

FUTURISTIC COMPETENCY-BASED APPROACHES IN HIGHER EDUCATION

*Ramesh Kumar Awasthi

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Corresponding Author: Ramesh Kumar Awasthi; Email: ravasthi007@gmail.com; doi:10.46360/globus.edu.220212005

Abstract

A competency-based approach goes beyond the acquisition of knowledge and skills to include the mobilization of knowledge, skills, attitudes, and values to meet complex requirements. Students who are prepared for the future will need both broad and specialized knowledge. In the future, disciplinary knowledge will continue to be vital since it will serve as the raw material from which new knowledge can be generated, as will the ability to think beyond the boundaries of disciplines and "connect the dots." Students' epistemic knowledge, or understanding of different disciplines, such as knowing how to think like a mathematician, historian, or scientist, will be important since it will allow them to broaden their disciplinary knowledge. Procedural knowledge is gained through an understanding of how something is done or manufactured – the succession of stages or actions that are taken to achieve a specific result. A portion of procedural knowledge is domain-specific, while the remainder is transferrable across domains. Practical problem-solving methods, such as design thinking and systems thinking, are commonly used to build them.

Universities and colleges across the country are increasingly embracing online education, and the number of students enrolled in distance education programs is rapidly increasing in colleges and universities across the country. In response to these shifts in enrollment demands, many state and local governments, institutions, and organizations are developing strategic plans to implement online education. The misconceptions and myths about the difficulty of teaching and learning online, the technologies available to support online instruction, the support and compensation required for high-quality instructors, and the needs of online students all pose difficulties with such vision statements and planning documents to achieve their goals.

Keywords: Knowledge, Skills, Competency-based Approach, Online Education, Design Thinking.

Introduction

Competence encompasses more than the acquisition of knowledge and abilities; it also encompasses the mobilization of knowledge, skills, attitudes, and values in response to complex demands. Future-ready students will require both broad and specialized knowledge. Disciplinary knowledge will continue to be critical as the raw material for developing new technologies.

Knowledge is developed, as is the skill to think beyond disciplinary boundaries and "connect the dots." Epistemic knowledge, or knowledge about the disciplines, such as how to think like a mathematician, historian, or physicist, will also be critical in enabling students to broaden their disciplinary knowledge. Procedural knowledge is learned through an understanding of how something is accomplished or manufactured – the succession of procedures or actions taken to attain a goal. Certain types of procedural knowledge are domain-specific, whereas others are transferrable across domains. It often emerges as a result of practical issue solving, such as design thinking or systems thinking.

Students will be required to apply their knowledge in novel and changing situations. They will require a diverse set of skills to accomplish this, including cognitive and metacognitive abilities (e.g. critical thinking, creative thinking, learning to learn, and self-regulation); social and emotional abilities (e.g. empathy, self-efficacy, and collaboration); and practical and physical abilities (e.g. using new information and communication technology devices).

Attitudes and values (e.g. motivation, trust, respect for variety, and morality) will influence how this greater range of knowledge and abilities is applied. Attitudes and values are discernible at the individual, local, social, and global levels.

While the diversity of values and attitudes resulting from various cultural viewpoints and personality qualities enriches human life, certain human values (for example, respect for life and human dignity, and respect for the environment, to mention a few) cannot be compromised.

We frequently hear about 21st-century learners and

*Teacher Educator, Bajaj College of Management & Technology, Gadarpur, Udham Singh Nagar, Uttarakhand, India.

the knowledge and skills that future generations of students will require. How about educators? What instructional skills will teachers in the twenty-first century require to prepare our students? How are they distinct from the abilities required of instructors in the past?

Education's quality has deteriorated substantially in recent years. If before, the primary goal of the university was to provide students with specific forms of information that they were supposed to apply later in life, universities now place a premium on 'life skills.' Our objective is to teach students how to acquire knowledge independently and how to work in ways that enable them to generate new ideas. Creating new ideas is a basic element of contemporary civilization. We require culturally competent employees who are also talented, imaginative, and creative problem solvers, as well as skillful and critical thinkers. The advent of new technologies provides a chance to foster critical thinking.

We must equip students with the abilities necessary to collaborate and communicate effectively in a team, to become decision-makers, to successfully organize and manage their time, to listen to one another, and to choose the appropriate communication method at the appropriate moment. As a result, we've realized that to achieve these new teaching standards, we'll need 21st-century talents.

