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# Review of Research

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## PROFESSIONAL COMPETENCY : NEED OF THE HOUR



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### ABSTRACT:

The National Curriculum framework-2005 demands a teacher to be a facilitator and be well equipped with professional competence and must have the adequate understanding of his/her profession in the present scenario of Hi-tech education. But it seems that the competent teachers are not in the required number as the professional competence is not only acquired by obtaining degrees with good academic record but it seeks the active and never ending participation of teachers in the learning process. In today's world one must keep an eye on the innovations and creations to interact

with the learning environment. Professional teachers around the world are exploring their ideas and practices to have in depth knowledge and to make themselves a co-structor of knowledge along with its propagator too. It is undoubtful that quality teachers bring effectiveness in education system. Teachers are the mediating agents through whom the rich heritage of knowledge and insight for the solution of the problems are transmitted. The present paper highlights the techniques, programmes and approaches which can be followed to develop professional competency amongst teachers.



**KEY WORDS:** *Professional Competency, Knowledge, Skills, Efficiency*

### 1.1.0 INTRODUCTION :

In the 21st century country look forward towards the millennium goals and putting every sincere efforts to achieve name, fame and success in all the spheres viz. medical, engineering,

architecture, management etc. But the teaching profession still lacks in professional competency and job satisfaction. It is essential that teachers should not perform their task mechanically but also bear responsibility to accomplish the same. They must acquire professional competency and be well trained in the skills of critical thinking. Professional competency is assessed now-a-days by Academic Performance Indicator(API) scores. But the good API scores needs sincere efforts and never ending dedication. To score well in API, sometimes the actual role of teachers i.e. effective communication of content and mastering of knowledge may be neglected. The API demands active participation and presentation of research papers in conferences, seminars and publication of qualitative articles in journals apart from teaching-learning activity. In order to get promotion and to maintain API score, some teachers like to engage themselves in getting Ph.D degree, presentation and publication of articles instead of understanding the nature of change required in the present context. An effective teacher is one who is self-sufficient to communicate effectively and achieve the objectives of his teaching with minimum efforts. What we need today is an incandescent source of inspiration and should be committed and competent to teaching.

#### 1.2.0 What is Professional competency?

Professional competency is one's ability to perform duties of one's profession or job and to perform a certain task related to one's job, with the skill of good quality. It also refers to the knowledge, skills, attitude and commitment that teachers need to develop and master to establish their personality. Professional competency may be acquired by certain measures and following constructive ideas and programmes.

#### 1.3.0 Orientation Programmes

The teachers should attend orientation programme within initial years of their recruitment to acquaint themselves with the awareness of linkages in education, to develop research aptitude and to groom their all round personality. The academic staff colleges of UGC takes the responsibility of conducting orientation course. It generally extends for twenty eight days and is necessary for getting higher salary grades. The eminent lecturers are called upon to transform a raw teacher into a learning and creative teacher. Various test are conducted to develop and check the teaching skills ,research aptitude, group behaviour and awareness of technology.

#### 1.4.0 Refresher Courses

Refresher course are conducted in different subjects including Language, Education, Mathematics, Law, Management, Botany, Zoology, Geography etc. to update the teachers with the emerging trends in their fields of specialization. It also provides platform to share and suggest innovations in teaching-learning process and researches carried out in their subjects. Orientation course is followed by refresher course in order to maintain the standard set by UGC. Teachers must take keen interest in Refresher programmes to acquaint themselves with the innovations and researches carried out in their areas of interest.

#### 1.5.0 Active participation in conferences, seminars and workshops

To get the degrees with the higher percentage and recruitment in esteemed institution merely do not fulfil the professional demands. Keen interest and active participation in conferences, seminars and workshops kindle the fire of learning and professional competence. To meet the horizon of teaching-learning with the globalisation and liberalisation, research aptitude must be developed

amongst teacher community. Seminars and conferences provide opportunity to commensurate the personality and knowledge as per shift in present perspective. But it should not only done for the sake of Academic performance indicator(API) score only but it must involve thinking, innovation and creativity. Sometimes the teachers actually donot ensure their physical presence in the seminars and workshops etc. even they get the certificate of participation and presentation. This practice should be discouraged.

