
Teacher Education and the Shift towards Competency-Based Learning under NEP 2020

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Abstract

The National Education Policy (NEP) 2020 implemented various transformative changes aimed at overhauling the education system in India. One of the most notable transitions suggested by the policy is the progression towards Competency-Based Learning (CBL).

This methodology highlights the cultivation of essential skills and competencies, rather than merely focusing on content knowledge, allowing students to utilize their learning effectively in real-world situations. For this transition to succeed, it is essential that teacher education is aligned with this new perspective. This article examines the role of teacher education in supporting the transition towards Competency-Based Learning under NEP 2020, underscoring the challenges, opportunities, and strategies involved.

Significance of the Study

This research is significant as it provides insights into the transformative changes in teacher education under NEP 2020. By evaluating the adoption of CBL, this study informs policymakers, educators, and institutions about the effectiveness of this approach. The findings contribute to understanding the gaps in implementation and offer recommendations for successful integration into the teacher education system.

Objectives of the Study

1. To examine the impact of NEP 2020 on teacher education with a focus on competency-based learning.
2. To identify the challenges and opportunities associated with CBL in teacher education.
3. To analyze the preparedness of teacher education institutions for implementing CBL.
4. To assess educators' perceptions of competency-based learning and its effectiveness.
5. To provide recommendations for the successful implementation of CBL in teacher education.

Hypotheses of the Study

H1: Competency-based learning enhances the effectiveness of teacher education.

H2: There is a significant gap in the preparedness of teacher education institutions for implementing CBL.

H3: Educators face challenges in adopting CBL due to a lack of adequate training and resources.

Research Methodology

This study employs quantitative research method. Data is collected through surveys. A structured questionnaire is used to gather responses from teacher educators and trainees. Statistical tools such as descriptive analysis and inferential statistics are applied to analyze the data.

Survey Questionnaire

1. What is your level of awareness regarding competency-based learning under NEP 2020?
2. How prepared is your institution for implementing CBL?
3. What are the key challenges you face in adopting CBL?
4. How effective do you find CBL in enhancing teaching skills?
5. What kind of support (training, resources, etc.) do you need to implement CBL effectively?

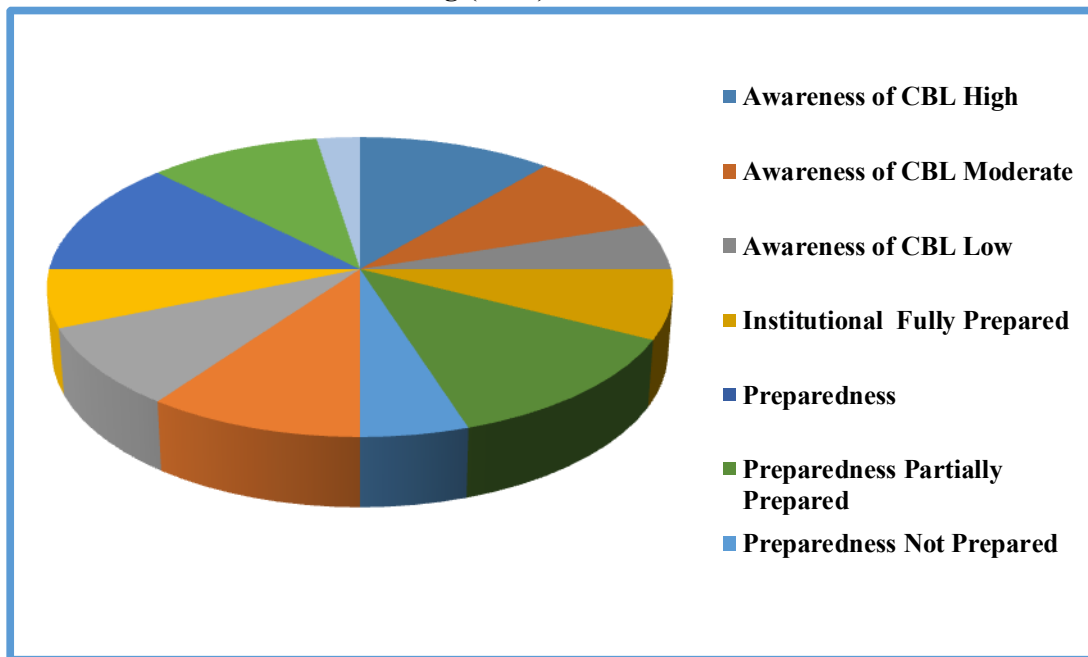
Analysis of Data

Table 1
Survey Responses on Awareness, Preparedness, Challenges, and Effectiveness of Competency-Based Learning (CBL) under NEP 2020

Question	Response Category	Percentage (%)
Awareness of CBL	High	45%
	Moderate	35%

	Low	20%
Institutional Preparedness	Fully Prepared	30%
	Partially Prepared	50%
	Not Prepared	20%
Challenges Faced	Lack of Training	40%
	Inadequate Resources	35%
	Resistance to Change	25%
Effectiveness of CBL	Highly Effective	50%
	Moderately Effective	40%
	Not Effective	10%

Graph 1
Survey Responses on Awareness, Preparedness, Challenges, and Effectiveness of Competency-Based Learning (CBL) under NEP 2020



Interpretation

The analysis indicates that while awareness of CBL is relatively high among educators, institutional preparedness remains a challenge. A significant proportion of respondents highlight inadequate training and resources as key obstacles. Despite these challenges, most educators recognize the effectiveness of CBL in improving teaching competencies.

Findings and Conclusion

The study finds that competency-based learning aligns with the goals of NEP 2020, but its implementation requires infrastructural support, training programs, and policy adjustments. The results suggest a need for targeted interventions, such as faculty development programs, curriculum redesign, and investment in digital tools. Successful adoption of CBL will require collaboration between government bodies, educational institutions, and educators.

The shift towards Competency-Based Learning under NEP 2020 represents a transformative change in the Indian education system. Teacher education plays a central role in ensuring that this shift is successful. Teachers must be prepared not only to teach academic content but also to foster the development of a wide range of competencies in their students. By revising teacher education curricula, enhancing pedagogical skills, incorporating technology,

and improving assessment practices, India can ensure that its teachers are ready to meet the challenges of this new educational landscape. Despite the challenges, the opportunities for teacher empowerment, student success, and educational innovation are immense. By embracing CBL, teacher education in India can contribute to a more skilled, confident, and future-ready generation of students.

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