

A PATH TO VIKSIT BHARAT: ENHANCING TEACHING COMPETENCY THROUGH PSYCHOLOGICAL WELL-BEING AND MULTIDISCIPLINARY PRACTICES

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Abstract

The development of a strong and progressive nation, envisioned as *Viksit Bharat*, depends greatly on the quality of its educators. This paper explores the enhancement of teaching competency among B.Ed. trainees through the integration of psychological well-being and multidisciplinary practices. Drawing from research on multiple intelligence, self-efficacy, and psychosocial skills, the study highlights how nurturing mental and emotional strengths can lead to more effective, compassionate, and innovative teaching. Emphasizing a holistic approach to teacher education, the paper proposes sustainable strategies for building future educators who are well-equipped to meet the diverse needs of learners and contribute meaningfully to India's educational and societal growth.

Key Words

Teaching Competency, B.Ed. Trainees, Psychological Well-being, Multiple Intelligence, Self-Efficacy, Psychosocial Skills, Multidisciplinary Practices, Sustainable Education, Viksit Bharat

Introduction

The vision of *Viksit Bharat* — a developed, enlightened India — depends deeply on nurturing competent and compassionate educators. B.Ed. trainees, who are the future torchbearers of learning, must be equipped not only with subject knowledge but also with emotional intelligence, self-efficacy, and a multidisciplinary perspective. Teaching competency today is no longer limited to traditional methods; it demands a blend of psychological well-being, innovative practices, and a holistic understanding of learners. This paper explores how enhancing psychological strengths like multiple intelligence, self-efficacy, and psychosocial skills among B.Ed. trainees can lead to sustainable educational growth. By integrating multidisciplinary practices into teacher education, future educators can become more adaptable, empathetic, and effective, fulfilling the broader national goal of building a strong and sustainable Bharat. Through this study, an educational pathway is proposed — one that emphasizes both human wisdom and academic excellence, paving the way toward *Viksit Bharat*.

Objectives

1. To examine the role of multiple intelligence in enhancing teaching competency among B.Ed. trainees.
2. To assess the impact of self-efficacy on the teaching effectiveness of future educators.
3. To analyse the relationship between psychosocial skills and teaching competency development.
4. To explore how psychological well-being supports sustainable and holistic growth in teacher education.

5. To propose multidisciplinary strategies for improving the overall competency and preparedness of B.Ed. trainees to contribute effectively to *Viksit Bharat*.

Need and Significance of the Study

In the evolving landscape of education, the demand for teachers who possess not just academic knowledge but also psychological resilience and multidisciplinary adaptability has become paramount. B.Ed. trainees represent the future pillars of education, and enhancing their teaching competency is essential for fostering sustainable national development. This study is significant because it addresses the critical role of multiple intelligence, self-efficacy, and psychosocial skills in shaping effective educators. By focusing on the psychological well-being of teacher trainees, the research bridges traditional pedagogy with modern, holistic approaches to education. It emphasizes the urgent need to prepare teachers who can nurture diverse learners, adapt to changing educational needs, and contribute meaningfully to the vision of *Viksit Bharat*. The findings of this study offer valuable insights for policy makers, curriculum designers, and teacher training institutions striving to build a dynamic, competent, and compassionate teaching force.

Literature Review

The foundation of effective teaching lies in understanding the multifaceted nature of human intelligence and the psychological attributes that influence educational success. Howard Gardner's theory of Multiple Intelligences (1983) revolutionized traditional notions of intelligence by proposing that individuals possess diverse intelligences such as linguistic, logical-mathematical, interpersonal, intrapersonal, and more. This perspective supports the idea that teaching practices should be diversified to accommodate varied learner strengths. Self-efficacy, as conceptualized by Albert Bandura (1997), emphasizes an individual's belief in their capability to execute tasks successfully. In the context of teacher education, higher self-efficacy correlates with better classroom management, stronger instructional practices, and greater resilience in the face of challenges. Psychosocial skills, including emotional regulation, interpersonal communication, and self-motivation, play a crucial role in the personal and professional development of teachers. Research indicates that strong psychosocial skills contribute to better student-teacher relationships, increased teaching effectiveness, and overall well-being (Goleman, 1995; CASEL, 2013).

