
ROLE OF NEP-2020 IN ACHIEVING TEACHING COMPETENCE THROUGH TEACHER EDUCATION.

Swati Pandey

Senior research scholar
Department of Education and Allied Sciences
M.J.P. Rohilkhand University, Bareilly.
Uttar Pradesh
s9410311250@gmail.com

Prof. B.R. Kukreti

Former Head & Dean
faculty of Education and Allied Sciences
M.J.P. Rohilkhand University, Bareilly
Uttar Pradesh
kukretibr77@gmail.com

Abstract:

True education elevates the dignity and respect of the human being. With the guidance of the teacher, everyone can realize the true meaning of education and carry it forward in the field of human activity. If this occurs, the real world will be a far better place to live. To impart real education, the techniques should have a bearing on the education of the pupil in a comprehensive manner. Education is to be considered as the all-round development of the individual in all his aspect, it may be physical, intellectual, social educational and moral, good, or competent teaching at its heart reflects personal integrity, meaningful learning, effective teaching, the ability to communicate with the young and flexibility in the classroom. The objective of teacher education is to train and condition the young mind so that the individual can function effectively in a contemporary context. Teacher education is supposed to provide an opportunity for the acquisition of teaching skill necessary to take out learning objectives, this broad goal have remained the same through hundreds of years. The objective of training is primarily to mold pupil teacher towards the direction of competence and excellence.

Teaching is the essential profession, that one that makes all the professional profession possible. Without well qualified, caring, and competent teachers, neither improved curricula and assessment, nor safe schools, not even the highest standard in the world will ensure that our young generation are prepared for the challenges and opportunities in the current era. If the teachers are misfit or are indifferent in their responsibilities the whole program is likely to be ineffective and largely wasted. There can be no substitute for a competent teacher. There is a growing recognition among teachers, parents, and leaders that teachers who are not performing competently must receive training, monitoring, and other forms of competent assistance as needed and as quickly as possible. In this article the role of NEP 2020 achieving teaching competence through teacher education was portrayed and explored.

Keywords: *Teaching, Competence, Teacher Education, Importance.*

Introduction

Sri Aurobindo named competent teaching as a true teaching. Nothing can be taught, according to the principle of true teaching. The teacher is not a task maker or an instructor; he is a helper and a guide. His job is to suggest, not to impose. He does not actually train the mind of the student. He only shows him how to perfect his instrument of knowledge and assists and encourages them in the learning process. True education elevates a person's dignity and increases his or her respect. Everyone can realize the true meaning of education, and true education can be carried forward in every field of human activity with the guidance of a competent teacher. If this occurs, the world will be a much better place to live... In NEP 2020 policymakers mention that “*Ensure that all students at all levels of school education are taught by passionate, motivated, highly qualified, professionally trained and well-equipped teachers*”. This Policy visualises teachers as the “*most important members of our society and the torchbearers of change.*” Policy also “*concurs that success of any effort to foster quality education is dependent upon the quality of the teacher.*”

As education is to be considered as all round development of the individual in all his aspects, it can be physical, intellectual, social, emotional, or moral. A competent and brilliant teaching at its hearts reflects the personal integrity and skills. Here are some principles proven to enhance competency in teaching.

A Competent Teaching

What are the bare minimal requirements for teaching competence? What qualities, skills, or traits must someone possess in order to excel in this field? What qualities distinguish exemplary teachers from those who are merely average or mediocre? For a teacher who is competent, these are straightforward questions to respond to. Four factors have been considered in determining teaching competency.

- Competency of subject matter
- Competency of teaching skills
- Competency of behavior or interaction
- Competence of problem solving

Even when a teacher is viewed as competent by her pupils, her principal, supervising colleague, the students' parents, or the students themselves may not hold the same opinion of her after they have left class. Even within a certain class during a specific academic year when students are likely to argue among themselves over the caliber of her instruction or the importance of her efforts on their behalf. *Berry, (2002)* has compiled a list of fifteen attributes that make up an effective teacher, along with what constitutes or denotes each one.