Competence is a concept that is frequently used in a variety of circumstances by a variety of people; consequently, it is defined in a variety of ways. This word is used in two contexts: teacher education and work performance. Competencies are the prerequisites for "competency-based" teacher education. They encompass the knowledge, abilities, and values that a teacher-trainee must display to complete a teacher education program successfully.

"Competence" is defined as a collection of information, abilities, and behaviors that are used to enhance performance, or as the state or quality of being suitably qualified and capable of executing a particular function. The Occupational Competency movement, founded by David McClelland in the 1960s, sought to refocus attention away from traditional attempts to define competency in terms of knowledge, skills, and attitudes, and toward those specific values, traits, and motivations (i.e. relatively enduring characteristics of people-

1. A competency is composed of one or more abilities, mastery of which enables the competency to be attained.
2. A competency is associated with all three categories of performance assessment: knowledge, skills, and attitude.

3. Because competencies have a performance dimension, they are observable and measurable.
4. Because competencies can be observed, they are also quantifiable. A teacher's performance can be used to gauge a teacher's competency. While not all teaching skills demand an equal level of knowledge, competence, and attitude, some do. Certain competencies may be more concerned with knowledge than with skill or attitude, whilst others may be more concerned with skill or performance.

Learners Skills

Individuals face significant difficulties as a result of the myriad complexities of contemporary society. What do these requirements mean for the critical competencies that individuals must acquire? By defining these competencies, we can establish overarching goals for educational systems and lifelong learning, as well as assess the range of competencies required of the twenty-first-century teacher. To begin, we must define the skills and sub-skills that students require for effective communication and personal development, as well as those that should provide them with a competitive edge in life:

- Reasoning and Problem-Solving
 - logical reasoning
- Self-Direction and Learning
 - Developing memory-being assertive
 - making personal changes
- Collaboration
 - persuading others
 - working in a team
 - discussing alternatives
 - reaching compromises
- Information and Research
 - understanding graphs
 - taking notes on a text
 - writing surveys
 - reporting information
- Organization and Planning
 - making plans
 - Managing time
 - setting personal goals

Teaching Skills

A competency is more than knowledge and skills; it is the capacity to handle complicated demands through the use and mobilization of psychological resources (including abilities and attitudes) in a given setting. Competence is critical in the pursuit of greatness by educators.

Teachers require a diverse set of skills to address the complex difficulties of today's environment. Teaching competency is a necessary component of a good training process, particularly one that seeks to contribute to the welfare of a particular country or the globe as a whole. Teachers are essential figures

in the educational process. Training and education are only as effective as their preparation, erudition, and performance excellence.

Professional teachers' teaching abilities and capacity for lifelong learning include the following: the ability to perform complex pedagogical duties; to be well-spoken, in good mental and physical health, stable, and tolerant; to have a proclivity for working with children, strong communicative Teachers progress through the following stages of professional development during their careers to reach the pinnacle of professional proficiency.

1st level: pedagogical ability - marked by in-depth subject understanding;

Second level: pedagogical ability - honed teaching ability;

Third level: pedagogical creativity - demonstrated via the incorporation of novel approaches and procedures into educational activities;

4th level: pedagogical innovation - characterized by the introduction of fundamentally novel, forward-thinking theoretical concepts, principles, and methods of training and education. Education schools have recognized the critical nature of developing culturally competent instructors. Thus, pedagogical culture is an inherent component of a competent teacher. Pedagogical culture is composed of three components: an axiological component, which refers to the teacher's acceptance of pedagogical values; a technological component, which facilitates the completion of various pedagogical tasks; and a heuristic component, which entail

Teaching Competency

Century teaching competencies-

1. Teachers demonstrate leadership. Teachers lead in the classroom by:

a. Evaluating student progress using a variety of assessment-data measuring goals; drawing on appropriate data to develop classroom and instructional plans; maintaining a safe and orderly classroom that facilitates student learning; and positive management of student behavior, effective communication to defuse and deescalate disruptive or dangerous behavior, and safe and appropriate seclusion and restraint techniques.

b. Teachers demonstrate leadership in the school by engaging in collaborative and collegial professional learning activities; identifying the characteristics or critical elements of a school improvement plan; and displaying an ability to use appropriate data to identify areas of need that should be addressed in a school improvement plan. c. Teachers lead the teaching profession by participating in professional

development and growth activities and developing professional relationships and networks.

d. Teachers advocate for schools and students by implementing and adhering to policies and practices positively affecting students' learning.

e. Teachers demonstrate high ethical standards.

