

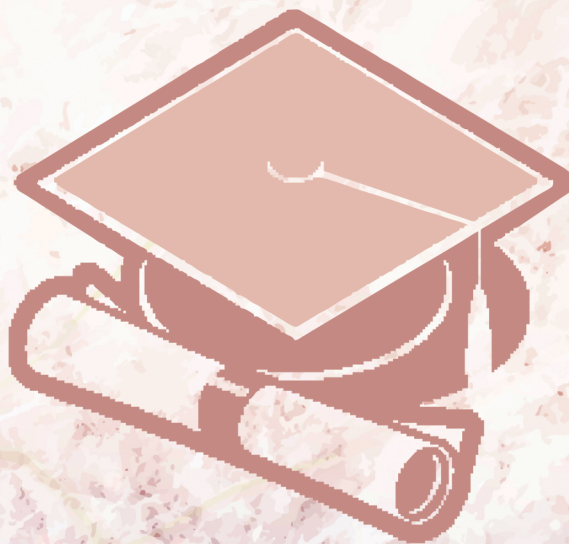
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# Educatum

Journal of Education and Behavioral Science

Volume XVI, 2024



Gopal Chandra Memorial College of Education

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# P R E F A C E

Indian education system catering over 300 million students of various categories is expanding continuously to bring considerable transformation. It is expected to be more accessible, inclusive and aligned for catering needs of the fast changing global society. The emerging digital technology is immensely influencing school and higher education system leading to significant changes in coming days. Digital learning with interactive apps and online resources will be more used by students. The National Education Policy, 2020 will not only promote innovative teaching and learning processes but also emphasize inclusion of Indian Knowledge System (IKS) into curriculums at all levels of education, which purports to promote indigenous Indian systems of knowledge. Blended learning with integration of online learning and traditional class room teaching offering flexible and personalized experience will be in focus and used widely. There will be shift in curriculum directing towards environmental awareness, entrepreneurship, project based experiential learning etc. to prepare the students for upcoming job market. Schools and parents will more focus to promote creativity, critical thinking, empathy, physical, emotional and social skills.

The Higher Education will emphasize on multidisciplinary approach with multiple entry and exit points. It will be more flexible and accessible with promoting online and distance education programmes to cater needs of diverse group of students and working professionals. Industry- Academia collaborations between universities and industries will be encouraged to address needs of job market with emphasis on internship programs, hand on training/ workshops, guest lectures by industry professionals etc. Vocational education will emphasize on re-skilling, up-skilling & life long learning to meet needs of job markets.

Education is a dynamic process with the teacher being the central focus. It provides new shape to the individual and consequently the nation. It has potential to play a significant role to bring about social change, economic growth and political development in any society. Teacher and Teacher Education needs to be oriented to achieve sustainable development goals (SDG). Individual excellence and life long learning matter a lot for success in Teacher Education. The teachers have to be updated with disciplinary knowledge and emerging digital technology regularly as their students used to access it. So, the performance can very well surpass degrees. A teacher has to compete with global teaching community to remain relevant in the current technology dominated environment. There is need that students at all levels should be taught by well qualified, passionate, motivated, professionally trained and well equipped teachers to promote creativity. The present volume of the Journal *Educatum* tried to address various issues pertaining to Teacher Education to enhance the knowledge in the discipline of education.

**Dr. Shreyashi Paltasingh**

*Principal & Editor*



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Editorial Committee, Educatum





# TEACHING IN THE LENS OF CULTURE: A DÉJÀ VU OF TRIBAL TEACHERS

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## Abstract

*Culture is the normative way of expressing one's thoughts and actions among members of a society. Cultural transmission encompasses the artistic expressions, belief systems, and societal structures that are inherited and perpetuated across successive generations within a given population. Usually, it emerges from a particular geographical area or locale. In the context of education, culture is the fundamental essence of our ideas and practices. It profoundly influences our cognitive processes, behavioural patterns, perceptual frameworks, and communicative dynamics. Consequently, Culture plays a crucial role in shaping the methods and outcomes of both teaching and learning endeavours. Cultural variations give rise to diverse attitudes and practices within the realm of education. In this article, the researchers try to discuss the experiences and opinions of tribal teachers in the context of culturally responsive teaching. Data were collected from the tribal teachers through interviews; and were analyzed to come to definite conclusions.*

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**Key Words:** teaching, tribal teachers, culture

## INTRODUCTION

Education has a crucial role in the formation and development of people, communities, and societies as a whole. Education functions as the primary channel via which knowledge is disseminated, skills are cultivated, and values are implanted. In recent times, there has been an increasing acknowledgement of the significance of integrating cultural viewpoints within the realm of education. The shift in emphasis recognizes the profound impact of incorporating cultural perspectives into education, allowing educators to foster inclusive and significant learning opportunities for every student.

Culture, encompassing several interpretations, can be characterized as the collective behaviours and customs exhibited by a particular social group, primarily emphasizing specific exterior facets such as language, religion, cuisine, arts, traditions, and festivals. Cultures are dynamic entities that exhibit overlapping and interactive characteristics. Cultural exchanges have the potential to grow widespread among interdependent cultures, yet intercultural contacts among individuals, communities, and societies can give rise to cultural friction within the context of a multicultural society (Diene, 2007 cited in Mukherjee 2019).

Education can acquire a new and illuminating perspective when taught through the lens of culture. It promotes multicultural understanding while allowing pupils to appreciate their own cultural background. Particularly tribal teachers contribute a special and priceless depth of information rooted in their customs and experiences. There is an increasing recognition of the connections between cultural diversity and education, as well as the significance of incorporating the diverse needs of learners and a variety of approaches and subject matter into educational practises. This integration aims to achieve the goal of fostering a sense of coexistence and mutual understanding among individuals, as emphasised by Delors et. al. (1996), through the implementation of culturally sensitive teaching and learning methods (Mukherjee, 2019).

The aim of this paper is to explore the notion of pedagogy from a cultural perspective and analyse the substantial influence exerted by tribal teachers within this context.

## OBJECTIVES

- ◁ To Explore the difficulties and experiences faced by tribal teachers when delivering instruction through a cultural perspective.

## METHOD

This study employed the Descriptive Survey method. In this article, the researchers collected data through Focus group discussions. The researcher collected data from 04 Santali medium schools in West Bengal. 18 tribal Teachers were participated in focus group discussion and share their experiences. Data were collected from the tribal teachers through interviews; and were analyzed to come to definite conclusions.

## DISCUSSION

Criteria	Opinion
Problems	1. <i>Problem related to infrastructure:</i> Many tribal schools lack basic facilities such as classrooms, furniture, libraries, and computer laboratories. As per the teacher from Lohat High School, "We have only four classrooms in our School and we teach Eight different Classes (Class-V to Class-XII). There is no Staff room, no Computer, no office room. Our infrastructural condition is very poor." As per the Researcher survey, 72% of teachers highlighted this problem.
	2. <i>Language:</i> language is one of the important pillars of education. Language is one of the main issues in such schools, claims the One Santali Subject Teacher from Lohat High School. The families of students who speak Santali at home are unfamiliar with the Alchiki script. The majority of pupils are first-generation learners, and although their families are aware that they have studied in Bengali or English, they are not familiar with the Alchiki script. As per the survey, 78% of teachers highlighted this problem.

Problems	<ol style="list-style-type: none"> <li>3. Textbook Content: Textbook content plays an important role in education. Although the textbooks taught to Santali medium students are in the Santali language, there is no mention of Santali culture and their work except Santali literature. So many times, students find it difficult to understand and conceptualize the content. As per the Researcher survey, 61% of teachers highlighted this problem</li> <li>4. Problem-related to MLL: School readiness is one of the important things in the education system. Most of the Tribal students are first-generation learners. As per the opinion of a Teacher from Pakhiradanga Jr. High School (Santali Medium), Murshidabad, Many of the students here do not even know the alphabet when they are enrolled in class five. As per the Researcher survey 88% of teachers highlighted this problem</li> <li>5. Family Support of Students: Family support is an important factor in education. But we know from talking to teachers that tribal school students do not get educational help from home, most of their parents are illiterate. As a result, their only source of education is school. As per the Researcher survey 50% of teachers highlighted this problem.</li> <li>6. Shortage of Teachers: Teachers are the most important pillar of the teaching system. The researchers discussed with the tribal teachers and found out that the teacher problem is one of the pressing problems of the tribal schools. According to the teacher of Santali School in Bankura, there are only four teachers and they teach from class five to twelve. The same problems are also highlighted by Santali medium school teachers from Purulia and Murshidabad schools. As per the survey, 88% of teachers highlighted this problem.</li> <li>7. Financial: Financial problems are one of The Major problems of Tribal Teachers. Most of The Students of tribal schools come from very poor families. Their parents are daily workers. As per the survey, 72% of teachers highlighted this problem.</li> </ol>
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Here, the researcher listed the problems of Tribals teacher in a Diagram (Fig-1).The diagram is written hereunder-

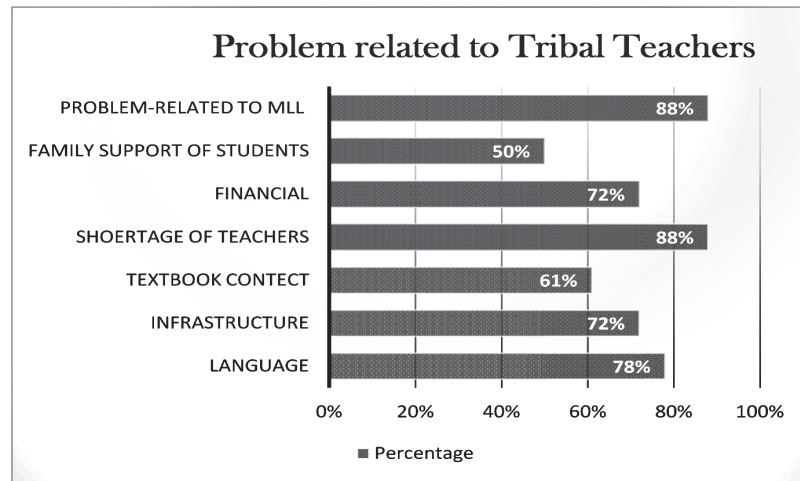


Fig-1: Problems faced by Tribal Teachers.

Curriculum	Curricular perspective	Curriculum can be said to be the backbone of the traditional education system. So, the curriculum needs to be appropriate. The researchers talked to the teachers and found that the curriculum here does not reflect cultural issues. Only Santali literature books reflect Santali culture and art.
	Co-Curricular	<p>Co-curricular activities refer to voluntary activities that occur outside the standard academic curriculum. These institutions offer students the chance to explore their interests, enhance their abilities, and participate in various co-curricular activities, encompassing social, cultural, athletic, and academic endeavors beyond the traditional classroom environment. Co-curricular activities serve as an expansion of the structured educational experiences inside a course or academic program.</p> <p>According to the teacher of Lohat High School, Purulia, when any cultural occasion is celebrated at School, students perform Santali songs, dances etc. Also, a Santali song, namely "Nehar sereng (Johar Johar Bidu Chandan)" performed by students at the morning assembly after the prayer and national anthem.</p>

Use of Teaching method	Teaching method plays a very important role in any education. The use of appropriate teaching methods facilitates the student's understanding of the course. And they can teach with joy. Most of the teachers said that when they teach, they try to make the teaching method suitable for the students. According to a teacher at Bankura Santali Medium School, they teach the students very slowly and try to explain the topic by breaking up the text into smaller units.												
Language	<p>One effective approach to safeguarding and respecting indigenous cultures involves the implementation of educational programmes that prioritise the instruction of tribal languages. Within tribal communities, the practice of cultural identification is actively fostered, thereby contributing to the preservation of a diverse language heritage. The potential to bridge the disparity in knowledge acquisition between traditional and modern education can be realized through the incorporation of tribal languages as a primary medium of instruction.</p> <p>According to the one santali subject teacher from Lohat High School, language is one of the major problems in such schools. Students speak Santali at home but their families are not familiar with the Alchiki script. Most of the students are first-generation learners.</p>												
Teachers Suggestions	<ol style="list-style-type: none"> <li>1. As per the teachers' opinion Recruitment of teachers is to be made on the basis of their knowledge of the Santali language. As per the survey, 88% of teachers highlighted these suggestions.</li> <li>2. There is a dearth of Science Teachers in many schools which is a real hindrance. As per the survey, 88% of teachers highlighted these suggestions.</li> <li>3. These teachers also suggested the books available for students be culture-centric and localized. As per the survey, 61% of teachers highlighted these suggestions.</li> <li>4. It is also suggested that the number of classrooms needs to be enhanced. As per the survey, 67% of teachers highlighted these suggestions.</li> </ol> <div data-bbox="488 1224 1106 1611"> <table border="1"> <caption>Suggestions</caption> <thead> <tr> <th>Suggestion</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Teachers recruitment</td> <td>88%</td> </tr> <tr> <td>Recruitment of Science faculty</td> <td>88%</td> </tr> <tr> <td>Development of Infrastructure</td> <td>67%</td> </tr> <tr> <td>Curriculum reforms</td> <td>61%</td> </tr> <tr> <td>Others</td> <td>50%</td> </tr> </tbody> </table> </div> <p>Fig-2: Suggestions of Teachers about the Development of Tribal Education.</p>	Suggestion	Percentage	Teachers recruitment	88%	Recruitment of Science faculty	88%	Development of Infrastructure	67%	Curriculum reforms	61%	Others	50%
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## CONCLUSION

This study highlighted the challenges and experiences of tribal teachers while teaching in Santali medium schools. This study is an infield observation. It is found that the impact of culture on teaching and learning is minimal.

The findings of the study highlight several challenges faced by tribal teachers, including inadequate infrastructure, linguistic barriers, a dearth of culturally relevant textbook materials, students who are unprepared for formal education, insufficient familial support, and financial constraints. The aforementioned challenges impede the effective implementation of culturally responsive instructional approaches and provide obstacles to the academic achievement of indigenous students.

The study found the importance of designing courses that consider the cultural diversity and heritage of indigenous communities. It is imperative for lawmakers, educational authorities, and institutions to prioritise the specific needs of tribal instructors and students. Inclusive and empowered educational environments have the potential to yield significant benefits for tribal communities, provided that there is an improvement in infrastructure, the implementation of culturally relevant curricula, the provision of professional development opportunities, and the allocation of financial assistance. The establishment of a complete and equitable educational system for all children necessitates the recognition and appreciation of the cultural and educational contributions made by tribal educators.

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# PEDAGOGICAL HURDLES IN ENGLISH INSTRUCTION WITHIN THE INDIAN CONTEXT

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## Abstract

*In the field of English education in India, a complex web of difficulties arises. Everything from the English language's place in Indian culture to the quality and accessibility of educational resources falls under this category. Additional factors that contribute to this complex terrain include pedagogical approaches, assessment methods, and continuous professional growth. Learner motivation, linguistic diversity, and the impact of native languages are other critical components. This research aims to thoroughly examine these difficulties by gathering perspectives from the teaching community. Examining many problems with teaching English in India is the main goal of this research. The text seeks to provide a detailed analysis of elements impacting education, such as language diversity, course materials, and professional development opportunities. The goal of this survey is to improve English language instruction in India by collecting feedback from educators there. In order to decipher the complexities of English education issues in the Indian setting, this research utilizes a thorough inductive methodology. It is based on information collected from educators, such as survey results, interviews, and classroom observations. With the use of qualitative analysis, we can delve deeply into the elements influencing pedagogy and come up with well-informed suggestions for how English instruction might be improved. This research sheds light on the many difficulties that teachers of English face in the Indian environment. Educators and legislators may benefit from the book's insightful analysis of topics including language diversity, curriculum, and professional development. The educational system can change and improve to suit the requirements of students if it views these challenges as learning opportunities rather than impassable barriers. In order to make educated, focused changes to English education in India, this research is essential.*

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**Keywords:** Teaching challenges, English education in India, Language instruction, Professional development, Learner motivation

## 1. INTRODUCTION

Being the de facto international language, English has enormous sway and is quite well-liked all across the globe. It is comparable to our native languages and has its origins in the past as a result of the British Empire. To compete on a worldwide basis, our cultural, scientific, technical, and material growth depends on our ability to harness the potential of English (Kumari, 2014). Modern English language instruction, according to NCF (2005), takes place in a wide variety of classroom settings and language labs. Nevertheless, it is also characterized by long-standing methods of education that are based on textbooks and are influenced by the ideas of English language teachers.



There is often a lack of direction in English classes, which is frustrating for everyone involved. Despite its obligatory presence on the curriculum, instructors sometimes fail to clarify the goals. According to student comments, they see it more as a tool to kill time than as a means to the end objective of improving their command of the English language in all its forms (Tiwari, S., 2008). Although policymakers in India have made an attempt, the exact aims and purposes of English language education are still unclear. Students understand the subject's importance on exams, and teachers understand they must cover it in their curricula. A shocking 68% of kids in public schools admit that the only reason they learn English is to do well on related tests. Early English education begins in schools that use English as their medium of instruction. Students often see English more as a theoretical topic than a practical competence, regardless of the context. This underlying discord helps explain why English education in Indian schools is so chaotic (Thakur, J., 2013).

No amount of emphasis on developing “bookworms” or “linguistic robots” should be the goal of English language instruction in India. The most critical thing is to inspire the pupils by making them aware of how vital English is and then assisting them step-by-step till they reach their objective. The primary goal, thus, should be to foster student autonomy (Sindkhedkar, 2012).

It may be somewhat tough for students to actively participate in Indian classes due to the large class sizes that are common. Students are not getting the personalized attention they need because of the lopsided student-teacher ratio. Students are unable to participate fully in the English language learning process due to the classroom's congestion (Pande, 2013).

Every kind of instruction has its own set of pros and cons. Some students don't see English as a language but as a topic; thus, they don't have the resources they need to put what they've learned into practice. They don't have many opportunities to practice their English since their instructor doesn't use strategies like the direct approach or actively encourages them to speak the language (Ali, 2012).

From small groups of one or two students to large assemblies of thirty-five or more, classroom sizes may range greatly. When classrooms are too full, students experience discomfort, find it difficult to get individual attention, and have trouble with effective assessment and learning (Gamit, 2012).

Ineffective pedagogical practices plague English language education in India. Typical classrooms use the Translation Method, in which instructors automatically translate texts, write definitions on the board, give out homework, and then end the class. Graduating students are typically just as ignorant about the English language as they were when they started the course due to a lack of focus on structure exercises, listening comprehension, and pronunciation (Thakur, 2013).

Being able to communicate effectively in English has become more important in today's rapidly globalizing society. It opens doors to better job, social, and educational prospects.

Because of the wide variety of languages spoken in India, fluency in English has become a need. Interacting as a bridge between local languages and international discourse, it impacts professional paths, academic success, and social mobility. But there are a lot of pedagogical obstacles to good English teaching in India, and they have to do with socio-cultural, linguistic, and institutional issues.

Educators in India have several challenges while teaching English, and this research explores those challenges and offers solutions to improve classroom instruction. Through an analysis of these pedagogical obstacles, we want to enhance our understanding of the intricacies of English teaching in India and to provide a foundation for informed interventions that may empower educators and learners alike.

### 1.1. CONCEPTUAL FRAMEWORK OF THE STUDY

#### *Components*

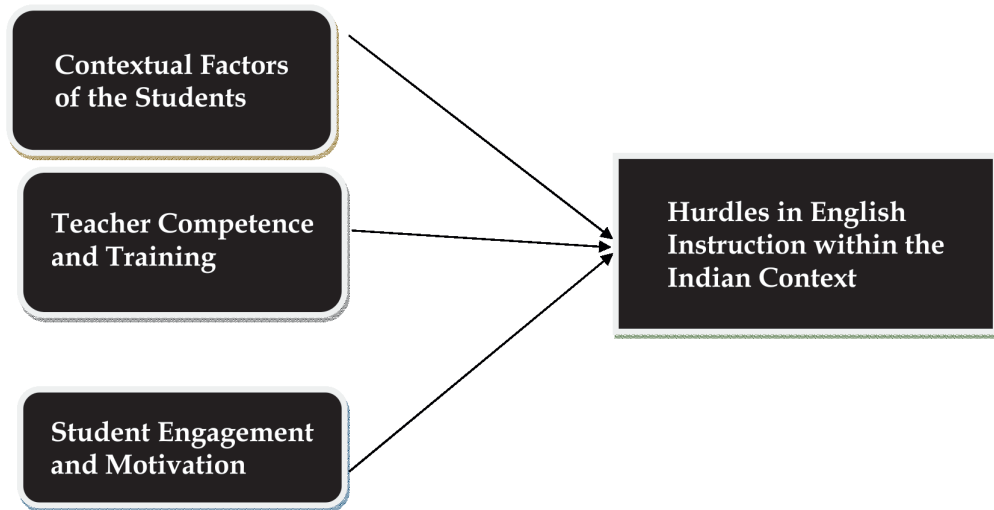


Figure 1.1: Showing the Conceptual Framework of the Study

Source: Made by Investigator

It is a complex and multi-faceted undertaking to identify the pedagogical obstacles to teaching English in the Indian environment. The level of student involvement and motivation, the level of instructor competency and training, and other contextual variables all play a role in creating these obstacles. Student socioeconomic status, regional linguistic impact, cultural views of English teaching, and curricular requirements and government legislation are all examples of contextual variables that shape the learning environment. All of these things add together to make the environment in which teaching English is complex.

This study also places a premium on the professionalism and education of English instructors. Formal education, pedagogical methodology certifications, and specialized training in English teaching are important factors in influencing the quality of instruction. Equally important is continuing education for educators so they can meet the changing demands of their pupils in India's ever-changing educational environment.

In addition, the ways in which English instructors approach and implement pedagogy have a direct bearing on the results that their students achieve in class. Educators who are up to snuff have a toolbox full of strategies for engaging students of all backgrounds, interests, and skill levels. Their mastery of classroom dynamics allows them to craft interesting classes and make effective use of formative evaluations to improve their teaching.

Recognizing student involvement and motivation as critical components of effective education is central to this concept. A student's level of engagement and effort in class is significantly impacted by their level of intrinsic motivation, which is defined as their true desire to become an excellent English language learner. It is more probable that pupils will actively engage in learning the language when they find it fascinating, relevant, or pleasurable.

In addition, students' perceptions of the relevance and use of English in their daily lives significantly impact their motivation. Students are highly motivated to acquire the English language because they realize that doing so would open doors to possibilities in their personal lives, careers, and academic pursuits.

Participation is enhanced in a supportive learning atmosphere. Learning flourishes in an environment that offers ready access to a wealth of resources, including books, audiovisual materials, and technology. In addition, a supportive environment is created via good interactions between instructors and students, which in turn encourages active engagement and cultivates a culture of shared learning.

Researching the pedagogical challenges of teaching English in India requires an in-depth familiarity with contextual variables, teacher competency and training, and student motivation and engagement. To effectively handle the specific difficulties of teaching English in India's classrooms, a comprehensive strategy is required.

## ***1.2. Objectives of the Study***

The research objectives of the study were delineated below.

1. To assess the pedagogical hurdles in reference to the socio-economic factors on English proficiency within the Indian context.
2. To analyze the pedagogical hurdles in reference to approaches and strategies in English teaching within the Indian context.
3. To evaluate the pedagogical hurdles with reference to teacher competence and training in English instruction within the Indian context.

4. To investigate the pedagogical hurdles in relation to student engagement and motivation in English learning within the Indian context.

## 2. THE REVIEW OF RELATED LITERATURE

- **Muliani, M., Sukarni, S., & Jumadil, J. (2024).** Knowledge of Technology and Its Limitations among English Language Teachers: A Foundation for the TPACK Model of Instruction. This project aims to undertake qualitative research on the topic of technology in the classroom by means of semi-structured interviews and daily diary reviews of teachers' reflections on the benefits and drawbacks of using various technologies in the classroom. In order to help students with their CK and PK in relation to the adoption of TPACK at school, this study is anticipated to provide a foundation for developing relevant technologies for teaching English.
- **Kundu, A., & Bej, T. (2021).** Use of information and communication technologies in the classroom in private high schools in India. This demonstrates a lack of faith in the idea that private schools excel at integrating technology. Study findings informed the development of the 3E-Model and an implementation plan to strengthen ICT integration by mitigating obstacles and encouraging schools to form autonomous bodies, such as Working School Governing Bodies (WSGBs), to oversee the model and concerns related to the advancement of ICT integrated pedagogies.
- **Dang, T. K. A., Bonar, G., & Yao, J. (2023).** Educational opportunities for faculty members who train students in English as a second language at the university level: A comprehensive evaluation. The 115 papers reviewed here span a wide range of nations and languages, focusing on PL for EMI instructors in higher education. In order to determine the most prevalent difficulties with EMI instruction and the level of preparation and support that teachers get, it conducts a literature study. The results showed that EMI teachers are often unprepared and undersupported in their new positions. When starting out in EMI teaching, they encounter a number of obstacles. The evaluation shows that the available formal PL is not always a good fit for the needs of instructors. The significance of informal continuing professional learning (PL) and the agency of educators in directing their own learning is also emphasized.
- **Meganathan, R. (2019).** Analysis of English Language Teaching in Indian Schools. The concept of mother-tongue based multilingualism and the desire for English language education as a medium and a language are at odds with one another. The studies that were reviewed provide a clear picture of the three models of curriculum development in the US: fully adopting the National Curriculum Framework (NCF), adopting the NCF with modifications, and developing a new curriculum based on the ideas of the NCF and their implications for the English language content.



## 2.1. Research Gap

There is a dearth of research related to “**Pedagogical Hurdles in English Instruction within the Indian Context.**” Therefore researcher conducted investigation related to such statement of problem.

## 3. METHODOLOGY OF STUDY

The study is qualitative in nature. The study employed a qualitative research design to explore the pedagogical hurdles faced in English instruction within the Indian context. A thematic analytical approach adopted to gain an in-depth understanding of the experiences and perspectives of teachers and students. Relevant educational documents, curriculum guidelines, and policy documents were analyzed to understand the formal frameworks in place for English instruction in India.

## 4. ANALYSIS AND INTERPRETATION

The analysis and interpretation of the study were conducted based on the objectives of the study.

### 4.1. Pertaining to Objective 1:

*O<sub>1</sub>:To assess the pedagogical hurdles in reference to the socio-economic factors on English proficiency within the Indian context.*

**Access to Quality Education:** Students from higher socio-economic backgrounds often have better access to quality education, including well-trained teachers, modern teaching resources, and well-equipped schools. In contrast, students from lower socio-economic backgrounds may attend schools with inadequate resources and poorly trained teachers (Kumar, 2019).

**Language Environment at Home:** Children from affluent families may have more exposure to English at home, which can provide them with an initial advantage in language acquisition. This can include conversations, reading materials, and access to English-speaking media (Sharma, 2018).

**Availability of Learning Resources:** Students from higher socio-economic backgrounds may have access to a wide range of learning resources such as books, educational software, and online courses. Lower socio-economic groups may have limited access to such resources, affecting their ability to supplement classroom learning (Patel, 2017).

**Quality of Teaching:** Socio-economic factors can impact the quality of teaching. Teachers in schools located in wealthier areas may have better training, higher salaries, and more resources for professional development, which can lead to more effective English instruction (Desai, 2016).

**Class Size and Student-Teacher Ratio:** Schools in higher socio-economic areas may have smaller class sizes and better student-teacher ratios, allowing for more personalized attention and interaction in the classroom. This can positively impact English language learning (Khan, 2020).

**Parental Involvement:** Higher socio-economic status often correlates with higher levels of parental involvement in a child's education. This can include helping with homework, providing additional resources, and participating in school-related activities that support English language learning (Joshi, 2019).

#### **4.2. Pertaining to Objective 2:**

*O<sub>2</sub>: To analyze the pedagogical hurdles in reference to approaches and strategies in English teaching within the Indian context.*

**Rote Learning Culture:** The traditional education system in India has often emphasized rote learning and memorization. This approach is not conducive to language acquisition, which requires active engagement, critical thinking, and practical application of language skills (Gupta, 2018).

