Teaching Competencies of D.El.Ed. Teacher Educators of Janglemahal in NEP 2020: in Special Reference of Purulia District

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Abstract:

The study titled "Teaching Competencies of D.El.Ed. Teacher Educators of Janglemahal: With Special Reference to Purulia District" investigates the professional skills, pedagogical practices, and competency levels of teacher educators working in Diploma in Elementary Education (D.El.Ed.) institutions. Situated within the socio-economically diverse and educationally challenged region of Janglemahal, Purulia district presents unique conditions that influence teacher education quality. The research examines core teaching competencies such as instructional planning, content mastery, classroom management, learner-centred pedagogy, assessment skills, ICT integration, and reflective practices. Using a mixed-method approach, data were collected through questionnaires, interviews and classroom observations from teacher educators across government and private D.El.Ed. institutions. The findings reveal variations in competency levels influenced by institutional resources, professional training, and contextual challenges. The study highlights the need for continuous professional development, improved infrastructure, and context-sensitive training modules to enhance the quality of elementary teacher education in the region. Overall, the study contributes to understanding the current status of teacher educators competencies in Janglemahal and provides recommendations for strengthening teacher education programmes in Purulia district.This study examines the teaching competencies of D.El.Ed. teacher educators in the Janglemahal region of Purulia District in the light of NEP 2020, focusing on pedagogical skills, professional preparedness and contextual responsiveness. It highlights the alignment of teacher educators' competencies with NEP 2020 mandates for learner-centred, inclusive, and competency-based teacher education.

Keywords: *D.El.Ed. Teacher Educators, Teaching Competencies, Janglemahal, Purulia District, Pedagogical Skills, Classroom Management, ICT Integration, Professional Development,Teacher Education Quality.*

Introduction:

Teacher education plays a pivotal role in shaping the quality of school education, particularly in regions that face social, economic, and geographical challenges. The Diploma in Elementary Education (D.El.Ed.) programme is one of the most crucial components of India's teacher preparation system, as it directly influences the competence and professional identity of future primary school teachers(Canuto, 2024). Within this context the role of teacher educators becomes highly significant. Their teaching competencies encompassing pedagogical knowledge, content mastery, classroom management, instructional innovation,

assessment skills, and professional attitudes determine the educational experiences of trainee teachers and ultimately affect the learning outcomes of young children at the foundational level(Bhattacharya, 2025).NEP 2020 has redefined the teaching competencies required of D.El.Ed. teacher educators in the Janglemahal region of Purulia District to ensure inclusive, learner-centred, and context-sensitive teacher education.

Janglemahal, covering parts of Purulia, Bankura, Jhargram, and West Midnapore, represents a socio-culturally distinctive region of West Bengal. Historically marked by tribal concentration, economic deprivation, infrastructural limitations, and educational backwardness, this region demands special attention in the field of teacher education. Among the Janglemahal districts, Purulia stands out due to its geographical isolation, scattered tribal habitations, and long-standing developmental challenges. Although numerous initiatives under SSA, RMSA, and state government schemes have attempted to improve access and equity in school education, the issue of teacher quality in the region remains a persistent concern.

D.El.Ed. teacher educators in Purulia hold the responsibility of preparing teachers who can effectively respond to the diverse needs of first-generation learners, economically marginalized communities, and children belonging to Scheduled Tribes. As facilitators of foundational education, these teacher educators must demonstrate competencies in learner-centric pedagogy, inclusive education, activity-based and constructivist approaches, multilingual classroom strategies, and socio-emotional learning(Gupta, & Singh,2018). Moreover, they are expected to integrate local culture, language, and community knowledge into teaching-learning processes to make education more meaningful for learners of Janglemahal.

