

21ST CENTURY ESSENTIAL TEACHER COMPETENCIES FOR PREPARING THE TEACHERS

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Abstract

Education is the first and foremost requirement for all the other fields of nation. Teacher is the pilot of the whole education system. So it is very necessary for every nation to develop competent teachers for the formation of the future generation through teacher training program. 21st century learners are in a smart world of technology where the abode of information is available at the tip of the finger. The recommendation of all the commission and committees are pointing to the need of updation in the teacher training programme according to the demands of 21st century. Every nation designs its teacher training programme with an aim of moulding student teachers with essential competencies and skills for forming the lives of a new generation. Since new generation is technologically savvy, if teacher training programme also need to be enhanced so that good, excellent, skilful and competent teachers can be asset of entire education system. Teaching competencies are different from teacher competencies. Quality teacher education training program is an ultimate need of the hour in our nation in building an army of good citizens to face the future challenges of the world. This paper tries to explore the essential teacher competencies for 21st century teachers in the light of the recommendation and suggestion of different committees and commissions.

Keywords: Education, teacher competencies, 21st century teacher.

Introduction

Education is the most responsible act of national building that means education is an act of designing the future of every nation. A teacher is supposed to teach not only the syllabus but also life skills and values which enable the students to find out good path in the society by distinguishing the right and wrong and to treat equally in the society. He/she

should help the students to develop personally and professionally to become the good asset of the nation. At present teacher training institutes also impact in developing the teacher competencies through the system of training. NEP -2019 explicitly give due importance for teacher training programme for reconstructing the present educational system. Teacher training institutes are to be updated in content, curriculum, technology, environment, process of competency and skill development, etc. to form perfect, competent, skilled, tech-savvy and committed teachers of 21st century.

Meaning of Competency

A measurable pattern of knowledge, skills, abilities, behaviours and other characteristics that an individual needs to perform work roles or occupational functions successfully. A competency is more than just knowledge and skills. It involves the ability to meet complex demands, by drawing on mobilising psychological resources (includes skills and attitudes) in a particular context. Competencies, therefore, may incorporate a skill, but are more than the skill; they include abilities and behaviours, as well as knowledge that are functional to the use of a skill.

Meaning of Teacher Competency

Three conceptual dimensions of a teacher quality that are commonly used in making judgments about teacher's work are Teacher competencies, Teacher performance and Teacher effectiveness".

The term Teacher Competency means effective performances of all observable teachers" behaviour that brings about aspiration learner outcomes. In this competency for teaching system, teachers are used to describe professional ability, including both the ability to perform specific teaching functions and the ability to demonstrate acquired knowledge and higher-level conceptualizations (Prathiba2016). Teacher competency offers that practical strategies, practice and rules to guide a teacher through a way to improve instruction, improves student's performance and the quality of the work experienced.

Critical analysis of Present Teacher training programme: NCF

NCF has described the current concerns of teacher education as follows:

- Curriculum, syllabi and textbooks are never critically examined by the student teacher or the regular teacher.

- Language proficiency of the teacher needs to be enhanced, but existing Programmes do not recognize the centrality of language in the curriculum.
- Teacher education programmes provide little scope for student teachers to reflect on their experiences.
- Disciplinary knowledge is viewed as independent of professional training in pedagogy.
- Repeated 'practice' is given more important for nurturing the competencies.
- It is assumed that links between learning theories and models and teaching methods are automatically formed in the understanding developed by student teachers.
- There is no opportunity for teachers to examine their own biases and beliefs and reflect on their own experiences as part of classroom discourse and enquiry.
- Theory courses have no clear link with practical work and ground realities.
- The evaluation system followed in teacher education programmes is too information-oriented, excessively quantitative and lacks comprehensiveness.
- The present evaluation protocol has no place for evaluating these aspects.

Drawbacks of present teacher training programme

- Faulty methods of selection because of political, social and personal influences.
- Lop-sided curriculum.
- Obsolete and irrelevant methodology of teaching.
- Neglect of study of education as a discipline.
- Inadequate training in practical skills.
- Insufficient time and attention paid to the actual practice teaching.
- Isolation between the Colleges of Education and the Schools.
- Insufficient training in the art of communicating with the community.
- Meagre training in the art of organising co- curricular activities.
- Ineffective supervision of the teaching practice by the supervisors.
- "Faulty methods of assessment to trainees' work.
- Unqualified teacher educators.
- Lack of physical facilities.
- Shorter working hours.
- Dearth of new technology of teaching.

