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PREPAREDNESS OF TEACHER-EDUCATORS CONCERNING NATIONAL POLICY OF EDUCATION 2020

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Abstract:

Higher Education all over the world is witnessing rapid change because of tremendous development and transformation development and transformation shown in the field of technology. The vision for NEP 2020 is "Technology use and Integration" in order to give a pathway for the students to make India a digitally empowered society and knowledge economy around the globe.

The purpose of this study is to investigate the preparedness of Teacher Educators of the Konkan region concerning NEP 2020, with regard to their level of professional development after 2020. And the use of ICT in the teaching-learning process. A survey was conducted on 42 teacher educators in the Konkan region. The study shows that teacher educators were comfortable with the use of certain applications such as PPT presentations, internet, e-mail WhatsApp, etc. but they were not using higher level ICT in teaching. There were less numbers of Male and female teacher educators who attended willing to attend Faculty development programs.

It is recommended that more training and professional development programs for teacher educators should provide by the educational Institutions and also motivate them for prepared and equipped on the ICT integration practices in teaching.

Introduction:

All over the world, social and technological changes affect higher education. Higher education institutes are facing the challenges like shortage of trained teachers, lack of quality research, the appropriate infrastructure and facilities, etc. Several commissions and committees were constituted in the past to deliberate on the various issues of higher education. Their reports have also been submitted, yet the higher education system has so far shown resistance to long-term reform in the system.

The National Education Policy (NEP) 2020 states that "Teachers truly shape the future of our children and therefore, the future of our Nation. The motivation and empowerment of teachers are required to ensure the best possible future for our children and nation" Teachers not only encourage learning and inculcate values among the students but also motivate them to learn new life skills and boost their confidence and direct them in the right direction. The teacher gets pre-service training through educational training institutions and the personnel i.e. Teacher educators therein who train the teachers, determine the significance of the role of teacher educators.

Teacher Education Vis-A-Vis NEP 2020:

NEP 2020 recommends changes in the teacher education system to resolve various challenges faced by educationists at different stages of education. According to NEP 2020, "Teacher education is vital in creating a pool of school teachers that will shape the next generation. Teacher preparation is an activity that requires high knowledge, formation of dispositions and values, and development of practice under the best mentors. Teachers must be grounded in Indian values, languages, knowledge, ethos, and traditions including tribal traditions, while also being well-versed in the latest advances in education and pedagogy" [i]

ICT (Information and Communication Technology) helps the teacher to update new knowledge, and skills to use the new digital tools and resources for effective teaching. All over the world now, teachers are using technologies in the educational system. Laptops, LCD projectors, Smart classes, and Memory sticks are becoming the common media for teacher education institutions. ICT is important in every aspect of education such as in educational planning, teaching, learning and assessment, administration, setting up virtual labs, and digitally equipped classrooms.

"HEIs offering teacher education programs will ensure the availability of a range of experts in education and related disciplines as well as specialized subjects."[ii] Teacher education in NEP 2020 entails a prescribed number of hours for continuous professional development or Continuous Professional Development each year. "The phenomenon of professional development plays a significant role for educators to make progress in their job professionally. Except for their professional lives, gaining the required understanding, competencies, and educational activities should also address learners' demands."[iii]

The Need for the Study:

The COVID-19 pandemic has changed education forever. The recent rise of the pandemic demands digital platforms for ICT-based educational initiatives. According to NEP 2020, all students should be taught by passionate, motivated, highly qualified, professionally trained, and well-equipped teachers. If the teacher lacks skills and competencies then it will lead to failure. Teachers get training from their teacher educators so it is necessary to study the preparedness of the teacher educators towards their knowledge, use of ICT, and diverse classrooms.

Professional development programs, provide opportunities for Teacher Educators, to learn new concepts, and trends in education or adopt a new teaching-learning methodology, and develop their skills and competencies, to deal with changing scenarios of the teaching-learning process. Professional development brings changes in Teacher Educators' approach, attitude, understanding, and practice to enhance the level of learning. Teacher educators must update themselves with new skills from time to time so that, they stay connected to the future. Hence it is needed to study the level of professional development of Teacher Educators.

Objectives of the Study:

1. To study the preparedness of Teacher Educators of the Konkan region concerning NEP 2020, in the context of their level of professional development after 2020.

2. To study the preparedness of Teacher Educators of the Konkan region to use ICT in the teaching-learning process.

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3. To compare the preparedness of Male and Female Teacher Educators of the Konkan region to use ICT for the teaching-learning process.

Hypothesis:

Ho1 - There is no significant difference between the preparedness of Male and Female Teacher Educators of the Konkan region to use ICT for the teaching-learning process.

Operational Definitions:

Preparedness - Teacher educators' ability to use ICT in diverse classrooms and the willingness to develop themselves professionally.

Teacher Educator- An instructor prepares pre-service teachers.

Professional development - A process in which the teacher educators gradually acquire knowledge and skills by participating in seminars/conferences/workshops/ training programs to improve the quality of teaching. And publishing articles.