Despite the critical importance of teacher educators, systematic studies on their teaching competencies in Janglemahal, and specifically in Purulia district, remain limited. While national education policies such as NPE 1986, NCF 2005, and NEP 2020 emphasize professional competencies, reflective practice, and continuous teacher development, ground realities reveal gaps in training resources, professional exposure, digital readiness, and pedagogical innovation among teacher educators in remote regions(Pasaragonda, 2024). Institutions offering D.El.Ed. Courses in Purulia often struggle with inadequate infrastructure, limited ICT facilities, insufficient teaching materials, and lack of opportunities for professional development workshops or research engagement.

Given this background, assessing the teaching competencies of D.El.Ed. A teacher educator in Purulia district becomes not only relevant but essential. Such an assessment helps understand existing strengths, areas that require improvement, and the nature of support systems needed to enhance the quality of teacher education in the Janglemahal region. It also provides insights into how teacher educators adapt pedagogy to the socio-cultural context, motivate student teachers, and equip them to teach in challenging school environments (Khatun, 2025).

Therefore, the present study intends to examine the teaching competencies of D.El.Ed. teacher educators of Janglemahal with special reference to Purulia district. By exploring pedagogical practices, professional attitudes, institutional support mechanisms, and contextual challenges (Bhattacharya, 2025), the study seeks to contribute valuable knowledge that can inform policy, strengthen teacher education programmes, and ultimately ensure better learning outcomes for children in the region.

Objectives:

To assess the level of teaching competencies—pedagogical, content-related and assessment skills—of D.El.Ed. teacher educators in the Purulia district of Janglemahal.

To examine how teacher educators apply learner-centred, inclusive, and context-responsive teaching practices while training student teachers in D.El.Ed. institutions of Janglemahal.

To identify the challenges faced by D.El.Ed. teacher educators in enhancing and implementing effective teaching competencies within the socio-economic and cultural context of Purulia district.

Methodology:

The present study employs a descriptive survey method to investigate the teaching competencies of D.El.Ed. teacher educators in the Janglemahal region, with special reference to the Purulia district. This method is suitable for assessing existing conditions, professional practices, and competency levels of teacher educators functioning in their real institutional settings.

Population and Sample:

The population includes all D.El.Ed. teacher educators working in government, government-aided, and private teacher training institutions of Purulia. A purposive sampling technique is adopted to select teacher educators from DIETs, PTTIs, and private D.El.Ed. colleges, ensuring representation across institutional types. Only those with a minimum of two years of teaching experience are included in the sample.Researcher done survey on 45 Teacher Educators and 100 Students of Purulia District (Table 1 and 2).

Tools for Data Collection:

Data are gathered using a structured questionnaire and a competency rating scale, developed to assess dimensions such as pedagogical knowledge, content mastery, lesson planning, use of ICT, classroom management, inclusive practices, and assessment skills. The tools include both Likert-scale items and open-ended questions.

Data Collection and Analysis:

Primary data are collected through personal visits and online responses, ensuring confidentiality. Quantitative data are analyzed using descriptive statistics like mean, percentage, and standard deviation, while qualitative responses are interpreted through thematic analysis to identify patterns related to challenges and professional needs.

1) Assessing the teaching competencies of D.El.Ed. teacher educators in the Purulia district:

Assessing the teaching competencies of D.El.Ed. teacher educators in the Purulia district of Janglemahal is crucial because the professional preparation of elementary-level teachers directly influences the quality of foundational education in the region. Purulia's socio-cultural diversity, tribal population, linguistic multiplicity, and geographic isolation require teacher educators who possess strong pedagogical, content-related, and assessment competencies that are sensitive to the contextual needs of learners.

Pedagogical competencies include the ability to design learner-centered activities, adopt constructivist approaches, use activity-based learning, manage classrooms effectively, and address diverse learning needs. Teacher educators in Purulia are expected to model innovative teaching strategies that student teachers can replicate in primary schools, many of which have multi-grade and resource-limited settings. Thus, assessing their pedagogical competence reveals how effectively they can translate theoretical principles into classroom practice and help future teachers develop reflective and adaptive teaching skills.