**Assessment and Evaluation:** Traditional assessment methods in India often focus on written exams, which may not accurately reflect students' true English language proficiency. Implementing more comprehensive assessment strategies, including speaking and listening assessments, can be challenging but necessary (Singh, 2017).

**Technological Divide:** The COVID-19 pandemic has highlighted the technological divide in India, with many students lacking access to devices and the internet for online learning. This divide poses challenges for the implementation of technology-based teaching methods (Mishra, 2019).

**Balancing Language Skills:** Teaching English develops developing multiple language skills (listening, speaking, reading and writing). Balancing the focus on these skills is challenging, especially in resource-constrained environments (Chatterjee, 2016).

#### **4.3. Pertaining to Objective 3:**

*O<sub>3</sub>: To evaluate the pedagogical hurdles with reference to teacher competence and training in English instruction within the Indian context.*

**Varying Teacher Competence Levels:** Teacher competence in English instruction varies widely across India. While some educators are proficient in English, others may struggle with the language themselves (Verma, 2020).

**Inadequate Teacher Training:** Many English teachers in India lack adequate training in modern language teaching methodologies, which can hinder their ability to effectively teach English (Reddy, 2018).

**Limited Exposure to Native English:** Teachers and students often have limited exposure to native English speakers, which can affect pronunciation and communication skills (Menon, 2017).

#### *4.4. Pertaining to Objective 4:*

*O<sub>4</sub>: To investigate the pedagogical hurdles in relation to student engagement and motivation in English learning within the Indian context.*

**Diverse Student Backgrounds:** Students in India come from diverse linguistic and cultural backgrounds. Engaging all students, regardless of their native language or cultural context, can be challenging (Patel, 2019).

**Rote Learning Tradition:** The Indian education system traditionally emphasizes rote memorization, which can lead to passive learning and reduced motivation for active language learning (Sharma, 2016).

**Lack of Relevance:** Some students may perceive English learning as irrelevant to their daily lives and future prospects, impacting their motivation (Singh, 2020).

## **5. SUGGESTIONS**

The suggestions are based on the results derived from the analysis and interpretation of each objective.

### *5.1. Suggestions Pertaining to Objective 1:*

- i. **Resource Allocation:** Ensure equitable distribution of resources, including well-trained teachers, modern teaching materials, and well-equipped schools, to underserved areas.
- ii. **Teacher Training:** Provide targeted training and professional development for teachers in economically disadvantaged areas to enhance their teaching skills.
- iii. **Quality Assurance:** Implement rigorous quality assurance measures to monitor and improve the quality of education in schools serving lower socio-economic groups.
- iv. **Financial Assistance:** Offer scholarships and financial incentives to encourage talented teachers to work in underserved areas.
- v. **Mobile Education:** Explore the use of mobile technology to deliver educational content and teacher training in remote and economically disadvantaged regions.
- vi. **Community Outreach:** Organize community-based programs that promote English language learning and provide access to English-language resources.
- vii. **Parental Engagement:** Conduct workshops and awareness campaigns to encourage parents from all backgrounds to engage with their children in English language activities at home.
- viii. **Language Support Centres:** Establish community language support centres where students and parents can access English-language materials and receive guidance.

- ix. **Resource Allocation:** Prioritize reducing class sizes and improving student-teacher ratios in schools serving lower socio-economic groups.
- x. **Alternative Teaching Models:** Explore alternative teaching models, such as peer tutoring and blended learning, to provide more personalized attention to students.

### *5.2. Suggestions Pertaining to Objective 2:*

- i. **Active Learning Approaches:** Promote active learning strategies, such as group discussions, project-based learning, and interactive activities, to encourage critical thinking and practical language application.
- ii. **Holistic Assessments:** Develop a variety of assessment methods that measure all language skills, including speaking, listening, reading, and writing. Include oral exams, presentations, and practical communication assessments.
- iii. **Continuous Evaluation:** Implement ongoing, formative assessments that provide regular feedback to students, helping them understand their progress and areas for improvement.
- iv. **Digital Inclusion:** Advocate for improved digital infrastructure and work to provide devices and internet access to underserved students, especially in rural areas.
- v. **Resource Mobilization:** Seek partnerships with government agencies, NGOs, and local businesses to secure funding and resources for schools in need.
- vi. **Student Choice:** Allow students to choose projects or activities that align with their learning preferences and interests.
- vii. **Professional Development:** Establish regular and ongoing professional development programs for teachers, focusing on modern language teaching methodologies and strategies for diverse classrooms.
- viii. **Teacher Training:** Provide teachers with training on contemporary language teaching approaches that emphasize practical communication and fluency over rote memorization.
- ix. **Language Policy:** Develop clear language policies within schools and classrooms that encourage the consistent use of English and provide strategies for addressing code-switching.
- x. **Language Camps:** Organize English language camps or events during holidays or weekends to immerse students in English language and culture.

### *5.3. Suggestions Pertaining to Objective 3:*

- i. **Professional Development:** Offer continuous professional development programs that cater to teachers with varying levels of competence. Tailor training to address specific language proficiency needs.

- ii. **Peer Mentoring:** Establish mentorship programs where experienced English teachers provide guidance and support to less experienced colleagues.
- iii. **Comprehensive Teacher Training:** Develop comprehensive training programs that cover modern language teaching methodologies, classroom management, and strategies for teaching English as a second language.
- iv. **Regular Workshops:** Organize regular workshops and seminars for teachers to keep them updated on the latest language teaching techniques and materials.
- v. **Native Speaker Workshops:** Arrange workshops and interactions with native English speakers to improve teachers' and students' pronunciation and communication skills.
- vi. **Language Immersion Programs:** Create opportunities for teachers to participate in language immersion programs where they can experience an English-speaking environment firsthand.
- vii. **Equal Access:** Ensure that rural teachers have equal access to training opportunities, online resources, and professional development as their urban counterparts.
- viii. **Curriculum Revision:** Revise the curriculum to emphasize modern language teaching methods and practical communication skills over traditional approaches.
- ix. **Online Training:** Develop online teacher training programs that can be accessed by educators in resource-constrained areas.
- x. **Change Management:** Implement change management strategies that involve teachers in decision-making processes and gradually introduce new teaching approaches.

#### *5.4. Suggestions Pertaining to Objective 4:*

- i. **Relevant and Contextual Learning:** Design English language lessons that relate to real-life situations and career opportunities to make learning more relevant.
- ii. **Active Learning Approaches:** Encourage active learning methods, such as group activities, discussions, and projects, to increase student engagement.
- iii. **Cultural Inclusivity:** Ensure that teaching materials and approaches respect and incorporate Indian culture, languages, and contexts.
- iv. **Language Exposure:** Promote extracurricular activities, language clubs, and language immersion programs to increase students' exposure to English.
- v. **Teacher Training:** Provide teachers with training in modern language teaching methodologies that emphasize student engagement and motivation.
- vi. **Assessment Reform:** Rethink assessment practices to focus on holistic language skills development rather than rote memorization and exam preparation.
- vii. **Community Involvement:** Engage parents and the community in supporting students' English language learning journey and managing expectations.

**viii. Use of Technology:** Leverage technology to create interactive and engaging English learning experiences, where possible.

## 6. CONCLUSION

The research has provided valuable insights into the complex issues surrounding English training in India. Issues with student involvement and motivation, teacher competency, instructional techniques, and socio-economic inequality are all part of the problem. In light of these challenges, the research and analysis provide a number of recommendations for improving the state of English language education in India. Prioritizing the elimination of socioeconomic gaps in the provision of high-quality education must be the first priority. The disparity may be closed by equitable distribution of resources, financial incentives for educators, and training of instructors in underprivileged regions. Furthermore, rural places might have access to English language learning possibilities via mobile education and community outreach initiatives. The second most important thing is to change the way we teach. A more successful way to teach English is to promote active learning methodologies, comprehensive assessments, and continual evaluation. Learning and teaching settings may be improved via the promotion of digital inclusion and the mobilization of resources. Additionally, it is crucial to prioritize enhancing teacher competency and training. Educators' skills were improved by the implementation of extensive training programs, peer mentorship, and seminars. Addressing code-switching challenges and placing an emphasis on actual communication skills rather than rote memorization are also crucial. Lastly, it is crucial to encourage and support student participation. To make English teaching more engaging, it is possible to include Indian culture, design learning experiences that are relevant and contextual, and promote active learning. A dynamic and supportive learning environment achieved via community and parent involvement and the use of technology. Being able to communicate effectively in English is more important for personal and national success in today's rapidly globalizing world. In order to provide equal access to economic, social, and educational possibilities for everyone, it is imperative that these pedagogical challenges in English teaching within the Indian context be addressed. Educators, legislators, and stakeholders in India's English education system may improve student and teacher outcomes by collaborating on these recommendations and putting them into action.

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# THE EXPANDING ROLES AND RESPONSIBILITIES OF TEACHERS DEFINED BY NEP 2020 AND THEIR IMPLICATIONS ON TEACHER EDUCATION

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## Abstract

*The National Education Policy, 2020 recommends an exemplary transformation in education in India based on the dynamic changes in global perspectives and employability requirements. The policy proposes the necessity to remodel education in accordance with the emerging needs of the learner and the contemporary worldwide society. A desperate need to develop a new pedagogy and school culture has been felt to make education experiential, flexible and inclusive for building individuals with a sound personality and a wholesome character, furnished with skilled expertise for self-sustenance through employability, fortified with determination and resilience to cope with challenges and reinforced with a compassionate and caring disposition to render support to the society. The present paper discusses the expanding roles and expectations from the teaching fraternity at all levels of education as specified in the various recommendations of NEP, 2020 and the consequential implications related to the responsibilities of teacher education to fulfil the same.*

**Keywords:** National Education Policy 2020, NEP 2020, Teacher Education, Challenges in teacher education in India, Future of teacher education in India.

## INTRODUCTION

If we go through the National Education Policy, 2020 (NEP: 2020), it comprises of the following sections: Part I- School Education; Part II- Higher Education Part III- Other key areas of focus

Part IV- Making it happen.

The Part I, which deals School Education includes recommendations on early Childhood care and education, issues like foundational literacy and numeracy, reducing dropout rates and increasing universal access to education, modifying the curriculum and pedagogy in schools, providing equitable and inclusive education, generating resourceful teachers and providing adequate facilities to them, building school complexes or school culture through skilful governance, and setting standards and accreditation for school education.

Part II that talks about Higher Education includes recommendations on providing quality holistic education in colleges and universities by restructuring and consolidating institutions, providing optimal support and conducive learning environment, equity and inclusion in higher education; nurturing motivated and capable faculty, revamping teacher education, vocational education and providing multidisciplinary education; promoting good quality academic research, ensuring betterment of institutions through effective governance

and leadership, and finally modifying the regulatory system in higher education. In Part III the Other key areas of focus include adult and lifelong learning, integration and equitable use of technology, online and digital education, and promotion of languages, arts and culture.

Part IV of the policy document suggests concrete steps of implementing and materializing the plans of providing affordable quality education to all - into practice, providing financial support and strengthening the Central Advisory Board of Education to administer the same.

This bird's eye view of the NEP: 2020 has been provided to emphasize on the fact that education in each and every stage can be put into practice only with the help of teachers. It is true that artificial intelligence has made a significant advancement in every field and is trying to take over classrooms with skilled perfection. Nevertheless the all-pervasive role of teachers in the spectrum of implementing a comprehensive educational policy remains indispensable. The basic difference between a man and a machine as a teacher is that a teacher can provide personalized guidance while a machine can provide what is pre-configured into it.

### **RECOMMENDATIONS OF NEP 2020 FOR IMPROVEMENT IN THE QUALITY OF TEACHERS**

NEP 2020 suggests the following measures for improving the quality of teachers:

1. Quality of teacher education must be improved.
2. Scholarships for studying in B.Ed. programmes should be provided to ensure that outstanding students join the teaching profession. Teacher recruitment should be done on merit-basis. Teachers should be encouraged and provided incentives to teach in their local areas, especially rural areas as they know the local language and can reach out better to the students.
3. Excessive teacher transfers should be stopped, except in special circumstances through transparent computerized modes.
4. TETs or Teacher Eligibility Tests should be conducted for selection of eligible candidates in the profession.
5. Teachers can be shared across schools within school complexes or groups particularly in subjects like vocational education, languages, art, physical education, etc.
6. Experts should be hired by school complexes to instruct students in vocational crafts, local arts, entrepreneurship, agriculture, etc.
7. States should conduct subject-wise technology-based planning for vacancies and recruitment and teacher education programmes should align with such vacancies.
8. Positive and inclusive school culture should be created to provide a positive working environment and maximum opportunities to teachers.

9. Decent and pleasant service conditions and facilities should be provided to teachers in schools.
10. School complexes should be established to promote creation of active teacher communities, shared counsellors, social workers, technical staff etc.
11. Teachers should be involved in the Management committees of school complexes in collaboration with parents and other stakeholders.
12. Teachers should not be engaged in work not directly related to teaching, and stressful administrative activities to help them focus on their teaching learning duties.
13. Schools should develop a caring and inclusive learning environment with explicit roles of teachers and administrators.
14. Teachers should be provided more autonomy in selecting different pedagogical approaches and should focus on holistic socio-emotional learning of students.
15. Teachers should be given opportunities for Continuous Professional Development for self-improvement.
16. School administrators should also participate in leadership workshops to improve their management skills.
17. Teachers providing outstanding services should be duly recognized and rewarded.
18. Career growth opportunities should be available to teachers even within a single school stage.
19. Teachers having leadership and management expertise should be trained to take academic leadership positions in schools and school complexes.
20. National Professional Standards for Teachers (NPST) will be developed by NCTE in consultation with NCERT and SCERTs to set standards regarding teacher competencies, which should be modified from time to time.
21. Special educators with cross disability training should be recruited in school complexes for education of *Divyang* children and NCTE and RCI will collaborate to produce more special educators with subject teaching expertise.

The policy is deeply concerned about the quality of teachers that this nation produces because the responsibility of materializing the aspirations of NEP 2020 into real classroom practice lies upon their shoulders. So, the role of the teachers is a thread that evidently weaves through each and every recommendation of the policy either overtly or covertly. As we explore the different recommendations of the policy, we shall also note the underlying responsibilities of the teachers simultaneously. And at the end, we shall analyse the role of teacher education in this regard.

## **VISION AND GUIDELINES OF THE POLICY VIS-A-VIS ROLE OF THE TEACHERS**

The vision of the National Education Policy: 2020 is to inculcate a profound sense of honour and pride among the learners for being Indian. The policy aims to transform India into an equitable knowledge society by developing positive values related to one's duties towards the nation and the society through the curriculum and pedagogy. It intends to develop skills, knowledge, values and temperament to be committed to sustainable living, global welfare and human rights.

NEP: 2020 acknowledges the fact that access to quality education is a basic right of every individual. It upholds an education process that enables the development of a deep attachment with one's Indian identity and its diverse culture, traditions and enriching knowledge system. Respect for diversity and indigenous variety among the students can be inculcated only if teachers have these values in them.

The policy plans to discover and nurture the unique capabilities of each student and promote holistic development in both academic and non-academic areas. To make this happen, teachers need to be sensitized along with parents so that they can identify individual potentials and provide necessary support to help them flourish.

The policy suggests that by Grade 3 all students should achieve Foundational literacy and numeracy. Highest priority will be given to this aim. To help students achieve Foundational literacy and numeracy, an adequate number of trained teachers will be required who can reach out to the learners far and wide, and provide them the necessary learning experience.

According to the policy, learners should be provided flexible opportunities to choose their programmes in accordance with their abilities, interests and talents. A harmonious inter-relation in the curriculum at all levels has been recommended. Curricular and co-curricular, vocational and academic, arts and sciences will be merged to increase the access of the learners. Education will be made multidisciplinary and holistic across all streams and conceptual understanding will be emphasized instead of learning superficially only for scoring well in the exams. Creativity and critical thinking will be encouraged as they pave the way towards rational decisiveness and innovative temperament. In order to make these practicable it will be necessary to modify the conventional education system of teaching, learning and evaluation. So, teachers must be trained in accordance with these transformed ideologies. Inculcation of positive values and ethics among the learners would require value education among the teachers. Life skill education is an integral part of the present school curriculum. It must be intensively included in the teacher education curriculum so that the teachers may be trained to impart the same. Multicultural and multilingual classrooms would require multilingually trained and multiculturally oriented teachers. So, widening the perspectives of both in-service and preservice teachers is absolutely necessary.

Inclusion of socio-economically disadvantaged and the Divyang students by removing all barriers, making education accessible and utilizing all resources including technology requires adequately trained teachers who can put these policies into classroom practice. Equity, not equality is the key word. Identifying what each individual learner requires and

providing the same requires teachers with insight, foresight and a caring concern for the individual learners and their needs.

The evaluation system must be made more formative than summative and the so-called rat race and 'coaching culture' must be eradicated. The policy recommends a continuous record of the progress of each student and assessment by experts. This requires a sea-change in the assessment culture in our country. And teachers must be trained to exercise the same. Too much importance given to marks and grades actually tarnishes the taste of learning as it remains enjoyable no more. Teachers and parents need to be steered out of the conventional temperament related to assessment and more stress should be given on development of basic concepts and foundational knowledge.

The need for taking special measures for managing teacher recruitment, their ongoing professional development, provision of constructive work environment and viable employment conditions - have been felt by the policy as teachers play an indispensable role at all levels of education. The policy recommends a 'light but tight' regulatory body to administer an effective education system and innovative research to enable improvement and development in education nationwide. It encourages investment in the public education system and philanthropic private and social participation.

The present policy has been framed keeping in view that education must meet employment needs both at local and global levels. It is essential to reduce the content and increase the strategies to teach children how to learn, solve problems, nurture creative thinking, and practice innovative ideas. Consequently, pedagogy should evolve. The approach to teaching learning should be flexible, enjoyable, experiential, discovery-based, and holistic. The curriculum should integrate humanities, games, crafts, languages, culture, values, literature and so on. All round development in the learner's character and personality is essential besides inculcation of delicate values like compassion, care, empathy, ethics in them. Thus, education should serve all purposes and not just prepare individuals for satisfactory employment.

## SCHOOL EDUCATION

School education begins at the pre-primary stage and ends in the higher secondary stage. The policy proposes that teachers at all stages should be adequately trained to fulfil their responsibilities in accordance with the transformation in the curriculum and pedagogical approaches.

The policy sets a goal to provide universal access to good quality early childhood care and education throughout the nation in a phased manner. Special priority would be given to those areas which are inhabited by socio-economically disadvantaged populations. Preparatory classes or *Balvatikas* would be set up for children below five years of age. More *Anganwadis* with developed infrastructure, play equipment and trained staff would be set up and co-located with primary schools to be integrated into school complexes..



They would appoint specially trained teachers or workers who can handle the curriculum and pedagogy. Accordingly, the policy plans to prepare high-quality teachers for early childhood care of children in Anganwadis and *Balvatikas*. They should be trained as per the curriculum prepared by the NCERT. *Anganwadi* employees with qualifications of 10+2 and above will receive a six-month certificate programme and the ones with lower qualifications shall be given a one-year diploma programme including numeracy; literacy and other relevant ECCE related training. These programmes run through digital channels and smart phones shall be made accessible to these employees while engaging in their present works. They would be guided by Cluster Resource Centres of the School Education Department through monthly face to face classes. In the long run, professionally qualified educators would be prepared and their Continuous Professional Development would be facilitated. *Ashramshalas* would be opened in tribal-dominated areas along with all forms of alternative schooling for integration and implementation of ECCE. At the elementary level, teachers appointed in *Anganwadis*, *Balvatikas* and *Ashramshalas* would be specially trained to work in collaboration with social workers, counsellors, parents, students, and local communities in order to encourage all the students to enroll to pre-primary education and preparatory schools and attend them regularly.

## **FOUNDATIONAL LITERACY AND NUMERACY**

The policy mentions that it is an urgent national mission that every child should attain foundational literacy and numeracy by Grade 3, that is the ability to read and write and perform basic operations with numbers. This is a prerequisite for achieving the rest of the goals in the policy.

To achieve this purpose, teacher vacancies will be urgently filled up especially in the disadvantaged areas and areas with high levels of illiteracy and disproportionate student-teacher ratio. Local teachers will be preferred for employment or those who know the local languages. Ideal teacher-student ratio aimed for would be 30:1 at each school level, and those areas inhabited by SEDGs will aim for a student-teacher ratio of 25:1. Teachers will be provided with continuous professional development to disseminate foundational literacy and numeracy. Teachers will be provided with adequate resources on the Digital Infrastructure for Knowledge Sharing (DIKSHA) portal. All technological support systems and resources to overcome language barriers will be provided to teachers. Trained teachers can supervise peer tutoring as it is often effective for fostering learning.

## **REDUCING DROPOUT RATES AND INCREASING ACCESS TO LEARNING**

The policy proposes to take two chief initiatives to reduce dropout rates, namely - providing effective school infrastructure and regular trained teachers in all levels. For careful tracking of students' progress teachers will be required to record the details about each child's performance. Teachers will work with students and parents in cooperation with counsellors or trained social workers and community support systems to motivate students

to attend schools. Teachers with knowledge of the local language will have to be deployed in specific areas with high dropout rates and the curriculum should also be modified to make learning more relevant and useful.

## **MODIFYING THE SCHOOL CURRICULUM AND PEDAGOGY**

NEP: 2020 recommends a school curriculum that makes learning holistic, integrated, enjoyable and engaging. So, it proposes to modify and restructure the school curriculum and pedagogy. It proposes that the curriculum content should be reduced and instead critical thinking and conceptual learning should be focussed upon. Inquiry-based, problem solving, analysis and discussion oriented, discovery-based learning are suggested. Classroom transactions should be competency-based, collaborative, creative, exploratory and interactive. Hands-on training, experiential learning, story-telling pedagogy are recommended. Learning should be more experiential and integrated with sports, art, etc. It should aim at the holistic development of the learners. Students should be provided with more flexibility in course choices and teaching techniques should be changed. The policy recommends curricular integration of essential subjects, skills and capacities- rational and evidence based thinking, innovations, coding in the middle stage, vocational courses through hands-on experience (NCFSE). Increasing popularity of subjects like Global Citizenship Education, Artificial Intelligence, Holistic Health, etc. necessitate more teachers to attain expertise in these contemporary areas. Teachers should be trained to handle such cross-curricular pedagogical approaches.

## **MULTILINGUALISM AND EXPERIENTIAL LANGUAGE PEDAGOGY**

Multilingualism should be encouraged and the all pervasive power of language should be realised across the curriculum. Wherever possible, home language or mother language or regional language should be the medium of instruction until Grade 5 but preferably till Grade 8 both in public and private schools. High quality textbooks should be made available in regional languages. Teachers should use a bilingual approach to teaching and use relevant teaching learning materials which the area-specific learners can understand. Children will be exposed to a multilingual environment from the preliminary stage as it is beneficial for their intellectual development. Language teaching and pedagogy should be joyful, interactive, technologically supported and communication based. A large number of language teachers should be appointed in all regional languages, especially those mentioned in the Eighth Schedule of the Constitution of India. Study of Indian languages should be encouraged and popularized through the use of technology. And the enriching cultural aspects of languages should be blended into the teaching learning experience such as theatre, music, poetry, films, storytelling, etc. And drawing close connections of languages with different subjects and real life experiences should be infused in the language pedagogy.

A large number of Sanskrit teachers will be appointed as the policy recommends the revival of classical languages. Other classical Indian languages like Tamil, Telugu, Odia,

Malayalam, Kannada, Pali, Prakrit, Persian that preserve rich cultural and literary heritage should be made widely available in schools as options and taught preferably online through innovative experience based approaches. Accurate inclusion of tribal and other local languages should be made in the curriculum as per relevance. Besides Indian languages and English, foreign languages like Portuguese, Russian, German, French, Spanish, Korean, Thai and Japanese languages will also be offered at the secondary level to enrich the Global knowledge and enable the fulfillment of aspirations of the students.

Under language learning, the policy also mentions about Indian Sign Language to be standardized across the country and need to develop curriculum materials in ISL. So, it is expected that teachers should learn Sign Language to be able to handle inclusive classrooms deftly.

The policy suggests that the teaching of languages should be conducted through games and apps blending the same with the cultural aspects and connecting with real life experiences. Thus experiential learning pedagogy will be used for teaching of languages. So, skilled language teachers need to be trained and appointed in order to improve language teaching to make it more effective for communication and interaction and not just focus on the literature vocabulary and grammar related to the languages famous extensively used for conversation and teaching learning.

## **VOCATIONAL EDUCATION IN SCHOOLS**

NEP 2020 plans to provide exposure to vocational education in the middle and secondary school stages along with development of academic and other capacities in a phased manner, in order to emphasize the dignity of labour. This will be smoothly integrated into higher education. The development of vocational capacities will go hand-in-hand with the development of 'academic' or other capacities. The secondary schools will set up skill labs and collaborate with ITIs, polytechnics, local industry to provide adequate training and exposure. Thus, an ample number of teachers skilled in vocational training will be required in all the schools.

## **VALUE-BASED EDUCATION**

NEP 2020 recommends that students ought to be taught positive values and the ability to take ethical decisions through a logical frame of mind. Ethical reasoning, traditional Indian and basic human values should be inculcated in them. Children should be exposed to stories of Jataka, Panchatantra, Hitopadesh and other fables to be taught morals and values. They should be made to read excerpts from the Indian Constitution and receive proper health training in the curriculum. Teachers should prepare themselves accordingly to transmit value education among the children.

## **PROVIDING EQUITABLE AND INCLUSIVE EDUCATION TO ALL**

The policy encompasses a wide variety of people under the umbrella term socio-

economically disadvantaged group of people. It clearly states that inclusion and equity would be a guiding principle for teacher education and training of administrators and school personnel.

The policy identifies those with benchmark disabilities and offers them the freedom to choose regular special schools and for those with severe or multiple disabilities, it recommends the provision of resource centres along with special educators to help parents to develop their skills through home-schooling. It recommends appointment of additional special educators for specific aspects of middle and secondary levels of school education like teaching school subjects to children with specific learning disabilities. The policy specifies that such special educators should not only have knowledge and understanding of various subjects but also the expertise to handle the needs of the disabled children. Further, general teachers should be able to identify students with learning disabilities so that through assessment certification, they may be educated with a flexible curriculum using appropriate strategies and technological help, at a flexible pace. The policy recommends that school complexes will be provided resources to educate differently abled children, appoint special educators with cross-disability training and establish resource centres especially for those with severe or multiple disabilities. As per the policy, even general teachers should be able to identify students with specific talents and abilities and following the guidelines of NCERT and NCTE provide enrichment and facilitate specialization in their fields of aptitude. Teachers should use digital resources in smart classrooms and provide supplementary materials, online resources and collaborative support systems to them. They should also be provided with ample opportunities to participate in online assessments, competitions, Olympiads, and scope to use helpful apps through extensive availability of tablets and smartphones.

For the gifted and talented children the policy suggests that teachers should be trained to identify the potentials of each student and their diverse aptitudes and interests. Children who have specialized talents should be given enriching experiences beyond the conventional curriculum. Teacher education should train the teachers to recognise and nurture such talents among the students. The NCERT and NCTE would formulate guidelines for educating the gifted students. Besides, Project clubs and circles may be formed to mature diverse creative abilities. Olympiads, scopes for participation in competitions, enrichment materials etc. should be available across the country even for the SEDGs to provide meritorious students with opportunities to develop their talents.

The new policy also recommends that the teachers should be trained to teach in alternative forms of schools and teach school subjects like science, mathematics, social studies, and languages using new pedagogical practices. Alternative forms of schools include non-formal education, distance education and open learning system, vocational training centres, and so on. Such schools help to cater to the needs of disadvantaged children by providing a wider choice of educational programmes and a 'safety-net' to school dropouts. They

provide flexible educational opportunities to children at risk, persons with disabilities and those who cannot attend or complete conventional schools. (Gupta, J. & Alam, S., 2019) All such schools are administered in India under National Institute of Open Schooling (NIOS) established by the Ministry of Human Resource Development in 1989. Teachers employed in such schools need to be more versatile and innovative. They need to learn much more than conventional teaching strategies in order to meet the diverse needs of the students and the high expectations of the parents and school authorities.