Use of ICT- The frequency of using videos, audio, animations, virtual whiteboards, virtual conference rooms, live chats, and various applications in the teaching-learning process.

Konkan Region - It consists of the coastal districts of west Maharashtra i.e.Raigad, Ratnagiri and Sindhudurg District.

Methodology:

The descriptive survey method was used to study the preparedness of Teacher Educators of B.Ed. colleges of Konkan region concerning NEP 2020. The survey was carried out in three phases:

I: Finding the components of the preparedness of Teacher Educators and constructing the tool.

II: Selection of the Sample for the study and Collection of data using the prepared tool.

III. Analysis of data using suitable statistical procedure and Interpretation of data.

Sample:

The target population for the study consisted of teacher educators who are teaching in B.Ed. colleges. For the present study Teacher Educators of Ten B.Ed. colleges of the Konkan region were randomly selected. The sample of the study consisted of 42 Teacher Educators who responded to the questionnaire.

Tool Used:

For data collection, the researcher used a self-made questionnaire on the preparedness of teacher educators. It was validated by three educational experts. The questionnaire was divided into four parts. The first part was intended to collect the participants' demographic information such as their gender, educational qualification, and work experience. The second part was intended to find their level of professional development after 2020. The third part was the Use of ICT in the teaching-learning process. These have 20 questions that involve the use of technology in their daily teaching during face-to-face settings. It consisted of 10 four-point Likert scale items (i.e., Never, seldom, often, always). The following figure shows the components of preparedness of Teacher Educators concerning NEP2020.

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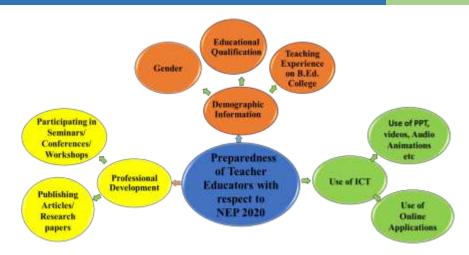OPEN ACCESS

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Figure 1

Components of Preparedness of Teacher Educators concerning NEP 2020

Data Collection:

The questionnaire was shared as a Google form with the 58 teacher educators of the Konkan region. 42 respondents completed the questionnaires and returned them to the researchers.

Data Analysis and Findings:

Data analysis is done with the help of tabulation, percentage method, and simple average, standard deviations, and t-test were calculated. Following is the summary of the responses to the questionnaire.

1. Demographic Background:

The following Tables give the **demographic background** of the participants.

Table 1

Percentage wise distribution of Demographic Background of Teacher Educators

Factors	Frequency	Percentage (%)
Gender		
Male	23	54.76
Female	19	45.24
Educational Qualification		
Master's Degree in Education	42	100
Ph.D	12	28.57
SET/NET	27	64.29
Years of Teaching at B. Ed college		

Less than 5	13	30.95
5 to -10	11	26.19
10 and above	18	42.86

Concerning the Gender of the respondents, it was found that 54.76 % of the respondents are male and 45.24% of the respondents are female.

Concerning the educational levels, it was found that all respondents have passed a Master's degree in Education. Only 28.57 % of the respondents have a Ph.D. degree in Education 64.29 % of respondents have passed MH SET (Maharashtra State Eligibility Test), and NET (National Eligibility Test).

The experience based on the years of experience by the Teacher Educators is less than 5 years, frequency is 13 and the percentage is 30.95 %, 5-10 years frequency is 11 and the percentage is 26.19%, 10 years and above frequency is 18 and the percentage is 42.86%

2. Professional Development of Teacher Educators after 2020:

The following Table shows the analysis of the data related to the Professional Development of Male and Female Teacher Educators after 2020

Table 2

Percent wise distribution of Professional Development of Teacher Educators after 2020

Sr. No	Gender	Teacher Educators	Male	Female
			%	%
1	Participation in seminars/conferences/workshops/ training programs	38.12%	39.13	36.84
2	Publishing Articles/Research papers in journals/magazines.	30.95	30.44	31.58

According to the data, the Male and female teacher educators are minimally prepared with respect to professional development. Only 38.12% of all the total respondents attended seminars/conferences/workshops/training programs after 2020, among that only 39.13% of male and 36.84 female respondents participated in seminar/conference/workshop/training programs. And 30.95% of the total respondents have published articles/ research papers in journals/magazines among them 30.44% of men and 31.58 % of female respondents have participated in seminar/ conference/ workshop/training programs after 2020.

