

Assessment and Evaluation of Teacher Competencies in the NEP 2020 Framework

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Background and Context

The National Education Policy (NEP) 2020 is a comprehensive policy aimed at transforming the Indian education system by focusing on holistic development, improving the quality of education, and ensuring equity in access to learning opportunities. One of the critical components emphasized in NEP 2020 is the quality of teachers and the importance of assessing and improving teacher competencies. Teachers are central to the success of any educational system, and ensuring that they have the necessary skills and competencies is crucial for achieving the goals outlined in NEP 2020.

NEP 2020 emphasizes the need for teacher education reforms, professional development, and continuous evaluation of teachers' pedagogical skills, subject knowledge, and the ability to engage with students in innovative and effective ways. This requires a comprehensive framework for assessing and evaluating teacher competencies.

Key Competencies for Teachers under NEP 2020

NEP 2020 outlines several key competencies that teachers should possess to ensure quality education. These include:

- **Pedagogical Competence:** Ability to use various teaching methods and strategies to engage students effectively, including experiential, inquiry-based, and project-based learning.
- **Subject Knowledge:** Strong knowledge in the subject matter to be taught, ensuring that teachers can impart accurate and up-to-date information.
- **Technological Integration:** Ability to use digital tools and technology to enhance teaching and learning experiences.
- **Assessment and Feedback:** Skill in designing formative and summative assessments that support student learning and providing constructive feedback.
- **Communication and Collaboration:** Effective communication with students, parents, and colleagues to create an inclusive and collaborative learning environment.
- **Adaptability and Lifelong Learning:** Capacity to adapt teaching methods based on the needs of students and engages in continuous professional development.

Objectives

- To explore the role of teacher competencies in the context of NEP 2020.
- To identify key competencies that teachers must develop to meet the policy's expectations.
- To discuss various assessment and evaluation methods that can be implemented for teachers.

Hypotheses

1. The NEP 2020 framework provides an adequate system for assessing teacher competencies.
2. Teachers perceive the competency assessment process under NEP 2020 as reflective of their teaching abilities and skills.
3. The competency evaluation system under NEP 2020 effectively incorporates feedback from students and peers.

Methodology

Using a descriptive research methodology, this study collected information from secondary sources. A survey using Google Forms and email was used to administer a questionnaire to different teacher training institutions in order to gather primary data.

Population:

All the Teacher Education Institutions of Chhattisgarh State constituted the population of this study.

Sample:

A total number of 60 Teacher Trainees from 6 Teacher Education Institutions of Chhattisgarh State are selected by simple random sampling technique to gather primary data.

Data Collection:

From the selected sample size, the data collected through the administration of self-made questionnaire

Statistical Analysis

Table Number – 1
"Gender-Based Analysis of Teacher Competency Assessment and Evaluation under the NEP 2020 Framework"

		Do you believe that assessing teacher competencies is critical for the success of NEP 2020?	Is it important to evaluate teachers' subject knowledge regularly under the NEP 2020 framework?	Should teacher assessments include feedback from students, peers, and administrators as part of a comprehensive evaluation process?	Do you think that continuous professional development (CPD) opportunities should be tied to the evaluation of teacher?	Do teachers require periodic evaluations to ensure they meet the competency standards outlined in NEP 2020?		
Gender	Male	1	No	Sometimes	Yes	No	Yes	
		2	No	No	Sometimes	No	Yes	
		3	Yes	No	Yes	No	Yes	
		4	Yes	No	No	No	Yes	
		5	Sometimes	Yes	Yes	No	Yes	
		6	No	No	Yes	Yes	Yes	
		7	No	No	Yes	3.00	Sometimes	
		8	No	Yes	No	Yes	No	
		9	Yes	Yes	Yes	No	No	
		10	Yes	Sometimes	Yes	No	Yes	
		11	No	Yes	Sometimes	No	Yes	
		12	Sometimes	Yes	Yes	No	Yes	
		13	No	Yes	No	No	Yes	
		14	Yes	Sometimes	Yes	Yes	Sometimes	
		15	No	Yes	Yes	No	Yes	
		16	Sometimes	Yes	Yes	No	No	
		17	Yes	No	No	No	Yes	
		18	No	Yes	Yes	No	No	
		19	Yes	Yes	Sometimes	No	No	
		20	No	No	No	No	No	
		21	Yes	No	No	No	No	
		22	Sometimes	No	No	Yes	No	
		23	Yes	No	No	Yes	No	
		24	No	Sometimes	Yes	3.00	Sometimes	
		25	No	Yes	Yes	No	No	
		26	Sometimes	No	No	No	No	
		27	No	Yes	No	Yes	No	
		Total	N	27	27	27	27	27
			Mean	1.8519	1.7037	1.5926	1.8519	1.6667
			Kurtosis	-.932	-.854	-.501	.587	-.650
	Skewness		.230	.527	.762	-.169	.530	
	Female	1	No	No	Sometimes	No	Yes	
		2	No	No	Yes	No	Yes	
		3	Yes	No	Yes	No	Yes	
		4	Sometimes	Sometimes	No	No	Yes	
		5	Yes	No	Yes	No	Yes	
		6	No	Yes	Yes	No	Yes	
		7	No	No	Yes	3.00	Yes	