## **TRANSFORMING ASSESSMENT FOR STUDENT DEVELOPMENT**

Students' school-based assessment portfolio would be redesigned by states with the guidelines given by National Assessment Centre, NCERT and SCERTs. This progress report would provide detailed information about the child's development in cognitive, affective as well as psychomotor domains and include peer assessment as well as self-assessment. AI based software would be used to keep track of their progress and teachers and parents would collaborate to help each child reach his/her optimum potential and prepare them to make prudent career choices.

## **HIGHER EDUCATION**

The policy proposes that a basic infrastructure should be present in all HEIs. HEIs should disseminate multi-disciplinary, value-based education, inculcate a scientific temperament, provide environmental education, Global citizenship education and internship facilities with local industry to increase employment skills. The policy suggests a flexible curriculum and credit transfer, research and innovation, job oriented vocational education and skill development, online education, inclusiveness and equity, internationalization, multiple entry exit points, comprehensive teacher training and development. It proposes that degree courses should be developed bilingually and be available in Indian languages to enable accessibility for educationally deprived students. If mentoring facilities are to be given to students, then teachers in higher education should devote more time and energy to guide their mentees both within and beyond class hours.

Higher education also includes a wide variety of professional education courses like - vocational education, legal education, healthcare education, teacher education, technical education, adult and lifelong education. And cutting across all streams is online digital education and promotion of Indian language, art and culture through various streams of education. To teach in all these courses and programmes an excellent array of trained teachers would be required. More streams like Archaeology, Artefact conservation, graphic design, art and museum administration, translation and interpretation, Web design etc. are also proposed to be created. Technologically adept teachers are necessary who have area specific expertise as well. Teachers need suitable training to become online educators. All faculty members in higher education institutions should be motivated and duly engaged and there should be ample scope for their professional development. Faculty recruitment should be



fair and transparent. Excellent faculty with high academic and service records should be rewarded and be given scope for fast track promotion and leadership opportunities. The policy proposes to transmit the Indian Knowledge System for which more faculties with proper training in this area would be required.

### **IMPLICATIONS FOR TEACHER EDUCATION**

Maphosa, C. and Mashau, S.T. (2014) suggest that 21st century aims at holistic education to develop global citizenship qualities, collaborative learning, problem-solving approaches and development of the 4C's namely - critical thinking, communication, collaboration and creativity and innovation, requiring a common understanding of language in the classroom. Hence teacher education curriculum should be learner-centered and in keeping with the 21st century skills.

Upadhyay, S. (2018) suggests that teacher education of the 21st century should be linked with manpower planning, resource development and economic growth. And exchange programmes of teachers and students should be promoted through international collaboration. TE21, A teacher education model for the 21st century, A report by the National Institution of Education, Singapore (2009), states that teacher education should focus on inculcating knowledge, skills and values in trainee teachers. And one of the core skills recommended under attributes of 21st century teaching professionals is communication.

### **PREPARING TEACHERS FOR HANDLING SCHOOL EDUCATION**

Teacher education should encapsulate training of teachers right from Pre-primary level. Staff appointed at Anganwadis, Balvatikas and Ashramshalas should be properly trained in the modified approach to early childhood care and education based on the curriculum prescribed by NCERT. In order to impart training on foundational literacy and numeracy and reduce dropout, teachers should be provided with adequate knowledge and resources as well as training to make the learning joyful and motivating to children. They should also be trained to supervise peer tutoring and work in collaboration with parents, social workers, and local residents. Teachers should also be taught local languages to get better access to the students and local community.

The school curriculum is heading for a vast transformation in approach and pedagogy. So, teachers should be trained based on new pedagogical approaches which are inquiry-based, analytical, collaborative, creative, discovery-oriented and most importantly - joyful. The focus on developing critical thinking and problem solving through conceptual learning should be considered while planning lessons. Experiential, hands-on training approach should be followed through integration of academic learning with skills and capacity building.

Handling multicultural classrooms and teaching with a multilingual approach using multilingual teaching learning materials should be taught to all teachers. The policy



states that pedagogy of language teaching should be joyful, interactive, technologically supported and communication based. So, language teachers must be trained to work on new approaches to teaching so that learning becomes enjoyable. Teachers should also be taught to introduce the cultural aspects of language into the teaching learning experience such as theatre, music, poetry, films, storytelling into their pedagogy and relate the lessons with real life experiences. More teachers need to be prepared to teach tribal languages, foreign languages and Indian classical languages experientially. Language teachers should be trained to improve the communication skills in students in different languages. Since Braille and Indian Sign Language are also forms of expression, hence teachers should be willing to learn at least one of the two so that they may communicate with differently abled children in their classrooms and teacher education should provide opportunities to attain expertise in these areas.

As NEP: 2020 plans to introduce vocational education in the middle and secondary school stages there is a need to have skilled teachers who can provide hands-on vocational training to school students in accordance with their aptitude.

As the policy recommends that students should be taught positive humanitarian values and ethics, teacher education should provide peace and value education to all trainees. Peace and value education along with gratitude practice are particularly instrumental in generating inner peace which can help in learning to live together and transform oneself and society at large. Teachers being the nurturing hands of the society, can also be immensely benefited through such practices. Peace and gratitude practice not only enhance emotional intelligence but also gives us a positive zest for life, which teachers can transfuse into students. (Sen, S., 2022)

To fulfil the goal of providing equitable and inclusive education to all, teachers should be trained to reach out to all categories of SEDGs categorized by the policy. On one hand, teacher education should train the teachers to recognise and nurture the potentials of the gifted and talented students, and on the other hand, they should be able to identify and educate children with benchmark disabilities in inclusive classrooms. Cross disability trained special educators should also be prepared with various subject knowledge and expertise for handling the *Divyang* children both in classrooms and under homeschooling. Teachers should learn to use digital resources in inclusive smart classrooms and provide supplementary materials and resources in different forms as per the needs of the students. They should also learn to prepare learning designs specifically for inclusive classrooms. Teachers should also be trained to teach in alternative forms of schools using innovative pedagogical practices. They need to learn much more than conventional teaching strategies in order to meet the diverse needs of the students and the high expectations of the parents and school authorities. Teacher education should also include specific knowledge and skills to furnish teachers with strategies to work in alternate schools both for the socio-economically deprived students and those belonging to socio-economically opulent families. The policy encourages the appointment of teachers and leaders from socio-economically

disadvantaged groups of people as teachers of superior quality so that they may act as inspiration for students. So, teacher education institutions should also provide ample opportunity to meritorious candidates from disadvantaged sections so that they may be trained to meet the challenges and expectations of the evolving school culture. The policy mentions that curriculum prescribed by NCTE and RCI may be combined into a new trend of teacher education programme. Such recommendations indicate that there is a significant need to modify regular B.Ed. training as well as B.Ed. training in special education and minimize the conventional system of segregating the two courses.

The policy plans to modify school-based assessment from conventional report cards to students' portfolio providing detailed information about the child's development in cognitive, affective as well as psychomotor domains. So, teachers should be taught to prepare such progress reports and use digital skills wherever required. They should also be taught to collaborate with parents to help students develop their potential and make effective career choices.

## **PREPARING TEACHERS FOR HIGHER EDUCATION AND PROFESSIONAL EDUCATION**

NEP: 2020 recommends a flexible, multi-disciplinary, value-based higher education. Faculties in higher education should be upskilled to learn new approaches to teaching, learning and evaluation in higher education. They should learn to teach bilingually and in local languages. Teachers need to undergo rigorous training to handle online education, digital infrastructure, online teaching platform and tools, online content creation, use of digital repository and dissemination and use of virtual labs, blended models of learning, online assessment and examinations and a variety of rich software training and incentives for teachers. Professional education courses like - vocational education, legal education, healthcare education, teacher education, technical education, adult and lifelong education, online digital education need experts specialized in these fields to act as teachers. Contemporary disciplines like Archaeology, Artifact conservation, graphic design, art and museum administration, translation and interpretation, Web design, Global Citizenship training, Indian Knowledge system, etc. require technologically adept and trained teachers. Teachers need suitable training to become online educators. So, teacher education should not just be limited to preparing school teachers. It should cut across all streams and programmes because trained teachers are required to teach all these courses.

The policy places a strong emphasis on faculty development and training. Besides the basic competency building, an adequate number of Faculty Development programmes, Faculty orientation programmes and Refresher courses are required to train teachers for the wide variety of higher education courses. Several e-learning platforms like SWAYAM, DIKSHA, SWAYAM PRABHA etc. have been created to assist and train teachers.

NEP 2020 states that teacher education needs multidisciplinary inputs and its content and pedagogy must be of high quality. So, all teacher education programmes should be

carried out within composite institutions. The policy aims to close down all stand-alone Teacher Education Institutions and convert them into multidisciplinary institutions. Flexible choices of one year, two years, and four years integrated teacher education programmes are to be provided.

## CONCLUSION

Teacher education should not be limited to school education. Teachers at all levels of education need to undergo some type of capacity building. They need to refurbish their knowledge and skills from time to time to keep themselves informed about the evolving trends in learning. Teachers play a phenomenal role in making any policy successful because they put policies into classroom practice. The nation intends to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”. And the teacher is the fulcrum upon which the colossal responsibility of implementing fundamental reforms into educational practice rests. “Education is the most powerful weapon which you can use to change the world.” (Nelson Mandela). And teachers are the most powerful instruments that facilitate that change.

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# GLOBALIZATION AND TEACHER EDUCATION: PREPARING EDUCATORS FOR A DIVERSE AND INTERCONNECTED WORLD

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## Abstract

*Globalization has ushered a new era of educational challenges and opportunities, necessitating and reimagining teacher education programs worldwide. This abstract explores the dynamic interplay between globalization and teacher preparation, emphasizing the critical need to equip educators with the knowledge, skills, and attitudes required to thrive in a diverse and interconnected world. The discussion delves into effective approaches for fostering global competency within teacher education curricula, including the integration of global perspectives, international experiences, diversity training, and the incorporation of technology. It also highlights the challenges that educators and programs face in this endeavor, such as assessment difficulties and the imperative of cultural sensitivity. Ultimately, the conclusion underscores the pivotal role of teacher preparation programs in shaping educators who can navigate the complexities of a globalized educational landscape, fostering inclusive, culturally aware classrooms that prepare students for success in an ever-changing world.*

**Keywords:** Globalization, Teacher education, Global competency, Cultural sensitivity, Interconnected World, Global perspectives.

## INTRODUCTION

In an era characterized by unprecedented global interconnectedness, educators face the challenge of preparing students for a rapidly changing world. The forces of globalization have not only reshaped economies and societies but have also transformed the landscape of education. Teachers, as the architects of the learning experience, play a pivotal role in shaping the future of their students and, by extension, the future of our interconnected world. In this rapidly evolving world, the role of educators is undergoing a profound shift, demanding a re-evaluation of teacher education programs to prepare educators for the challenges and opportunities presented by this diverse and interconnected global landscape. This research paper delves into the intricate relationship between globalization and teacher education. It explores how teacher preparation programs are adapting to the demands of an increasingly diverse and interconnected global society. As the world becomes more interconnected, educators must be equipped with the knowledge, skills, and perspectives necessary to navigate this complex landscape and foster cross-cultural understanding and global competency in their students.

## **BACKGROUND OF THE STUDY**

Globalization is the process of increased interconnectedness and interdependence among countries, cultures, and economies. It has resulted in the flow of ideas, goods, services, and people across borders. In the context of education, globalization has led to greater cultural diversity in classrooms, increased demand for global competence, and the need for educators to prepare students for a rapidly changing world. Today's classrooms are more diverse than ever before. Students come from various cultural, linguistic, and socio-economic backgrounds. Teachers need to be prepared to work with students who have diverse learning needs and be culturally responsive to ensure equitable educational opportunities for all. The world is increasingly interconnected due to technological advancements, international communication, and global issues such as climate change and pandemics. Teachers should be prepared to help students understand these global challenges and become responsible global citizens. Teacher education programs are designed to prepare educators for the classroom. Traditionally, these programs have focused on pedagogical skills and subject matter knowledge. However, the changing dynamics of the world require teacher education to also address global and cultural competencies. The background of this study might suggest that there is a gap in teacher education when it comes to preparing teachers for the challenges and opportunities presented by globalization and diversity in the classroom. It may also highlight the need for research to understand how teacher education programs can adapt to meet these demands effectively. The study likely emphasizes the importance of preparing educators who can foster inclusivity, cultural awareness, and global perspectives in their teaching. It may argue that doing so is essential for the success of students in a world where collaboration across cultures and understanding global issues are increasingly crucial. In essence, this study explores the evolving role of teacher education in a world marked by globalization, diversity, and interconnectedness, aiming to shed light on how educators can best prepare themselves and their students for the challenges and opportunities of the 21st century. It also advocates for changes in teacher education programs to better align with these emerging needs in education.

## **THE STATEMENT OF THE PROBLEM**

In an era marked by rapid globalization and increasing cultural diversity, teacher education programs world wide face a pressing challenge. The need to adequately prepare educators to meet the evolving demands of a diverse and interconnected world. The traditional paradigms of teacher preparation may no longer suffice in equipping educators with the knowledge, skills, and attitudes necessary to effectively engage with students from diverse backgrounds and prepare them to be responsible global citizens. The growing diversity of student population presents educators with a wide range of cultural and linguistic backgrounds. As the world becomes more interconnected, students must develop global competence, including an understanding of global issues, intercultural communication skills, and a sense of global citizenship. The integration of technology in education has the



potential to enhance learning experiences and connect students with peers worldwide. By addressing these key issues, this study aims to provide insights into the current state of teacher education in the context of globalization and diversity, identify areas of improvement, and propose recommendations to better equip educators for the challenges and opportunities of an increasingly interconnected world. Thus the study is titled as *"Globalization and Teacher Education: Preparing Educators for a Diverse and Interconnected World."*

## **SIGNIFICANCE OF THE STUDY**

In our interconnected world, it is essential that educators possess global competencies. This includes an understanding of global issues, cross-cultural communication skills, and the ability to incorporate global perspectives into their teaching. The study can shed light on how teacher education programs can foster these competencies among future educators. Teachers play a pivotal role in shaping students' attitudes and behaviors. A study on teacher education in the context of globalization can explore how programs can instill cultural sensitivity, respect, and appreciation for diverse perspectives. This can contribute to fostering a more inclusive and harmonious society. Students today will enter a global job market. Preparing teachers to equip their students with the skills and knowledge needed to thrive in a global workforce is essential for their future success and economic competitiveness. Understanding the impact of globalization on teaching and education can help in the recruitment and retention of quality educators. Teachers who feel adequately prepared to teach in diverse settings and address global issues are more likely to stay in the profession and make a positive impact on students. This research can inform the development of policies and practices that better support the professional development of teachers and the overall improvement of education systems. In an interconnected world, teachers may find themselves collaborating with educators from other countries or teaching students from various cultural backgrounds. Understanding how teacher education can facilitate effective cross-cultural collaboration is essential in a globalized context. Preparing teachers to instill a sense of global citizenship in their students can contribute to a more informed and engaged citizenry. This can lead to positive contributions to address global challenges, such as climate change, poverty, and social justice issues. The study can provide a foundation for further research and innovation in teacher education. It can inspire the development of new pedagogical approaches, curriculum design, and teacher training programs that are better aligned with the demands of a globalized world. In summary, the study on globalization and teacher education is significant because it addresses the evolving needs of educators and students in a world that is increasingly interconnected and diverse. It has implications for educational equity, global competency, cultural sensitivity, workforce preparation, policy development, cross-cultural collaboration, global citizenship, and the advancement of education as a whole.

## OBJECTIVES OF THE STUDY

1. To examine the ways in which globalization is exerting influence on teacher education programs across various regions.
2. To identify the key challenges and opportunities that globalization presents to teacher preparation.
3. To investigate the strategies and practices employed by teacher education institutions in response to the demands of an interconnected world.
4. To evaluate the effectiveness of current approaches in fostering global competency within teacher education curricula.

## REVIEW OF RELATED LITERATURE

Goodwin (2020). Globalization, global mindsets and teacher education. *Action in Teacher Education*, 42(1), 6-18. This is the globalized space in which today's teachers operate, it is the space they must navigate, and they have no choice to do otherwise than to look, know, think, understand and teach beyond the boundaries of the local. But what exactly does that mean in practice? In response, I begin first with a brief discussion about globalization—what it means, and how it is—or perhaps not—affecting teaching and teacher education.

Fortunato, I., Mena, J., & Sorainen, A. (2018). Teacher education for gender, sexuality, diversity and globalization policies. *Policy Futures in Education*, 16(5), 515-523.

Ntuli et al. (2016). Globalization and teacher education: Challenges and solutions to 21st century content preparation and pedagogy in Africa. In *Handbook of research on global issues in next-generation teacher education* (pp. 313-330). IGI Global. This chapter examines the challenges to 21st century content preparation and pedagogy from the perspective of teaching professionals from different African countries: Cameroon, Ghana, South Africa, Lesotho and Zimbabwe. Specifically, the chapter explores the views and experiences of the participants during and after teacher preparation programs. Findings reveal common challenges, specific 21st century skills that are overlooked, and those not yet fully integrated in teacher preparation programs.

**Kiprop & Verma (2013).** Teacher education and globalization: Implications and concerns in the 21st century. *Educational Quest-An International Journal of Education and Applied Social Sciences*, 4(1), 13-18. Teacher education plays a pivotal role in this era of globalization in shaping and reshaping the society and determining the quality of life in the community and the nation. Like all other professions, globalization is also affecting teacher education. This paper focuses critically at the globalization and teacher education: implications and concerns in the twenty first century. It unearths the state and extent of the effect of globalization in education and finally it suggest shifts to be explored in teacher education.

**Kumar & Parveen (2013).** Teacher education in the age of globalization. *Research Journal of Educational Sciences*, 1(1), 8-12. Teacher's quality is the keyword for insuring the

quality of education. Qualified competent teachers will not be able to carry out their task professionally without the conditions that support their tasks. The present paper discusses the challenges of teacher education in the age of globalization. It also provides an overview of globalization and teacher education and changing context of teacher education in the global scenario.

## RESEARCH GAP

There is a dearth of research related to “**Globalization and Teacher Education: Preparing Educators for a Diverse and Interconnected World.**” Therefore researcher conducted investigation related to such statement of problem.

## METHODOLOGY OF THE STUDY

Qualitative research in the context of globalization and teacher education can provide rich insights into the experiences and perceptions of educators and pre-service teachers as they navigate the challenges and opportunities of an interconnected world. It allows for a nuanced understanding of how globalization influences teacher preparation programs and pedagogical practices. Comprehensive literature review to gather existing research and scholarly articles related to each identified theme. This helps to understand the current state of knowledge in each thematic area. It extract meaningful insights and patterns from your data, providing a deeper understanding of how globalization impacts teacher education and how educators are preparing for a diverse and interconnected world.

## ANALYSIS AND DISCUSSION

The analysis and interpretation of the study were conducted based on the objectives of the study.

### *Pertaining to Objective 1:*

**O1:** *To examine the ways in which globalization is exerting influence on teacher education programs across various regions.*

Globalization has had a significant impact on teacher education programs across various regions of the world. This influence can be observed in several ways:

**Curriculum Standardization:** Globalization has led to the standardization of curriculum in teacher education programs. International organizations like UNESCO and OECD promote global education standards and best practices, which many countries adopt. This can lead to a more uniform approach to teacher training, focusing on globally relevant skills and competencies.

**Technology Integration:** The spread of technology and access to the internet has facilitated the sharing of educational resources and best practices among educators worldwide. Teacher education programs are increasingly incorporating technology into

their curriculum, teaching aspiring teachers how to use digital tools for instruction and communication.

**Cultural Sensitivity and Diversity:** Globalization has made the world more interconnected, leading to increased cultural diversity within classrooms. Teacher education programs are emphasizing cultural sensitivity and the ability to work with diverse student populations to prepare educators for this reality. Cross-cultural experiences and understanding are also being integrated into training.

**Language Education:** With the increasing importance of English as a global lingua franca, many teacher education programs are emphasizing the importance of English language proficiency for teachers. This is especially relevant in regions where English is not the native language but is used as a medium of instruction or is necessary for international communication.

**Teacher Mobility:** Globalization has made it easier for teachers to seek employment opportunities in different countries. As a result, teacher education programs are addressing the need for transnational teacher preparation, ensuring that educators are equipped with the skills to teach in various cultural and educational contexts.

**Global Challenges and Sustainability:** Teacher education programs are increasingly incorporating topics related to global challenges, such as climate change, global health, and social justice. Teachers are being trained to address these issues in their classrooms, promoting a global perspective and responsible citizenship.

**Online and Distance Education:** Globalization has facilitated the growth of online and distance education. Teacher education programs are adapting to this trend by offering online courses and programs, making teacher training more accessible to a global audience.

**Professional Networks:** Teachers and teacher educators are connecting with peers and experts from around the world through professional networks and online platforms. This enables the sharing of teaching strategies, research findings, and innovative approaches to education.

**International Collaboration:** Teacher education institutions are increasingly collaborating with counterparts in other countries. This collaboration can involve joint research projects, student exchanges, and the sharing of pedagogical approaches, enriching the educational experience for both students and faculty.

**Policy Influence:** Globalization can also influence education policies. International organizations and agreements may shape national education policies, which, in turn, affect teacher education programs. For example, the adoption of the Sustainable Development Goals (SDGs) by many countries has influenced the integration of global citizenship education into teacher preparation.

In conclusion, globalization has transformed teacher education programs by promoting standardization, technology integration, cultural sensitivity, and a global perspective.

These changes reflect the evolving needs of educators in an interconnected world and the recognition that teachers play a crucial role in preparing students to be global citizens.

### *Pertaining to Objective 2:*

**O2: To identify the key challenges and opportunities that globalization presents to teacher preparation.**

Globalization has significantly impacted various aspects of society, including education. In the context of teacher preparation, globalization presents both challenges and opportunities. Here, I will explain some of the key challenges and opportunities associated with globalization in teacher preparation:

### *Challenges:*

**Cultural Diversity:** Globalization has led to increased cultural diversity in classrooms. While this can enrich the learning experience, it also poses challenges for teachers who must be prepared to work with students from diverse backgrounds with varying languages, customs, and educational needs.

**Language Barriers:** The global movement of people has resulted in classrooms where students may speak different native languages. This language diversity can make it difficult for teachers to effectively communicate and instruct, requiring specialized training in language acquisition and teaching strategies.

**Technological Integration:** Globalization has brought about rapid technological advancements. Teachers need to be prepared to integrate technology into their teaching methods, which requires ongoing professional development and access to resources.

**Standardization vs. Localization:** Globalization can lead to a push for standardized educational approaches and assessments, which may not always align with the needs and cultural contexts of local communities. Balancing global standards with localized, culturally relevant content is a challenge.

**Teacher Mobility:** Globalization has made it easier for teachers to seek opportunities abroad. While this offers career prospects, it can result in brain drain from certain regions, leaving educational systems in those areas under-resourced.

### **Opportunities:**

**Cultural Exchange:** Globalization allows for greater cultural exchange in teacher preparation programs. Teachers can learn from and about diverse cultures, fostering cultural competence and empathy, which can be beneficial in increasingly diverse classrooms.

**Technology-Enhanced Learning:** Globalization has enabled access to online resources and virtual learning environments. Teacher preparation programs can leverage these tools to offer more flexible and accessible training options for aspiring educators.

**Global Perspectives:** Teachers with exposure to international perspectives and best practices can bring valuable insights to their classrooms. Globalization provides opportunities for collaboration and sharing of effective teaching methods across borders.

**Collaborative Research:** Globalization encourages collaboration among educators and researchers from different countries. This can lead to innovative research in pedagogy, curriculum development, and educational policy, benefiting teacher preparation programs.

**Professional Development:** Access to global professional development opportunities, conferences, and workshops can enhance the skills and knowledge of teachers. Globalization opens doors for educators to engage in continuous learning and networking.

**International Teaching Opportunities:** For those seeking diverse teaching experiences, globalization creates opportunities to teach in different countries or in international schools, expanding their horizons and professional growth.

In conclusion, globalization brings both challenges and opportunities to teacher preparation. To address these challenges and make the most of the opportunities, teacher preparation programs should focus on fostering cultural competence, integrating technology, promoting research collaboration, and offering diverse learning experiences. Teachers need to be adaptable, open to new perspectives, and committed to lifelong learning to thrive in an increasingly globalized world of education.

### *Pertaining to Objective 3:*

**O3:** *To investigate the strategies and practices employed by teacher education institutions in response to the demands of an interconnected world.*

Globalization has a profound impact on education, including teacher preparation programs. It brings forth a range of challenges and opportunities that require careful consideration and adaptation within the field of teacher education. Here, I'll outline some of the key challenges and opportunities associated with globalization in teacher preparation:

### *Challenges*

**Cultural Diversity:** With globalization, classrooms are becoming more culturally diverse. This diversity can be a challenge for teacher preparation programs as they need to equip future teachers with the skills and knowledge to effectively teach students from different cultural backgrounds. This includes understanding diverse learning styles, languages, and world views.

**Technology Integration:** Globalization has accelerated the integration of technology into education. While this offers opportunities for innovative teaching methods, it also poses a challenge as teacher preparation programs need to ensure that future educators are tech-savvy and capable of using digital tools effectively in the classroom.



**Changing Curriculum:** Globalization has led to a reevaluation of what students need to learn to thrive in a globalized world. This means teacher preparation programs may need to adapt their curricula to include global perspectives, interdisciplinary approaches, and 21st-century skills, such as critical thinking, problem-solving, and cross-cultural communication.

**Language Proficiency:** As English becomes a global lingua franca, there is increasing demand for teachers who can teach English as a second language. Teacher preparation programs may need to provide opportunities for language training and certification for future educators.

**Teacher Mobility:** Globalization has made it easier for teachers to seek employment in different countries. This can lead to a brain drain in some regions and a surplus of teachers in others, making it essential for teacher preparation programs to consider the global market for educators.

## OPPORTUNITIES

**Cross-Cultural Understanding:** Globalization presents the opportunity to promote cross-cultural understanding and empathy among future teachers. This can lead to more culturally competent educators who can create inclusive and equitable classrooms.

**Global Collaboration:** Teacher preparation programs can harness the power of globalization to facilitate global collaboration among educators and students. This can involve international partnerships, joint research projects, and student exchange programs, which enrich the learning experience for future teachers.

**Access to Resources:** Globalization allows teacher preparation programs to access a broader range of educational resources, including online courses, open educational resources, and international best practices. This can enhance the quality of teacher training.

**Professional Development:** Globalization provides opportunities for ongoing professional development for teachers. They can participate in global conferences, webinars, and online courses to stay updated on the latest pedagogical trends and teaching methodologies.

**Diverse Perspectives:** Exposure to diverse perspectives and teaching practices from around the world can enrich the knowledge and skills of future teachers. They can draw inspiration from various educational systems and adapt them to their own contexts.

In conclusion, globalization presents both challenges and opportunities for teacher preparation programs. To thrive in a globalized world, these programs must adapt their curricula and teaching methods to meet the changing needs of students and society. They should also prepare future educators to embrace diversity, technology, and global collaboration while ensuring they remain culturally sensitive and effective in the classroom.

### *Pertaining to Objective 4:*

**O4:** *To evaluate the effectiveness of current approaches in fostering global competency within teacher education curricula.*

The effectiveness of current approaches in fostering global competency within teacher education curricula can vary widely depending on the institution, region, and specific program. Fostering global competency within teacher education curricula is essential to prepare educators for the challenges and opportunities of our interconnected world. While progress has been made in integrating global competency into teacher preparation programs, there are still areas where current approaches can be more effective. However, there are some common trends and considerations when evaluating the effectiveness of these approaches:

#### **EFFECTIVE APPROACHES:**

**Incorporating Global Perspectives:** Many teacher education programs have integrated global perspectives into their curricula by incorporating diverse cultural and global issues into coursework. This approach helps future teachers understand the interconnectedness of the world and appreciate cultural diversity.