2. Teachers establish a respectful environment for a diverse population of students

a. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults by maintaining a positive and nurturing learning environment.

b. Teachers embrace diversity in the school community and the world by using materials or lessons that counteract stereotypes and acknowledge the contributions of all cultures; incorporating different points of view in instruction, and understanding the influence of diversity, and planning instruction accordingly.

c. Teachers treat students as individuals by maintaining a learning environment that conveys high expectations of every student.

d. Teachers adapt their teaching for the benefit of students with special needs by cooperating with specialists and using resources to support the special learning needs of all students, and using research-verified strategies to provide effective learning activities for students with special needs.

e. Teachers work collaboratively with families of students and other significant adults by communicating and collaborating with the home and community for the benefit of students.

3. Teachers know the content they teach.

a. Teachers develop and apply lessons based on an effective course of study by integrating effective literacy instruction throughout the curriculum and across content areas to enhance student learning.

b. Teachers honor the content appropriate to their teaching specialty by demonstrating an appropriate level of content knowledge in their specialty; and encouraging students to investigate the content area to expand their knowledge and satisfy their natural curiosity.

c. Teachers show they recognize the interconnectedness of content areas/discipline by demonstrating knowledge of their subject by relating it to other disciplines and relating global awareness of the subject.

d. Teachers make their instructions relevant to students by integrating 21st-century skills and content in instruction.

4. Teachers facilitate learning for their students and Teachers show they know how learning takes place and the appropriate levels of intellectual, physical, social, and emotional development of their pupils by s-recognizing developmental levels of individual students and organizing instruction accordingly;

- a. evaluating and utilizing those resources needed to meet the strengths and shortcomings of students.
- b. Teachers prepare instruction suited to their students by cooperating with colleagues to monitor student performance and making education responsive to cultural diversity and individual learning requirements.
- c. Teachers show their acumen and versatility by utilising a variety of approaches and materials tailored to the requirements of all students.
- d. Teachers exhibit their understanding of technology's potential to promote learning by incorporating technology into their education to maximize student learning.
- e. Teachers assist students to grow as thinking individuals by integrating particular instruction that helps students develop the ability to use processes and techniques for critical thinking and problem-solving.
- f. Teachers enable students to work in teams and develop leadership skills by establishing learning teams to promote cooperation and student leadership.
- g. Teachers reach their students best by using a variety of strategies to communicate successfully with all pupils, and consistently encouraging and helping students to explain thoughts and ideas clearly and effectively.

Teachers best assess what students have learned by using numerous indicators, both formative and summative, to monitor and evaluate student progress and to inform instruction; and presenting evidence that students are gaining 21st-century knowledge, skills, and attitudes.

5. Teachers reflect on their practice
 - a. Teachers examine student learning by utilizing data to generate recommendations about what can be done to improve student learning.
 - b. Teachers link professional growth to their professional goals by engaging in suggested activities for professional learning and development.
 - c. Teachers function effectively in a complex, dynamic environment by employing a variety of research-verified ways to improve teaching and learning.

Conclusion

Education has a significant role in increasing people's knowledge, skills, attitudes, and values. Contribute to an inclusive and sustainable future and gain from it. Learning to develop clear and targeted objectives and work Find untapped opportunities

with people with various views and identify multiple answers to great problems, be crucial in the years to come. Education must do more than prepare young people for the world of work; Students need to be equipped with the tools to be active, responsible and committed citizens. In fostering these features in a teacher, technology plays a key role. Technology is continually changing and becoming obsolete, but the teacher is permanent. They motivate children to learn every day, to lead, and to motivate pupils to perform better every day and to accomplish their aspirations. There is an urgent necessity for teachers to work to the utmost. Public education itself suffers from major developments in India, from health epidemics to economic problems. The answer to this task of increasing teacher training influences the experience of students in classrooms greatly. States have to spend more money on preparatory programs, and instructors themselves have to require greater training.

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