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**Education System and Pedagogical Competence: A review**

The Indian education system has been afflicted by the Covid-19 pandemic and its afte reffects can be observed from the new Unified District Information System for Education [(UDISE) Plus Report 2021-22](https://www.education.gov.in/sites/upload_files/mhrd/files/statistics-new/udise_21_22.pdf) by the Ministry of Education. The teaching and learning process has a big revolution since Corona Virus Disease 19 (COVID-19) has spread out to the world. Education is one of the sectors that have a mostly big impact on its condition. COVID-19 changes everything in the education system. The announcement on the global pandemic of the coronavirus (COVID-19) was taken place on 12 March 2020 and it causes policy to have social distancing which render a problem such the school closing affecting the learning of millions of children and adolescents. COVID-19 has pinpointed the problem of school managements and way of learning between teacher and students.

In 2021-22, the total number of teachers decreased by 1.95% as compared to 2020-21. As per the report, the total number of teachers in 2021-22 was 95.07 lakh, decreasing from 97.87 lakh in 2020-21.  The decrease in the number of teachers during 2021-22 as against the previous year was 0.9% in government schools, 1.45% in government-aided schools, 2.94% in private schools, and 8.3% in other schools between 2021-22 and 2020-21. In 2018-19, there were 47.1 lakh female teachers, which has increased to 48.77 lakh in 2021-22. On the other hand, there were 47.2 lakh male teachers in 2018-19, a figure that would fall to 46.3 lakh in 2021-22. The report also states that the participation of females in school teaching is more than that of males in the lower levels. However, from the upper primary level onwards, the number of male teachers is more than the number of female teachers.

The teaching and learning process changed to an online system. (Lapada et al., 2020) in their previous study stated that COVID-19 not only causes health crises around the world, but it also affects all aspects of life, including education. This condition has an impact directly in the world of education. Institution formal, informal and education non-formal closed face-to-face learning advance and move on with learning online (online). Transition learning from face to face to be online learning spawns a lot barriers for teachers, given this happened suddenly without being prior preparation Educators have used online platforms to reach out to students, webinars have become temporary classrooms, parents have been asked to monitor home, and students have been deprived of social interaction between peers. In face-to-face learning activities advance, learning media can be people, objects around, environment and everything that can be used teacher as an intermediary convey subject matter.

Online teaching is a process of delivering instruction via the web.  It includes real-time (synchronous) and anytime, anywhere (asynchronous) interactions. It offers exciting opportunities to expand the learning environment for diverse student populations. As the demand for online teaching increases, teachers are asked to consider teaching their classes online. Online teaching shares much with face-to-face teaching but it needs a unique set of skills and competencies in pace and delivery. For online teaching to be successful, a teacher must be competent in areas like use of technology, creation of new learning resources and use of existing learning resources, ability to blend resources, facilitating learning, fostering interaction and involvement, using appropriate instructional design, assessing students’ performance, communicating effectively in synchronous, and boosting students’ engagement and motivation and many more. These competencies help teachers in choosing and using appropriate pedagogical and technological strategies to make students achieve the desired learning outcomes in online education.

In contrast to success of online teaching, the teachers also agree that there are many difficulties of implementation online learning which are divided into 3 parts. They are in the supporting facilitation such as internet connection, students’ gadgets specifications, and internet quota and the learning process like less communicative when the activities because the teacher and students have limited time to interact between each other, can’t explain detail about the material, and can’t feel and control students’ affective factors when learning process. Thus, they also stated that teachers’ challenges in the implementation of online learning are: teacher’s competency to use technology, teacher’s strategy to conduct effective online learning activities, supporting facilitation, and the creativity of teachers as the main role in online learning activities. It is also related with the previous statement stated that between teacher and students have a gap that make the conducting of teaching and learning process having challenges. Thus, the researchers want to describe the challenges of the teacher when they do full online learning.

The Department of School Education and Literacy has launched a National Mission to improve learning outcomes at the elementary level through an Integrated Teacher Training Programme called [NISHTHA](https://itpd.ncert.gov.in/) under the Centrally Sponsored Scheme of Samagra Shiksha in 2019-20. [NISHTHA](https://itpd.ncert.gov.in/) is a capacity building programme for "**Improving Quality of School Education through Integrated Teacher Training**". It aims to build competencies among all the teachers and school principals at the elementary stage. [NISHTHA](https://itpd.ncert.gov.in/) is the world's largest teachers' training programme of its kind. The basic objective of this massive training programme is to motivate and equip teachers to encourage and foster critical thinking in students. The initiative is first of its kind wherein standardized training modules are developed at national level for all States and UTs.

Teachers’ competence for the usage of modern information technology in the school curriculum doesn’t only refer to their individual plan, but also requires a systemic competence which implies mutual cooperation of individuals, groups and institutions to jointly participate in learning and reflection. The essence of using ICT in the teaching process refers to the change of the teacher’s and student’s role, the change of the resources that are being used and the change of the essence of the teachers’ instructions which are provided with the help of technology. Minic Aleksic (2012: 868‐876) argues that the teachers’ professional development for the application of ICT is related to the following aspects: (1) Technological literacy  ‐  developing teachers’ skills which enable the integration of information and communication standards when creating the modern curriculum; (2) Enhancing the knowledge  ‐  the ability to manage the information, to formulate specific tasks and to integrate new technology and application oriented to the subject; (3) The creation of knowledge  ‐  connecting new professional skills of teachers and all the possibilities of technological development in order to support and guide the students. This would practically mean that the successful professional training in this area includes the support of the development of teachers (reflective practitioners) as researchers of their own practice and that this training is carried out in everyday practice through the cooperation with colleagues, associates and researchers while it also includes learning the ICT skills bysolving and developing the specific curricular and extracurricular activities.

Pedagogical capacity is a type of competence summarizing the elements which have an integral relationship with each other, including knowledge, skills, personal qualities, methods, manners, and qualities of a pedagogue, and constituting internal capabilities and conditions which ensure a high level of pedagogical work (Phunga et al., 2020). The category ‘capacity’ should be considered as a set of tools, foundations, and sources used for certain purposes. It is related to the level of the ability to perform a certain action or function. In humanities and social pedagogy, the term ‘capacity’ typically refers to human resources, reserves, or capabilities. Figure 1 presents the structure of the pedagogical capacity of a future social pedagogue. The complex capacity of a social pedagogue consists of seven interrelated elements that determine the pedagogical excellence of an educator, including innovative, intellectual, creative, communicative, emotional-moral, research, and professional-pedagogical capacity. The elements of pedagogical capacity are formed and developed in synergy and interdependence.

Pedagogical competence consists of understanding the characteristics of the students; mastery learning theory and principles of learning; develop curriculum; organizes educational learning; conducting development activities; harness technology information and communication; facilitate the development potential of learners; Communicate effectively, empathetic and polite with learners; conduct assessment and evaluation processes and learning outcomes; utilize the assessment and evaluation for the sake of learning, and take action to improve the quality reflective learning. According to the results of research studies that to improve pedagogically, teachers needed scientific activities, such as training, reading books, seminars/workshops, and more. Other needs are relevant books, tools/aids, facility/IT infrastructure, activities of Action Research (PTK), observation, activity Deliberation Subject Teacher (MGMPs), scientific forums, knowledge of curriculum development, discussions with students, the comparative study and further education funded by the government.