**International Experiences:** Some programs offer international experiences such as study abroad programs or student teaching opportunities in different countries. These experiences allow future teachers to immerse themselves in different cultures, gain cross-cultural competence, and observe diverse teaching practices.

**Diversity Training:** Teacher preparation programs often include diversity training, which covers topics like multicultural education, equity, and inclusion. These courses help future educators develop the skills needed to create inclusive and culturally responsive classrooms.

**Technology Integration:** Programs are increasingly integrating technology to connect with educators and resources from around the world. Online courses, virtual classrooms, and collaboration tools enable teacher candidates to engage with global educational communities and access international teaching resources.

**Global Partnerships:** Some teacher education programs establish partnerships with schools or institutions in other countries. These partnerships facilitate the exchange of ideas, resources, and best practices in education, promoting a global perspective among future teachers.

#### **CHALLENGES AND AREAS FOR IMPROVEMENT:**

**Depth vs. Breadth:** Many teacher education programs struggle to strike a balance between providing in-depth knowledge of global issues and covering the breadth of required

subject matter. Finding the right balance is essential to ensure that teacher candidates gain a comprehensive understanding of global competency.

**Assessment:** Assessing global competency can be challenging. Current methods often rely on self-assessment, reflection, and portfolio-based assessments, which may lack objectivity. Developing more standardized and reliable assessment tools is essential for measuring the effectiveness of global competency integration

**Faculty Training:** Not all teacher educators are adequately trained in global education concepts. Providing professional development opportunities for faculty members is crucial to ensure they can effectively teach global competency concepts and model global-mindedness.

**Inclusive Practices:** While diversity training is essential, some programs struggle to ensure that it leads to inclusive classroom practices. Teacher candidates need practical strategies to create inclusive environments that reflect global perspectives.

**Sustainability:** Global competency efforts should be sustainable over time. Some programs struggle with maintaining a commitment to global education when faced with budget constraints or changing priorities.

**Cultural Sensitivity:** Teacher preparation programs should focus on promoting cultural sensitivity, avoiding stereotypes, and fostering respect for diverse perspectives. A challenge here is ensuring that global competency efforts do not inadvertently reinforce biases or stereotypes.

In summary, while teacher education programs have made strides in fostering global competency, there is still room for improvement. Effective approaches include integrating global perspectives, offering international experiences, diversity training, technology integration, and global partnerships. However, challenges persist in areas such as assessment, faculty training, inclusive practices, sustainability, and cultural sensitivity. To be effective, teacher preparation programs should continually evaluate and update their approaches to ensure that they are equipping future educators with the knowledge and skills needed to thrive in a globalized world.

## CONCLUSION

In conclusion, the profound impact of globalization on education necessitates a fundamental transformation in teacher education. As our world becomes more diverse and interconnected, educators must be equipped with global competency, cultural sensitivity, and the ability to navigate the complexities of a rapidly changing educational landscape. Effective approaches, such as integrating global perspectives, offering international experiences, and fostering inclusive practices, are essential components of preparing educators for this new reality. However, challenges, including the need for reliable assessment methods and ongoing faculty training, must be addressed. Ultimately, teacher preparation programs play a pivotal role in shaping the educators of tomorrow, and their ability to adapt and innovate

in response to globalization is crucial in ensuring that classrooms are inclusive, culturally aware, and equipped to meet the demands of a rapidly evolving world.

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# DEVELOPING AWARENESS ABOUT CULTURALLY RESPONSIVE PEDAGOGY IN TEACHER TRAINING CURRICULUM IN ACCORDANCE TO NEP 2020

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## Abstract

*The National Education Policy (NEP) 2020 envisions an education system that is equitable, inclusive, and democratic. One of the key pillars of the NEP is the focus on culturally inclusive education. It can be achieved by Culturally Responsive Pedagogy (C.R.P.) vis-a-vis a teaching approach that is sensitive to the diverse cultural backgrounds and experiences of students. It is based on the belief that all students can learn and succeed when their cultures are valued and respected in the classroom. The significance of raising awareness of C.R.P. in teacher preparation programs is covered in this article. It makes the case that teacher preparation programs ought to provide educators with the information and abilities required to apply C.R.P. in the classroom. The paper also provides some specific suggestions for how teacher training programs can be redesigned to incorporate C.R.P. It also discusses the importance of C.R.P. in achieving the goals of the NEP 2020 with the unforeseen challenges of implementing C.R.P. in the Indian context. The paper concludes by arguing that developing awareness about C.R.P. is essential for creating a more equitable and inclusive Teacher-education system in India.*

**Keywords:** Teacher training curriculum, Culturally Responsive Pedagogy (C.R.P), NEP 2020, Inclusive education, Equity in education

## 1. INTRODUCTION

### 1.1 Background of NEP 2020 and its focus on multiculturalism

The NEP 2020 explicitly states “India is a treasure trove of culture, developed over thousands of years and manifested in the form of arts, works of literature, customs, traditions, linguistic expressions, artifacts, heritage sites, and more.” With numerous indigenous languages and cultural identities, the people of India exhibit cultural diversity more than any other country in the world. The Indian pool of multi-religious, multi-ethnic community has been derived from the ‘tolerance’ and ‘universal acceptance’ through centuries of migration and settling down in the plains and plateaus of the Indian sub-continent, thus making it one of the cultural hotspots in the world. In the purview of these facts, it was evident that the multi-cultural sensitization of the Indian people was much required to acknowledge the numerous, diverse yet culturally enriched anthropology.

The rise of this need was addressed in the 22<sup>nd</sup> Chapter, of the National Education Policy 2020. Awareness of culture and appreciation of varied cultural identities is a must for the population of a state as multicultural as India. NEP 2020 gives special emphasis on the promotion and preservation of the rich Indian culture. Integration of Indic art, language, and culture in schools has been emphasized in chapter 4 of the NEP and further discussed in the subsequent chapters strengthening the idea of the requirement of the knowledge of multicultural identities in Indian classrooms.

## ***1.2 Culturally responsive pedagogy: Inception and Implication***

The term was first made relevant by Gloria Ladson-Billings in the 1990s who defined it as a “pedagogy that empowers students intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills, and attitudes” (1994). In another essay titled ‘But That’s Just Good Teaching! The Case for Culturally Relevant Pedagogy’ (1995), she defines it as “a pedagogy of opposition, not unlike critical pedagogy but specifically committed to collective, not merely individual, empowerment.” These suggest a teaching practice that centers around the students’ lived cultural experiences and correlates them to the educational contents to make them competent in understanding and navigating various socio- political and personal avenues. This kind of a pedagogy helps not only in addressing the variety of issues faced by different students in a multicultural classrooms due to their differences by making the content being taught more relevant to each student, but also by validating and making space for their experiences within the classroom and by extension, the curriculum.

According to Ladson-Billings, the three terms introduced by theorists in the 1980s for highlighting a rift between home and school culture, namely ‘culturally appropriate’ (Au and Jordon 1981), ‘culturally congruent’ (Mohatt and Erickson 1981), and ‘culturally compatible’, had undertones of conformity of the minority student culture to the dominant culture. However, she said, the term ‘culturally responsive’ introduced by Cazden and Leggett (1981), and Erickson and Mohatt (1982) on the other hand, “appears to refer to a more dynamic or synergic relationship between home/community culture and school culture.” (Toward a Theory of Culturally Relevant Pedagogy 1995). Thus, rather than the teacher simply trying to include or assimilate the minority culture(s) into the dominant one, the teacher actively ‘responds’ and makes space for cultural differences by diversifying their modes of instruction. This may include explaining with culturally relevant examples, including diverse cultural phenomenon into classroom activities, by becoming the learner themselves and encouraging the students to share their understanding and opinions, etc. In doing so, not only will the teacher be able to establish a better rapport with the students themselves, but also create a sense of camaraderie among the students by eliminating cultural isolation or alienation, and fostering an environment of belongingness.

Building further on Irvine’s concept of cultural synchronization (1990), which highlights the central role played by interpersonal relationship between teacher and student, Ladson-



Billings argues that “a next step for positing effective pedagogical practice is a theoretical model that not only addresses student achievements but also helps students to accept and affirm their cultural identity while developing critical perspectives that challenge inequities that schools (and other institutions) perpetuates.” This is what she terms as C.R.P. Breaking down the concept further gives three essential components of CRP— Academic Success, Cultural Competence, and Critical Consciousness. She emphasizes that despite all kinds of hardships and push-backs, to be active participants in a democracy, students must hone their skills of literacy, numeracy, and technological, social and political awareness. They must also maintain some cultural integrity and culturally responsive teachers must use their culture and their cultural experiences to help achieve learning goals. However, only these two elements shall not suffice as that will only cater to individual empowerment. According to Ladson-Billings, the students must also develop broader socio-political consciousness to be able to critically analyse various institutions, critique the cultural norms, and challenge the status quo. A C.R.P. then not only helps to better achieve learning goals but also caters to the holistic development of the students. Apart from academic competency, it helps them to cultivate a positive self-image which is firmly grounded in their cultural identities, and also a coherent understanding of various socio-political connotations. This in turn leads them to become individuals that are not only aware but also sensitive to the challenges faced by their peers, colleagues, and others around them.

## **OBJECTIVE OF THE STUDY**

- Developing awareness about the importance of C.R.P. in teacher training curriculum.
- Exploring how C.R.P. creates a more equitable and inclusive teacher education system.
- Understanding why C.R.P. is essential for teacher education curriculum to manage multicultural classrooms in the Indian context.
- Highlighting the significance of culturally inclusive pedagogy in achieving the goals of NEP 2020
- Providing specific suggestions for how teacher training curriculum can be redesigned to incorporate C.R.P.

## **REVIEW OF LITERATURE**

- Gloria Ladson-Billings (1995) “But That’s Just Good Teaching! The Case for Culturally Relevant Pedagogy”, highlights the centrality of C.R.P. in the teaching practices of successful teachers working with African-American students. The paper argues in favour of culturally relevant teaching in addressing the issues faced by students from minority communities in public schools. The author outlines three key criteria of C.R.P.: academic success, cultural competence, and critical consciousness. The paper also finds that effective teachers see through the rifts between educational contexts and the cultural background of the students.

- Amy J Samuels (2018) “Exploring Culturally Responsive Pedagogy: Teachers’ Perspectives on Fostering Equitable and Inclusive Classrooms”, explores the perspectives of in-service teachers about the matter in K-12 set-up. It emphasizes on the teacher’s introspection and critical reflection in creating a learning environment that addresses the different social anxieties and the academic needs of a diverse student body. It argues that it is through self-examination that a teacher can foster an equitable and an inclusive classroom. The article emphasizes the advantages of culturally responsive teaching in building relationships, promoting cross-cultural understanding, and encouraging diverse worldviews. However, the paper also mentions the challenges, including navigating sensitive topics and potential biases. Despite the challenges the paper highlights that through proper teacher preparation and professional development, one can foster C.R.P.
- Gloria Ladson-Billings (1995) “Toward a Theory of Culturally Relevant Pedagogy” defines what she constitutes as C.R.P. but also talks about how important it is to implement inclusive instructional practices, and to connect the students’ cultural background to their learning experiences.
- Ting Huang, Jing Zhou, Si Chen & Emerson Barnett (2023) “I’m concerned about actually doing it: The Struggles of Pre-Service Teachers in Becoming Agents Of Change”, sheds light on the challenges faced by pre-service teachers (PTs) when integrating anti-racist pedagogy into their teaching practice within a middle school context. This research addresses critical issues such as PTs’ struggles with their own identities, parental misconceptions about Critical Race Theory, and a lack of support from school leadership. These findings underscore the importance of adequately preparing PTs to navigate these challenges and become effective change agents for social justice in education. The study emphasizes the potential for teacher education programs to provide both theoretical training and practical support, involving various stakeholders like university faculty, cooperative teachers, school leaders, and parents to reform schools and improve education in a manner that benefits all students equally.

## 2. AWARENESS OF CULTURALLY INCLUSIVE PEDAGOGY

### 2.1 *Importance of the awareness of Culturally Inclusive Pedagogy in Indian Context* *According to John Malcolm Forbes Ludlow, British India, Vol 1, 1858, p62-3*

Except for outcast children who are not a part of the community, the traditional Indian educational system was comprehensive and inclusive. No child is said to be superior in the final branch of learning than the outcasts, who are the exception.

This inclusivity of the Indian Education system was lost during the advent of Muslim invaders plundering the knowledge wealth of the world famous universities of Taxashila, Nalanda, and Vikramshila where thousands of students belonging to different faiths and castes were taught by highly qualified teachers. (Sharma R.N and Sharma R.K.)

During the dark colonial rule the British education was enforced upon the Indians to create a mass of people who were Indian in blood and colour but English in taste, opinion and moral. (Macaulay,1835), further disintegrating the inclusive classroom framework.

Indian diversity post-independence was cohesive due to its rich cultural heritage and strong sense of national integration among its people. There are hundreds of languages spoken in India with distinctive dialects, Indian subcontinent is divided into regions based on culture and language and each region has its own unique customs, traditions, and values. India is characterized by plurality in three religious family laws (Hindu, Muslim, Christian, and Parsi), geographical autonomy for many linguistic and tribal groups, and reservations for caste and tribal minorities in legislatures, positions in the government, and educational institutions. (Bajpayee R.2015)

The mission of crafting and culturally inclusive classroom holds immense importance in the understanding of the diverse cultural context of the Indian sub-continent and to align with national unity as envisioned by the National Education Policy.

## ***2.2 Benefits to developing culturally inclusive pedagogy***

**2.2.1. Improved academic achievement:** Studies have shown that students who feel connected to their culture and who are taught in a culturally inclusive environment tend to perform better academically.

**2.2.2 Increased self-esteem and motivation:** When students feel valued and respected for their culture, they are more likely to have high self-esteem and be motivated to learn.

**2.2.3 Greater understanding of diversity:** Culturally inclusive pedagogy helps students to develop a better understanding of different cultures and perspectives. This can lead to greater tolerance and acceptance of others.

**2.2.4 More engaged and active learners:** Culturally inclusive pedagogy can help to create a more engaging and active learning environment. When students feel connected to the material they are learning, they are more likely to be motivated to participate and learn.

## ***2.3 Culturally Inclusive Teacher-Education Curriculum***

NEP 2020 suggests bringing numerous reforms in Teacher Education Institutions (TEIs) with multidisciplinary approaches by framing four-year integrated courses leading to research and innovations in pedagogy. The development of a new course structure for Teacher Education is a cornerstone for the upcoming decades where the future teachers are going to foster the same in the minds of the young generation. Thus, it is evident that the Teacher Education Programme would need a significant change in the pedagogical aspect to develop a more culturally holistic curriculum.

### 3. SUGGESTIVE MEASURES TO DEVELOP A CULTURALLY INCLUSIVE PEDAGOGY IN TEACHER TRAINING CURRICULUM

- 3.1 **Integrating Indian culture and values into the curriculum:** This can be done by incorporating examples from Indian history, literature, art, and culture into the curriculum.
- 3.2 **Using culturally relevant teaching methods:** This can involve using different teaching methods that are appropriate for different cultures. For example, some cultures may prefer more collaborative learning environments, while others may prefer more teacher-led instruction.
- 3.3 **Providing opportunities for Trainee:** Teachers to learn about their own culture and the cultures of others: This can be done through field trips, guest speakers, and other activities.
- 3.4 **Creating a safe and supportive learning environment:** Fostering an inviting and respectful learning environment for all students, regardless of their background or culture, involves setting up of such a classroom.
- 3.5 **Seminars and workshops on various cultural markers:** Such events help cultivate a deeper understanding of various cultures, and promote empathy and respect for each other. It also helps in understanding the advantages of inputs rising from different life experiences and perspectives.
- 3.6 **Visit to different schools exhibiting diverse populations:** Such schools can lead by example how to create harmonious and inclusive classroom environments, and motivate teachers to diversify their modes of instruction in their own teaching.
- 3.7 **Pre-service orientation about the traditions of various cultures prevalent in India:** Such an initiative shall help eradicate personal biases and prejudice, and sensitize teachers towards the different challenges faced by students belonging to different cultures.
- 3.8 **Study of the Diverse Global Cultures:** This shall help equip teachers with a broader knowledge base regarding different cultures. This in turn shall help them in understanding different point of views in multicultural classrooms and make their students feel valued.

### 4. CONCLUSION

Developing culturally inclusive pedagogy is essential for creating a more equitable and inclusive education system in India. By valuing and respecting the diverse cultures of all students, we can create a learning environment where all students can thrive. The world is becoming increasingly interconnected, and students need to be able to work and collaborate with people from different cultures. Culturally inclusive pedagogy can help the Trainee-Teachers develop the skills and knowledge they need to be successful in teaching students

about different cultures and perspectives, CIP can help to build a more cohesive and united society as a whole. It is important for students to understand and respect each other's cultures, they are more likely to live and work together peacefully. To inculcate and foster this inclusivity in the students the teacher education framework has to be more culturally diverse and responsive. Overall, the development of culturally inclusive pedagogy is an important goal of the NEP 2020. By valuing and respecting the diverse cultures of all students, we can create a more equitable and inclusive education system that will benefit all of India

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# BEST PRACTICES TO BE ADOPTED FOR THE IMPROVEMENT OF QUALITY OF TEACHER EDUCATION

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## Abstract

*To improve the standard of teacher education, this research focuses on the most important aspects of current best practices. It is critical that teacher preparation programs include best practices in order to provide future educators with the background, expertise, and character traits needed to address students' varied and ever-changing needs. Researching effective strategies to enhance the quality of teacher education using a thematic approach entails categorizing and arranging the topic matter. This method makes it simpler to discover patterns, trends, and successful tactics by methodically exploring and analyzing different parts of teacher education. All of these activities work together to produce teachers who are well-prepared, flexible, and reflective; they include things like pedagogical innovation, cultural competency, mentoring, assessment for learning, and global views. By following these guidelines, teacher preparation programs help produce educators with the theoretical understanding, hands-on experience, cultural sensitivity, and research literacy to thrive in the ever-changing profession of education. This, in turn, benefits students and education systems around the world.*

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**Keywords:** Best Practices, Teacher Education, Pedagogical Training, Interdisciplinary Learning

## 1. INTRODUCTION

All across the world, educational systems are built upon the bedrock of teacher education, which is like a furnace for the future of society and education. Classroom efficacy, creativity, and inclusivity—and by extension, the academic and personal development of innumerable students—are directly impacted by the quality of teacher preparation programs. Because of the far-reaching effects, schools and communities must work to enhance teacher preparation programs. Curriculum design, teaching practices, assessment tools, and continuous professional development are all parts of a comprehensive strategy for improving teacher education. In order to improve teacher education programs, a body of best practices has been developed through extensive study and real-world experience. It is crucial because it determines how schools and society are going to develop in the future. If we want to have teachers who are up to the challenge of meeting the many needs of pupils in this complicated and dynamic environment, we need teacher preparation programs that are second to none. The quality of teacher preparation programs must be improved via the adoption of best practices if teacher education is to undergo ongoing development. There has



been a significant uptick in the acknowledgement of teacher preparation programs' pivotal role in fostering educational equality, creativity, and student achievement. Because of this acknowledgment, teacher education programs all across the globe are being reassessed to ensure they are as effective and high-quality as possible. Consequently, several parties involved, such as governments, educational institutions, and educator preparation programs, have been diligently investigating and executing strategies to improve the quality of teacher preparation programs. The greatest methods for raising the bar on teacher preparation will be discussed in detail in this essay. Insights into important tactics and methods that have improved teacher preparation and professional development will be provided. These best practices cover a lot of ground, including how lessons are structured, how students are evaluated, and how instructors are supported throughout their careers. Researchers want to compile a thorough roadmap that educational policymakers, teacher educators, and organizations committed to the ongoing improvement of teacher education programs may use by zeroing in on these best practices. To motivate and educate initiatives to enhance the quality of teacher education, this article will go deeply into these best practices, providing actionable advice and case examples from all across the globe. The ultimate aim is to help train educators to address the changing requirements of students and the challenges of modern classrooms.

### **1.1. Background of the Study**

There was a great deal of quality and standard diversity in teacher education in India prior to the formation of NCTE. In order to guarantee consistency and quality in teacher education throughout the nation, the need for a governing body to establish rules, regulations, and standards became more apparent. The Kothari Commission (1964–1966), an influential study that examined India's educational system, stressed the need of a national organization for teacher training. The panel suggested establishing a national agency to monitor teacher preparation programs and stressed the significance of teacher education in raising educational standards. Under the National Council for Teacher Education Act, 1993, the National Council for Teacher Education (NCTE) was created in 1973 as a legislative entity in response to the recommendations of the Kothari Commission. Its inception was driven by a desire to see teacher education in India advance in a systematic and organized manner while also preserving program standards and regulations. Accrediting schools that prepare teachers, developing standards for their operations, and monitoring program efficacy were all responsibilities of the National Council for Teacher Education (NCTE). Research, curriculum creation, and innovation in teacher education are all areas where it is very important. Teacher preparation programs, both in-service and pre-service, are now part of NCTE's purview, thanks to the organization's growth and development throughout the years in response to shifting educational priorities. It has improved the standard of India's teacher preparation programs by introducing new regulations and standards. In addition to setting norms and standards, inspecting and assessing teacher education institutions, and

taking action against those that fail to fulfill these requirements; this supreme body is tasked with assuring the quality of teacher education. In order to keep educational standards high, this quality assurance job is crucial. It played a crucial role in reforming teacher education and approving the National Curriculum Framework for Teacher Education (NCFTE), which defines the content and methods of instruction for India's teacher preparation programs. Encouraging students' moral, ethical, and social growth falls squarely on the shoulders of value inculcation teachers, who are also known as moral education or value education instructors. The influence these educators have on the next generation's morals and ethics is substantial and unparalleled. These factors highlight the critical need of investigating and implementing best practices that raise the bar for teacher preparation programs. The goal of this essay series is to examine these practices in depth and provide suggestions for how teacher education might be improved in the future. Institutions and stakeholders may help produce teachers with great influence on student lives and society at large by embracing and modifying these best practices.

## **1.2. Statement of the Problem**

The success of educational systems across the globe is heavily dependent on the quality of their teacher preparation programs. Ensuring that kids get a high-quality education that equips them to flourish in an ever-changing world is the responsibility of well-prepared teachers. If we want to produce teachers who are both qualified and successful in the classroom, we must improve teacher preparation programs. To ensure that future educators are well-versed in both theory and practice, it is essential to provide them with extensive training in both areas via the development of rigorous curricula. To keep applicants interested and encourage critical thinking, active learning tactics like cooperative learning and problem-based learning should be used. To further equip educators for inclusive classrooms, there must be a robust commitment to diversity and inclusion initiatives, such as culturally responsive pedagogy and special education training. To prepare candidates for today's classrooms, we incorporate technology into our teaching techniques, use effective evaluation methods, and provide continuing mentoring and support. The ongoing enhancement of teacher education is further supported by policies that are in line with national standards, a culture that values research and innovation, and the encouragement of reflective practice. Teachers will be better equipped to address the changing needs of their students and society as a whole if teacher training programs are designed in collaboration with communities and schools. The study entitled as "**Best Practices to be adopted for the Improvement of Quality of Teacher Education.**"

## **1.3 The Objectives of the Study**

1. To identify the best practices that have been proven to enhance the quality of teacher education.

2. To emphasize the pedagogical training within teacher education as a best adopted practices.
3. To promote interdisciplinary learning approach within teacher education as a best adopted practices.
4. To prepare teachers for developing a sense of global citizen to engage with interconnected world.

## 2. REVIEW OF RELATED LITERATURE

**Ponnusamy, P., Deivam, M., Santhamani, B., & Pavithra, P. (2023).** Implications of Prezi-Based Presentations on the Learning Outcomes of Future Teachers in Core Subject Areas of Teacher Education. The primary goal of this research was to determine whether there was a correlation between the use of Prezi-based presentations in the Curriculum and School course for pre-service teachers and their improved academic performance. Prezi presentations were shown to be an effective method for raising the level of accomplishment in teacher education areas, according to the study's main results.

**Bansal, G. (2021).** Science teaching via inquiry as imagined and practiced by Indian pre-service teachers. This research delves into the complex journey of preservice science teachers' development as inquiry-based scientific educators during their field internship. Influencing pre-service teachers' conception and enactment of scientific inquiry are many aspects that are connected to the teacher, the students, and the classroom. A culture of inquiry must be fostered in schools, according to proponents, if reform rhetoric in teacher education is to be translated into actual classroom practices.

**Shinde, M. B., & Karekatti, T. K. (2012).** Ideas held by future elementary school instructors on the best way to teach English to students. Here the researcher plans to remark on and analyze the views of English instructors. The participants in this research number one hundred and are all aspiring educators. Training on how to provide engaging and successful lessons was something that almost all of these future educators were hoping to get.

**Gupta, A. (2017).** Students preparing to become teachers, in light of the 2014 NCTE recommendations, reflect critically on their school internship experiences. Bangalore: The 'Field Engagement' component of primary and secondary teacher education programs has been extended to 20 weeks under the NCTE Regulation 2014, further reinforcing its importance. Aspiring educators may, on the one hand, put their knowledge of educational theory and pedagogical principles to the test in real classrooms, and on the other, get valuable experience in the field via internships.

## RESEARCH GAP OF THE STUDY

There is a dearth of research related to “**Best Practices to be adopted for the Improvement of Quality of Teacher Education.**” Therefore researcher conducted investigation related to such statement of problem

### 3. METHODOLOGY OF STUDY

This study employed a qualitative approach. The study's authors drew on a variety of resources to compile data on successful strategies for enhancing teacher preparation programs. Researching effective strategies to enhance the quality of teacher education using a thematic approach entails categorizing and arranging the topic matter. This method makes it simpler to discover patterns, trends, and successful tactics by methodically exploring and analyzing different parts of teacher education. Academics and practitioners may better grasp the complex nature of high-quality teacher education by doing research in these areas using a theme approach. This will allow them to pinpoint successful strategies for enhancing teacher preparation programs.

### ANALYSIS AND INTERPRETATION

In accordance with the aims of the research, data was analyzed and interpreted.

#### 3.1. *Pertaining to Objective 1:*

*O<sub>1</sub>: To identify the best practices that have been proven to enhance the quality of teacher education.*

“Best practices that have been proven to enhance the quality of teacher education” are a collection of tried-and-true ways of doing things that have stood the test of time in terms of how well they prepare future educators for the profession. When it comes to teacher preparation, these methods are generally considered to be the gold standard. Empirical research shows that these factors improve teacher preparation and provide educators with the information, abilities, and attitudes needed for successful careers in the classroom. They are not just theoretical notions. These best practices cover a lot of ground when it comes to teacher education, including pedagogy, evaluation, mentoring, and support systems, among many other things. They help educators, legislators, and schools in their pursuit of providing teacher candidates with an education that is both rigorous and up-to-date in order to address the wide range of student needs in the modern classroom. Teacher preparation programs and, by implication, the quality of education that students get may be continuously improved via the use of best practices in teacher education, which are essentially evidence-based methods.

**Strong Curriculum Alignment:** A well-aligned curriculum ensures that teacher candidates receive a comprehensive education that combines theoretical knowledge with practical skills. It equips them to bridge the gap between theory and practice in their teaching careers.

**Experiential Learning Opportunities:** Providing real-world experiences through practicums and student teaching helps teacher candidates apply classroom knowledge in authentic settings. This hands-on experience enhances their readiness for the challenges of teaching.

**Active Learning Pedagogies:** Active learning methods foster engagement, critical thinking, and problem-solving skills among teacher candidates. By experiencing these techniques firsthand, candidates are more likely to implement them in their future classrooms.

