher Education (CTE)

All the above discussed agencies are responsible to run both Pre-service and In-service Teacher Training programmes at National and State Level.

## 7. How to Develop 21<sup>st</sup> Century Teaching Competencies?

Teaching Competencies can be developed through following ways:

- Regular readings of professional journals and periodicals.
- Attending the workshops and In-Service Teacher Training Programmes.
- Regular readings of latest books of the subject areas.
- Regular Use of ICT in teaching.
- Regular use different types of teaching aids.
- Regular sharing of experiences and ideas with fellow teachers.
- Visit to other schools and colleges and observe them.
- Regular self-evaluation of teaching effectiveness.
- Habit to maintain a good personal library at home.
- Habit to maintain to organise academic programmes.
- Habit to carry out administrative works.
- Reflective Practice before and after the Class room Teaching.

## 8. Conclusion

Twenty first century is considered as the key force for bringing the rapid transformation in education system. Teaching and learning process has been changed owing to the use of ICT, and competency based teaching encouraged at school level. Twenty first century has put forth the various issues and challenges pertaining to school education. As the number of students increases in the school, the individual differences related to variety of aspects are also increase. Handling the students of different socio-economic back grounds necessitated the various types of teaching competencies. A competent teacher could only be able to put the students' learning and their achievement motivation on the top of the success. To be a competent teacher, one should keep abreast knowing to the global trends of teaching and learning process. Thus, the development of effective and feasible teaching competencies of school teachers is not only become mandatory for their success but also for the growth and development of the nation too.

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