- **Reasons for lack of inborn talented teacher candidates in the field of education**
 - To know now days aspirants select teacher carrier as last option, so number of talented teachers are decreasing in the education system
 - Poor teacher salary and extreme teacher-student ratios in government schools are only a few of the problems making the teaching industry the last career choice for many meritorious students.
 - High expense of studies and low returns create lack interest in aspirants.

Essential teacher-competencies in the light of Committees and commissions

Teacher competencies are given due importance by several committees and commissions. Some of the recommendations are given below:

The World Bank (1995) that stresses on student's outcomes as an indicator of quality but education specialists around the world also assert that quality refers to an education that is student-centred and driven by the needs of the local community. The curriculum in schools must be relevant to the immediate community, learning environment that must be stimulating and attractive to students, classroom learning activities must be problem based and interactive, teaching methods should promote critical thinking skills, creativity, and innovative approaches and school based management must be responsive to social development needs. All the above mentioned areas of concern in the education system that can bring improvement in quality of education place a major responsibility on school teachers and their professional competencies. Teachers' competencies therefore must be reviewed and redefined in the Education System.

The Chattopadhyaya Committee Report (1983-85), of the National Commission on Teachers envisioned the New Teacher as one who communicates to pupils "the importance of and the feeling for national integrity and unity; the need for a scientific attitude; a commitment to have excellence in standards of work and action and a concern for society.

The National Policy of Education (NPE 1986-92) recognized that "teachers should have the freedom to innovate, to devise appropriate methods of communication and activities relevant to the needs of and capabilities of and the concerns of the community."

The Acharya Ramamurthy Review Committee (1990) explicitly stated that "in-service and refresher courses should be related to the specific needs of the teachers. In-service education

should take due care of the future needs of teacher growth; evaluation and follow up should be part of the scheme.”

The Yashpal Committee Report (1993) on Learning without Burden noted “inadequate programmes of teacher preparation lead to unsatisfactory quality of learning in schools. The content of the programme should be restructured to ensure its relevance to the changing needs of school education.

The Education Commission (1964) pointed out, “The quality, competence and character of teachers to be the foremost important issue influencing the standard of education and its contribution to national development.”

The National Knowledge Commission (NKC) has observed that teachers are the single most important element of the school system and the country is already facing a severe shortage of qualified and motivated school teachers at different levels.

Competencies are the skills and knowledge that enable a teacher to be successful. To maximize student learning, teachers must have expertise in a wide-ranging array of competencies in an especially complex environment where hundreds of critical decisions are required each day (**Jackson, 1990**)

The National Curriculum Framework (NCF) 2005 places different demands and expectations on the teacher, which need to be, addressed both by initial and continuing teacher education. The importance of competent teachers to the nation’s school system can in no way be overemphasized. It is well known that the quality and extent of learner achievement are determined primarily by teacher competence, sensitivity and teacher motivation.

NCTE

NCTE gives guidelines for following competencies such as Contextual competencies, Conceptual competencies, Content competencies, Transactional competencies, Competencies related to other educational activities, Competencies to develop teaching learning material, Evaluation competencies, Management competencies, Competencies related to working with parents, and Competencies related to working with community and other agencies.

Recommendations

- Focus should be done in developing pedagogical content knowledge.
- Inquiry-based teaching and learning should be promoted.
- Assessment of progress and development needs for pupils is based on the experiences and outcomes for Curriculum for excellence.
- Teachers should be competent enough to understand how young people learn, play and socialize outside the classroom to make out students and society.
- There is no single best method of teaching, so adapt different methods of teaching suitable for each content. There is no single best way of teaching and that is even truer in the 21st century than in the past.
- Student-teachers should be prepared to face the challenges of globalization.
- Student-teachers must be enabled to utilize community resources.
- They should be trained to realize their full roles and responsibilities as a teacher inside as well as outside the classroom.
- Ethical value system should be developed among student teachers.
- They must be trained to motivate the students for solving their problems - turning problems into opportunities
- Teacher training programme should be updated in such a way to produce teachers equipped with ICT and other skills for efficient teaching as well as learning, to create leadership qualities, updating the knowledge about recent government policies and programmes, creativity and innovations, increasing student engagement and achievement.

Conclusion

Teacher is a visionary of future of the nation and working for the same with commitment and self-emptying attitudes. Competencies are the skills, knowledge, attitude, commitments, abilities, etc. that enable a teacher successful in national building responsibility. Every nation is being formed by the committed and talented teachers. So, teacher training institutes are the sacred places of generating 21st century educators, mentors, facilitators, guides, motivators, etc. for the coming generation. In nutshell a well-designed training programme is need of the time to meet the demands of 21st century learners. A committed, skilled, competent, and technologically savvy teacher is an asset of every nation for creating healthy generation and productive citizens.

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