

Competency –Specific Approach to Enhance Individual Students Potentials

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1. Abstract

The worldwide expansion of education introduced the problem of quality of knowledge that our higher secondary students possess. The question arises, whether they are competent enough to fulfil the requirements of their future because after completing their 12 th standard, approximately 75% students are dispirited for professional courses. The paper focuses on the issue of competencies and competency approach in educational setting that have been a dominant trend not only in advanced countries but also in developing countries like India.

Education and training for the senior secondary students, in our educational system, is realized in various ways: through lectures, exercise classes, seminar paper writing, projects and consultative work, and practice in educational methodology. Indian education policy makers seem to advocate the competency based approach to teaching and learning, while the educational scientists have had quite opposed standpoints. In fact certain standards have been established in the form of competence to be achieved by all the students of 12 th standards. Which when externally evaluated, has necessarily led to negligence of developmental and individual characteristic of the students.

The central point in this paper refers to notional determinations pointing to the different theoretical approaches, models and suggestions for certain simple ways of self-evaluation. The empirical part of this study deals with the research on standpoints of teachers as main determinants of individualization of student calibers with the objective of determining the orientation training and identifying the variables which might have influence on the orientation of standpoints. The findings of the empirical part refer to encouraging and optimistic results, identifying the variables and influencing the differences in the orientation of attitudes. The concluding remarks appeal for caution and point to the problem issue of transferring responsibility to students, ascribing ability to take judgmental decisions for the students and equating independence and self-determination.

2. Keywords:

Competency specific approach, Individualized Teaching, Individualization of student's Potential, student's competencies, Teachers' attitudes, Orientation Trainings, Senior Secondary Students and Individualized Teaching

3. Introduction

Competency-specific Approach:

A shift in traditional curriculum from knowledge transfer to competence development has become a dominant trend both in Europe and worldwide. It has been realized that the priority changes in upbringing and education, refer to acquisition of basic competencies defined Western Countries Competence Framework, which have been introduced in Indian curricula, the key competencies As stated in the documents of the NCERT, are the following communication in mother tongue mathematical competence, communication in foreign language, basic competencies in sciences, digital and technology competence, learning competence, social and civil competencies, leadership and entrepreneurship as well as cultural sensibility, expression and lifelong hearing, The above specified competencies are the aims of national curricula of the countries. National policy of Education and Program of Action (1986) were developed with the aim of making the Indian education system stronger. It is the general observation that hard work,

sincerity, knowledge, intellectual ability alone does not make an individual a star performer in his /her roles and responsibilities. There are more factors that help an employee to excel in his or her task (Ivanwongpaisan 2006). White and Me Cleland initiated the idea of competence in various Human Resource Development Journals explaining the relationship between excellent performance and the level of competency. The word competence comes from the Latin word *competere* that demonstrates aptitude, expertise, experiences, and other characteristics of competence in performing an activity or in participating in a specific matter (Geraldo & Acuna 2005). Competency-A human characteristic that underlies successful performance (McClelland, 1973). McClelland's (1973) article, Testing for competence rather than intelligence, is often seen as a starting point for the Competency Approach. Although Mulder, Weigel, and Collins explain Competency as what people need to be able to do or to perform a job well. The accent is on what people should be able to do rather than how they should behave doing it. Competency is an area of knowledge or skill that is critical for producing key outputs (McLagan 1989). Competency adds value and helps to predict success (Flannery, Hofrichter, and Platten, 1996). The term competency has been subjected to multiple interpretations. Ernest (1989) defines competence as a statement which describes the integrated demonstrations of a cluster of related skills and attitudes that are observable and measurable, necessary to perform a job independently at the prescribed proficiency level. According to ISO 1900:2000, Competence can be explained as a demonstrated ability to apply knowledge and skills. Kings and Kenneth (1997) mentioned competency as an overt and measurable performance in terms of quality, quantity, time and cost or a combination of many of these, for which action or performance oriented verbs are to be used in writing competency statements.

Teaching Process for Enhancing Individualized Students' Potential

With a viewpoint of individual and social differences between students, the particular standards have been established in the form of competencies to be achieved by all members of society. Acquisition is externally evaluated by the researcher, has necessarily led to negligence of developmental characteristics of an individual student. A question has been raised as to how negligence of developmental characteristic of students can be avoided in the framework of Cashew to achieve the needs of standards within the competencies and principles of individualized student's potential.

The present paper relies on equality of educational possibilities with each and every student having greatest and right educational development under the principles of the national curriculum, which includes involvement of individual students into the school system, focusing on respect for upbringing-educational needs of each pupil, as well as respect for rights of students, with special emphasis on student centric upbringing and education.