**Cultural Competence and Inclusivity:** Inclusive education is paramount in today's diverse classrooms. Training in cultural competence and special education equips teachers with the skills and sensitivity needed to create inclusive learning environments.

**Technology Integration:** Integrating technology into teacher education programs ensures that educators are well-prepared for the digital age. It empowers them to harness technology as a teaching tool and adapt to changing educational landscapes.

**Assessment for Learning:** Effective assessment practices benefit both teacher candidates and their future students. Formative assessments provide valuable feedback, inform instructional decisions, and help candidates continuously improve their teaching methods.

**Mentorship and Support Structures:** Mentorship connects novice teachers with experienced educators who can offer guidance, share insights, and provide emotional support. This support system helps new teachers transition smoothly into their roles.

**Reflective Practice:** Encouraging reflection cultivates self-awareness and continuous improvement in teacher candidates. It helps them develop the ability to critically assess their teaching practices and adapt as needed.

**Research Integration:** Research literacy promotes evidence-based teaching practices. By engaging with educational research, teacher candidates gain a deeper understanding of effective strategies and learn to apply research findings in their classrooms.

**Stakeholder Collaboration:** Collaborating with various stakeholders exposes teacher candidates to diverse perspectives and real-world educational challenges. These partnerships enrich their training and connect theory with practice.

**Policy and Regulatory Alignment:** Alignment with national and international standards and clear policies ensures program quality and accountability. It also helps establish consistent expectations for teacher education programs.

**Global Perspectives:** Fostering global perspectives prepares teachers to address global issues and create culturally aware classrooms. Exposure to diverse global viewpoints encourages empathy and a broader understanding of the world.

In summary, these best practices collectively enhance the quality of teacher education by providing a well-rounded, practical, and up-to-date preparation for future educators. They empower teacher candidates to become effective, culturally competent, and adaptable teachers who can meet the evolving needs of students in diverse educational settings.

### 3.2. Pertaining to Objective 2:

*O<sub>2</sub>: To emphasize the pedagogical training within teacher education as a best adopted practices.*

As a best practice in teacher education, pedagogical training involves thoroughly and methodically preparing future educators in the science and art of teaching. It stands for a collection of practices used in teacher preparation programs to ensure that future educators have the background, understanding, and character traits to make a positive difference in the lives of their students. Including these types of courses in teacher preparation programs is seen to be a great way to raise the bar for teacher quality. Why and how pedagogical training is important:

**Foundation of Effective Teaching:** Pedagogical training forms the foundation of effective teaching. It equips teacher candidates with essential teaching skills, strategies, and methods needed to engage students, convey information effectively, and create conducive learning environments.

**Theory into Practice:** Pedagogical training bridges the gap between educational theory and classroom practice. It enables teacher candidates to translate theoretical knowledge into practical teaching strategies, ensuring that they are well-prepared to implement what they have learned in real classrooms.

**Adaptability and Innovation:** A strong focus on pedagogical training encourages teacher candidates to develop adaptability and innovation in their teaching approaches. This adaptability is crucial in responding to diverse student needs and evolving educational contexts.

**Student-Centered Instruction:** Pedagogical training emphasizes student-centered instruction, where the focus shifts from the teacher to the learner. Teacher candidates learn to design lessons that actively engage students, promote critical thinking, and cater to individual learning styles.

**Differentiation and Inclusivity:** Effective pedagogical training addresses differentiation and inclusivity in teaching. It equips teachers with strategies to adapt instruction to diverse student abilities, learning styles, and cultural backgrounds, ensuring that all students have equitable access to education.

**Assessment Literacy:** Pedagogical training includes assessment literacy, helping teacher candidates design and implement meaningful assessments. This knowledge ensures that assessments are aligned with learning objectives and provide valuable feedback for instructional improvement.

**Reflective Practice:** Pedagogical training encourages reflective practice, an essential aspect of professional growth. Teacher candidates learn to critically evaluate their teaching methods, make data-driven decisions, and continuously refine their instructional practices.



**Technology Integration:** In today's digital age, pedagogical training includes technology integration. Teacher candidates learn to use technology as an instructional tool, enhancing their ability to deliver engaging and effective lessons in technologically rich environments.

**Classroom Management Skills:** Effective pedagogical training addresses classroom management skills. Teacher candidates learn strategies for maintaining a positive classroom environment, handling discipline issues, and fostering a sense of respect and responsibility among students.

**Professional Development Culture:** Pedagogical training instills a culture of professional development among teacher candidates. They are encouraged to stay current with educational research and trends, enabling them to continuously adapt and improve their teaching practices.

**Student Achievement and Engagement:** Ultimately, pedagogical training contributes to increased student achievement and engagement. When teachers are well-prepared in pedagogical techniques, students are more likely to succeed academically, stay motivated, and develop a love for learning.

In conclusion, pedagogical training is a cornerstone of effective teacher education, equipping future educators with the knowledge, skills, and mindset needed to excel in the classroom. It empowers teachers to create dynamic, student-centered learning experiences that meet the diverse needs of 21st-century students.

### ***3.3. Pertaining to Objective 3:***

***O<sub>3</sub>: To promote interdisciplinary learning approach within teacher education as a best adopted practices.***

As a best practice, interdisciplinary learning in teacher education is a way of teaching that draws on and applies ideas and research from a wide range of academic fields to better prepare future educators. This method highlights the interdependence of many domains of knowledge and goes beyond the conventional subject-specific training of teachers. Several factors make the interdisciplinary learning method an effective practice in teacher education; this article will examine each of these arguments in depth.

**Holistic Teacher Preparation:** Interdisciplinary learning equips teacher candidates with a holistic understanding of education. It encourages them to view teaching as a multifaceted endeavor that draws from various fields of knowledge. This holistic perspective prepares teachers to address complex educational challenges effectively.

**Real-World Relevance:** Interdisciplinary learning emphasizes the real-world relevance of teacher education. It mirrors the interconnectedness of subjects and skills that educators encounter in the classroom. Teacher candidates gain practical insights into how different disciplines intersect in teaching and learning.

**Innovation and Creativity:** Interdisciplinary learning fosters innovation and creativity. By exploring connections between different subjects, teacher candidates are encouraged to think outside traditional educational boundaries. This approach promotes innovative teaching methods and curriculum design.

**Problem-Solving Skills:** Interdisciplinary learning cultivates problem-solving skills. Teacher candidates learn to approach complex educational issues from multiple angles, fostering critical thinking and analytical abilities. These skills are invaluable for addressing diverse student needs.

**Applicability in Diverse Settings:** Interdisciplinary learning is highly adaptable and applicable in various educational settings. Teachers prepared with an interdisciplinary perspective can flexibly adapt their teaching methods to meet the unique needs of different student populations and subjects.

**Global Perspectives:** Interdisciplinary learning encourages a global perspective. It prepares teachers to address global challenges and diverse cultural perspectives, making them more culturally competent and better equipped to foster global awareness in their students.

**Relevance to Contemporary Issues:** Interdisciplinary learning allows teacher candidates to explore and address contemporary educational issues. It enables them to integrate topics like sustainability, digital literacy, social justice, and ethical decision-making into their teaching.

**Collaboration Skills:** Interdisciplinary learning promotes collaboration skills. Teacher candidates often collaborate with peers from different backgrounds and fields, mirroring the collaborative nature of education. These skills are transferable to their future roles as educators.

**Adaptability to Changing Education Trends:** In an era of rapidly evolving educational trends, interdisciplinary learning equips teacher candidates with adaptability. They can navigate and incorporate emerging trends in education more effectively, ensuring their teaching remains relevant and engaging.

**Research and Inquiry Skills:** Interdisciplinary learning encourages research and inquiry skills. Teacher candidates learn to seek out information, synthesize diverse sources, and critically evaluate educational issues from multiple perspectives. These skills support evidence-based teaching practices.

**Student Engagement:** Interdisciplinary approaches are engaging for students. Teachers who have experienced interdisciplinary learning firsthand are more likely to use similar approaches in their own classrooms, creating dynamic and interactive learning environments.

**Preparation for Multidisciplinary Subjects:** In subjects that inherently combine multiple disciplines (e.g., environmental science, STEAM), interdisciplinary learning is especially

relevant. Teacher candidates gain the expertise needed to teach these multidisciplinary subjects effectively.

In conclusion, the interdisciplinary learning approach within teacher education is a powerful best practice that prepares teachers to navigate the complexities of modern education. It equips them with a broader perspective, essential skills, and a creative mindset, enhancing their ability to provide meaningful and relevant learning experiences for their future students.

### **3.4. Pertaining to Objective 4:**

*O<sub>4</sub>: To prepare teachers for developing a sense of global citizen to engage with interconnected world.*

A person is said to be a “global citizen” if they understand their place in the larger global society and participate in it with knowledge and responsibility. Recognizing the interdependence of nations on a variety of fronts—economically, socially, politically, and ecologically—is an essential part of being a global citizen. An increasingly globalized culture places a premium on preparing educators to become global citizens and active participants in a globally interdependent environment. Now we may examine the importance and advantages of this method:

**Global Awareness and Perspective:** Fostering global citizenship in teachers instills a deep awareness of global issues, cultures, and perspectives. This awareness enables educators to help their students understand the interconnectedness of the world and develop empathy for diverse cultures and communities.

**Cultural Competence:** Global citizenship education emphasizes cultural competence, which is essential in today’s diverse classrooms. Teachers prepared as global citizens are better equipped to create inclusive and culturally responsive learning environments, ensuring that all students feel valued and respected.

**Critical Thinking and Problem-Solving:** Global citizens are adept at critical thinking and problem-solving in complex, global contexts. Teacher candidates exposed to global issues develop these skills, enabling them to address global challenges in their teaching and inspire their students to become critical thinkers and global problem-solvers.

**Promotion of Values and Ethics:** Global citizenship education emphasizes values such as empathy, tolerance, social justice, and environmental sustainability. Teachers trained with a global perspective can instill these values in their students, fostering responsible and ethical behavior in an interconnected world.

**Understanding Global Challenges:** Teachers prepared as global citizens are well-informed about global challenges like climate change, poverty, and human rights issues. They can integrate these topics into their curriculum, helping students become informed and engaged global citizens who are motivated to contribute to positive change.

**Cross-Cultural Communication Skills:** Global citizenship education equips teachers with cross-cultural communication skills. They can effectively communicate and collaborate with colleagues, students, and parents from diverse cultural backgrounds, creating a more inclusive educational community.

**Promoting Peace and Conflict Resolution:** Global citizens are advocates for peace and conflict resolution. Teachers with a global perspective can teach students about the importance of diplomacy, cooperation, and peaceful conflict resolution, contributing to a more peaceful world.

**Transcending National Boundaries:** Teachers prepared as global citizens are less constrained by national boundaries. They are more open to exploring international educational opportunities, such as student exchanges, international partnerships, and collaborative projects, enriching their own teaching practices and broadening students' horizons.

**Inspiring Global Engagement:** Teachers who embody global citizenship inspire their students to become active global citizens themselves. They motivate students to engage in global issues, participate in community service, and take part in international initiatives, promoting a sense of responsibility toward the world.

**Adaptability and Openness:** Global citizens are adaptable and open to new ideas and perspectives. Teachers trained as global citizens are more adaptable to educational innovations and open to embracing diverse teaching methodologies and technologies.

**Global Career Opportunities:** Preparing teachers as global citizens opens up opportunities for international teaching positions, global educational leadership roles, and involvement in international educational organizations, broadening their career horizons.

In summary, preparing teachers to develop a sense of global citizenship and engage with an interconnected world is crucial for fostering a generation of students who are socially aware, culturally competent, and equipped to address global challenges. It empowers teachers to inspire students to become active participants in shaping a more inclusive, just, and sustainable world.

#### 4. SUGGESTIONS

Finally, cultivating successful educators who can adapt to the changing demands of different pupils in today's educational environment requires embracing best practices to enhance the standard of teacher preparation programs. This document lays forth the gold standard for teacher education programs by collecting the best practices from many areas of teacher training. Curriculum development, instructional methods, cultural competency, evaluation techniques, mentoring, policy alignment, and much more are all part of these. Several important results may be achieved by stakeholder organizations and institutions involved in teacher education by using these best practices:

**Highly Prepared Teachers:** Teacher candidates receive comprehensive and research-based training, equipping them with the knowledge and skills required for effective teaching.

**Student-Centered Learning:** Educators are well-versed in student-centered approaches, promoting active engagement and critical thinking among their students.

**Inclusive Education:** Teachers are prepared to create inclusive and culturally responsive classrooms that cater to diverse student needs.

**Adaptive and Reflective Practitioners:** Graduates are reflective practitioners who continuously adapt their teaching methods to address emerging trends and challenges in education.

**Effective Assessment Practices:** Teacher candidates learn to design and implement meaningful assessments that inform instruction and support student growth.

**Mentorship and Support:** Mentorship structures provide guidance and support for novice teachers as they transition into the profession.

**Global Perspectives:** Teacher education programs incorporate global perspectives, fostering cultural competence and preparing educators to address global challenges.

**Alignment with Policies and Standards:** Programs are aligned with national and international standards, ensuring accountability and program quality.

**Research Literacy:** Graduates are research-literate, enabling them to implement evidence-based practices in their classrooms.

**Stakeholder Collaboration:** Collaboration with stakeholders enriches teacher training and connects theory to practice.

These outcomes collectively contribute to the preparation of educators who are not only well-prepared academically but also possess the practical skills, cultural awareness, and adaptability required to excel in the dynamic field of education. Ultimately, the adoption of best practices in teacher education serves to elevate the quality of teaching, improve student outcomes, and create a positive impact on education systems worldwide.

## 5. CONCLUSION

To sum up, in order to produce teachers capable of meeting the varied and ever-changing demands of today's students, it is crucial to implement best practices for improving teacher education. Teachers that are well-prepared, flexible, and reflective are the result of a combination of approaches such as curriculum alignment, experiential learning, pedagogical innovation, cultural competency, mentoring, and global views. Implementing these best practices can help teacher education programs produce graduates with a solid academic foundation as well as the cultural sensitivity, research literacy, and practical skills necessary to thrive as educators in today's ever-changing classrooms. This, in turn, will improve student outcomes and have a positive effect on education systems around the world.

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# PERCEPTION OF TEACHER TRAINEES TOWARDS INTERNSHIP PROGRAMME OF TWO-YEAR B.ED. PROGRAMME

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## Abstract

*Teaching is an art that can be acquired through a series of well designed activities; therefore, priority should be given on the education of teachers. It is well aware that the quality of the pupils' achievement is elementally shaped by teacher's competence, skills, sensitivity, motivation etc. Hence, of late, the 'field engagement' plays a prime role in the curriculum of teacher education programme, involving engagement with the students as well as teachers in schools. Such training in school atmosphere over a period of time is known as 'school internship' which is a component of the broad curricular area of 'Field Engagement'. Moreover, internship programme helps the blooming teachers in building up a repository of professional understandings, competency, skills as well as positive attitude to schooling and teaching so that they can perform the responsibilities and effective tasks in an actual school setting as well as in a wider community. In order to strengthen the component of 'Field Engagement', the NCTE Regulations, 2014 has prescribed a longer duration of 20 weeks for Field Engagement' in the elementary and secondary teacher education programme such as D.El.Ed, B.El.Ed, B.Ed, B.A.B.Ed., and B.Sc.B.Ed. and B.Ed. -M.Ed. etc. The present study explores the perception of 100 teacher trainees towards 20 weeks internship program. To study the perception of trainees, a 3-point Likert scale was constructed with 15 items by the researcher. The obtained data has been descriptively analysed and graphically depicted.*

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**Keywords:** Perception, Teachers trainees, Internship Programme, Two-Years B.Ed Programme.

## 1. INTRODUCTION

Teaching is regarded as one of the most challenging as well as the noblest professions all over the globe. As such, a large chunk of individuals desires to build their career in this field in commensurate with their capabilities as well as potentialities. Being an integral part of this profession, teachers play a pivotal role in the learning process as well as the educational system as a whole. They also have a responsibility to work to meet the expectations of all stakeholders as well as current society. In addition to that, teacher needs to remain a learner also throughout his life as a teacher (Alam, 2021). Moreover, Kothari Commission (1964-66) said, "Destiny of India is now being shaped in her classrooms". In other words, effective teaching in a classroom prepares the young aspiring minds to be a grown up man as well as an ideal citizen of a nation. Hence, in order to carry out the duty of educating or preparing the tender minds in the classroom in an effective way, each teacher needs to possess such proficiency, quality and last but not the least, efficiency. Therefore, priority should be

given on the education of teachers, which was previously known as teachers training, but nowadays, a more appropriate term 'Teacher Education' has come into force to describe the process of preparing teachers. Since, it is not only the mechanical training of the motor skill of the teachers, but also to educate them with sociological, philosophical as well as psychological perspectives (Saha,2023). In fact, besides having sound knowledge and skill of teachers, India should have professionally trained teachers who are physically as well as psychologically sound in order to achieve quality education (Amankwah.et.al. 2017). Recently, according to the National Council for Teacher Education (Recognition Norms and procedure) Regulations, 2014, the curriculum of Two-Year B.Ed. program has been redesigned in three segments - (i) Theory Courses, (ii) Engagement with the Field/Practicum and (iii) School Internship (Government of India, 2014). Now-a-days, the field engagement has become an integral part of the teacher education curriculum. Such training in school atmosphere over a period of time is known as 'school internship' which is a key component of the entire course area of 'Field Engagement'. Furthermore, internship programme helps teachers trainees in building up a repository of professional understandings, competency, skills as well as positive attitude to schooling and teaching so that they can perform the responsibilities and effective tasks in an actual school setting as well as in a wider community. With a view to strengthen the key component of 'Field Engagement', the NCTE Regulations, 2014 has prescribed a much stretched duration comprising 20-week for 'Field Engagement' in the elementary as well as secondary teacher education programme such as D.El.Ed, B.El.Ed, B.Ed, B.A.B.Ed., B.Sc.B.Ed. and B.Ed.-M.Ed. etc. The 20-week's 'Field engagement' has been phased out further - "4 weeks and 16 weeks to be organized in the first and second year of the Two-Years programme. The engagement of 16 weeks' duration is further split into 14 weeks of school internship and 2 weeks of engagement with the field other than the school (i.e. community engagement)"(NCTE, 2016,p.1). Keeping in mind of all the facts regarding the internship programme prescribed by NCTE Regulations, 2014, the study is conducted mainly to explore the overall perception of teacher trainees, i.e. what are the thoughts or mental images the trainees have about the internship programme of 2-Year B.Ed. programme.

### ***1.1. Review of Related Literature***

Adhikary (2017) carried out a study on "A study on the perception of the teacher trainees towards two year B.Ed. programme implemented in the teacher education institutes in Assam". The result of the study showed their mixed reactions. Patel (2018) made a study on "Perceptions and Experiences of B.Ed. Students about Internship and Sessional Work". The findings of the study showed the efficacy of internship programs as well as sessional work in preparing student-teachers about real field of work. Pakira & Khan (2018) made a study on "Perception of Trainee Teachers towards Two-Years B.Ed. Programme with respect to some Determinants". It identified that the majority of trainee teachers had a moderate perception of the programme; a significant difference was there in the perceptions

of married and unmarried trainee teachers regarding the “two-year B.Ed. programme,” but no significant difference was there in the perceptions of teacher trainees regarding their educational qualifications, status of training (pre-service and in-service), caste, and habitat. Kumar & Thapa (2018) conducted a study on “Perception of Pupil Teachers about Internship program of Two Year B.Ed. Course”. Findings reflected that though student teachers viewed the internship programme as helpful for their professional growth, many also voiced their displeasure, claiming that supervision is provided too late and that supervisors and schools do not communicate well enough during the programme. Patel (2020) made a study on “Attitude of Pupil-Teachers towards Internship as a part of B.Ed. Curriculum”. The remarkable findings of the study were that male and female student teachers had significantly different attitudes towards internships and that there was a significant triple interactional difference in student teachers’ attitudes towards internship based on gender, stream, and academic qualification. Hoque, Tarafdar & Laskar (2020) decided to conduct a study on “Perception of Teacher-Educator towards Two Years B.Ed. Programme”. The result surfaced that there was a considerable impact on teacher educators’ opinions, with the majority of them agreeing that the secondary teacher education programme has a favourable effect. However, the teacher educators had mixed perceptions towards the secondary teacher education program. Gupta & Rakwal (2020) conducted a study on “A Study of the Perceptions of Teacher Trainees towards the Two-Year Teacher Education Programme Being Run in India”. The result of the study reflected that the mean scores of the various TTPAQ (Teacher Trainees Perceptions Assessment Questionnaire) scales were high, indicating that teacher trainees in B.Ed. as well as M.Ed. had positive opinions about the program’s length of time, pedagogical aspects, curricula as well as innovativeness. Though no gender difference was found, there were significant differences between the student enrolled in private and public colleges as well as between the teacher trainees in the B.Ed. and M.Ed. programs on each of the four TTPAQ scales. Kapadia (2021) carried out a study on “An Attitude of Teacher Trainees towards Internship”. The study found that teacher trainees’ attitudes towards the internship programme were not significantly different based on their gender, place of residence, socio-economic class, mother’s and father’s educational attainment, or any other factor. Jeevanantham & Muthuchamy (2022) conducted a study on “Perception of B.Ed. trainees towards internship: A study on construction and validation of the tool”. Sharma & Chahal (2022) made a study on “A Study of Internship Programme in Teacher Education”. The results demonstrated that B.Ed. students’ perceptions, as a whole, are average regarding internships. The findings revealed that B.Ed. programme could not be effective and useful without internship part.

## 1.2. Objective of the Study

- To explore the overall perception of teacher trainees towards internship programme of Two-Year B.Ed. Programme.

### 1.3. Research Question

- What is the perception of teacher trainees towards internship programme of Two-Year B.Ed. Programme?

## 2. METHODOLOGY

A descriptive survey research method has been adopted in the present study to explore the perception of the teacher trainees. The researcher conducted the study on the sample of 100 trainees from various B.Ed. teacher training colleges around West Bengal. Incidental sampling technique was used to draw the sample from the population. The sample consists of 48% male and 52% female of 100 teacher trainees. The sample profile has been shown in the following

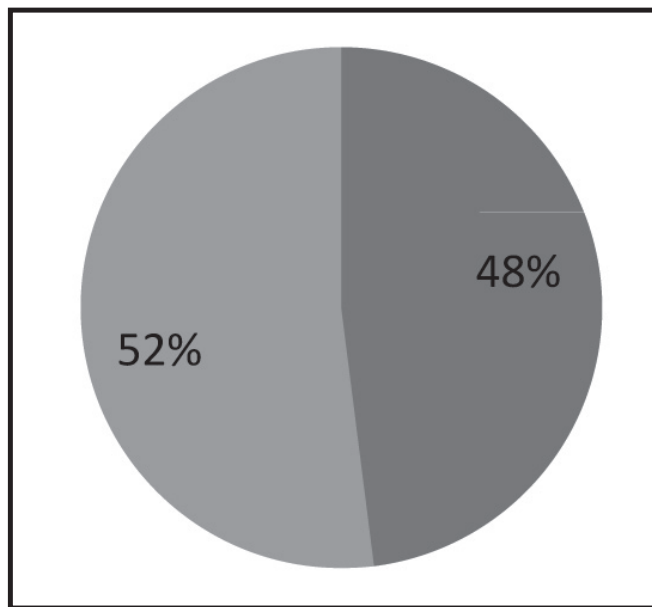


Fig.1: % of male and female teacher trainees in the sample

Source: Author

Data was collected using 3-point Likert scale consists of 15 items to study the perception of 100 teacher trainees. The obtained data has been descriptively analysed and graphically depicted.

### 3. DATA ANALYSIS & INTERPRETATION

#### 3.1. Data Analysis

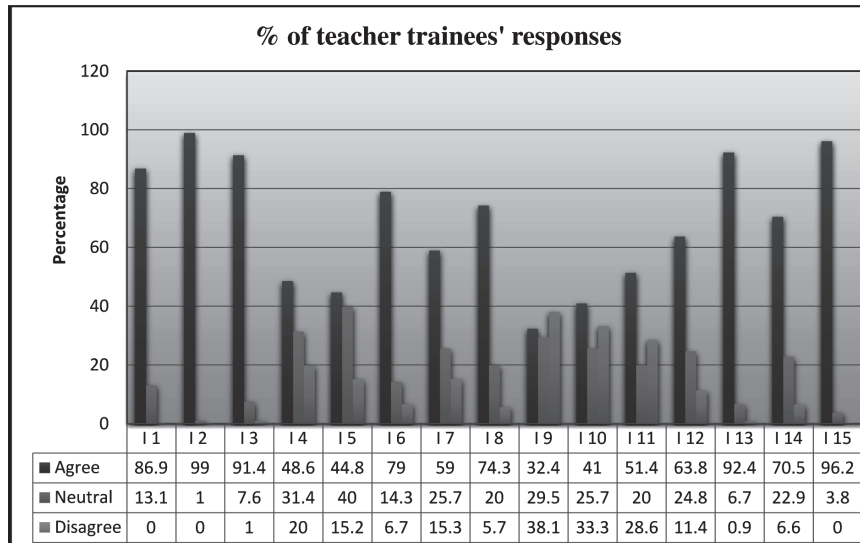


Fig.2: % of teacher trainees' responses towards internship programme of two-year B.Ed. programmes

Source: Author

#### 3.2. Data Interpretation

Analysis of Figure 2 depicts the % of teacher trainees' responses towards internship programme of two-year B.Ed. programmes.

According to figure 2, 86.9% of teacher trainees was 'agree', 13.1% was 'neutral' and 0% was 'disagree' in item (I1). A high percentage of positive responses as well as none of negative responses were found about the relevancy and interestingness of the content of the internship programme.

Most of respondents, about 99% agreed that through internship programme one can gather new knowledge as well as develop new skills.

Similarly, 91.4 % of respondents also agreed that the skills of managing a real classroom situation is developed through the internship programme.

Almost 48.6 % of trainees agreed about the problem faced in respect of transport connectivity to reach the lab schools situated outskirts of the city in daily basis.

Only 44.8% of trainees agreed that the lab schools are well equipped with proper resources as well as proper infrastructure.

Even, maximum trainees almost 79 % agreed that the preparation of teaching aids and teaching learning materials is not only time consuming but also laborious.



Moreover, 59 % of the respondents admitted that the 20 weeks' internship programme is enough for developing teaching skill.

Almost 74.3% trainees also agreed that the internship programme provides a proper idea about the evaluation system of the students.

It was found that about 32.4% of positive responses and 38.1 % of negative responses about the uses of modern technology in the real classroom situation of the lab school.

Most of the trainees, about 41% of trainees agreed that the 20 weeks' internship programme of two years B.Ed. programme creates an extra pressure in some cases.

Again, 51.4% of trainees agreed that there is a enough time for preparing lesson plan and learning design.

Additionally, it was found 63.8 % of positive responses, 11.4% of negative responses and 24.8% of neutral responses about the evaluation system of the teacher trainees.

Besides that, 92.4% of teacher trainees agreed that the programme helps to build responsibilities among trainees.

Moreover, 70.5 % of positive responses, 6.6 % of negative responses and 22.9% of neither positive nor negative responses were found about the guidance and support of supervisor as well as mentor in the internship programme.

Last but not the least, a high percentage of respondents almost 96.2 % agreed that such kind of internship programme is effective for teaching profession.

#### **4. DISCUSSION**

After analysing and interpreting the data, it was found that the overall percentage of teacher trainees' responses in the 15 items was 68.71 % positive, 19.1% neutral and 12.19% negative. Basically, it shows that, most of the perception of teacher trainees is positive as well as in favour of the internship programme. But, it was also observed that, few responses are not in favour of the internship programme such as the lab schools are not well equipped with state-of-the-art technology, the trainees face problem in respect of transport connectivity to reach the lab schools situated outskirts of the city, preparation of teaching aids and teaching learning materials is not only time consuming but also laborious as well as the internship programme stipulated for 20 weeks period creates an extra pressure in some cases. Therefore, it can be stated that teacher trainees has both positive and negative perception i.e. a mixed perception towards the internship programme of two years B.Ed. programme.