Sr. No	Quality	Components
1	<i>Buoyancy</i>	Idealism, Alertness, Carefulness, Sense of Humor, Talkativeness, Pleasantness
2	<i>Consideration</i>	Helpfulness, Sympathy, Concern for The Feeling and Well-Being Of Others, Patience, Understanding And Unselfishness,
3	<i>Cooperativeness</i>	Responsiveness, Friendliness, Easygoingness, Adaptability, Charitable, Generousness, Flexibility, Geniality,
4	<i>Emotional stability</i>	Self-Control, Realism and Facing Life's Problem, Freedom from Emotional Upsets, Consistency, Poise.
5	<i>Ethicalness</i>	Conventionality, Modernity, Cultural Polish, Morality Refinement, Modernity
6	<i>Expressiveness</i>	Verbal Fluency, Skill in Expression, Communication Competency, Literalness,
7	<i>Forefulness</i>	Dominance, Persuasiveness Self-Sufficiency, Determination, Purposefulness Independence,
8	<i>Intelligence</i>	Power To Comprehend Relationship, Mental Alertness, Capacity for Abstract Thinking, Academic Aptitude,
9	<i>Judgment</i>	Cheerleader, Wisdom in The Selection of Appropriate Course Of Action, Discretion In Dealing With Others Foresight, Common Sense,
10	<i>Objective</i>	Sense Of Evidence, Impartiality, Fairness, Free from Prejudice, Open Mindedness
11	<i>Personal journalism</i>	Physique, Neatness, Personal Charm, Appear, Posture, Cleanliness, Well-Dressed
12	<i>Physical energy</i>	Motivation, Vitality, Vigorous, Force Endurance, Energy, Readiness for Effective Action, Eagerness to Succeed, Ambitions,
13	Reliability	Trustworthiness, Accuracy, Sincerity, Dependability, Consciousness, Honesty, Painsstaking, Punctuality, Responsibility, Dependability,
14	Resourcefulness	Creativeness, Capacity for Approaching Things In A Novel Manner, Originality, Enterprise, Initiative,
15	Scholastic Proficiency	Widely Read, High Verbal Aptitude, High Scholastic Aptitude, Well Informed on Many Subjects, High Scholastic Graduating, Average Thorough Knowledge of Subject Matter,

Table- 1 components of effective teacher

Teacher Education:

The quality and extent of learner achievement are well understood to be primarily determined by teacher competence, sensitivity, and motivation. *NCTE defines "teacher education as a program of education research and training of person to teach from preprimary to higher education level".* Teacher education is a program that enables and empowers teachers to meet the requirements of

their profession and face the challenges that come with it. Teacher education encompasses all formal and informal activities and experiences that prepare a person to take on the responsibilities of a member of the educational profession or to discharge those responsibilities more effectively. (Goods dictionary of Education). Teacher education can be considered in three phases; pre-service, induction and in-service (*International Encyclopedia of teaching and teacher education 1987*). The teacher preparation program, known as teacher training between 1906 and 1956, prepared teachers in the same way that one would a mechanic or technician. It had more restricted objectives because skill development was all that was covered. As a result, the perspective of teacher education was quite limited in scope. In a larger sense, teacher education embraces professional competence, solid pedagogical theory, and instructional abilities.

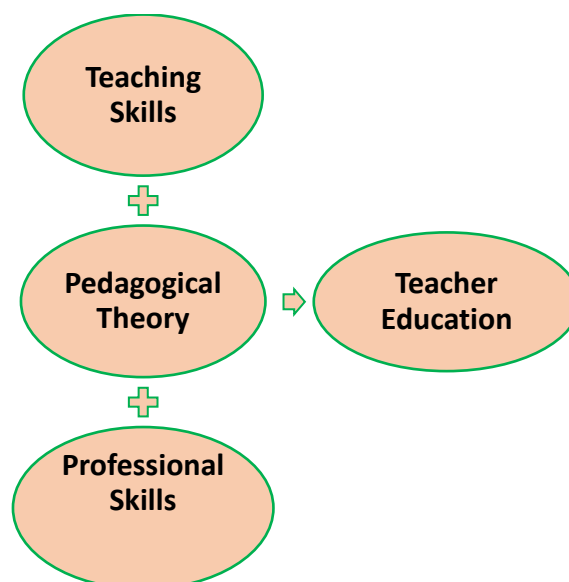


Figure-1: Framework of teacher education

Present Status of Teacher Education in India:

From wood's dispatch to national education policy 2020, teacher education in India faced a dramatic change. The unparalleled growth of teacher training institution and program during the last two decades. There were Total number of teacher education institutions as per annual report provided by NCTE are 16,919 and total number of courses as per data of annual report provided by regional councils are 24,119 in the year 2020. The total intake of pupil teacher has increased from 98,435 in 1996 to 11,891 in 2010. The maximum growth of teacher education institutions began in 2004 in both the elementary and secondary teacher education programs. The number of courses offered at various stages (preprimary, elementary, and secondary) in both face-to-face and distance mode has increased. In India while the sanction number of DIETs is 571, currently there are total of 555 functional diets across 35 states and Union Territories in India. The total number

of students enrolled and teacher training courses at the all-India level is 2.72,00, with approximately 36.64% male and 63.36% female students. Maharashtra is the top five state, accounting for approximately 54.76% of total students enrolled and teacher training courses. Bengal State The state of Andhra Pradesh Rajasthan is located in Uttar Pradesh. The majority of the state has a higher proportion of female enrollment. There are more than 77.8% collages in the private sector, both aided and unaided, but only 66.4% of total enrolment is served (AISHE report 2021).

Sr. No.	RCs	Name of the State	Total Number TEI	Total Number government college	Total Number private college
1	ERC	Arunachal Pradesh	21	08	13
2	ERC	Assam	116	60	56
3	ERC	Bihar	425	79	346
4	ERC	Jharkhand	167	25	142-
5	ERC	Manipur	25	13	12
6	ERC	Meghalaya	18	13	05
7	ERC	Mizoram	11	11	00
8	ERC	Nagaland	14	06	08
9	ERC	Odisha	118	117	01
10	ERC	Sikkim	8	05	03
11	ERC	Tripura	14	09	05
12	ERC	West Bengal	864	75	789
		ERC Total	1801	1450	1380
13	NRC	Chandigarh	15	08	07
14	NRC	Delhi	155	32	123
15	NRC	Haryana	756	49	707
16	NRC	Himachal Pradesh	116	17	99
17	NRC	Punjab	383	31	352
18	NRC	Rajasthan	1406	82	1324
19	NRC	Uttar Pradesh	4728	86	4642
20	NRC	Uttarakhand	166	26	140
		NRC Total	7725	331	1380
21	SRC	Andaman and Nicobar	1	01	00

22	SRC	Andhra Pradesh	1043	37	1006
23	SRC	Karnataka	1102	93	1009
24	SRC	Kerala	373	184	189
25	SRC	Lakshadweep	02	02	00
26	SRC	Pondicherry	60	05	55
27	SRC	Tamil Nadu	1230	119	1111
28	SRC	Telangana	479	26	453
		SRC Total	4290	467	3823
29	WRC	Chhattisgarh	220	35	185
30	WRC	Dadra & Nagar Haveli	1	00	01
31	WRC	Daman and Diu	3	00	03
32	WRC	Goa	10	01	09
33	WRC	Gujarat	415	58	357
34	WRC	Madhya Pradesh	1091	71	1020
35	WRC	Maharashtra	1363	66	1297
		WRC Total	3103	231	2872
		Grand total	16919	1450	15469

Table: 2 Total teacher education institute in India. Source: Data was taken and calculated by researcher from <https://www.ncte.gov.in/website/statewiseTEL.aspx>

Competency Based Teacher Education:

For individuals who want to work in the field, teacher education is a blessing that helps them become skilled in all areas of their vocation. This preparation required both the acquisition of knowledge and the capacity to use it, on the one hand, and the growth of necessary rapporteurs of critical behavior and abilities, on the other side, which, when identified, became competency objectives for a teacher.