Student centric upbringing and education referring to individual referring to individualization of pupil's potentials implies the following:

1. Adjusting the teaching forms and processes according to the individual student's needs, expectation and abilities.
2. Selecting those teaching strategies, methods and procedures which will enhance individual students potential.
3. Utilizing the variety of sources of knowledge, providing the student with an opportunity to play an active role in teaching process.
4. Planning of teaching method in accordance with initial assessment of student potential.
5. Respecting diversity and adopting different learning styles as well as developmental differences between students in a class.

Understanding and respecting the emotional reactions of students as a feedback relevant for creating of new teaching situations. Mostly students in classes are of the same age group, but a teacher notices individual differences between students in physical, intellectual and psychosocial development. These differences are the result of individual and cultural differences, as well as of specific developmental needs. It is crucial for the teaching process to perceive and identify individual difference between students and organize upbringing-educational process accordingly. According to Bognar and Matijevic, 'Individualized

teaching is an effort to optimally respect individual characteristics of each and every student in an organization of upbringing-educational process. This is achieved through the delegation and organization of work of individual students, fitting their abilities [Bognar, Matijevic, 1992: 286] the general educational aim in certain school systems is to provide equal educational chances, but not in the sense of right for schooling, rather in the sense of creating opportunity for maximal development of each and every individual. Basic assumption of general education aim is for students to feel school as a place of safety and a place where individual development is ensured.

In 21st century the demands for individualized development of all students became increasingly louder. Individualized teaching implies institutionalized teaching mediated by teachers according to selected content and professionally chosen teaching methods. If teachers are not able to recognize individual student's competencies or inclination of certain students for particular topics, a teacher cannot involve students in active learning. That teaching activities should be re-organized with an idea so that it might be appropriated for each and every student dates back from the time in school History, which is called new school. Different suggestions are as follows

Learning according to agreement, student centric school system, and child friendly school. A good example of individualized approach in teaching and learning can be found in Finland and Australia keeping in mind that it puts individual support to development in the center of educational cultures as a continuous process. The process of child's learning is started and documented as early as preschool institution, it means that a child's portfolio is to be taken from primary school. A preschool teacher and a class teacher have to work together, so that it is pre-evident that development and support to a child starts from the very beginning of schooling, as it is continuous process till 12th standard. There are certain institutions which are responsible for individual support at all the levels, so that the students can be developed according to their competencies and each student could meet minimal competence standard. All students do not have the same fondness for all teaching methods and techniques. Some students accept the method of conversation in teaching unwillingly and unenthusiastically; they do not prefer to speak in public or in front of their peers, they are more comfortable with the method of written assignments. It can happen in teaching practice that some acts of students are explained through discipline problems, while what is hiding behind in discipline is his/her need to move and be active. Individualized teaching and learning can be modelled in a variety of ways. It is possible to focus on development of a student's potential, while adjusting teaching methods firstly identify the abilities of student;

Consequently most desirable outcomes are obtained. Elimination or compensation of reduced or insufficiently developed abilities of students is oriented to students who do not possess certain capabilities. Despite students' abilities, stimulation based individualized approach is based on the fact that teaching methods are not adjusted to student, but a student is stimulated to adjust to the given teaching method. Another well-known model of individualized teaching method is grounded in teaching content that refers to the adjustment of teaching to students in such a way that the demands imposed on students are fashioned and adjusted to them. Key expectation of the model is that it is more important and easy to rearrange teaching contents and make them accessible to students than to adjust teaching methods. In above stated model of teaching and learning, for individualized teaching it is necessary to indicate the importance of student's participation in creating purpose of managing student activity in learning process. If one succeeds in these efforts, one disposes of the approach which puts a student in the position of being passive, respective in abundant aspects of teaching and learning process and deprived from his or her own rights. In contrast if one fails, one is determined by an approach according to which a student serves the school that is successful realization of school programme instead of school to be in a service of student enhancing the development of his or her potentials. To recognize specific educational requirements of individual student, to meet his or her needs appropriately and to be in a service of a student is true teacher mastery. The most common mistakes related individualized teaching typical for teaching practice is fixed groupings of the students in three groups (under average, average and above average) leading to a threat of labelling, as well as lower personal and teacher's expectation

Focusing on improvement of teaching quality and respecting student centric approach, NCERT has prescribed certain pedagogic standards for monitoring and evaluating the teaching process categorized within seven parameters.