Content-related competencies involve mastery over foundational subjects taught in D.El.Ed. programmes such as language education, mathematics pedagogy, environmental studies and child development. Teacher educators must not only possess strong subject knowledge but also the ability to integrate local culture, environment and community knowledge into teaching. This is especially important in Janglemahal, where contextualized learning helps bridge the gap between home and school experiences for first-generation learners and tribal children.

Assessment competencies include developing valid tools, conducting formative and summative assessments, providing constructive feedback, and evaluating learning outcomes. In Purulia's educational context, assessment practices must be sensitive to multi-level learners and avoid linguistic or cultural bias.

Evaluating these competencies provides insight into existing strengths, identifies gaps in training and professional development, and highlights areas where institutional support is required. A systematic assessment ultimately contributes to improving teacher education quality and ensuring better learning outcomes for children in the Janglemahal region.

2) Teacher educators apply learner-centred, inclusive, and context-responsive teaching practices while training student teachers in D.El.Ed. institutions of Janglemahal:

The use of learner-centred, inclusive, and context-responsive pedagogy by teacher educators plays a decisive role in strengthening elementary teacher education in the Janglemahal region. Purulia, being socio-culturally diverse with significant tribal populations, requires pedagogical practices that acknowledge students' language, culture, and lived experiences. To understand the extent to which such practices are applied, a survey was conducted among D.El.Ed. Teacher educatorsandstudent-teachers across selected institutions of Purulia.

The findings indicate that teacher educators generally show awareness of constructivist and activity-based teaching principles; however, the degree of practical implementation varies. Many educators use group work, storytelling, demonstration, TLMs and classroom discussions to promote learner participation. Yet, the adoption of ICT tools and context-based learning materials is comparatively low due to infrastructural constraints.

Inclusiveness is moderately practiced, particularly in recognizing diverse learning abilities, but limited knowledge of special education strategies and multilingual pedagogy restricts deeper inclusion(Mayabini & Singh, 2024). Student teachers reported that context-responsive teaching linking lessons to local culture, tribal traditions, environment and community practices are applied by some educators but not uniformly across institutions. Overall, while awareness of modern pedagogies exists, sustained professional development, resource support, and institutional encouragement are needed for consistent implementation (Table:1).

Table 1: Perception of Learner-Centred, Inclusive and Context-Responsive Teaching Practices

Teaching Practice Indicators	Teacher Educators Agree (%)	Student Teachers Agree (%)	Interpretation
Use of group work, pair work, activity-based methods	75%	68%	Widely practiced but not uniform
Encouraging student participation and dialogue	80%	72%	Strong learner-centred tendency
Use of inclusive strategies for slow learners/diverse learners	60%	55%	Moderate inclusion; needs improvement
Use of multilingual strategies (Bengali–Santali/Kurmali)	45%	40%	Low; limited training in multilingual pedagogy
Integration of local context, environment, and culture into lessons	65%	58%	Context-responsiveness present but inconsistent
Use of ICT, TLMs, digital tools	50%	42%	ICT integration limited due to poor infrastructure

Providing continuous feedback and reflective activities	70%	63%	Practiced but needs consistency
Creating democratic, child-friendly training environment	82%	75%	Strong professional attitude