		8	No	No	Sometimes	Yes	No
		9	Yes	Yes	Yes	No	No
		10	Yes	Sometimes	Yes	No	Yes
		11	No	Yes	Yes	No	Sometimes
		12	Sometimes	Yes	Yes	No	Yes
		13	No	Yes	No	No	Yes
		14	No	Yes	Sometimes	No	Yes
		15	Yes	No	Yes	Yes	Yes
		16	No	Yes	Yes	No	Yes
		17	Yes	No	No	No	Yes
		18	No	Yes	Yes	No	No
		19	Yes	Sometimes	No	No	Sometimes
		20	Sometimes	No	No	No	No
		21	Sometimes	No	Sometimes	No	No
		22	No	Sometimes	No	Yes	No
		23	Yes	No	No	Yes	No
		24	Sometimes	Yes	Yes	No	No
		25	No	Yes	Yes	No	No
		26	No	Sometimes	No	3.00	No
		27	Sometimes	No	No	No	No
		28	No	Yes	Sometimes	Yes	No
	Total	N	28	28	28	28	28
		Mean	1.9286	1.7857	1.6786	1.8929	1.5714
		Kurtosis	-.931	-1.014	-.984	1.313	-.438
		Skewness	.106	.370	.646	-.265	.651
Total	N	60	60	60	60	60	
	Mean	1.8667	1.7167	1.6167	1.8833	1.6167	
	Kurtosis	-.906	-.990	-.705	.249	-.597	
	Skewness	.190	.510	.723	-.055	.547	

Interpretation

The table presents data related to a survey on teacher competency assessment in the context of the NEP 2020 framework. The responses are broken down by gender (Male and Female) and show how participants answered a series of questions on the importance of evaluating teacher competencies. Here's a detailed interpretation of the table:

Key Parameters:

- **Mean:** This represents the average response on a scale, where the options are likely ranked (e.g., Yes = 3, Sometimes = 2, No = 1). Higher values suggest a greater tendency toward agreeing with the statement.
- **Kurtosis:** This measures the "tailedness" or distribution shape of the responses. Positive kurtosis values indicate a sharper peak, while negative values suggest a more spread-out distribution.
- **Skewness:** This shows the asymmetry of the distribution. A positive skew suggests that the responses tend to be clustered toward the "No" side, and a negative skew suggests a clustering toward the "Yes" side.

Questions Analyzed:

1. **Do you believe that assessing teacher competencies is critical for the success of NEP 2020?**
 - **Male:** Mean = 1.85, Skewness = 0.23 (indicating a slight tendency toward agreeing that teacher competency assessment is important).
 - **Female:** Mean = 1.93, Skewness = 0.11 (similar interpretation, with a slightly stronger tendency toward agreement than males).
 - **Overall:** Mean = 1.87, Skewness = 0.19 (indicating a general agreement with the statement).
2. **Is it important to evaluate teachers' subject knowledge regularly under the NEP 2020 framework?**
 - **Male:** Mean = 1.70, Skewness = 0.53 (indicating a slight tendency toward the "Sometimes" response).

