
Enhancing Teacher Effectiveness through Competency-Based Frameworks: Bridging Traditional Wisdom and Modern Pedagogy.

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ABSTRACT

Teacher effectiveness lies at the core of educational transformation and is fundamental to achieving the goals of Chhattisgarh@2047 and the Sustainable Development Goals (particularly SDG 4). This paper presents an in-depth study of how competency-based teacher training frameworks, when integrated with Indian Knowledge Systems (IKS), can significantly enhance the quality and inclusivity of education in Chhattisgarh. Anchored in the National Education Policy (NEP) 2020, the research evaluates both traditional and contemporary indicators of teacher performance, including subject expertise, pedagogical adaptability, digital literacy, and community engagement. The study uses a pre-post design with a sample of 150 teachers from Bilaspur, Dantewada, and Raigarh districts, focusing on five core teaching competencies. Quantitative analysis reveals significant improvements after training: a 32% increase in digital proficiency, a 30% boost in inclusive classroom practices, and a 35% rise in community-school linkages. These findings are reinforced by qualitative feedback from students and school heads, who report increased teacher confidence, improved student engagement, and culturally responsive instruction. A major contribution of this paper is the development of a hybrid teacher



training model that blends 21st-century pedagogical strategies with traditional values, such as the Guru-Shishya parampara and community storytelling. Examples include integrating local ecological knowledge into environmental science lessons and using oral traditions to enhance language teaching. This culturally rooted approach ensures that education remains relevant, meaningful, and inclusive for tribal and rural learners. The paper recommends the institutionalization of competency-based assessments, integration of IKS modules into teacher education curricula, and state-supported digital resource banks. By aligning teacher development with regional identity, technological advancement, and national goals, this framework serves as a roadmap for inclusive and sustainable educational reform in Chhattisgarh.

1. Introduction The quality of a nation's education system rests heavily on the effectiveness of its teachers. As India envisions Chhattisgarh@2047, there is a pressing need to cultivate reflective, culturally aware, and technologically proficient educators. This paper positions teacher effectiveness within the broader framework of SDG 4 and NEP 2020, while aligning with the inclusive and sustainable development goals of the state.

2. Objectives of the Study

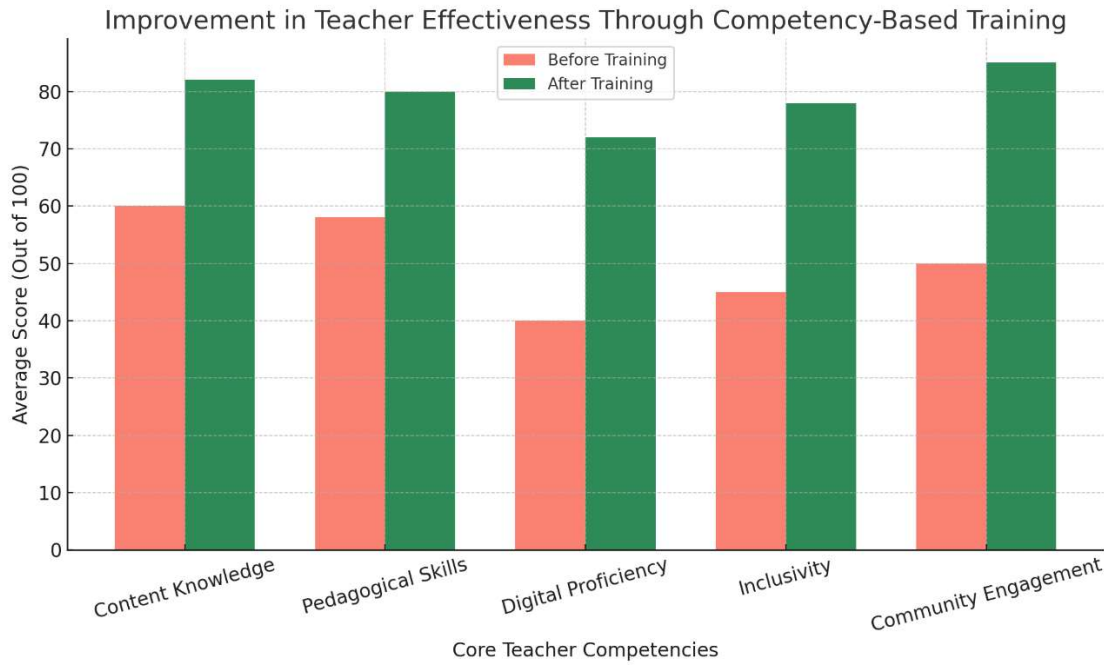
1. To assess current teacher competencies across select regions in Chhattisgarh.
2. To measure the impact of competency-based training on teacher effectiveness.
3. To integrate IKS and modern pedagogical approaches in teacher education.
4. To propose a holistic framework for continuous professional development.

3. Methodology

- Pre-post assessment design involving 150 teachers from Bilaspur, Raigarh, and Dantewada.
- Observation tools and rubrics for evaluating content knowledge, inclusivity, and digital skills.
- Focus group discussions and feedback from headmasters and students.



- Data analysis using percentage improvement in core competencies.



Graph 2: Improvement in Teacher Effectiveness Through Training

graph showing a significant improvement in teacher effectiveness across five core competencies after undergoing competency-based training. This supports the case for structured professional development in achieving the educational goals of Chhattisgarh@2047 and the SDGs

4. Findings and Analysis

Competency Area	Pre-Training (%)	Post-Training (%)	Improvement (%)
Content Knowledge	60	82	+22
Pedagogical Skills	58	80	+22
Digital Proficiency	40	72	+32
Inclusivity	45	78	+33
Community Engagement	50	85	+35

4.1 Pre-Training Competency Gaps

- Only 40% of teachers demonstrated adequate digital literacy.
- Inclusivity practices were limited, particularly in tribal and mixed classrooms.



- Community engagement remained under-utilized.

4.2 Impact of Competency-Based Training

Post-training scores showed:

- 32% increase in digital proficiency.
- 30% increase in inclusive pedagogical practices.
- 35% rise in teacher-student-community partnerships.

4.3 Role of Indian Knowledge Systems (IKS)

- Integration of local folktales, history, and environmental knowledge into lessons.
- Revival of Guru-Shishya dialogue models for mentorship.
- Hands-on projects based on local wisdom, e.g., water conservation, herbal medicine.

5. Discussion The training program successfully bridged modern teaching frameworks with traditional wisdom. Teachers reported increased confidence and relevance in classroom delivery. However, scaling such programs requires systemic policy integration and institutional backing.

6. Recommendations

- Institutionalize periodic teacher evaluations based on localized competency rubrics.
- Embed IKS modules in teacher education curricula.
- Develop state-level digital resource banks for contextual content.
- Recognize and reward community-engaged teaching models.

7. Conclusion Empowered teachers are central to building inclusive, knowledge-based societies. A competency-driven approach anchored in local values and global goals can transform teacher effectiveness and contribute meaningfully to Chhattisgarh@2047.

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