#### **5. CONCLUSION**

A quality education by far depends on an adequate teacher education programme which is imperative to enrich pre-service teachers with teaching abilities, sound knowledge, competency etc. Of late, the NCTE Regulation, 2014 has rightly resolved to restructure the

B.Ed. curriculum into three segments – Theory, Engagement with Field/Practicum and Internship. Nowadays, the internship programme has become a part and parcel of the Two-Year B.Ed. course which prepares teacher trainees to get into the field of teaching, by providing them the opportunity to concord the connections between theory and practice. Taking this into account, the study is conducted to explore the overall perception of the teacher trainees towards internship programme so that it can be understood, what the thoughts or mental images teacher trainees have about the internship programme of two-year B.Ed. programme in the current scenario. Based on the aforementioned study, it is evident that a large section of teacher trainees have positive perceptions towards internship programme and they have accepted the programme as advantageous for their professional development. But, the perceptions of a few of them are not in favour of the internship programme. Hence, it can be stated that teacher trainees have both positive and negative perception i.e. a mixed perception towards the internship programme. Moreover, it should be looked into the aspects where negative perception is reflected such as the lab schools are not well equipped with state-of-the-art technology, the trainees face problem in respect of transport connectivity to reach the lab schools situated outskirts of the city, preparation of teaching aids and teaching learning materials is not only time consuming but also laborious and the internship programme stipulated for 20 weeks period creates an extra pressure upon trainees as well as concerned school authorities. In the premises, having considered the above observations, it can be concluded that it is a crying need to adhere to the internship programme with a great deal of commitment as well as dedication by providing adequate resources, support, orientation, appropriate supervision, appropriate time management, and last but not the least, chalking out an effective plan for the internship programme as prescribed in the NCTE guidelines with an eye to achieve its purposes to a large extent.

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# LIFE SKILLS EDUCATION IN SCHOOL: ROLE OF THE TEACHERS

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## Abstract

*Life skills are a set of psychosocial skills that help an individual acquire the qualities required for the process of accommodation in the society. The schools can help in building these essential skills in students so that these qualities are properly nurtured, and new-age life skills are also introduced to them for survival in a sustainable world of the future. This paper proposes to address the question that in what ways teachers can help the students develop life skills through several curricular and extra-curricular activities. It focuses on the ten core life skills recommended by the World Health Organisation (WHO) to assess the importance of these skills in advancement of one's life. The paper also looks at a few issues of the school students (at a microcosmic level) and the consequences the issues may have on a macrocosmic level. It also deals with the teachers' role in infusing these crucial skills in students in a school setting. Thereafter, the paper analyses the approaches that have been encompassed in teacher education curriculum in order to train the future teachers to become facilitators of life skills apart from the regular academic responsibilities. This study also involves a detailed review of the existing literature on the importance of introducing life skills education in schools. The paper also evaluates the significance of imparting life skills education in schools as it has been highlighted directly or indirectly in recent teacher education curricula with special reference to the National Education Policy 2020. Finally, this paper examines the indispensable role of the educators in disseminating these skills to pupils through qualitative method of research by a thorough analysis of present-day policy documents on education.*

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**Keywords:** Life skills, Teacher education, Interpersonal skills, Intra-personal skills, National Education Policy

## INTRODUCTION

From the time when human beings first appeared on the map of the world, they had to invent new ways to live life, to make living easy, to come out of the problems that came along advancements. The Darwinian theory proved that the modern humans are results of continuous evolution through ages. The world has changed drastically in the past few centuries; but what has remained the same is the zeal to live a fulfilled life of accomplishments and spiritual growth to reach the goal of self-actualization. The journey starts very early in life to attain these objectives with accessing formal education, e.g., going to school, getting trained in extra-curricular activities like fine arts or sports. In today's extremely competitive world everyone is on a rat race, and we often tend to miss out on a few basic knowledge about the invaluable wealth that we have, our life. Life skills are a set of psychosocial skills that make us gain positive behavioural knowledge. In a world

with increasing negativity and humongous challenges, these skills become essential to live a satisfactory life and achieve the aim that we set for ourselves. Thus, life skills are the skills that not only help us to become better individuals but also advance our ways to contribute to the society in positive manners. Although many of these qualities can be present in a child from the time of birth itself, nurturing the inherent attributes along with training them in new- age life skills ensure better prospects of life skills attainment. Hence, besides the parental responsibility of identifying the positive traits in children and providing them with encouragement to foster these behavioural aspects, the role of the school is critical in cultivating these qualities through several curricular and extra-curricular activities as the children spend much of their time at school. This is why, the teachers need to be aware of these skills so that they can develop these in the students in versatile ways. In this paper, we will look at the most important life skills recommended by the World Health Organization (WHO) and analyse how these skills can be developed in students in schools. We will analyse different policy documents on education with special reference to the National Education Policy 2020 to understand the policymakers' viewpoints on life skills education in India. We will also examine how the need for training the future teachers are reflected in the curricula of teacher education and finally we will discuss the steps that can be taken to achieve the goal of training teachers to become the facilitators of life skills education at schools.

## OBJECTIVES

The objectives of this paper are:

- To evaluate the importance of life skills in education
- To review the recommendations of the Indian educational policies on life skills education
- To explore how life skills education can be used as a tool to manage different problems of the students in school
- To analyse different initiatives taken by educational bodies to promote life skills in students
- To discuss on the ways in which trainee teachers can develop themselves into life skills facilitators in the classrooms

## LITERATURE REVIEW

The importance of life skills education and its implementation has been studied for many years and the need for involvement of formal educators in guiding the students had been highlighted in several policy documents. Jannat Fatima Farooqui and Rohit Gupta commented, "There has been a global acceptance about the importance of school-based introduction of life skills for adolescents and young adults" (Farooqui & Gupta, 2022). To underscore the importance of life skills education, Ravindra Prajapati, Bosky Sharma and Dharmendra Sharma opined, "Education is important, but education to support and live life better is more important. It has been felt that life skills education bridges the gap



between basic functioning and capabilities” (Prajapati et al., 2017). Narrowing this gap is essential today as there has always been this complaint in the academia that a large portion of classroom education is not functional in the practicality of life. While discussing on the relation between morality and life skills, Pradeep Kumar comments, “Life skills play an important role in preparing the foundation of a good character for a well-developed personality” (Kumar, 2021). Indeed, life skills education helps instilling moral education in students. Once popular moral education curriculum in Indian schools was one kind of life skills education, but lately the course has become obsolete. Life skills education not only emphasizes on developing cognitive abilities, but also helps in living a healthy life. While talking about age-specific life skills education at school, Esther Kirchhoff and Roger Keller comments, “During their school years, children and young people have to deal with many academic and other everyday demands. Life skills are assured to help students to cope with these demands on their own and to make an important contribution to well-being and healthy development for themselves and others” (Kirchhoff & Keller, 2021). This is the high time we give due importance to life skills in our regular curricula as Pranjit Kalita points out, “Today’s education system is more one-sided on concepts of knowledge than on skills, attitudes, and values. When we look at the needs of the complex life of today’s society, we need practical knowledge rather than simple knowledge” (Kalita, 2022).

## **METHODOLOGY**

Analytical method has been used for this study from a qualitative approach of research. Relevant data have been collected from the policy documents on education as the primary sources and several books, journals, websites as the secondary sources.

### **Importance of Life Skills**

Life skills is defined as a set of positive and adaptive behaviours that help human beings fulfil the demands of life and face the challenges in a pragmatic way. Although life skills can vary depending on the social, ethnic, regional, and cultural differences, the core skills for developing a constructive attitude towards life remains the same.

Broadly, life skills can be divided into two divisions: intrapersonal skills, the skills that help to regulate one’s emotions and recognize one’s strengths and weaknesses (e.g., proactivity, reflection, beginner’s mind, emotional intelligence etc.) and interpersonal skills that help in cooperating with others (e.g., communication skills, humour, empathy etc.) Although the Evaluation Office of the UNICEF asserts that there is no definite list of life skills, it sets forth a few psychosocial and interpersonal skills that are crucial for a well-being-oriented life. Attainment of these skills is required alongside the basic skills of literacy and numeracy. These skills are often connected to one another and changes when the context gets altered. For example, the skill of decision making automatically involves the skill of critical thinking and analytical skills.

The World Health Organization recommends ten core life skills to foster in students



in secondary level of schooling. These include self-awareness, empathy, critical thinking, creative thinking, decision making, problem solving, effective communication, interpersonal relationship, coping with stress, and coping with emotions.

## CONTEMPORARY ISSUES IN SCHOOL STUDENTS

In this ever-changing world we are faced with new challenges everyday. With socio-cultural changes taking place on a rapid pace the most vulnerable sections of our society are faced with new challenges. The extremely competitive atmosphere in education sector adds up to this pressure which mounts heavy on the student community. On one hand, they face the general difficulties like poverty, inequality and on the other, factors like peer pressure, parental pressure, academic burden affect their state of mind. As these factors become more prominent in adolescence, the adolescents along with all students need to be trained in life skills to tackle the challenges positively. Unfortunately, the number of suicide cases in students in our country has increased manifold in the past few years. Proper knowledge of stress management and the skills to cope up with difficulties in life can save numerous lives of our students.

Likewise, another problem that the students face is the tendency of rote learning that is prevalent in school education. Improvement in critical thinking skills can help them innovate new ideas and creative thinking skills can inspire them to come up with solutions to many problems of the world. Life skills are practical qualities. Skills like problem solving, decision making do not only help the students in managing their studies and life as a student but also helps them throughout their life, especially in their work life. These skills are extremely necessary to lead a team on a project or any other work assignment in any setting, be it corporate or governmental. Learning how to cope with stress helps them handle exam pressure as well as makes them ready for work stress that they will face in future.

Not being able to cope with emotions is another issue that affects the students, especially the adolescents. These issues have long term effect on the mental state of the students. Dysfunctional families, distressful life incidences, failures to attain goals are some of the reasons for which students go into depression. It can even go to the extent of addictions and substance abuse. This can be prevented at an early stage, at least up to an extent with proper life skills training at the right time. Self-awareness skill is vital for anyone as these gives him/her an idea of his/her own value. It makes the student confident. So, it becomes easier for them to cope with failures or family problems. This is the way one can achieve self- actualization, the aim of human life.

Interpersonal skills are another set of skills that is needed to be developed in students as lacking it is another issue that is noticed in education system. There are many meritorious students who are not able to put forward their ideas, especially in a large setting (e.g., public platforms) due to lack of confidence and communication skills. They should be guided to attain good communication skills so that their ideas get expressed and they can contribute to the development of society, another goal of human life. Communication skills can be

enhanced easily with activities like extempore and debate competitions and a proper use of the language laboratories available in schools.

## **LIFE SKILLS IN INDIAN EDUCATION SYSTEM**

The educational objectives in school education in India was only restricted to bringing all students to school and decreasing the dropout rate to zero till a certain point in time.

Ensuring basic educational facilities for students, especially in rural India along with increasing passing rates and test scores were the primary goals as per the needs of the age. Then the focus shifted to ensuring quality education for students in Indian schools. This approach made the policymakers focus on wholesome learning, going beyond the boundaries of only academic activities. This introduced the extra-curricular activities in school setting, which is very popular among all the stakeholders now. The extra-curricular activities have recently been called “co-curricular activities” to further including it into mainstream education system. Life skills is a part of these activities that can advance the aim of providing holistic education.

The National Curriculum Framework (2000) states that mainstream education should be closely linked to life skills. It opined that it is through these skills the students can fight various challenges like drug addiction, violence, teenage pregnancy, and many other health- related problems. It also said that these skills will make students more aware citizens as they will know about consumer rights, they will be able to question the quality of goods and services they avail, it will increase legal literacy, understanding of the civic administration etc. NCF 2000 also pointed out the essential skills like generative thinking, stress management and decision making to be very important for successful living. An echo of NCF 2000 can be found in today’s policy documents where 21<sup>st</sup> century skills like digital literacy, financial literacy is focused and encouraged to be taught to school students for living a hassle free and safe life.

The UNESCO’s Delor’s Report (1996) entitled “Learning: The Treasure Within” talked about four pillars of education: learning to know, learning to do, learning to be and learning to live together. These four pillars indicated that learning can no longer be associated only with classroom transaction of information and knowledge, rather it should give more importance to applying the knowledge in practical work field, developing professional capacities through vocational education etc. The National Education Commission (1964 – 1966), under the chairmanship of Daulat Singh Kothari highlighted in detail the importance of vocational education in India. So, life skills education in different nomenclature has been stressed upon while drafting policies on education.

National Curriculum Framework (2005) emphasized on making life skills education an inherent part of school education. It stated that education should implant “independence of thought and action, sensitivity to others’ well-being and feelings, learning to respond to new situations in a flexible and creative manner, predisposition towards participation in

democratic processes, and the ability to work towards and contribute to economic processes and social change.” The framework noted that to accomplish these goals classroom learning should be relevant to real life experiences of the students.

The Central Board of secondary Education (CBSE) launched life skills education programme in 2005 as an essential part of the curriculum through Continuous and Comprehensive Evaluation (CCE) for classes VI to X. The board has also developed instruction manuals on life skills for teachers. In Madhya Pradesh, a programme on life skills is being run in the government schools by the UNFPA and the state government. Several such programmes have been undertaken by public or private initiatives throughout the country to enhance life skills of school students in secondary level.

In the Draft Curriculum for Life Skills (Jeevan Kaushal), published in 2019, the University Grants Commission (UGC) aimed at inculcating in students both personal and professional skills. The draft of NCF for School Education 2023 suggests using story telling and team sports as mediums of making students aware of life skills.

### **FOCUS ON LIFE SKILLS EDUCATION IN NEP 2020**

The National Education Policy 2020 comes with a few changes in the education sector, it focusses on enhancing life skills in students as a basic principle of the policy. It states, “Education must move towards less content, and more towards learning about how to think critically and solve problems, how to be creative and multidisciplinary, and how to innovate, adapt and absorb new material in novel and changing fields.” It also includes guidance on the teachers’ role in imparting holistic education as the pedagogy should be inquiry-driven and discovery-oriented; thus, focusing on the skills of critical and creative thinking. The policy proposed that life skills such as communication, cooperation, teamwork, and resilience will be in focus from as early as Early Childhood Care Education (ECCE).

Apart from the direct references to life skills education, focus on 21<sup>st</sup> century skills are to be noted in NEP 2020.

### **TRAINING TRAINEE TEACHERS TO BECOME FACILITATORS OF LIFE SKILLS**

Although the policymakers envisioned for incorporating life skills into mainstream curriculum, it did not happen on a large scale because of failure in implementation. The policies can guide the system, but successful execution of the guidelines depends on all the stakeholders of the system. The teachers, being the most important stakeholder in fulfilment of educational objectives through classroom transactions have a crucial role to play to cultivate these skills in students.

Keeping this view in mind, the National Council for Teacher Education (NCTE) included life skills education in the teacher training courses like Bachelor of Education (B.Ed.) and Master of Education (M.Ed.). Apart from direct inclusion in the syllabus, the National Curriculum Framework for Teacher Education (2009) stresses on peace and value

education, inclusive education and education for sustainable development as it states, “ In order to develop future citizens who promote equitable and sustainable development for all sections of society and respect for all, it is necessary that they be educated through perspectives of gender equality, the perspectives that develop values for peace, respect the rights of all, and respect and value work.”

## **FINDINGS**

Listed below are the findings of this study:

- Life skills education is crucial in holistic development of the students in the 21<sup>st</sup> century schools as traditional skills should be accompanied by new-age skills both in the curricular and extra-curricular activities.
- We find a continued emphasis on life skills enhancement in Indian educational policy documents but there has been a serious lack on the implementation part of it.
- Life skills not only work as making students more confident in several aspects, but these can also be vital in solving the burning issues like anxiety and academic stress.
- Although a few initiatives have been launched by different state and central educational bodies, more effectiveness should be ensured by proper management of these activities.
- As an important stakeholder of school education, teachers must be trained to become the guides who will promote life skills both through curricular and extra-curricular activities.

## **DISCUSSION**

With increase in complexities in modern life, the need for strategical management of these complications is increasing day by day. In the upcoming days it will be crucial for our students to be able to manage their lives efficiently as the world will see rapid advancement almost in every sphere of life. These upgrades will cause a lot of changes both in the social and individual domains of people. The life skills will be crucial to deal with such changes as these will empower students to adapt in a better way and contribute to the society in positive manners. As a school is a miniature of the society and the stepping stone for a child in his/her journey to acquire formal education, this is the most fitting place to start to inculcate the skills that the student will need for the longest time in his/her life. The extremely critical role of instilling these skills in students and monitoring the changes in attitudes and behaviours must be taken up by a teacher. Thus, teacher education should also focus more on the pragmatic ways in which the future teachers can not only guide students with academics but also motivate them to live through the challenges in life.

## **CONCLUSION**

In conclusion, we can say that the teaching-learning process in the classroom should be comprehensive, coming out of the traditional mode of knowledge transfer and embracing the need of the hour, the life skills education. The teachers should be encouraged to promote

life skills through various activities along with their academic responsibilities. Moreover, life skills should be foregrounded and made a part of mainstream classroom discourse. Proper policy and successful implementation can bring in the change to make our students better individuals for tomorrow, for preparing them to face the impending challenges of the changing world. Teachers need to be the torchbearers of this change.

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# ROLE OF B.ED. CURRICULUM IN THE DEVELOPMENT OF LIFE SKILLS IN THE TEACHERS NEEDED FOR THEIR PROFESSIONAL LIFE WITH SPECIAL REFERENCE TO NATIONAL EDUCATION POLICY (NEP) 2020

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## **Abstract**

*Life skills are psychosocial abilities which equip an individual with the competencies to work and live effectively in the society. When teachers have sound life skills, they can instil those skills in the young minds. National Education Policy (NEP) of 2020 has emphasized on inculcating life skills i.e., cooperation, team work, communication and resilience in the students via the instrument of education. This is a qualitative study that aims to find out what role B.Ed. curriculum plays in the development of life skills in the teachers needed for their professional life. For this purpose, the written curriculum for two-year Bachelor of Education (B.Ed.) programme prepared by the Curriculum Committee of the Higher Education Department of the Government of West Bengal following NCTE regulations, 2014 has been considered. Total 19 teachers were selected as the samples through simple random sampling. A self-made structured telephone interview was applied to gather the opinion of the teachers. The results have revealed that the teachers have well developed self-awareness, empathy, creativity, effective communication and interpersonal relationship and stress management skills. For developing the skills of problem solving, decision making and cooperation among the students, the participant teachers use a wide range of teaching-learning methods. 94.74% teachers recommended team work for the students. According to 84.21% interviewees, they have been benefitted by studying psychology in the B.Ed. course as it has helped them in understanding themselves and their students.*

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**Keywords:** Curriculum, Life Skills, NEP 2020

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## **INTRODUCTION:**

In this challenging world where human relationships are becoming complex day by day, life skills act as an armour of the young minds. Skills are necessary to learn from life. Life skill education can connect basic functioning with capabilities. According to WHO, life skills are “The abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life.” Core life skills as identified in 1997 by WHO are: self-awareness, critical thinking, decision-making, empathy, creative thinking, problem solving, effective communication, interpersonal skills, managing emotions and coping with stress.



A curriculum is all educational experiences of the learner in an academic course. According to Hilda Taba, a curriculum is defined as a plan of action or a document in the written form which comprises of the strategies to achieve the desired goals. It focuses on the holistic development of the students. Life skills in the curriculum facilitate systematization, stimulation and consolidation of the process of teaching and learning. Understanding the importance of life skill education, Central Board of Secondary Education (CBSE) has made life skill education compulsory in their curriculum. University Grants Commission (UGC) has also included life skills in their curriculum. National Education Policy (NEP) of 2020 has emphasized the role of life skills education in the education institutions.

Like any other academic curriculum, B.Ed. curriculum includes several life skills. But the question remains how much the curriculum is able to transmit these skills in the students in reality. This study is qualitative in nature which aims to find out how the B.Ed. curriculum helps in the development of life skills in the teachers needed for their professional life.

## REVIEW OF RELATED LITERATURE:

**Rassool and Sharifi (2008)** conducted a research for the preparation of a curriculum of life skills for the Iranian high school students. It was found that their suggested model of curriculum of life skills strengthened the life skills of the students studying in high schools.

**Monyangi (2010)** studied the perception of the teachers towards the implementation of the curriculum of life skills education in public primary schools. The study revealed that life skills played an important role in preventing HIV/AIDS. It also found that the schools had learner- friendly teaching methodologies of life skills education, though the curriculum was not implemented in a organized way. There was lack of in-service training for the teachers teaching life skill education. The curriculum was taught like a co-curricular activity in the schools.

**Jayaram (2019)**, in his quantitative study, discussed about the perception of the teachers regarding life skill development among the students studying at secondary level in Visakhapatnam. The results showed that the teachers had positive perceptions towards the formation of life skills among the students studying at secondary level. This perception didn't vary based on locality of the schools, community or the qualification of the teachers.

**Saravanakumar (2020)**, in his paper, entitled 'Life Skill Education for Creative and Productive Citizens' discussed about life skill education, its aims, importance and benefits, how it can be imparted in the schools. According to him, life skills education can be inculcated among the students through brainstorming, classroom discussions, role play, group work, educational games, simulations etc.

**Gupta and Awasthi (2021)** made a comparison of life skills between male and female B.Ed. students in Sitapur city. Results showed that in science background, male students had better life skills in comparison with female students. While better life skills were observed in female B.Ed. students than male B.Ed. students in commerce background. Life skills were

almost similar in both the genders in the case of arts background.

**Life Skills in National Education Policy (NEP 2020):** NEP 2020 emphasizes on the life skills like team work, resilience, communication, decision-making, problem solving and analytical thinking. Experimental learning forms the basis of NEP 2020. It recommends to shift classroom interaction towards competency-based learning. It says that skills like scientific temper, creativity, innovativeness, evidence-based thinking, oral and written communication, citizenship skills, collaboration, gender sensitivity, digital literacy, ethical and moral reasoning have to be developed in the learners.

**Objective of the Study:** The objective of the study is to find out how the life skills in B.Ed. curriculum have helped in the professional life of the teachers.

**Research Question:** The study is based on the following research question-

How has life skills in B.Ed. curriculum helped in the professional life of the teachers?

**Research Methodology:** This study is based on a qualitative approach. For this study, the curriculum for two-year Bachelor of Education (B.Ed.) programme prepared by the Curriculum Committee of the Higher Education Department of the Government of West Bengal following NCTE regulations, 2014 has been considered. A self-made structured interview was developed which was reviewed and validated by the experts. As the research technique, this interview was applied to 19 school teachers via telephone. The teachers who achieved B.Ed. degree from Baba Saheb Ambedkar Education University (Erstwhile The West Bengal University of Teachers'

Training, Education Planning and Administration) within 2020 and teaching, at present, in a private or government sponsored or government school were selected by simple random sampling and interviewed eventually. Total 4 male teachers and 15 female teachers were interviewed for this study. The advantage of interview technique is that it helps to get in-depth data. The opinions of the participants were put into written words verbatim. The questions were open ended which were favourable while interacting with the thoughts, feelings and experiences of the participants.

The participation of the participants was totally voluntary. Their statements along with their names have been mentioned in the paper with their consent. There were some limitations of this study. Small sample size might lead to erroneous generalization. Moreover, interview technique was time consuming. But the researcher was cautious enough to deal with these limitations.

**Discussion and Findings:** Eight dimensions of life skills were considered for this study which have been discussed below-

## 1. SELF-AWARENESS:

The teachers showed self-awareness by identifying the characteristics of themselves as a teacher. These are- teaching skills, subject knowledge, learner centered teaching, patience,

communication skill, friendliness, approachability, hard work, creativity, adaptability, collaboration, empathy, guidance skill, managerial skill, administrative skill, dedication, discipline, calmness, understanding ability, awareness about the society and the environment, problem solving skill, spontaneity, ability to encourage, assertion, listening skill, person of strong values, confidence, leadership skill, cooperation, helpfulness, enthusiasm, sincerity, ability to be organized, love for the subject of teaching, ability to make learning fun and positive attitude.

84.21% interviewees said that psychology in the B.Ed. curriculum has helped them to understand themselves and their students better. This was another criterion for understanding self-awareness.

In this context, Bidisha Dutta, an assistant teacher in a government sponsored school said “Yes, obviously. It has helped me to understand the psychological concepts, personality traits of the children. It has helped me to know that some children are extroverts while some are introverts and some are overactive...all these differential characteristics of the children and how to deal with them accordingly in the classroom. As a person, the qualities I lack, the areas in teaching e.g., communication skill, the ability of interaction where I need to improve...all these I have learnt from B.Ed. curriculum.”

Despite the differences of opinion, all the participants have agreed that they have learnt the life skills better while teaching in the schools than from theory.

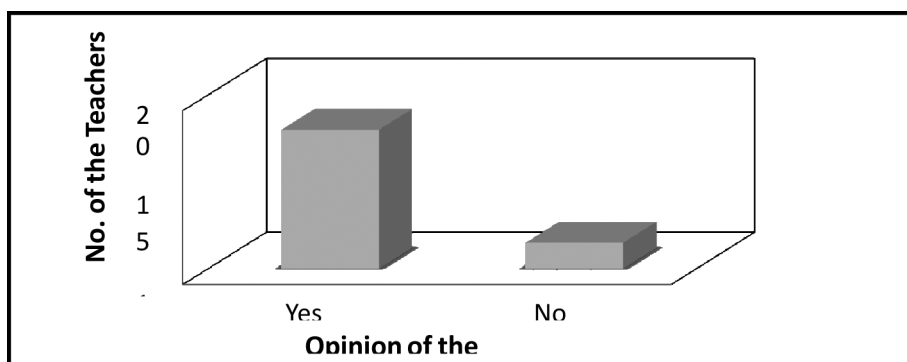


Fig 1. Bar graph showing the whether the psychology in B.Ed. curriculum has helped (Yes) the teachers to know the self and the students or not (No)

**2. Effective communication and interpersonal relationship:** All the teachers opined to have good interpersonal relationship in the school community.

Cooperation was one of the set criteria for measuring effective communication and interpersonal relationship. To develop cooperation among the students, the participant teachers use various group activities like project work, peer learning, group discussion, assignments, field work, sports, gardening, science club and group study.

Avik Dutta, an assistant teacher of a private school said, "Cooperation is the only way to develop the skill of cooperation among the students. As a teacher, if I cooperate with the students, they will learn to develop cooperation." His statement is a reflection of Social Cognitive Learning Theory of Albert Bandura where the children learn by observation.

To measure effective communication and interpersonal relationship, how the teachers interact with the parents was also taken into account. It has been found that parent-teacher meeting is the common way of communicating with the parents in every school. Very few participant teachers engage in other ways to communicate with the parents. Anindita Halder is one of them. She said, "There are some engagement activities for the parents. If the students are assigned project work, that is informed to their parents in parent-teacher meeting and suggestions and their involvement are invited from them. On the special days like foundation day of the school, the member parents from parents' committee play the role of the teachers in the classroom."

Whether the teachers advocate for team work or individual work was another basis for measuring effective communication and interpersonal relationship. 94.74% teachers opted for team work.