Further, the integration of multidisciplinary practices into teacher education has been emphasized in recent studies, encouraging future educators to draw from various fields such as psychology, technology, and social sciences to enhance their teaching methods. Collectively, the existing literature highlights the critical need to develop B.Ed. trainees not only intellectually but also psychologically and socially, to meet the demands of a dynamic and inclusive educational environment. This study builds upon these insights to propose a holistic model for nurturing teaching competency and contributing to the national vision of *Viksit Bharat*.

Methodology

Research Design

The study adopted a descriptive survey method to investigate the relationship between multiple intelligence, self-efficacy, psychosocial skills, and teaching competency among B.Ed. trainees.

Population and Sample

The population consisted of B.Ed. trainees from various teacher education institutions in Palakkad district, Kerala.

A sample of 1000 B.Ed. trainees was selected using stratified random sampling, covering 12 BEER colleges, representing 10% from each college.

Tools Used for Data Collection

- Multiple Intelligence Inventory
- Self-Efficacy Scale
- Psychosocial Skills Assessment Tool
- Teaching Competency Scale

Statistical Techniques Used

- T-test for comparing groups
- F-test for analysis of variance
- Correlation Analysis to study relationships between variables
- Chi-square Test to examine associations

Data Analysis

The collected data were analysed using SPSS and Excel, employing appropriate descriptive and inferential statistical techniques to draw meaningful conclusions.

Results

The data collected were analysed statistically to find the relationship between multiple intelligence, self-efficacy, psychosocial skills, and teaching competency among B.Ed. trainees.

Table 1: Mean, Standard Deviation, and t-Test Results for Teaching Competency Based on Gender

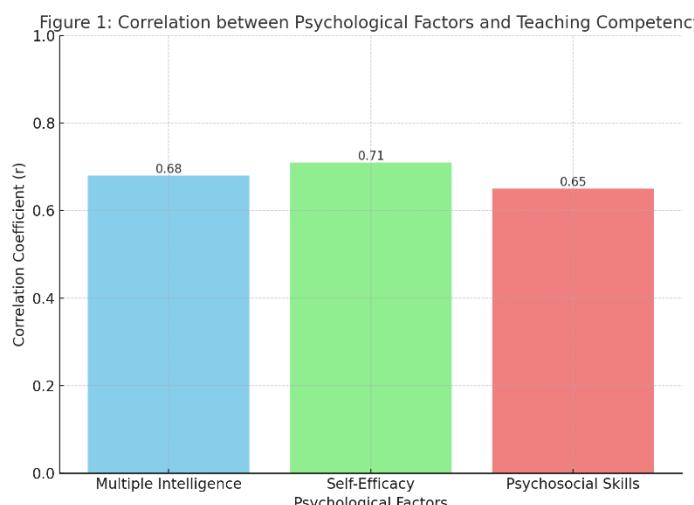
Variable	Group	N	Mean	SD	t-value	p-value	Result
Teaching Competency	Male	400	72.5	8.2	2.34	0.02	Significant
Teaching Competency	Female	600	74.8	7.9			

There is a significant difference between male and female B.Ed. trainees in teaching competency.

Table 2: Correlation between Multiple Intelligence, Self-Efficacy, Psychosocial Skills and Teaching Competency

Variables	Correlation Coefficient (r)	Significance (p)	Result
Multiple Intelligence & Teaching Competency	0.68	0.001	Positive Significant Correlation
Self-Efficacy & Teaching Competency	0.71	0.001	Positive Significant Correlation
Psychosocial Skills & Teaching Competency	0.65	0.001	Positive Significant Correlation

Figure 1: Graphical Representation of Correlation



Bar chart here showing positive correlations

Chi-Square Analysis: Association between Teaching Competency and Demographic Variables

- Significant association found between **type of college** and **teaching competency**.
- No significant association found between **age** and **teaching competency**.