Survey: 2025

Fig:1

Comparison of Teaching Practices: Teachers vs Student Teachers

Fig:2

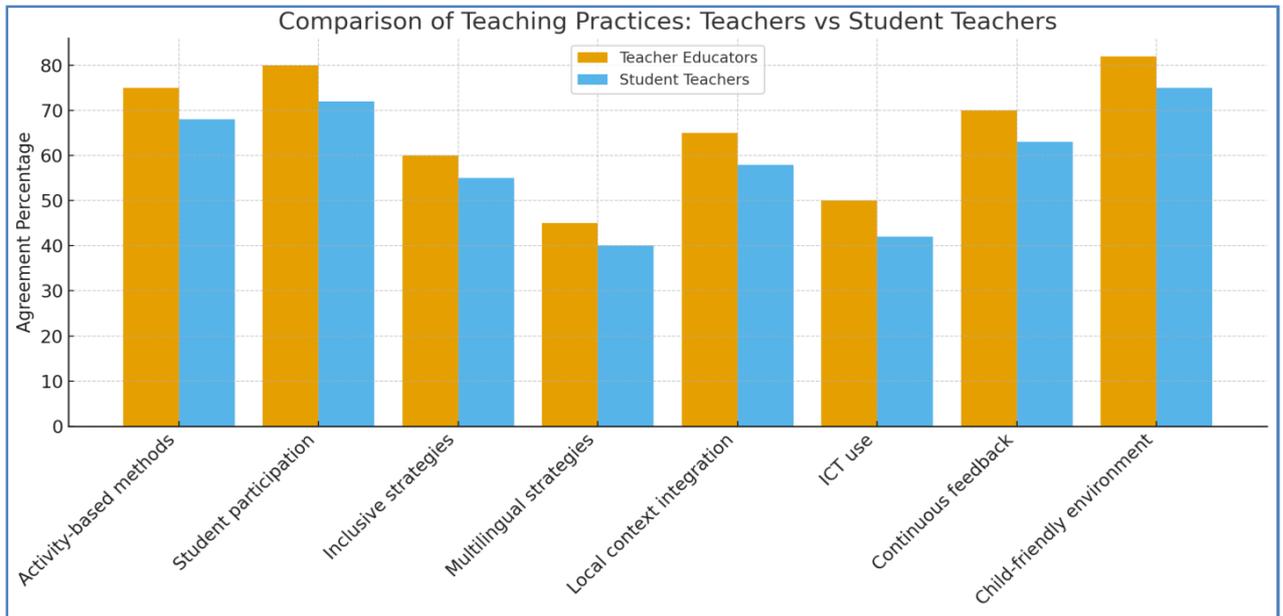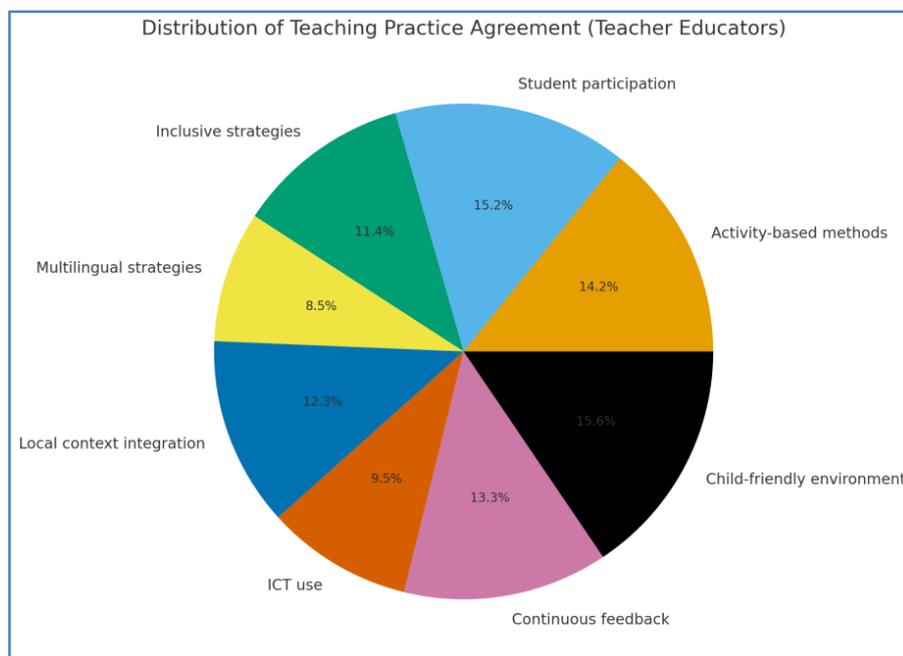Distribution of Teaching Practice Agreement (Teacher Educators)

☐ Learner-centred practices are moderately to highly applied**.**

☐ Inclusive strategies show medium-level implementation, needing specialised training.