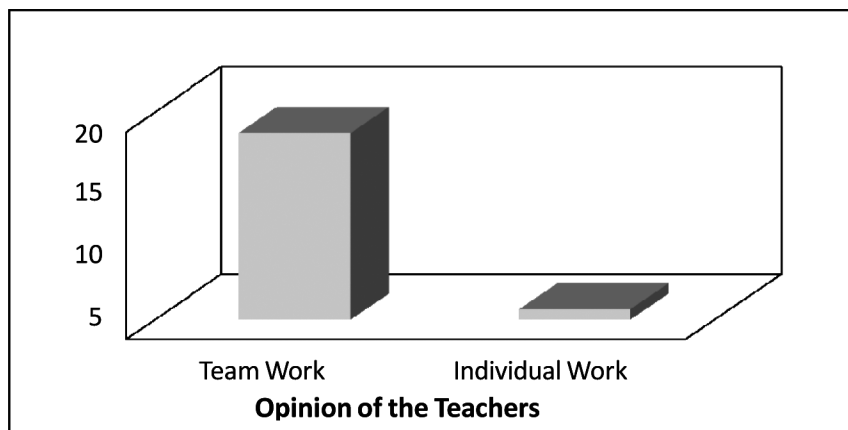


Fig 2. Bar graph showing whether the teachers opt for team work or individual work

- Problem solving and decision making:** For developing problem solving skill among the students, the participant teachers focus on giving problem situation, real life situation, trial and error method, games, project, role play, hands-on activities, brainstorming, mind map, peer learning, group discussion, cooperative learning and debate.

To develop decision making skills among the students, they rely on games, role play, brainstorming, group activities like group discussion and project work, debate. The teachers also allot responsibility to the students or provide real life or hypothetical situation.

4. **Creative thinking:** In case of bringing creativity in the teaching-learning process, the participants mainly used inductive method, role play, games, story telling, realia, working model, films, field work, debate, workshops and art integrated learning.  
Joydeep Ghosh, an assistant teacher in a government sponsored school said, "The exterior angle of a triangle is equal to the sum of two interior opposite angles. For explaining this, I made a mathematical model. Using this model, the students could understand the theorem easily with the help of examples."
5. **Empathy:** To measure empathy, the participant teachers were asked about their point of view about the queer students. All of them showed positive attitude towards them.  
Ranita Majumder, an assistant teacher in a private school said in this context, "It's very normal. They have individual existence. I don't have any problem with that."
6. **Coping with stress:** All the respondents showed positive attitude towards stress management.

## CONCLUSION:

Life skills comprise psychosocial and interpersonal skills. From this study, it is seen that the teachers have shown well developed self-awareness, effective communication and interpersonal relationship, problem solving and decision making, creative thinking, empathy and stress management skills. These skills can be sharpened by continuing professional development and self-learning. Life skills are, in fact, interwoven in the B.Ed. curriculum. The development of the life skills among the teachers through B.Ed. curriculum depends on the execution of the curriculum.

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# OBSTACLES AND ISSUES OF TEACHER EDUCATION IN PRESENT TIME

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## Abstract:

*Over the past years, especially in the last few decades, teaching has changed a lot. We've seen a move towards student-centered classrooms, where the teacher is more of a facilitator rather than a dictator. Instead of teaching the content of the curriculum to a passive audience of students, teachers are trying out new approaches like project-based learning, thinking skills development, and discovery learning. Hence educating a teacher properly in current days is a very crucial matter indeed. A teacher should avail proper techniques to improve himself in this sphere of teaching. Government ministries along with regulatory bodies are very much aware of this. They are ceaselessly applying utmost effort to solve the problems regarding the proper technique of education in respective subjects, but Teacher education centers and the curricula they are based on have a limited emphasis on the development of new educational trends. This paper intends to point out the major problems of teacher education and then tries to suggest few measures for improvements. It is essential to acquire a coherent understanding of the issues and problems and then seek out solutions to the problems. The main aspect of teaching is that the teachers need to be well-prepared in their respected subjects.*

**Keywords:** Improvements, Issues, Knowledge, Problems, Teacher Education

## INTRODUCTION:

There are innumerable issues and problems within the system of teacher education. Preparation of teachers and bringing about improvements within the system of teacher education has been the subject of discussion at all levels, from the government ministries, regulatory bodies, schools to teachers themselves. The main areas, which needed to be improved in terms of teacher education are, curriculum, personal and social skills, competencies, subject knowledge, ICT skills, context sensitivity, and new pedagogy for the global world (Concept of Teacher Education, n.d.)

The major issues and problems are proliferation of colleges of education, seclusion of colleges of education, regional imbalances, alternative modes of teacher education, duration of teacher education programs and the examination system (Concept of Teacher Education, n.d.). The teachers in various levels of education in some cases possess inadequate knowledge and they are not completely aware of the appropriate teaching-learning methods.

## LITERATURE REVIEW:

- Jamwal, B.S. (2012). Teacher Education: Issues and their Remedies. *International Journal of Educational Planning and Administration*, 2(2), 85-90.

This paper intends to seek out the problems of teacher education and then tries to construct few remedies. During the study Jamwal, found that the key problems of teacher education is structure of teacher programme, developing creativity, developing life skills, development of science and technology etc. After studying these problems he makes an effort to construct few solutions based on the major problems. At the end he suggests that the centre and state Government should join hands to improve teacher education for future growth.

- Pandey, D. S. (n.d.). *Professionalization of teacher education in India :A critique of Teacher Education Curriculum reforms and its effectiveness.*

This paper makes an organized inspection of the teacher education curriculum amelioration in India. Pandey also discusses the effectiveness in developing an identity and professionalism in teacher education system of the country. In conclusion Pandey suggests professionalism needs to be installed in each and every phase of teacher training programme from conceptualisation to evaluation.

- Dixit, D. M. (2014). *TEACHER EDUCATION IN INDIA - PROBLEMS AND SUGGESTIONS*. 1(4).The goal of this study is to improve the standard of teacher education in India by concentrating on recent developments and associated challenges. Dixit firstly points out few problems of teacher education programme like institutional inertia, brand equity, quality crisis, and overgrowing establishment, little contribution to higher education, domain pedagogy mismatches, identity crisis, rare innovations etc. After identifying the problems he recommends that teacher education system in India desperately needs revolutionary changes.

## METHODOLOGY:

For the study Meta data has been mainly used, research articles, journals, books, e-content has been explored and analysed thoroughly.

## OBJECTIVES OF THE STUDY:

This study was conducted to achieve the following objectives:

1. To discuss the main problems of teacher education.
2. To suggest Measures for Leading to Improvements in Teacher Education

## PROBLEMS OF TEACHER EDUCATION:

The problems and issues in terms of teacher education have been stated as follows:

- **Problems with selection and short duration:** Classes are organized within the institutions

during the course of these eleventh to twelve months, allowing professors and students to collaborate and acquire the right conceptual understanding. One cannot pick and hire teachers with the necessary skills and abilities if correct selection techniques are not executed properly. Even when they are educated and have the necessary knowledge, people who are burdened by poverty, instability, and vulnerability frequently struggle to accurately portray their skills (Mallica, 2005).

- ***Absence of Growing Creativity, Commitment to the Profession, and Occupational Perception:*** Teachers must use creativity when carrying out tasks and duties, particularly when doing so in the context of their teaching duties. One of the major issues that hinder not only how educational institutions operate but also how effectively teachers transfer necessary knowledge to their students is the absence of developing creativity. In addition to their jobs; the individuals also have a number of employment responsibilities. In the modern world, other than their teaching duties, people also manage their households, care for other family members' needs, keep up relationships with neighbours, and so on. When training is given during the teacher education program, it does not primarily prepare the students for professional goals, and there is a lack of occupational perception.
- ***Lack of subject knowledge, life skills, and student and teacher aptitude:*** The teacher preparation programs now in place do not give student teachers adequate opportunities to develop their competence attributes. The reason for this is that the program's planners are only partially aware of the issues facing educational institutions. Between the instructors' work schedules within the program and the school chosen for teacher development in the training college, there must be harmony. The skills required for personal development and growth are referred to as life skills (Sharma, 2018). Subject expertise is lacking in teacher preparation programs. The knowledge of the fundamental subject is not the main focus of these programs. Therefore, one of the main issues with teacher preparation programs is a lack of subject expertise.
- ***Teaching inconsistency and the department's seclusion in teacher education:*** The educators in teacher preparation programs sometimes lack a thorough understanding of cutting-edge instructional techniques. The teacher education program has grown distant from educational institutions. The teacher education department is not viewed as a centre for the professional development of teachers by the schools, who see it as an alien entity. The people don't know much about the teacher education department and the roles and responsibilities it plays in enhancing the educational system.
- ***Unfulfilling Academic Background of Student Teachers & Inadequate Empirical Research:*** The amount of research done on teacher preparation has been insufficient. Any study that is undertaken is of poor quality, and when the quality of the research is inappropriate, it is obvious that the results will also be inappropriate. Therefore, a difficulty in teacher education is insufficient empirical research. Typically, the student instructors lack a solid intellectual foundation. They typically finish their senior secondary education and then

enrol directly in teacher education programs, which do not give them a solid academic foundation.

- ***Working of Teacher Education Institutions:*** Monitoring how the institutions operate and prevent them from becoming commercial institutions is their biggest task. Conducting an analysis of all the areas that are a part of the operation of the teacher education institutions is often difficult for those interested in this field. Any restrictions on how teacher education institutes operate have detrimental implications.
- ***Globalization and Social Issues, including Value Erosion:*** People are able to connect with each other not only nationally but also internationally because to the effects of globalization and scientific and technological breakthroughs. Particularly when people become more prone to misconduct and exploit contemporary tactics to impose harmful effects, globalization and the weakening of moral standards are viewed negatively. The nation is currently dealing with concerns that are viewed as societal issues. When people are learning, what they are learning should not only be the transmission of academic concepts; Teachers who are knowledgeable about these social concerns will be able to raise pupils' awareness of them.

## MEASURES FOR LEADING TO IMPROVEMENTS IN TEACHER EDUCATION

The measures that are needed to get implemented to bring about improvements in teacher education have been stated as follows:

1. As higher education and technical education within the country has been given recognition and measures are being formulated adequately to bring about reforms and modifications, in the same manner, government needs to obtain responsibility of teacher education.
2. Uniformity among the teacher education institutions must be maintained and confirmed in terms of curriculum, duration and the timings of the program.
3. For this purpose, curriculum development should take place on a continuous basis in accordance to the current trends.
4. On the other hand, when the educational institutions are deficient in terms of resources and proper instructional strategies, this is primarily due to lack of financial resources.
5. The teacher educators have an important role to perform in the case of training and development of teachers.
6. As it has been understood that Information and Communications Technology (ICTs) is considered indispensable in the implementation of tasks and functions.
7. It also means that areas that are reserved for the public sector are also opened to the private sector.
8. In India, all educational institutions and training centres are not considered reputed.

They do not possess proper teaching-learning materials, qualified and skilled teachers are deficient, and there are not implementation of proper rules and policies.

9. Within the educational institutions, there is a need to formulate policies and procedures to ensure that students are made available all the facilities and infrastructure.
10. The NCTE while finalising the structure and the curriculum framework, put into practice two criteria, these are, flexibility and integration flexibility for the mobility of the teachers from one stage to another, from one discipline to another and from pre-service to in-service.
11. Improvements need to be made in the selection procedures of the teachers. The main selection procedures are interviews, group discussions, and entrance tests.
12. There is a need to increase the duration of the teacher education programs to two years.
13. More emphasis need to be put upon practice teaching, so that the individuals are able to generate more confidence in themselves and work to their best abilities to improve their teaching skills.
14. Internship should be of six months and the student teachers are required to obtain complete knowledge in terms of teaching skills as well as the entire functioning of the educational institution.
15. The evaluation procedures in teacher education should be objective, valid and reliable. When any limitations are identified, then it is the job duty of the teacher educators to ensure that measures are adequately put into practice to bring about improvements.
16. Apart from proper teaching-learning methods and instructional strategies, the teachers need to be competent to provide solutions to the problems and difficulties experienced by the students.
17. The teacher educators are required to be professional, especially when they are dealing with students and other members of the educational institutions.
18. Refresher courses need to be organized on a frequent basis for teacher educators. It is vital for them to get engaged in research and reading on a continuous basis.
19. Research is primarily carried out by the teachers in three ways, these are through reading of books, articles and other documents, through searching the internet, one need to look at various articles and documents that are available on the internet and field research is also considered important.
20. This is apparent that more teaching days will enable the teachers to put into practice the teaching and the learning methods in an appropriate manner, so that students are able to learn effectively.

## CONCLUSION:-

This paper identifies issues in teacher education, including short training programs, selection problems, creativity issues, dedication, occupational perception, incompetence, life skills, subject knowledge, teaching inconsistencies, department seclusion, inadequate research, unsatisfactory academic backgrounds, working institutions, globalization, erosion of values, and social issues.

## IMPLICATIONS:-

This research suggests that improving teacher education institutions, focusing on science and technology, achieving constitutional goals, value education, social issues, restructuring programs, and developing creativity are crucial solutions for quality improvement. These solutions can benefit governments, researchers, educationists, policy-makers, schools, colleges, universities, and training centers. Additionally, promoting professional abilities, recruitment, job security, and creating a safe, pleasant, and amiable working environment are essential.

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# THE NEW EDUCATION POLICY-2020: TOWARDS A DIGITAL FUTURE

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## Abstract:

*In India, digitalization is emerging at a faster rate with increase in internet penetration, and has a significant impact on the Indian Education System. NEP 2020 recognizes the importance of digital learning at all levels from school to higher education and aims at mitigating the downside. This paper aims to give an idea about digital learning and technology, its importance in teacher education, challenges to be faced in the process of digitalization and ways to alleviate them. The paper discusses the urgency of preparing teachers so that they can best suit themselves to the changing times and the shift from the traditional method to the digital world can take place effortlessly. It has been found that digitalization ensures greater participation in the overall learning process. Teachers play an important role as facilitators in the digital classroom through creation of contents and providing a learning atmosphere. Educating teachers through digital methods to training teachers to apply the methods in classroom, the journey should be noteworthy. Lastly, the emerging trends in educational technology and its impacts are also discussed. Now, the question still remains whether digital classrooms can totally replace traditional classrooms or blended mode of education is the desired one.*

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**Keywords:** Digitalization, NEP 2020, Teacher Education, Challenges, Digital classroom, Educational Technology, Blended mode.

## INTRODUCTION:

Digitalization in education refers to the creative use of digital technologies and innovations in the teaching-learning process. It plays a pivotal role in education starting from primary schools, colleges and universities. The process of integrating technologies into education started long back with the advent of digitization and was evolving at a slower pace until 2020, when the COVID-19 pandemic hit the world. The educational sector suffered a major setback and transition from traditional classrooms to virtual classrooms was of utmost importance. The significance of digitalization in this new era was recognized and in this regard the new educational policy of India, NEP 2020 recommends few initiatives that are needed to be taken, acknowledging the potential threats. Alongside, cheap availability and easy access lead to the increase in internet penetration rate from nearly 4% in 2007 to 48.7 % in 2022, in India. Now the aim is to make the best use of technological advancements and bring about considerable development in the field of education. The role of teachers in learning in the digital age is unparalleled and the shift in the teaching-learning process will be hassle free only if the teachers can gain suitable expertise. This change in the system puts emphasis on creativity and innovation. In this dynamic educational environment, teacher acts as a bridge which connects students to technology.

## **OBJECTIVES:**

This paper aims to analyze the importance of digitalization in education. It examines the need for digitalization in Teacher Education. Also, it explores the challenges to be faced in the process of digitalization and discusses the probable solutions. The paper evaluates the impact of educational technology in present times and the potential impact of NEP-2020, towards digitalization in teaching-learning process. Lastly, it proposes meaningful contextual suggestions for quality digital future and the importance of blended mode of learning.

## **RESEARCH METHODOLOGY:**

The present study is conceptual and purely analytical. The data is based on information which is collected from national journals, international journals, books, published reports and other websites and is analyzed. The recent policy document on education is examined thoroughly for the purpose of the study.

## **IMPORTANCE OF DIGITALIZATION IN EDUCATION:**

According to UNESCO, 1.37 billion students in 138 countries all around the globe have been affected, since the outbreak of COVID-19 began, by the closure of schools and universities. Nearly 60.2 million school teachers and university lecturers were unable to take classes in the classroom. Since the whole country went under lockdown, e-education was the best and the only option left. Online video conferencing platforms such as Zoom, Skype, Google Classroom, Meet, helped in continuation of the teaching learning process.

With the aim of making education more accessible, digital educational system is flourishing day by day. Digital learning offers students to gain control over the place, time and pace of learning. Arisoy, B. (2022). With e-learning programs, education crossed several barriers and made learning mobile, engaging and interactive. Digital learning can be personalized depending upon the demand, speed and capability of the student. As traditional classrooms are time-bound, there is lesser scope for remedial teaching. Use of digitalized tools also makes students smarter. It sharpens their critical thinking skills and they learn to explore by themselves. It gives them opportunities to develop independent research ideas, boosting their self-confidence. Real-time evaluation of performances and auto-generated reports eliminates bias, is more reliable and less time consuming. It helps students measure their own progress. In contrast to the traditional classroom, where the teaching-learning material used were charts, models and blackboards, the digital era brought in the use of videos, power-point presentations, animations which develops interests among the students.

In India, 83% of the kids aged between 13 and 17 years old have access to smartphones, as per the McAfee's Global Connected Family Study Bureau, Mumbai (2022). The data showed a hike from 2014-15 report to 2022 report. Education must make a good use of this

facility, which is only possible through development of engaging learning platforms and an educator to guide them.

Moreover, Artificial intelligence (AI) is becoming an integral part of our everyday lives. Chen,

L. (2020). The advent of Google Bard, Midjourney, ChatGPT and Canva's magic features is transforming industries and reshaping the way we work, learn and communicate. These technological advancements highlight the importance of incorporating AI education into the curriculum to prepare students for the changing times. AI has the potential to personalize each student's learning experience. With AI, student performance, their strengths and weaknesses can be analyzed to create customized lesson plans and assessments. It also assists educators by providing automatic grading opportunities, saving time.

### **NEED FOR DIGITALIZATION IN TEACHER EDUCATION:**

Technology can never replace the role of a teacher. It only leads to the modification of responsibility. Teachers now act as a facilitator than as an autocratic master. Fitria, H. (2020). The shift from "Teaching using Blackboard" to "Teaching on Screen" is not easy and requires special training. The fact that cannot be denied in this changing time is that all of a sudden the teachers are forcefully imposed with online education models, without effective planning and training. Thus professional development of the teachers became critical and should be prioritized Rosa, S. (2020). Here comes the need for teachers to develop digital literacy. They should be good with technology and should know how to develop materials that can be used over e-learning platforms. Managing online classrooms requires a different skillset. In online classrooms students get much freedom and have a liberty to join or leave the session. Thus, it is the duty of the teacher to keep them active and aware in online classrooms.

To make teachers proficient users of new technologies, courses should be included in teacher education programs that will help them develop their technical skills. Students now have easy access and can retrieve information from several resources like YouTube and other EdTech platforms. Simply searching an answer in Google does not promote deep thinking. Teachers should teach students to learn how to evaluate and question their sources. They must come up with innovative ideas and push students to acquire new levels of creativity. The teacher should acquaint the students with the concept of anti-plagiarism and cyber bullying, which is gaining world-wide concerns.

### **CHALLENGES:**

In most developing and underdeveloped countries, the process of digitalizing the entire education system is facing a huge challenge. We have seen how with each passing day, education is becoming considerably dependent upon digital technologies. But in a country where digital divide between the privileged and deprived is massive, the role of traditional classrooms cannot be neglected. While we consider digital learning as the future

of education, a considerable chunk of our population still lacks the necessary resources such as infrastructure, suitable device or they belong to low-socio economic background where digital literacy is yet to penetrate. Though NEP 2020 gives emphasis on digital education, to accomplish the objectives, suitable measures are needed to be taken, beginning with robust infrastructure and connectivity in remote and semi- urban regions of the country.

The next challenge lies in the implementation of educational technologies at all levels starting from schools, colleges to higher educational institutes. Zagami, J. (2018). Higher educational institutions are not properly equipped to transfer learning through online mode. Gohain, M. (2022). According to UGC, institutions offering online courses should develop their own learning resources. Despite of that, some institutions are outsourcing and taking learning material from other sources, decreasing the efficacy of the process. Also, institutions are not collaborating among themselves.

Science education through online mode necessitates the use of virtual labs and schools and universities are failing to develop them, which is becoming a major setback in the teaching- learning process.

With drastic shift in the teaching-learning mode, during the pandemic, the teachers who had very little experience and training had to switch from face-to-face interactive teaching to distance teaching mechanisms. Gandi, R. (2021). They had difficulty in adapting with online teaching tools and technology. Still now, relevant progress is not seen in teacher training programs.

### **PROBABLE SOLUTIONS:**

Effective educational technology strategies must link the “Three Ts”- teaching, technology, and use of time to bring in improvements and to ensure that all students benefit from the opportunity that digital learning has to offer Seethal, K. (2019). The digital divide should be narrowed down by development of cost effective EdTech software. The connectivity issues in the rural areas can be readily solved by suitable governmental initiatives. Opportunities should be provided to students to make easy access of technologies. Proper facilities need to be set up. Schools, colleges and higher educational organizations should collaborate and assist each other in development of resource materials. Initiatives should be taken to groom the teacher-students and courses should be included in teacher education programs that will enhance their professional skills.

### **IMPACT OF EDUCATIONAL TECHNOLOGY IN PRESENT TIMES:**

Fusing technology with education is a modern technique and an innovative approach used by educators. It has a huge impact on the learning process and outcome, which is both positive and negative. Positive impacts include personalization of courses of study, huge range of connectivity among teachers and students, decrease in human labor and many more. It is needless to mention that it is less time consuming, more effective in the faster pacing world and has changed the work life and personal life of individuals to a great

extent. But educational technology has also taken a toll on the health of the teachers and students. It increases tension and anxiety, as teachers are forced to be creative. They are pressurized to acquire technological skills, even when there is lack of technical resources and equipment necessary. Fernández- Batanero, J.M. (2021). Students also become addicted to devices and become dependable. Oftentimes they fail to make proper use of technologies and become ignorant in classrooms.

### **Potential Impact of NEP-2020: Towards digitalization in Teaching Learning process:**

Education plays a powerful role in deciding the nation's future and destiny of the people. The newest education policy, NEP-2020 addresses the growing developmental needs of the country. It focuses on easy access, equity, accountability and quality education. Digitalization introduces flexibility and lifelong learning and thus is an essential and significant aspect of this policy. The policy takes into account the benefits of merging technology with education which includes low cost, quick access, easiness, and flexibility. Saileela, et al. (2020). As per the recommendations, proper use of online teaching platforms like SWAYAM, DIKSHA will benefit both teachers and students by providing structured and user-friendly learning environment, with easy monitoring facilities. Reliable apps for assessment will facilitate easy and continuous evaluation of students. It also emphasizes on gamification of learning through introduction of student-appropriate

gaming apps. Digital libraries will provide extensive educational materials such as e-books, journals, articles, and multimedia contents which being easily accessible and cost-effective will have a greater reach. Virtual labs will provide quality experiment based learning experience. The policy talks of setting up a dedicated unit which will look after the e-education needs of both school and higher education. Thus, the focus should be on right implementation of NEP-2020 as it will strengthen social well-being and will have a huge impact on improving the quality of life.

### **MEANINGFUL CONTEXTUAL SUGGESTIONS FOR QUALITY DIGITAL FUTURE:**

To build a powerful digital future, the first priority should be of providing cost effective internet services that will reach all parts of the country including the rural areas. Along with that, appropriate devices must be provided to students and teachers. Schools and higher educational institutes should invest in development and proper maintenance of their digital infrastructure. Digital libraries should provide with enriching contents that will encompass various courses. Institutions should prepare their own educational materials. Instructions should be available in all Indian languages. Innovative learning apps must be designed that will encourage playful learning instead of monotonous learning platforms. It should provide sufficient opportunities for the student-teacher interaction, encouraging collaborative and cooperative learning. Several awareness programs must be arranged. They should make good use of the existing mass media such as radio and television for this purpose. Teachers should be made digitally competent through proper training so that they can engage their students over digital platforms. Teaching materials should be individualized and students



should be allowed to learn at their own pace. Frequent assessments will help to reduce distractions. Parents should also be guided and proper counseling is necessary. Also, the optimization of the screen time is essential, keeping in mind the effects of device addiction.

### **BLENDED MODE OF LEARNING:**

The blended or hybrid mode of learning is an adaptive technique essential in the time of digital revolution. It is the combination of digital learning tools with traditional face-to-face classroom learning. In these changing times, where digitalization is an ongoing process and digital divide is a major concern, blended mode of learning can be an effective solution. While promoting digital learning, NEP-2020 also gives importance to in person learning. Blended mode of learning

provides better interactional opportunities which will help students develop their social skills as well as focus on their psychomotor and affective domain. It provides better opportunity in case of experiential learning. Virtual labs are stills under development and courses which need hands-on training must use blended approach.

### **FINDINGS:**

In the study, we have found that digitalized education system caters to the individual needs of the student. It connects teachers and students across the globe. These days, more number of students is having access to smartphones and this facility needs to be utilized in the right manner. The first step to bring digitalization in the classrooms is to prepare tech-friendly teachers by incorporating digitalization into teacher education. The NEP 2020 strongly recommends the use of digital learning systems, keeping in mind the upcoming challenges that need to be dealt with. The prime concern is to reduce the digital divide. We have also noticed that digital education improves the quality of life, benefiting both teachers and students. Until the digital gap is mitigated and the suitable infrastructural changes are made, blended mode of learning can be useful.

### **CONCLUSION:**

Digital learning is the need of the hour. With the increase in smart-phone users rising to 85%, digitalization is no longer a far-fetched dream. Digital media today is the blend between the classical and conventional way of learning. If the negative impacts can be minimized, it is the future we aspire for. Considering probable outcomes, NEP 2020 strongly recommends the integration of technology into education. As of now, the blended mode of education can be a suitable option. Subjects which need hands-on training cannot depend upon digital learning entirely. Digitalization brings in more hopes and opportunities for the academicians and researchers.



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# INNOVATIONS AND CHALLENGES FOR TEACHER EDUCATION: PREPARING QUALITY TEACHERS FOR A DYNAMIC WORLD

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## ABSTRSCT

*Teacher education programs must adapt and innovate as the educational landscape changes continuously to meet the demands of a world that is changing quickly in order to develop highly successful educators. In this article, we examine some of the new developments in teacher education that have the potential to influence pedagogy in the future. We explore a variety of transformative techniques, such as project-based learning, personalized learning pathways, cultural competency training, collaborative learning spaces, and technology integration. In order to provide teachers with the abilities and information necessary to thrive in the various and technologically advanced educational environments of today, this article examines the dynamic landscape of advancements in teacher education programs. We identify the important trends and tactics influencing teacher training, drawing on a thorough analysis of the literature and contemporary practices. We then try to identify potential challenges and pitfalls of those innovative trends and tactics for a well-rounded teacher education program.*

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**Keywords:** Innovation, Teacher education, Learning, Training, Pedagogy.

## INTRODUCTION

In today's fast-paced world, factors such as rapid technological advancements, changing demographics, evolving student needs, and global interconnectedness are reshaping the way we think about education. In this shifting terrain, the role of educators has become more pivotal than ever before. As education embraces the digital age and becomes increasingly diverse and inclusive, the demand for skilled and adaptable teachers has grown exponentially. The need for innovative teacher education programs that can equip educators with the tools and mind-set to thrive in this evolving landscape is evident.

This this article, we will journey through the various dimensions of innovative teacher education, highlighting the challenges and opportunities it presents, and emphasizing the crucial role that teachers play in shaping the future of education. Throughout this exploration, we will examine the pivotal elements that define this evolving landscape, such as technology integration, shifts in pedagogical approaches, the importance of cultural competence, and the demand for lifelong learning. By analyzing these factors, we aim to provide a comprehensive overview of the contemporary educational milieu and the reasons why teacher education programs must adapt and innovate to meet its demands.