3. Frequency of Using ICT in the Teaching Learning Process.

Table 3

Percentage-wise distribution of the frequency of using ICT in the teaching-learning process by teacher Educators of Konkan Region

Sr. No.	Items	Always %		Often %		Seldom %		Never %	
		M	F	M	F	M	F	M	F
1.	PowerPoint, Presentations	78	76	22	24	00	00	00	00
2.	Videos	22	31	30	58	48	11	00	00
3.	Audios	00	0	00	16	43	26	57	58
4.	Sharing resources via file-sharing platforms such as Google Drive, classrooms, OneDrive, etc.	13	21	70	53	17	26	00	00
5.	Online Monitoring and evaluating students' progress.	52	42	22	31	17	16	9	11
6.	multimedia presentation tools like Prezi, Visme's presentation software, etc.	00	00	17	21	13	11	70	68
7.	Game and simulations	00	00	26	21	26	32	48	47
8.	WhatsApp	52	47	31	42	17	11	00	00
9.	Facebook/Instagram	00	00	30	22	57	21	13	57
10.	Online teaching Applications	13	16	26	21	61	63	00	00

The above table shows the result of ICT used in the teaching-learning process by Teachers-Educators. Almost one-third of male (78%) and female (76) % respondents responded that they always use PowerPoint presentations for the teaching and learning process. This reflects that the majority of the respondents always use it for the teaching-learning process. As for the use of Videos, 22% were Male and 30% of Female respondents used it in the teaching-learning process. And as for the use of Audio 57% of Male and 58% of Female respondents never use it. As for Sharing resources via file-sharing platforms such as Google Drive, classrooms, and one drive, 70% of Male and 53% of Female respondents often use it. As for online monitoring and evaluating students' progress or performance 52% of Male and 42 % of Female respondents always use ICT and as for report preparing. As for the use of multimedia presentation tools like Prezi, Visme's presentation software, etc. only 17% of Male and 21% of Female respondents often use it. As for the use of games and simulations, 26% of male and 21 % of Female respondents often use them. As for the use of WhatsApp, 52% of Male and 47 % of Female

respondents always use it for sharing notes, instructional materials, activities, etc. As for the use of Facebook/ Instagram, 30% of male and 22 % of Female respondents often use them for sharing content-related information. As for the use of Online teaching Applications, 13% of male and 16% of Female respondents often use them.

It can be concluded that the results portray that the respondents often use ICT for the majority of purposes. But it can be concluded that the results portray that the respondents often use ICT for the majority of purposes. Most of them always use PowerPoint Presentations in the teaching-learning process but very few of the Male and Female respondents use Audio, multimedia presentation tools like Prezi, Viseme's presentation software, Game and simulations, and Facebook/Instagram for the teaching-learning process.

Testing Hypothesis:

The hypothesis was stated as:

Ho 1 - There is no significant difference between the preparedness of Male and Female Teacher Educators of the Konkan region to use ICT for the teaching-learning process.

Table 4

Comparison of Mean scores of Male and Female Teacher Educators for using ICT in the teaching-learning process.

(N =42)	Mean	S D	t-value	Level of Significance
Male	2.94	1.50	1.194	Significant at 0.01 level
Female	2.45	1.07		

A perusal of the above table shows the significance of the mean difference between Male and Female Teacher Educators for using ICT in the teaching-learning process. The mean score obtained for male teacher educators is (M= 2.94) and (M=2.45) for female teacher educators. The value obtained is 1.194 which shows that this difference is considered to be not statistically significant.

Hence Null Hypothesis is accepted that there is no significant difference between the preparedness of Male and Female Teacher Educators of the Konkan region to use ICT for the teaching-learning process.

Discussion:

As for the gender of the respondents, 55% male and 45% female responded. Which was nearly the same in number. As for the qualification, Very few Teacher Educators have passed NET/SET. 64.29% of respondents were not qualified National or State Eligibility Test, which is very essential for Teacher educators. As for the teaching experience, 57 % have been teaching for less than 10 years and 43% have been teaching for more than 10 years.

The results reveal that the frequency of using ICT in the teaching-learning process by all teacher Educators is moderate. They are always using certain applications such as PowerPoint presentations, WhatsApp, google drive, OneDrive, etc. as these are the main applications that are common and which can be included in the middle level of ICT skills. The majority of the respondents have never used audio, Games and simulations, Facebook,

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and Instagram for teaching their subjects. Very few were using online teaching Applications and videos in their teaching. There is no one who is not using ICT in the teaching-learning process. There can be many factors that can motivate teacher educators to use higher-level ICT skills in the teaching-learning process.

Many studies had shown very alarming results recommending updated ICT professional instructional training to be provided to teachers and teacher educators for facing the challenges of the present era. Ahmed (2016) [iv] described that the use of ICT devices in professional training improves the pedagogical skills of teachers. Wajszczyk (2014) [v] revealed that the positive impact of ICT on students' learning was noticed.

Conclusion:

ICT becoming an inevitable tool in the process of education be it administrative purpose or academic. Using ICT in the teaching-learning process is always a trade-off between the time and efforts spent creating and maintaining it, and the educational gains achieved by using it. The Ministry of Education needs to build more training system that will support ICT integration in teaching and learning. It also needs to encourage and support teacher educators to participate in the faculty development programs. The education system must build teacher educators' confidence in the use of ICT.

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