1. Individualised student's teaching.
2. Learning environment
3. Teaching strategies for meaningful learning
4. Family participation
5. Course planning and assessment procedures
6. Professional development of teachers and
7. Social enclosure

Individualized teaching has a significance place in the above stated standards. Teachers are the most important factors of individualized teaching when implanting the standards. Consequently the empirical part of the paper will focus on examination of attitude of the most significant factors of individualized teaching that is teachers. Those teachers who apply individualization with their students and their families are;

1. Families with individual natures, features and characteristics of children they are working with
2. Know the process and characteristics of students development
3. Harmonise planned nurturing educational activity with level of development and acknowledge the abilities and needs of each child.
4. Adjust schedule of actions according to the needs of each and every individual child.
5. Generate learning environment in which teaching methods and daily timetable are adjusted according to the students in the class.
6. Developing the environment for interacting with each child.
7. Take care of children with due warmth and respect.
8. Be acquainted with history, and values nurtured in the families of children they are working with.
9. Adjusting the space in the classroom to maintain the differences between children.

4. Appendix

The above determinants develop theoretical constructs and guiding principles when developing the model of individualisation in the empirical part of paper with research problem issue as an initial state existing before the introduction of competency specific approach to reaching process. While implementing individualised teaching, many factors have to be considered that is teacher on his or her way from a novice teacher to an expert teacher. This is and differentiate between the ways of development of a teacher.- beginner teachers and experienced teachers. Teachers who have just started their teaching practice are usually inflexible in their actions and decision making and have not become receptive to the context of events. There are visible sociological differences in the culture of practice between these categories investigated by former research (Berliner, 1992; Farnham, 1994).Nurturing educational ecology has significant influence on several determinants of the teaching process and thus on the process of individualised development of student's potential. The size of the school is also a determinant factor for upbringing-educational ecology, as per research. A smaller school is significantly desirable for respect of individualised teaching process; that means, the purpose of pedagogic service in larger schools is to pay more attention to the process of individualised teaching.

5. Concluding remarks:

The perceptions and attitudes of teachers are crucial for the process of individualization, keeping in mind that teachers are the main influential factors for successful process of individualized teaching. Beliefs, perceptions and knowledge of teachers and their emotional reactions in regard to individualization have significant influence on how they react in teaching situations in view of the examined segment. The result of the paper depicted encouraging and optimistic findings, implying positive attitudes of research subjects. The findings has proven that the orientation of these attitudes is also influenced by certain characteristics of the subjects. It realizes the importance of professional advancement of teachers, keeping in mind that it has significantly influenced the process of individualization. It verified features of professional development of a

novice teacher and an expert teacher. Taking into consideration that the research question was to record the initial state according to attitudes of teachers in view of individualization of teaching before introduction of competency-specific approach, motivating to focus on outcomes of teaching, it would be exiting to undertake a longitudinal research after competency-specific approach becomes our reality in the school system. It would also be interesting to establish some other variables, besides teaching experience and school size and examine the attitudes of teachers in view of competence-specific approach to teaching and learning. In this study on attitudes of participants, it would be desirable to differentiate between attitudes according to dimensions, paying respect for three-component analysis of attitudes to cognitive, affective and psycho motor. It might be concluded that competency-specific approach requires significant changes in teaching process, methods and forms. Process of individualized teaching is facing an extraordinary challenges, keeping in mind that teachers should at the same time meet externally imposed demands in the form of student competency standards, given expected outputs and the demands oriented to students, which might actually be contradictory. The problem issue might be a great instructive challenge, not only for novice teachers, but also for expert teachers, in this challenging and competitive environment ,open didactic teaching methodologies are recommended ,providing students with the possibility of choosing not only content but also the methods of teaching, facilitating independent learning and learning according to shared decision making. As per the above stated demands, teaching practice uses holistic teaching constructivist approach to teaching integrated teaching in all its forms, research teaching cooperative learning and problem learning .Main orientation towards a student is to develop trust in a student, that is they are those who know their own needs and expectations the best, that they are able to independently choose learning content from an early age, responsibly shape their learning methods and process. Keeping in mind the far reaching consequences of this study, the authors need to appeal for careful and critical reflection. Certain researchers pointed out to problematic aspects of the concept, emphasizing on

1. Delegating responsibility to students
2. Ascribing the ability to make decisions and to make judgements in view of learning to students.
3. Developing the equation of independence and self determination

Furthermore other authors do not see a problem in this and estimate the readiness of a school system with high level of traditional paradigms and transfer responsibility for their own learning to students as inadequate. Currently opened problem issue goes beyond the framework of study, but it will certainly be a subject of research in pedagogic research if teaching practice points to such a requirement. Until then, when implanting individualised teaching and competence based approach. It should be kept in mind that plentiful problems might become visible if responsibility is permanently required from a student in view of both content choice and relationship, so that autonomy and self-determination can be a burden for students and being inappropriate might cause more damage to those the concept is oriented to that the XII standard students.

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