

COMPETENCY BASED TEACHER EDUCATION (CBTE)

Introduction

The Competency Based Teacher Education approach concentrates on the development of professional teacher competencies for technical teaching, which were derived from different roles a teacher has to perform. In order to bring about qualitative changes in the polytechnic teaching learning processes, it was imperative to train as many teachers as possible in the derived requisite competencies. An estimate showed that at the pace of training that existed, it might take a long time to train all the teachers. It was felt that there was a need to accelerate the pace of training and to improve its effectiveness. The training programme that existed earlier could not cope with this task.

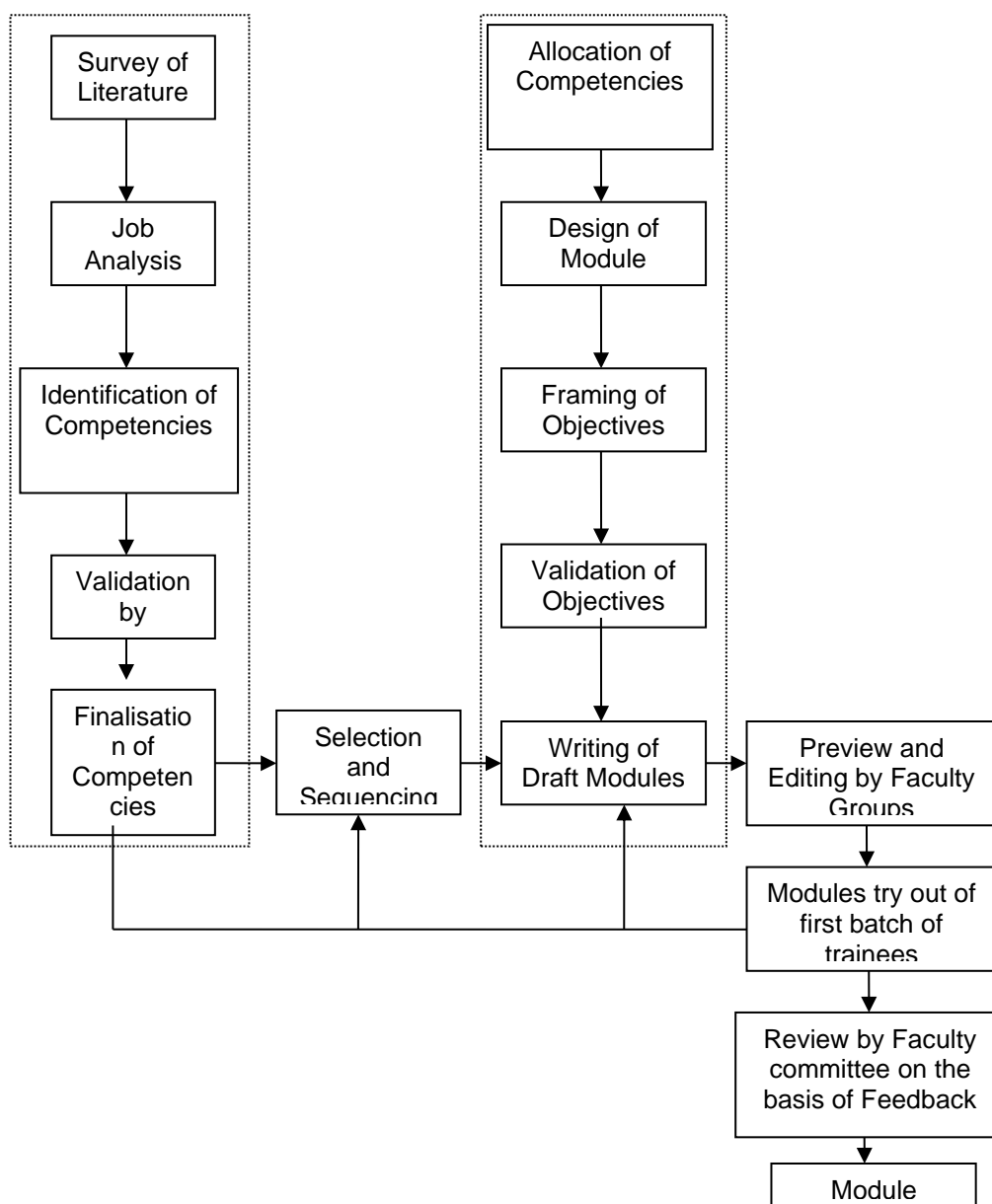


Fig. Stages of CBTE Programme Development

Outcomes

- Demand of deputing teachers for training for short duration was met.
- A large number of teachers were trained in short duration.
- It was a new experience to NITTTR faculty for conducting teacher training through a new approach.