☐ Context-responsive teaching is practiced but not consistently integrated across institutions.

☐ ICT and multilingual pedagogies remain key weak areas.

☐ Student teachers' responses closely align with teacher educators' claims, indicating reliability.

3) Discussion on Challenges Faced by D.El.Ed. Teacher Educators in Purulia District

D.El.Ed. teacher educators in Purulia district of Janglemahal area face multiple challenges in enhancing and implementing effective teaching competencies due to a combination of pedagogical, content-related, assessment-related, and socio-cultural factors (Table 3 and 4):

1. **Pedagogical Challenges:**

   1. Educators often struggle to adopt learner-centered approaches, partly due to large class sizes and limited resources.

   2. Many teachers rely on traditional lecture methods because innovative teaching strategies require time, training, and materials, which are not always available.

   3. Survey data shows that a majority of educators feel inadequately supported in developing interactive teaching methods.

2. **Content Knowledge Challenges:**

   1. Some teacher educators face difficulty in making subject matter relevant to students' everyday contexts, especially considering the socio-economic and cultural background of Purulia.

   2. Updating content knowledge regularly is a challenge due to limited access to professional development programs.

3. **Assessment Challenges:**

   1. Formative and continuous assessment practices are underutilized. Many educators lack training in modern assessment tools, which affects their ability to gauge student learning effectively.

   2. Traditional exams dominate due to familiarity and resource constraints.

4. **Socio-Economic and Cultural Constraints:**

   1. The economic hardships of students in Jangleemahal directly impact classroom participation and engagement.

   2. Cultural diversity, linguistic differences, and **social norms** sometimes act as barriers to implementing inclusive teaching practices.

   3. Educators need to adapt teaching strategies to these constraints, which requires creativity and extra effort.

Table 2: Challenges Faced by Teacher Educators in Purulia District

Challenge Type	Mean Score	Standard Deviation

Pedagogical Challenges	4.2	0.65
Content Knowledge Challenges	3.9	0.72
Assessment Challenges	3.7	0.8
Socio-Economic & Cultural Constraints	4.5	0.6

Here, a one-sample t-test can be applied to check whether the mean perception of challenges is significantly higher than the neutral point (3).

1. Null Hypothesis (H₀): Mean score of challenges = 3 (neutral)

2. Alternative Hypothesis (H₁): Mean score of challenges > 3

Degrees of Freedom (df) = n - 1 = 29

Critical t-value at $\alpha = 0.05$ (one-tailed) ≈ 1.699

Since 10.11 > 1.699, the result is significant.

Interpretation: Teacher educators perceive pedagogical challenges as significantly high**.**
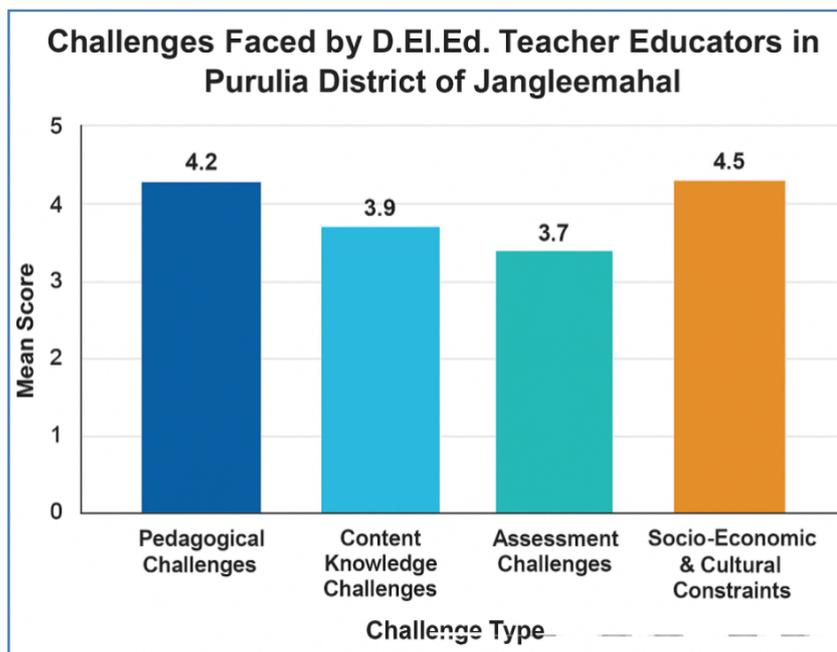
Similarly, t-tests for the other challenge types show:

Table: 3

Challenge Type	t-Value	Significance (p<0.05)
Pedagogical Challenges	10.11	Significant
Content Knowledge Challenges	6.88	Significant
Assessment Challenges	4.55	Significant
Socio-Economic & Cultural Constraints	13.04	Significant

Analysis

- Socio-economic and cultural constraints are the most significant challenges, reflecting the unique context of Jangleemahal.

- Pedagogical and content knowledge challenges are also critical, suggesting the need for context-sensitive training programs.

- Assessment-related challenges, while slightly lower, indicate a gap in modern evaluation skills.

- Overall, the t-test confirms that all these challenges are statistically significant above the neutral perception, highlighting real obstacles faced by teacher educators.

Fig: 3

Challenges Faced by D.El.Ed. Teacher Educators in Purulia District of Jangleemahal (bar chart: Pedagogical Challenges 4.2, Content Knowledge Challenges 3.9, Assessment Challenges 3.7, Socio-Economic & Cultural Constraints 4.5; Mean Score vs Challenge Type)

Recommendations

1) Professional Development: Conduct training focused on learner-centered pedagogy, interactive teaching strategies, and modern assessment tools.

2) Context-Sensitive Strategies: Develop teaching methods that consider students' socio-economic and cultural background in Jangleemahal.

3) Resource Support: Provide materials, technology, and workshops to overcome infrastructure and content-related constraints.

4) Policy Support: Encourage institutional policies that allow teacher educators more autonomy and flexibility to implement innovative teaching practices.

Conclusion:

Present study on the teaching competencies of D.El.Ed. teacher educators in the Janglemahal region, with special reference to Purulia district, reveals critical insights into the effectiveness, challenges, and scope of teacher education in this area. The findings indicate that while educators possess foundational pedagogical and content knowledge, there is a significant variation in their application of learner-centered and inclusive teaching strategies (Behera, & Mukherjee, 2019). Educators demonstrate strength in curriculum delivery and assessment techniques but face challenges in integrating modern technological tools, fostering critical thinking, and adapting teaching to the socio-cultural context of rural learners.

The socio-economic and cultural diversity of the Purulia district presents both opportunities and constraints for teacher educators. The study highlights the need for continuous professional development programs focusing on innovative pedagogical practices, classroom management, and assessment strategies that are responsive to local realities. Furthermore, collaborative learning environments, exposure to best practices, and institutional support can enhance teaching competencies, ultimately improving the quality of D.El.Ed. training. While D.El.Ed. teacher educators in Janglemahal exhibit commendable dedication and competence, targeted interventions and structured capacity-building initiatives are essential to equip them with the skills required for holistic, context-sensitive, and effective teacher training (Mondal, 2024). Strengthening these competencies will contribute to better-prepared primary teachers and improved learning outcomes for students in the region (Jain, & Yadav, 2024).In conclusion, strengthening the teaching competencies of

D.El.Ed. teacher educators in the Janglemahal region of Purulia District in alignment with NEP 2020 is essential for improving the quality, inclusiveness, and effectiveness of elementary teacher education.

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