

8. DEVELOPING COMPETENCIES FOR EFFECTIVE TRANSFER OF TECHNICAL SKILLS

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Abstract

The term "competency" refers to the ability to apply skills and knowledge. In this way it helps to avoid the implication that knowledge or understanding are measured directly, and reinforce the idea that only the results of application of a suite of skills are assessed. In this paper attempt has been made how the competencies of a teacher help in effective transfer of knowledge to the learners.

INTRODUCTION

The objectives of education are the change of knowledge, skills, competencies or behaviours, which are to be achieved mainly by instruction. Effective instruction is a very complex process involving many variables. Teacher and learner take part in a bi-directional communication. In technical terms there are two coupled systems with feedback-interaction. This feedback is, unfortunately, often very little in college/ university lectures.

Competency

Competency is the ability to apply skills and knowledge. The competency also helps to avoid the implication that knowledge or understanding are measured directly, and reinforce the idea that only the results of application of a suite of skills are assessed. All teacher preparation programs in the Institute are to be guided by a commitment in Making the Teaching and Learning Connection. Teachers who make the teaching and learning connection:

1. Understand and value the learner;
2. Know what and how to teach and assess and how to create an environment in which learning occurs,
3. Understand themselves as professionals.

These three **elements of teacher competency** are to be the heart of the institute's conceptual framework.

Effective Skills

The key to success in any activity is to develop effective skills. Practice builds skills. Athletes develop athletic skills; musicians develop musical skills, managers develop managing skills; learners need to develop learning skills. Teachers require developing effective teaching skills. Developing skills means building good habits.

- Faculty may effectively present material by modifying the traditional lecture approach to incorporate visual-based instruction and increase student

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involvement through active learning exercises.

- Effectively presenting material stimulates students' interests and promotes their active participation in the learning process. The pedagogical methods selected should consider the educational objectives of the course, the complexity of the subject matter, the physical setting of the classroom, and the capabilities of the learners.

Role of Teacher

Teacher is Guru-Deo-Dutta and plays diverse roles (Figure 1) in teaching learning process as:

- A learner:** To acquire more and more knowledge about latest development in Technology, Research and Development activities, participation in Seminars, Conferences etc.
- Adaptability:** Adopt latest effective techniques to communicate objectively with learners, like a nurturing parent to his students.
- Resource Person:** Establish himself as a guide to industry, community and society in his/her chosen field.

COMPETENCIES OF A TEACHING POSITION

When describing a successful teacher there are three major dimensions to consider:

- Knowledge & Skill:** This is the discipline or area knowledge specific to the purpose of the position. For example, the body of professional knowledge known and understood by technical teachers.
- Behavioural competencies:** The Competencies necessary to apply the professional knowledge successfully. Appropriate behaviours may include: Communicating with others; focusing on and responding to learners needs or being an effective team member. The Competencies identified by each institute represent the profile necessary to be a successful classroom/subject teacher at that institute. There will be a unique profile for each institute or sub group of teachers.
- Motivation:** As well as having the Knowledge and Skill to apply that knowledge, a person should have a desire to do the job. If, for example, persons have a strong desire to travel in their work, they probably will not find a great deal of satisfaction in having to teach in one class room or institute all the time. On the other hand if they enjoy being highly

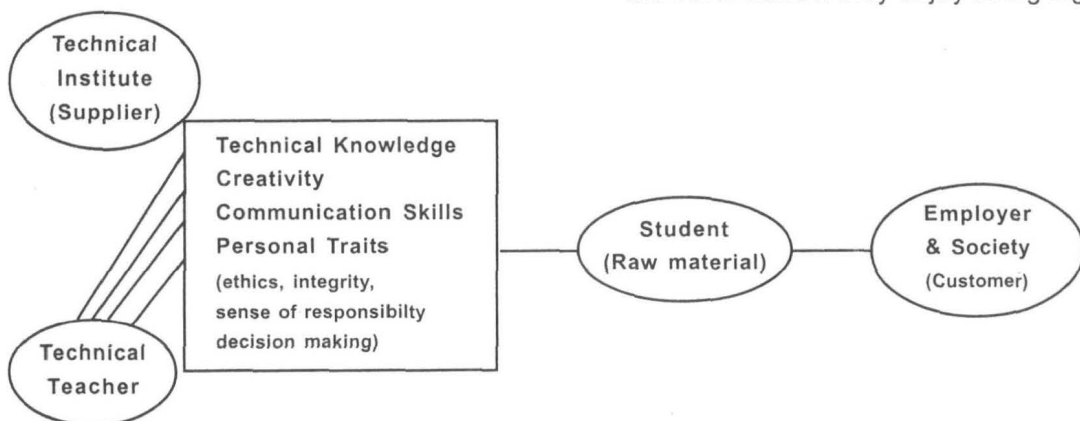


Figure 1. Schematic diagram showing teacher, student and society.

responsible for their day to day work, they probably will find teaching rewarding.

Competency List

The following competencies have been identified for **Class/Subject Teachers**:

Adaptability, Building Relationships, Communication, Continuous Learning, Learner Focus, Decision Making,, Initiating Action, Innovation Planning and Organizing, Quality Orientation, Technical / Professional Knowledge, Work Standards.

CONCLUSION

Teacher must develop profound competency in:

- Integrating and applying knowledge for instruction;
- Adaptation to diverse students;
- Development of critical thinking, problem solving and performance skills;
- Active engagement in learning;
- Practices and behaviours of developing career teachers: One should understand and apply practices and behaviours that are characteristic of developing career teachers;
- Reflection and evaluation: Students are aware of and reflect on their practice in light of research on teaching and resources available for professional learning; they continuously evaluate the effects of their professional decisions and actions on students, parents, and other professionals in the learning community and actively seek out opportunities to grow professionally;
- Collaboration with families: Teacher should know the importance of establishing and maintaining a positive collaborative relationship with families to promote the academic, social, and emotional growth of student.
- Collaboration with colleagues and the community: One should foster relationships with colleagues and agencies in the larger community to support students' learning and well-being.

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