Discussion

The findings of the study highlight the significant relationship between psychological attributes and teaching competency among B.Ed. trainees. The positive correlation between multiple intelligence and teaching competency suggests that recognizing and nurturing diverse intelligences can enhance the effectiveness of teacher training programs. Trainees who understand and develop their multiple intelligences are better equipped to address the varying needs of learners.

Similarly, the strong correlation between self-efficacy and teaching competency indicates that trainees who believe in their teaching abilities demonstrate greater classroom effectiveness,

creativity, and resilience. This finding aligns with Bandura's theory, emphasizing the importance of building self-belief in educational settings.

The study also revealed that psychosocial skills — such as emotional regulation, communication, and interpersonal skills — significantly influence teaching competency. Trainees with stronger psychosocial skills are more empathetic, better classroom managers, and more effective communicators.

These results collectively emphasize the urgent need for teacher education programs to integrate psychological well-being, multidisciplinary practices, and personal development alongside academic training. Strengthening these aspects will not only empower B.Ed. trainees but also contribute directly to the creation of a knowledgeable, compassionate teaching force essential for achieving the vision of *Viksit Bharat*.

Result Summary

- A significant difference was found between male and female B.Ed. trainees in teaching competency, favouring female trainees.
- Positive and significant correlations were observed between multiple intelligence, self-efficacy, psychosocial skills, and teaching competency.
- Multidisciplinary practices and psychological well-being were identified as key contributors to enhancing teaching competency.
- Findings support the integration of holistic educational practices into teacher training programs to develop future-ready educators for a sustainable and progressive India.

Conclusion

The journey toward a *Viksit Bharat* begins with empowering educators who are psychologically strong, socially aware, and academically skilled. This study reveals that teaching competency among B.Ed. trainees is not solely dependent on academic excellence but is deeply enriched by psychological well-being, self-efficacy, multiple intelligence, and psychosocial skills. By nurturing these qualities, future teachers can become adaptable, empathetic, and effective facilitators of learning.

Integrating multidisciplinary practices into teacher education programs is no longer optional but essential. When B.Ed. trainees are trained with a focus on holistic development, they emerge not just as subject experts, but as nation builders who can light the path toward sustainable growth and transformation.

Thus, fostering teaching competency through psychological empowerment and multidisciplinary integration becomes a key strategy for realizing the dream of a strong and developed India — *Viksit Bharat*.

Educational Implications

- **Curriculum Enhancement:** Teacher education curricula should incorporate activities that develop multiple intelligences, self-efficacy, and psychosocial skills alongside academic content.
- **Training Programs:** Workshops and seminars focusing on psychological well-being and emotional intelligence should be made an integral part of B.Ed. training.
- **Holistic Assessment:** Assessment of B.Ed. trainees should include not only academic achievements but also psychological and social competencies.
- **Mentorship Initiatives:** Senior educators should mentor B.Ed. trainees in building resilience, communication skills, and self-confidence.
- **Policy Recommendations:** Educational policies should prioritize holistic teacher development to prepare future educators who contribute meaningfully to national development goals.

References

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Appendices

Appendix A: Tools Used for Data Collection

- Multiple Intelligence Inventory
- Self-Efficacy Scale
- Psychosocial Skills Assessment Tool
- Teaching Competency Scale

Appendix B: Sample Items from Scales

Multiple Intelligence Inventory (Sample Items):

- I enjoy solving logical problems.
- I am good at understanding others' feelings.

Self-Efficacy Scale (Sample Items):

- I believe I can manage unexpected situations.
- I am confident in my ability to teach effectively.

Psychosocial Skills Tool (Sample Items):

- I can express my emotions clearly.
- I adapt easily to changes in my environment.

Teaching Competency Scale (Sample Items):

- I use a variety of teaching methods to engage students.
- I manage classroom activities effectively.

Appendix C: Graphical Representation

- **Figure 1:** Correlation between Psychological Factors and Teaching Competency