#### 1.6.0 Techno-savvy

In the world of digitilisation, technology has reached beyond imagination and expectations. Technology has revolutionized the field of education. Technological advancement and hi-tech education brings latest knowledge in the classroom. But on the contrary if the teacher educator is not techno-savvy,she/he will face the situation of techno-phobia.Change for the betterment should always be welcome. Teacher educator must equipped themselves the latest techniques and use of technological tools like Computer, LCD Projectors, Over head projectors etc. for the effective teaching in the classroom. An audio-video clipping may develop clear understanding of the subject which may not be developed by oral communication only. For example a clipping showing significance of following traffic rules will be more effective than just to deliever information regarding rules.

#### 1.7.0 Team Teaching

The existing system of education demands too much from a teacher and it may not be possible to cater the needs of the students effectively. Team teaching provides platform to make the best use of expertise of teachers to satisfy the needs and difficulties relating to the special content. It develops the sense of shared responsibility in teaching and evaluation of student's learning outcome. It utilizes the competencies of the teachers in different subjects. It seems to be impossible that a single teacher is master of everything and requires no cooperation and assistance. In team teaching theory, practical and use of audio-visual aids all the work is divided among the team members so the students are benefitted at the optimum level. Shared teaching, Symposium, and Panel discussion are also the different forms of team teaching.

#### 1.8.0 Habit of Comprehensive Study

A perfect teacher prepares his/her lesson everyday including innovative techniques and illustrative examples. Teaching through old notes with boring lecture strategy may complete the syllabus readily but it does not produce reflective practitioners. Teachers should study comprehensively from different reference books and should provide fresh and up-to-date knowledge with the help of supplementary aids. Reading habits amongst teachers is almost dying out which inturn reduce their efficiency and content knowledge too.

#### 1.9.0 Ethics

Professional competence seeks appropriate orientation of ethics and code of conduct. The profession of teaching enjoins the teacher to be an idealist in his thinking, possess professional morality and conscience and has high standard of behaviour. It requires exemplary behaviour on the part of the teacher. An ethics oriented teacher discharge his obligations to the students ,the society and to himself and his family. High moral conduct fosters simplicity,austerity and reflective thinking.

### 2.0.0 Constructivist Approach

Constructivism suggests that students are not empty tumblers waiting to be filled with knowledge but on the contrary they are having some pre-concieved notions, beliefs and some sort of understanding and misunderstanding too. Adequate opportunities should be given to construct new knowledge by themselves with the help of previous knowledge. Students should be allowed to study in group to realize their hidden potential and to create innovative ideas. Teachers must trained themselves in constructivism approach and be well acquaint with the principles of constructivism. This can also be acquired by teaching through inquiry training model as it inculcates the habit of inquiry among students which finally lead to problem solving and creation of knowledge on their own. It should be understood that there are lot many solutions of a single problem. It should not be viewed from the single and traditional attitude. Rote learning and repetition of knowledge are discouraged in constructivism. Multiple interpretations and many correct answers of a question are emphasized which ultimately turns to the development of divergent thinking. Thus a teacher must follow constructivism approach to justify his/her profession wherein he/she acts as a dispenser of knowledge and formulation of new ideas too.

### 2.1.0 Practicing Action Research

Teachers must practice action research in order to solve the practical difficulties and problems scientifically which improves the teaching-learning process and the desired objectives are achieved. With its help teacher can adopt a teaching method by studying the interests, needs and abilities of the pupils, so that the teaching may become interesting, fruitful and an all round development of the pupils may take place. It also provides an insight to the teachers to plan, organize and implement their ideas according to the learners intellectual level. It can also preserve the democratic values by eradicating the traditional, non-interactive, teacher-centered and mechanical environment.

### 2.2.0 CONCLUSION

Teachers need to encourage their potential to acquire professional competency. They must engage themselves in active learning and not as mere recipients of knowledge. There is a paradigm shift in the education where in teachers are expected to be trained in organizing learner-centered experiences. They also need to evaluate their performances, attitudes, values, dispositions through appropriate quantitative as well as qualitative parameters. This research paper tried to suggest some practical approaches to get professional competence which is the need of the hour.

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