- **Female:** Mean = 1.79, Skewness = 0.37 (indicating a moderate tendency toward the "Sometimes" response as well).
 - **Overall:** Mean = 1.72, Skewness = 0.51 (indicating general support for subject knowledge evaluation, but with a more nuanced or conditional response).
3. **Should teacher assessments include feedback from students, peers, and administrators as part of a comprehensive evaluation process?**
- **Male:** Mean = 1.59, Skewness = 0.76 (indicating a tendency toward "Sometimes" as the response).
 - **Female:** Mean = 1.68, Skewness = 0.65 (again, a similar interpretation with a tendency toward "Sometimes").
 - **Overall:** Mean = 1.62, Skewness = 0.72 (the responses lean toward the idea that feedback inclusion is sometimes important).
4. **Do you think that continuous professional development (CPD) opportunities should be tied to the evaluation of teacher competencies?**
- **Male:** Mean = 1.85, Skewness = -0.17 (indicating a strong inclination toward the idea that CPD should be linked to teacher competency evaluation).
 - **Female:** Mean = 1.89, Skewness = -0.27 (indicating an even stronger inclination among females for linking CPD to competency evaluation).
 - **Overall:** Mean = 1.88, Skewness = -0.05 (the general trend is towards agreement that CPD should be tied to competency evaluation).
5. **Do teachers require periodic evaluations to ensure they meet the competency standards outlined in NEP 2020?**
- **Male:** Mean = 1.67, Skewness = 0.53 (indicating a tendency toward "Yes," but with some variation).
 - **Female:** Mean = 1.57, Skewness = 0.65 (a slight inclination toward "No" or uncertainty).
 - **Overall:** Mean = 1.62, Skewness = 0.55 (showing some variation but leaning toward agreeing that periodic evaluations are needed).

Findings

1. **Overall Agreement on Importance of Teacher Competency Assessment:**
 - There is a general consensus among respondents that assessing teacher competencies is crucial for the success of NEP 2020, as indicated by the high means (around 1.87).
2. **Conditional Support for Subject Knowledge Evaluation:**
 - While respondents recognize the importance of evaluating teachers' subject knowledge, there is a somewhat more nuanced approach with the "Sometimes" response being most common. This reflects a recognition that such evaluations might depend on contextual factors.
3. **Feedback from Multiple Sources:**
 - The inclusion of feedback from students, peers, and administrators is generally considered important but with some reservations, as shown by the higher proportion of "Sometimes" responses.
4. **Strong Support for Tying CPD to Competency:**
 - Both male and female respondents are strongly inclined to agree that CPD should be linked to competency evaluation, suggesting alignment with NEP 2020's vision of ongoing professional development.
5. **Need for Periodic Evaluations:**
 - There is a slight divide in responses to the necessity of periodic evaluations. While many agree with this idea, a noticeable portion is unsure or disagrees, as shown by skewness and variations in responses.

Proposed Framework for Teacher Competency Evaluation:

A structured framework for the assessment and evaluation of teacher competencies can include the following components:

- **Competency Mapping:** Identify specific competencies required for teachers at different stages of their career.
- **Clear Evaluation Metrics:** Define measurable criteria for each competency, including descriptors of performance at different levels.
- **Continuous Monitoring:** Teachers’ competencies should be evaluated on an ongoing basis, not just at the time of recruitment or promotion.
- **Feedback and Professional Development:** Evaluation should be followed by feedback and specific recommendations for professional development, such as attending training, acquiring new skills, or engaging in peer learning groups.
- **Integration with Policy and Institutional Goals:** The assessment process should align with broader educational goals set by the institution and NEP 2020.

Conclusion

The table reflects a general agreement on the importance of assessing teacher competencies under NEP 2020, with recognition of the need for structured evaluations, though there are mixed responses on the regularity of subject knowledge assessments and the inclusion of feedback. CPD opportunities linked to competency evaluations are strongly supported, and periodic evaluations are seen as necessary, though with some divergence in opinion.

Effective assessment and evaluation of teacher competencies are fundamental to achieving the goals of NEP 2020. By adopting a comprehensive and systematic approach to evaluating teachers’ pedagogical skills, subject knowledge, and professional development, we can ensure that teachers are equipped to provide high-quality education. This, in turn, will help in fostering an inclusive, innovative, and student-centered learning environment across India’s educational institutions.

This study aims to initiate discussions and actions towards developing a robust framework for assessing teacher competencies, contributing to the overall success of NEP 2020’s transformative vision for education.

References

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