A key tool for raising the standard of education in schools is the teacher training program. A country's educational standards can therefore be raised effectively through the regeneration and strengthening of the teacher education system. It can develop the necessary pedagogical abilities in instructors and help them become professionally competent in order to meet society's demands. Therefore, the role of teacher education in competency development might be summed up as follows:

- Educating teachers on resource organization and training them on how to use different appropriate teaching learning resources from the environment, society, media, ICT, and teaching-learning materials.
- Incorporate teachers as active participants in the definition of their own learning needs.
- Preparing teachers for effective curriculum and teaching strategies
- Educating teachers to evaluate the outcome of learning
- to implement compensatory educational program for the disadvantageous learners
- Making teachers competent to cater to the special needs of the disabled and gifted students.
- Making teachers proficient to develop the quality of democratic citizenship in student like tolerance, empathy, universal brotherhood, cooperation, responsibility commitment to social justice etc.
- In totality we can say that teacher education plays a critical role in defining the competency in teaching and in the total education system.

Hitches in Current Teacher Education Program:

The general perception of teacher education is that it has been stagnant for a long time and is no longer relevant to the citizenry now required in the national and global contexts. The following are the current issues in teacher education:

- The unprecedented growth of teacher education institutions which provokes the tendency of *regular course in distance mode*, increased the number of '*Ghost teachers that exist only on papers, exploitation of teachers, etc.*
- Inadequate planning and training requirements are not properly identified.
- Inappropriate training methods are employed. Only the lecture method is being used.
- The brain drains or becoming teacher is not the first choice of the students that's why young talents are not join teacher profession.
- The current teacher education program does not recognize the certainty of language and the curriculum.
- The private sector makes up majority of teacher education institutions and student enrollment, or around 92% each. Additionally, they are creating teachers of subpar quality.
- The theory content has no clear link with the practical work and ground realities.
- There is a set, monotonous teacher training pattern that follows from the decades.
- Deficiencies in selection process.
- Lack of Proper monitoring, evaluation, and documentation.
- Problems in practical teaching like lack of dedication in pupil teacher, no proper arrangement of internship, no guidance for secondary schools for the internship, lack of interest and awareness of secondary schools in internship. No rules and regulations for the institutions where pupil teachers are supposed to go for internship.

- Current teacher education program is a one-way program that end on incompetency and unemployment whereas, for competency development it should be a triangular process which includes theoretical aspects plus training period plus practical implications in a proper manner.
- Lack of good and proper research and development.

Initiative in NEP 2020:

Teachers truly shape the future of our children - and, therefore, the future of our nation (NEP-2020). To create a better future for India NEP-2020 focuses on the upliftment of teachers. NEP-2020 focused

- 1) Merit-based scholarships for outstanding students from underprivileged, rural, or tribal areas, to start the four-year integrated B.Ed. Programme.
- 2) Teacher ability test should be strengthened in order to install better test material, in terms of both content and pedagogy.
- 3) In order to benefit students while also preserving and promoting local knowledge and professions, local distinguished persons or experts will be hired as 'master instructors' in a variety of subjects.
- 4) Teachers will be recruited using a rigorous process, with preference given to local teachers and those who are fluent in the local language. The redesigned teacher ability test would be the first step, followed by an interview and teaching demonstration.
- 5) Every state would undertake a comprehensive teacher-requirement planning and forecasting effort based on technology to determine required subject-wise teacher vacancies over the next two decades.
- 6) Teachers will have ongoing opportunities to improve their skills and learn about the latest developments and innovations in their fields. Every teacher will be required to participate in at least 50 hours of professional development activities per year.
- 7) Categorization of teachers like para-teachers (unqualified, contract teachers) will be stopped.
- 8) To discuss the teacher's role expectations at multiple levels of knowledge and experience, as well as the competencies required for that stage by 2022, the NCTE will develop an integrated set of guiding National Professional Standards for Teachers (NPST).
- 9) To optimise teachers' ability to do their jobs effectively, the school service environment and culture must be completely revamped.
- 10) During school hours, all teachers must be able to teach without interferences from non-teaching activities.
- 11) High-quality material in Indian languages for teachers and teacher educators.