Some statistical information about long-term teacher training is given below:

Teachers trained for Diploma in Technical Teaching, including CBTE 530

Teachers who have completed two phases of the CBTE 65

List of Competencies (Phase I and II):

Phase – I

1. Use a system's model in planning and managing the learning activities.
2. Formulate behavioural objectives.
3. Write a lesson plan.
4. Select alternative strategies and design learning experiences for classroom laboratory, workshop, and industry.
5. Select instructional media, equipment and aids.
6. Design and prepare instructional materials (print).
7. Sequence learning experiences in a number of ways.
8. Introduce a lesson.
9. Use correct verbal and nonverbal communication.
10. Employ oral questioning techniques.
11. Present information through lecture.
12. Develop a concept or principle through demonstration.
13. Employ reinforcement techniques.
14. Summarise a lesson.
15. Conduct group discussion.
16. Use role playing and simulation.
17. Direct students in applying problem solving techniques.
18. Use project method.
19. Design laboratory experiences.
20. Conduct field trips.
21. Conduct brain storming and buzz session.
22. Participate in team teaching.
23. Direct laboratory experiences.
24. Conduct a tutorial.
25. Conduct a seminar.
26. Communicate effectively using appropriate multi media equipment and materials namely chalk board, flannel board and magnetic board.
27. Provide instruction to cater to individual and group differences.

28. Establish set (motivation, transition) classroom environmental conditions through varied and appropriate activities.
29. Direct students to learn through library resources.
30. Formulate objective items.
31. Formulate short answer, structured and essay questions.
32. Construct test to a specification.
33. Assess laboratory performance.
34. Assist students to develop study habits.
35. Work effectively in an educational team.
36. Subscribe to and exhibit an understanding of the philosophy of vocational/technical education.
37. Demonstrate respect, love, sympathy for learners as growing, developing and feeling human beings.
38. Design and prepare instructional materials (non print).
39. Use films, film strips, slides and slide tape sequence to facilitate T-L process.
40. Use Overhead Projector to facilitate T-L process.
41. Use models and exhibits to facilitate T-L process.

Phase – II

42. Identify course content for a subject for a subject from job description and course aims.
43. Conduct a task analysis.
44. Design, develop and use games and simulations.
45. Establish criteria for student evaluation in lessons, unit or courses.
46. Evaluate techniques and strategy of teaching.
47. Assess students progress.
48. Monitor classroom interaction and modify plans on the basis of feedback.
49. Evaluate teaching behaviour using interaction analysis, checklists etc. and take remedial action.
50. Construct tests for assessing laboratory performance.
51. Edit and review test items.
52. Plan and conduct activities on career opportunities.
53. Assist students in developing self discipline.
54. Provide for the physical management of learning environment.
55. Develop desirable attitudes in students.
56. Adapt to new and/or confusing situations readily.
57. Contribute to healthy organisational climate.
58. Develop good professional working relationships with other teachers and the administration.
59. React with sensitivity to needs and feelings of others.
60. Observe professional ethics.
61. Designing and preparing a case.
62. Use case method of teaching.
63. Demonstrate manipulative skills.
64. Determine personal and social needs and interest of students.
65. Plan activities with students.
66. Evaluate relevance of text books and reference materials to course objectives.
67. Assist students resolve individuals and group conflicts.
68. Organise classes/groups considering individual differences.
69. Establish and implement procedures for the proper storage and maintenance of tools and equipment.
70. Establish procedures which reflect concern for the students' welfare and development.
71. Handle hostile acts decisively and manage defiant behaviour.
72. Maximise the use of human and physical resources.
73. Organise and administer tests and examinations.
74. Provide appropriate service to promote co- curricular activities.
75. Develop good working relationship with supporting staff.
76. Maintain an efficient filing system.
77. Keep abreast of professional development, social needs and technological advances
78. Demonstrate a proactive role for development of self and peers.