12) Remedial programmes will be insured to ensure adequate infrastructure, facilities, and learning resources for teachers, as well as the desired pupil-teacher ratio.

13) After a certain number of years of teaching experience, teachers should be promoted to educational administration or teacher education. In the long run, all educational administrative positions will be reserved for outstanding teachers with administrative aspirations. Given previous efforts to improve workplace conditions and pay and benefits for teachers, the NEP 2020 for teachers is a welcome change. Pre-service teacher education and in-service teacher training programmes can help build a better learning experience for students everywhere. If properly implemented, the education sector is likely to flourish as a valuable career option for promising young people in the near future.

Efforts to be taken:

For the achievement of teaching competence through teacher Education NEP- 2020 frames a lot of efforts but still there is always a chance of improvement. We should just know how to use the opportunity. To make teacher more competent some efforts to be should be taken like:

- Pre-service and in-service teacher education must be viewed as a part of one single process.
- Effective monitoring supervision and management system.
- Plan number of teacher education institute with qualified and dedicated staff.
- Highly relevant curriculum is needed to develop the skill and competence in pre-service and in-service teachers.
- Technological upliftment of the institution, pupil teacher and teacher educator are required.
- Community oriented extra-activities.
- Accountability of teachers, institutions are to be decided.
- An inclusive and equitable environment of the institution that help in competence development.
- Proper government control and monitoring system for government as well as private management institutions.
- Fix the accountabilities of institutions, management, headmaster and teachers for the work they do.
- A curriculum with a holistic perspective.
- The importance of engaging with theory and fundamental viewpoints on education.
- Preparing future educators to be reflective, compassionate, and competent practitioners.
- longer and more extensive school or internship experience;
- educating future educators on how to organise teaching and learning with the child in mind;
- Encouragement to quality research in teacher education.
- For competence development in teachers, it is essential to develop the 21-century skills along with the traditional skills like sift skills training, classroom management skills, new

technological skills training, assessment and evaluation skills, personality grooming skills etc.

- There should be some rules and regulations for the institution/ schools where pupil teachers are going for internship. Like the credit system, grading point, which will help them in their institution ranking.

Inference:

It is difficult to overstate the role and value of teachers in the teaching and learning process. The roles and responsibilities of a teacher have been redefined by the NCFTE in 2009, NCF 2005, and now the NEP 2020. The quality of teacher preparation, both pre-service and in-service, should be improved, and appropriate steps should be taken to achieve this, in order to ensure that the aims of education are properly realized. Stopping the proliferation of teacher training institutions, lengthening per-service courses, requiring more rigorous school practice teaching, adopting learner center methodology by teacher educators, comprehensive and ongoing evaluation of student teachers, more meaningful and effective in-service education, integrating ICT in the teaching and learning process, and more rigorous in-service education are some urgent steps that must be taken in this context. These steps will ensure quality improvement and teacher education and will provide and produce effective and professional teachers which will that enhanced the quality of school education help develop all round personality of the learner

References:

Rao. D. B., (1998). *TEACHER EDUCATION IN INDIA* (pp. 356–374). Discovery Publication House.

National curriculum framework (2005), NCERT, Delhi.

National curriculum framework for teacher education (2009), NCTE, Delhi.

Mishra. (2013). *teacher education it shows an innovation* (pp. 324–337). ATLANTIC publisher and distributor Pvt Ltd.

Singh, A., Dr., Doyle, D., Kennedy, D., Rose, Dr., & Ludlow, D. (2001). *teacher training A reflective perspective* (pp. 267–280). Kanishka publishers' distributors.

Sharma. R. A., (2003), *teacher training technology managing classroom activities*, (pp. 260-281) Surya publication.

<https://aishe.gov.in/aishe/home>

https://www.education.gov.in/sites/upload_files/mhrd/files/statistics-new/AISHE%20Final%20Report%202018-19.pdf

<https://www.ncte.gov.in/website/statewiseTEL.aspx>

https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