## **PROJECT-BASED LEARNING (PBL)**

PBL in teacher education serves as a bridge between theory and practice, providing future educators with valuable experiences and skills that they can apply in their own classrooms. Here, teacher trainees engage in projects or tasks that simulate actual teaching experiences. It fosters a deep understanding of teaching and learning while promoting critical thinking, collaboration, adaptability, and a commitment to ongoing professional growth. The seven steps of PBL consist of: (1) the formulating the expected learning outcome, (2) understanding the concept of the teaching materials, (3) skills training, (4) designing the project theme, (5) making the project proposal, (6) executing the tasks of projects and (7) presentation of the project report. Buck Institute for Education (Novato, CA, United States) provides various case studies illustrating successful PBL implementation in K-12 classrooms. For instance, in the “Water for Life” project, the teacher trainees engaged high school students in investigating local water quality issues and proposing solutions. In the same spirit, a middle school science class can be directed to conduct a PBL project on biodiversity by researching the local ecosystem, collecting data, and proposing conservation strategies. New Tech Network (California) showcases several success stories, including a project where high school students can be asked to design and build sustainable tiny houses, integrating science, math, and design principles. In the same spirit, students can be asked to explore their local community’s history through interviews, research, and presentations, resulting in a multimedia project.

## **PERSONALIZED LEARNING PATHWAYS IN TEACHER EDUCATION**

Personalized learning pathways cater to individual learners’ needs, preferences, and learning styles. Western Governors University’s Teachers College offers personalized learning pathways for teacher candidates, where they progress at their own pace, accessing course materials, assessments, and support as needed. Graduates report higher levels of confidence and readiness to adapt to diverse classrooms and teaching situations. Teach For America (a non-profit organization) incorporates personalized pathways in its training model, allowing participants to choose professional development modules based on their classroom needs. This innovation leads to individualized skill development in desired focus area, increased autonomy, continuous professional growth, data driven decision making and culturally responsive teaching.

## **CULTURAL COMPETENCY TRAINING**

Cultural competency training helps educators to effectively engage with diverse student populations. This training equips future teachers to recognize and mitigate unconscious bias that may affect teaching practices and helps them to create inclusive and equitable classroom by developing curricula that incorporate diverse perspectives and experiences, making learning materials culturally relevant. Stanford Graduate School of Education offers a course that combines cultural competency training with technology, using virtual reality

simulations to immerse teacher candidates in diverse classroom scenarios. University of Washington College of Education integrates cultural competency training with service-learning experiences, allowing teacher candidates to work directly with culturally diverse communities. Intercultural Development Inventory (IDI) is an assessment tool used to measure intercultural competence. Some teacher education programs incorporate IDI assessments and coaching to help future teachers better understand their own cultural competencies and areas for growth.

## **COLLABORATIVE LEARNING SPACES IN TEACHER EDUCATION**

Collaborative learning spaces represent physical or virtual environments designed to facilitate collaboration, interaction, and active learning among teacher candidates. The collaborative space can either be physical or virtual. Physical Collaborative Spaces are physical classrooms or dedicated areas within teacher education institutions where teacher candidates can engage in group activities, discussions, and project work. These spaces are often flexible, with movable furniture and technology infrastructure to support collaboration. Virtual Collaborative Spaces: Virtual learning management systems and online platforms facilitate collaboration among teacher candidates, enabling them to engage in discussions, share resources, and work on group projects remotely. They promote active learning, collaboration skills, technology integration, diverse perspectives, and reflective practice. Stanford Teacher Education Program includes collaborative learning spaces where teacher candidates engage in “teaching circles” to discuss pedagogical innovations and receive feedback from peers and mentors. University of Michigan School of Education’s learning spaces incorporate technology and flexible seating arrangements, enabling teacher candidates to collaborate on projects, conduct virtual lessons, and explore innovative teaching methods.

## **TECHNOLOGY INTEGRATION**

Technology plays a pivotal role in contemporary teacher education, driving innovation and reshaping how educators are prepared for the challenges of modern classrooms. Technology offers a wealth of digital learning materials, including e-books, educational websites, and open educational resources (OERs). These resources enrich teacher candidates’ access to information and innovative teaching strategies. Educational software, simulations, and gamified learning platforms engage teacher candidates in interactive and experiential learning. These tools promote innovative teaching methods and critical thinking skills. Online learning management systems like Moodle, Canvas, and Blackboard provide centralized hubs for course content, assignments, and collaboration. They facilitate innovative pedagogical approaches, such as blended learning and flipped classrooms. Virtual classrooms and video conferencing platforms enable synchronous and asynchronous online instruction. They promote innovative practices in remote teaching and learning.

Harvard Graduate School of Education incorporates technology through the use of video

analysis platforms. Teacher candidates use these tools to reflect on their teaching practices and receive personalized feedback. The MIT Teaching Systems Lab focuses on developing digital tools and platforms to enhance teacher education. Their “Teacher Moments” platform uses video analysis to help teacher candidates critically evaluate their teaching techniques and innovate their methods. The outcomes of technology-infused teacher education include innovative teaching practices, digital literacy, a global perspective, and adaptability, equipping educators to thrive in an ever-evolving educational landscape.

## **DATA DRIVEN INSTRUCTION**

Data-driven instruction equips future educators with the skills and strategies to improve student learning outcomes. This approach involves using student performance data to inform and adapt instructional practices. Several successful examples illustrate how data-driven instruction aids teacher education:

Teacher Education Program at the University of Kansas incorporates data-driven instruction and Response to Intervention strategies. Teacher candidates learn to analyze student data to identify those who may require additional support and then design and implement targeted interventions. The Data Wise Project at Harvard University provides training and resources for educators, including teacher candidates, to effectively use data in decision-making. By applying data-driven practices, candidates learn to assess student progress and adjust instruction accordingly, resulting in enhanced learning outcomes.

## **SOCIAL EMOTIONAL LEARNING (SEL)**

SEL equips future educators with the knowledge and skills to support the emotional and social development of their students. SEL training enables educators to effectively manage classroom behavior, reduce disruptions, and foster a sense of belonging among students. As SEL emphasizes the importance of building strong relationships with students, teacher candidates learn how to connect with their students on an emotional level, which can lead to increased trust, engagement, and cooperation in the classroom. SEL training promotes empathy and cultural competency, helping future educators understand and appreciate the diverse backgrounds and experiences of their students. SEL training emphasizes self-care and stress management for educators. Future teachers learn strategies to cope with the demands of the profession and maintain their own emotional well-being, reducing the risk of burnout. SEL training equips future educators with conflict resolution skills, enabling them to address conflicts among students effectively and teach students how to resolve conflicts peacefully. The Collaborative for Academic, Social, and Emotional Learning (CASEL) has launched the Teacher Preparation Initiative, which supports teacher education programs in integrating SEL competencies into their curriculum. Participating institutions, like the University of Illinois at Chicago, have reported that SEL training has enhanced teacher candidates’ abilities to build strong relationships with students and manage classroom behaviour effectively. Emory University’s Program in SEL and Moral

Education offers a graduate program that focuses on SEL and moral education. Responsive Classroom Approach: Lesley University advocates the Responsive Classroom approach. This approach emphasizes SEL as a foundation for effective teaching. Graduates of these programs are trained to integrate SEL practices into their teaching, resulting in improved classroom management and student engagement. Urban Teacher Education Program at Rutgers University include SEL as a core component. Graduates are better prepared to teach in diverse and often challenging urban environments by fostering social and emotional skills in their students.

### **MICRO-CREDENTIALING AND STACKABLE CERTIFICATIONS:**

The development of micro-credentialing systems offer educators the opportunity to earn digital badges or certifications for specific skills and competencies, these systems introduce flexibility, personalization, and relevance to professional development. Teachers can now tailor their learning journey to address their unique needs and interests, fostering a culture of continuous improvement. Moreover, micro-credentials shift the focus from time-based to competency-based learning, encouraging educators to demonstrate their proficiency through evidence-based assessments. This innovation aligns with the evolving demands of the education landscape, providing a cost-effective, stackable, and recognized pathway for educators to enhance their expertise, advance their careers, and ultimately benefit the students they serve. Various institutions offer specific certifications in environmental education. These programs equip teachers with the knowledge and skills needed to effectively integrate environmental topics into their teaching. For instance, the National Environmental Education Foundation (NEEF) offers a certification program that helps educators incorporate environmental content and outdoor learning experiences into their curricula.

### **WELLNESS PROGRAMS AND TEACHER RESILIENCE**

These programmes innovate teacher education by recognizing that a teacher's capacity to inspire and educate effectively is closely tied to their personal well-being. By offering strategies for stress management, self-care, and resilience building, teacher candidates are equipped to navigate the complex demands of the profession while fostering a positive and healthy school environment. These innovations also encourage a shift from a solely content-focused approach to a more comprehensive one that addresses the social and emotional aspects of teaching, ultimately improving teacher retention, classroom effectiveness, and student outcomes. Teacher education programs like the University of California, Los Angeles (UCLA) incorporate mindfulness and resilience workshops into their curriculum, providing teacher candidates with practical tools to manage stress and promote their well-being. University of Michigan's School of Education, offer mental health training that prepares teacher candidates to recognize signs of mental health issues in students and respond appropriately, contributing to a holistic approach to education. Programs like



the Teacher Resilience Project in Australia create peer support networks among teachers to share experiences. University of Washington, collaborate with wellness organizations and experts to offer comprehensive well-being programs that cover stress management, nutrition, and physical fitness, ensuring a holistic approach to teacher preparation.

## **SOME THOUGHTS ON THE POTENTIAL CHALLENGES OF THE ABOVE MENTIONED INNOVATIVE PRACTICES**

### ***On Project Based Learning (PBL)***

- Designing fair and valid assessments, PBL can be challenging. Educators may struggle with grading rubrics that accurately reflect students' learning and mastery of content.
- PBL requires time for in-depth exploration and reflection, which may clash with tight curriculum schedules and standardized testing pressures.
- Providing necessary resources, materials, and technology for PBL projects can be a challenge, particularly for schools with limited budgets.
- Not all students may initially respond positively to PBL. Motivating and engaging every learner can be a challenge.
- Assessing skills such as collaboration, communication, and critical thinking can be subjective and complex.
- Ensuring that PBL projects align with academic standards and learning objectives can require careful planning and alignment.

### ***On Personalized Learning Pathways in Teacher Education***

- Personalized learning can result in varying educational experiences for teacher candidates, making it challenging to establish standardized assessments and evaluate program effectiveness consistently.
- Personalized learning demands flexibility in scheduling and pacing, which can be difficult to accommodate within the constraints of teacher education programs with set curricular timelines.
- Establishing clear criteria for evaluating the success of personalized learning programs and holding teacher education institutions accountable for outcomes can be complex.
- Striking a balance between giving teacher candidates autonomy in their learning paths and ensuring that core competencies are adequately covered in the curriculum can be a delicate process.

### ***On Cultural Competency Training***

- Trainee teachers may develop a superficial or tokenistic understanding of cultural competency, focusing on stereotypes or surface-level differences rather than engaging deeply with the complexities of diverse cultures.

- Encouraging trainee teachers to reflect on their own biases and privilege can be met with resistance, as some individuals may find it uncomfortable or challenging to confront their own prejudices.
- Misguided attempts at cultural competency can lead to cultural appropriation, where trainees adopt elements of another culture without understanding or respecting their significance, potentially perpetuating stereotypes or disrespecting traditions.
- Trainee teachers may struggle to apply their cultural competency knowledge in real classroom settings, particularly if they lack guidance on practical strategies for fostering an inclusive and culturally responsive learning environment.
- The limited time available in teacher education programs may restrict the depth and breadth of cultural competency training, making it difficult to cover essential topics and engage in meaningful reflection and practice.
- Focusing too heavily on cultural differences can inadvertently reinforce stereotypes and essentialize cultural groups, rather than fostering a deeper understanding of the individuality and complexity within each culture.
- Assessing trainees' cultural competency can be challenging, as it requires evaluating attitudes, behaviours, and practices that do not always have clear and quantifiable measures.
- Trainees may experience fatigue or burnout from the constant emphasis on cultural competency, particularly if it is perceived as an additional burden alongside their regular coursework and teaching responsibilities.

### *On Collaborative Learning Spaces*

- Unequal access to technology and digital resources among trainee teachers can impede collaborative learning efforts, particularly in the digital age where technology is a key enabler of collaboration.
- Trainee teachers have diverse learning styles and preferences, making it challenging to design collaborative learning spaces that cater to everyone's needs and preferences.
- Faculty members may require training and support to effectively facilitate collaborative learning experiences, as these methods differ from traditional lecture-based instruction.
- Designing fair and effective assessment strategies for collaborative learning can be challenging, as it often involves assessing both individual and group contributions.
- Collaborative learning may lead to conflicts among trainee teachers, requiring mechanisms for conflict resolution and effective group dynamics management.
- Allocating the necessary resources, including technology, space, and faculty time, to support collaborative learning initiatives can strain institutional budgets.
- Ensuring that collaborative assessments truly measure trainee teachers' knowledge and skills rather than just their ability to work within a group can be a challenge.

### ***On technology Integration***

- Socioeconomic factors can exacerbate the digital divide, where some trainees may lack the necessary tools or internet connectivity to effectively participate in technology integration training.
- Ensuring that technology integration aligns with sound pedagogical principles can be challenging, as trainees may focus on the technology itself rather than how it enhances learning.
- Faculty members may require training and support to effectively deliver technology integration training, particularly if they are not well-versed in the latest educational technology tools and practices.
- Designing fair and effective assessments for technology-integrated lessons can be challenging, as it often involves assessing both technological skills and content knowledge.
- Trainees may encounter technical issues during technology integration, and a lack of readily available technical support can disrupt their learning experiences.
- Trainee teachers may overuse technology or rely on it as a crutch, potentially neglecting other critical aspects of teaching, such as classroom management and pedagogical techniques.
- Trainee teachers may not fully understand the ethical implications of technology use in education, potentially leading to misuse or inappropriate behaviors in online or digital environments.
- Using technology in the classroom may raise privacy and security concerns related to student data, requiring careful consideration of data protection and ethical issues.

### ***On Data Driven Instruction***

- Trainee teachers may become overwhelmed by the sheer volume of data available, making it challenging to identify which data points are most relevant for informing instructional decisions.
- Data-driven instruction can inadvertently perpetuate biases if not used carefully. Trainees must be aware of the potential for bias in data and strive to ensure equitable outcomes for all students.
- Data-driven instruction may lack the contextual insights needed to fully understand students' unique needs and experiences, as data often provide an incomplete picture of the whole child.

### ***On Social Emotional Training (SEL)***

- Assessing the social and emotional development of the trainee teachers can be challenging, as it often involves subjective measures and qualitative data that can be difficult to quantify or standardize.

- Trainee teachers may resist the incorporation of SEL into their teaching practices if they perceive it as a departure from traditional academic instruction or if they are already overwhelmed with other pedagogical demands.
- Balancing the integration of SEL with academic content may pose challenges for trainee teachers, as they need to find meaningful ways to incorporate SEL into subject-specific instruction.
- The demands of teaching can be stressful, and trainee teachers may face challenges in managing their own social and emotional well-being while also supporting their students' SEL needs.
- Measuring the impact of SEL training on trainee teachers' instructional practices and their ability to support students' social and emotional development can be complex and may require ongoing evaluation.

### *On Micro Crediting and Stackable Certification*

- Micro-credentialing and stackable certification can fragment the learning experience, potentially causing trainee teachers to focus on isolated skills or competencies at the expense of a holistic understanding of teaching.
- Micro-credentialing may lack standardization, leading to variations in content, rigor, and assessment quality across different micro-credential providers, which can undermine their credibility.
- Trainee teachers may become overly specialized or narrowly focused on specific micro-credentials, potentially missing out on a well-rounded teacher education that addresses a broad range of competencies.
- Trainee teachers pursuing multiple micro-credentials may prioritize meeting certification requirements over gaining practical classroom experience, potentially resulting in a disconnect between theory and practice.
- The proliferation of micro-credentials and stackable certifications may lead to credential inflation, where the value of individual certifications diminishes, and employers become uncertain about their significance.

### *On Wellness programs and teacher resilience*

- Providing comprehensive wellness programs and resilience training may require significant resources, including funding for workshops, counseling services, and mental health support, which could strain program budgets.
- Trainee teachers come from diverse backgrounds, and wellness programs should be culturally sensitive and inclusive, which may require specialized training for program facilitators.

- Ensuring that wellness programs and resilience training maintain a high standard of quality and relevance can be challenging, as program content may need to adapt to changing needs and emerging research.

## CONCLUSION

In this article we have examined a diverse array of innovative teacher-training practices and highlighted the inherent challenges and pitfalls associated with their implementation. While these innovations hold great promise in enhancing teacher education, it is imperative to navigate these challenges with thoughtful consideration. By acknowledging the potential obstacles and actively addressing them, teacher education programs can harness the transformative power of these innovations to better prepare teachers for the dynamic and complex educational landscape of the 21st century. Embracing a forward-thinking and adaptable approach, while upholding the core principles of effective pedagogy, ensures that teacher preparation remains a dynamic and responsive field, ultimately benefitting both educators and the students they serve.

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# ON ADDRESSING THREE EMERGING CHALLENGES IN TEACHER EDUCATION

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## Abstract

*Teacher education is a constantly evolving field, and there are several emerging challenges that need to be addressed to ensure that teachers are prepared for the changing needs of students and society. This paper explores the key emerging challenges in teacher education to find some ways in which they can be effectively addressed.*

*One of the key emerging challenges in teacher education is digitalization. Teachers need to be trained in the use of digital tools and technologies, and they need to be able to effectively integrate them into their teaching practices. This paper aims to find whether drawbacks of the existing technology itself is hindering its adoption as a tool for the teaching-learning process, by analyzing the views of teacher trainees on issues like privacy, effectiveness of digital tools in education, and how it affected their adoption of such tools for their learning.*

*The need for inclusive and diverse education is becoming increasingly important. Teachers need to be trained in how to effectively teach students from diverse backgrounds and with diverse learning needs. But much of multiculturalism develops from the ground up and thus this paper tries to understand how exposed the survey participants are to cultural elements different to their own and whether they agree that more innovative additions in teacher training curriculum are needed to promote diversity in education.*

*Finally, teacher retention is an emerging challenge in teacher education. Many teachers are leaving the profession due to low pay, high workload, and lack of support. To understand this challenge in a more localised context, we study in-depth the opinions of teacher-trainees on these issues.*

*These emerging challenges in teacher education require innovative solutions. By addressing these challenges, we can create a more effective and inclusive education system that prepares teachers for the challenges of the 21st century.*

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**Keywords:** teacher education, emerging challenges, digitalization, inclusion and diversity, teacher retention, scientific analysis, innovative solutions.

## INTRODUCTION

Education is a fundamental human right and a key driver of social and economic development. However, the education sector faces many challenges in the 21st century, such as rapid technological changes, increasing need to promote diversity, and high attrition rates among teachers.

The challenges of digitalisation, inclusivity, and teacher retention are not new, but they have become more prominent and complex in the context of the 21st century. Trends such as globalization, urbanization, migration, environmental issues, and social unrest



have profound implications for education, as they create new demands and expectations for learners and educators.

Globalization requires learners to develop intercultural competencies and global citizenship skills. Urbanization requires learners to cope with the challenges and opportunities of living in diverse and dynamic cities. Migration requires learners to adapt to different cultures and languages. Environmental issues require learners to adopt sustainable lifestyles and practices. Social unrest requires learners to engage in civic participation and conflict resolution.

For educators these trends also pose new challenges, as they have to update their knowledge and skills constantly. Educators have to integrate new technologies into their teaching and learning processes. Educators have to cater for the diverse needs and interests of their learners. Educators have to collaborate with other stakeholders in the education community and they have to cope with the stress and pressure of their profession.

## **DIGITALISATION**

Digitalisation refers to the use of digital technologies to transform various aspects of education, such as curriculum, pedagogy, assessment, and administration (Szyszka, M., Tomczyk, Ł., Kochanowicz, A. M., 2022). According to the World Bank (2021), more than half of the world's population has access to the internet, and more than two-thirds of the world's population has a mobile phone (World Bank, 2021). Digital technologies have transformed various aspects of education, for example it has enabled the adoption of new pedagogies that are learner-centered, collaborative, and creative. Digital technologies can support the use of flipped classrooms (where learners access content online before class), blended learning (where learners combine online and offline activities), and gamified learning (where learners engage in game-like scenarios).

For assessment, the use of e-portfolios (where learners showcase their work online), e-feedback (where learners receive timely and constructive feedback online), and e-assessment (where learners take online tests that adjust to their level) are a refreshing addition.

Digital technologies can also support the use of learning management systems (where educators manage their courses online), data analytics (where educators monitor their learners' progress online), and quality assurance (where educators evaluate their performance online), making education more efficient, transparent and accountable.

Digitalisation has the potential to enhance learning outcomes, increase access and equity, and foster innovation and creativity. However, digitalisation also poses significant challenges. Digital divide, which refers to the gap between those who have access to digital technologies and those who do not, influenced by various factors, such as income level, geographic location, gender, age, disability, language, or culture, can create inequalities in educational opportunities and outcomes, as well as social and economic exclusion. (Anietie Godswill Ukpabio, 2019)

Cyberbullying in its various forms, such as sending hateful messages, spreading rumors, posting embarrassing photos, or hacking accounts, can have negative effects on the mental and physical health of the victims, such as depression, anxiety, low self-esteem, or suicidal thoughts (Pew Research, 2022)

Protection of personal data and information online can be compromised by various threats, such as malware, phishing, identity theft, or cyber attacks. Privacy and security can have serious consequences for the safety and well-being of the users, such as financial loss, legal liability, or reputational damage. This paper tries to analyze student's perspective on privacy issues and whether they have stopped using a digital learning tool or service because of privacy and security issues.

Teacher education programs include modules on digital literacy and the use of digital tools and technologies in teaching. These modules cover topics such as digital literacy skills, learning theories for the digital age, and the use of web-based modules and blended learning courses. But this paper aims to find out whether it really is an issue of skill that acts as a challenge towards digitalisation in education. Teachers and in-training teachers may consider themselves adept at using digital teaching-learning tools in a classroom environment, but may not consider it effective and conducive to a learning environment.

## **INCLUSIVITY**

Inclusivity is another emerging challenge in education in the 21st century. According to the United Nations (2022), there are more than 7.8 billion people in the world, and they are diverse in terms of race, ethnicity, religion, language, culture, gender, sexuality, ability, or socio-economic status. Inclusivity refers to the principle of ensuring that all learners have equal opportunities to participate and succeed in education, regardless of their backgrounds, abilities, or needs. Inclusivity aims to promote diversity, respect, and social justice in education. Recognition and appreciation of the differences and similarities among learners can enrich the learning environment by providing multiple perspectives, experiences, and resources.

Pursuit of fairness and equity in society can improve the educational outcomes and opportunities of disadvantaged and marginalized groups, such as women, ethnic minorities, refugees, or persons with disabilities. Social justice can also contribute to the social and economic development of individuals and communities (Patterson, B. Q., 2022)

However, inclusivity also faces many barriers in education. Some of these barriers are:

**Discrimination:** Discrimination refers to the unfair or unequal treatment of others based on their characteristics or identities. Discrimination can take various forms, such as racism, sexism, homophobia, xenophobia, or ableism. Discrimination can limit the access and quality of education for some groups, as well as their participation and achievement in education (Patterson, B. Q., 2022).

**Stereotypes:** Stereotypes refer to the oversimplified or generalized images or ideas about others based on their characteristics or identities. Stereotypes can be influenced by various sources, such as media, culture, or history. Stereotypes can affect the performance and motivation of learners, as well as their choices and aspirations in education.

### ***Teacher retention***

Teacher retention refers to the ability of the education system to attract and retain qualified and motivated teachers. Teacher retention is crucial for ensuring the quality and continuity of education. According to UNESCO (2015), there are more than 63 million teachers in the world, and they are essential for ensuring the quality and continuity of education. Quality of education as a whole improves when teachers are provided with continuous professional development and feedback. Continuity refers to the stability and consistency of teaching and learning processes. By reducing teacher turnover and absenteeism, which can disrupt the learning environment and affect the learners' progress and achievement, a stable environment of learning can be ensured for the students.

Poor working conditions can affect teacher retention by increasing teacher stress and burnout, as well as their health and safety risks. Poor working conditions can also impact teacher retention by decreasing teacher performance and productivity, as well as their morale and enthusiasm (UNESCO, 2015). The excessive or unreasonable amount or complexity of tasks that teachers have to perform in their work can affect teacher retention by increasing teacher pressure and fatigue, as well as their work-life balance issues. High workload can also affect teacher retention by decreasing teacher quality and effectiveness, as well as their creativity, enjoyment, morale and enthusiasm

Low salaries is among the most cited factors affecting teacher retention in the 21st century. Low salaries can affect teacher retention by lowering teacher motivation and satisfaction, as well as their living standards and well-being, it can also influence teacher retention by increasing teacher attrition and migration, as teachers seek better opportunities elsewhere (UNESCO, 2015). This paper tries to seek out to what extent higher salaries can be an incentive for teacher migration when considered in isolation, i.e other factors like poor working conditions and high workload are not a concern.

### **OBJECTIVES OF THE STUDY**

- To study the attitude of trainee teachers towards the challenges of digitalisation, inclusivity, and teacher retention in education using different categorical variables.
- To find some prominent yet overlooked factors that affect the trainee teachers' attitude towards adoption of new technologies.
- To analyze personal experiences of the trainees regarding these issues with relation to their views on adoption of novel training curriculum.

## **HYPOTHESIS**

H<sub>0</sub>1: The drawbacks of technology available at present, such as data leaks and terrible user interfaces, are hindering its adoption among would-be teachers as educational tools.

H<sub>0</sub>2: Participants are already well experienced and trained in using digital tools for teaching-learning, and consider it effective in classroom environments.

H<sub>0</sub>3: Phones are the most commonly used device used for learning and for information consumption, education needs to adapt to smaller screens as reading difficulty on screens is a prominent hindrance when using a digital learning tool.

H<sub>0</sub>4: While most students may not have had enough exposure to different cultural elements, they would agree that more innovative curriculum elements are required to promote diversity and multiculturalism.

H<sub>0</sub>5: Trainees are very likely to be dissatisfied at the possibility of high workload as a teacher, however higher salaries as a sole factor won't be enough for them to think about leaving their teaching position.

## **METHOD OF RESEARCH**

### ***Sample***

All trainee teachers were the population of the study. The sample of the study consists of B.Ed students who participated in the survey.

### ***Tools***

Participants were asked to fill a survey form. Answers were of multiple choice, checklists, rating scales, and short-essay types.

The rating scales were four point and three point based and the categories of responses ranged from Disappointed to Interested/Excited and Not Confident to Very Confident. For checklist questions where the participant may want to add something more, the option to write a short-essay was provided.

### ***Limitations***

- Participants may give answers they feel are better suited for the study rather than their honest opinions.
- Due to the localized nature of the population for this study, the sample may not be diverse enough to express all views and perspectives.

## **DATA COLLECTION**

For conducting the study, data had been collected in one phase. 25 participants answered the survey, all of whom were students of B. Ed course from various colleges of Baba Saheb

Ambedkar Education University. They were asked to answer according to their own beliefs and thoughts without any consultation with their classmates.

## ANALYSIS AND INTERPRETATION

### *Testing of hypothesis (Findings)*

H<sub>0</sub>1: The drawbacks of technology available at present, such as data leaks and terrible user interfaces, are hindering its adoption among would-be teachers as educational tools.

All of the participants agreed that they were aware about privacy issues surrounding the uses of the most prominent digital tools used for teaching learning, however only 12% of the participants considered it a severe enough factor to be negatively affecting their use of the particular service or tool. With 88% being on the opposite end, possible reasons could be the fact that students don't always have the choice to pick their own tools.

40% of the participants stated that they have had problems with poorly designed interfaces, with the third most prominent reason being difficulty when reading on screen.

Apart from the checklist given, participants had the option to suggest problems they have faced themselves, one participant suggested that digital tools and the ecosystem around them often lead to misunderstandings considering what a user wants to do and what is presented, another user pointed out the lack of a push to talk feature in Google Meet, making it difficult to focus on conversations when someone's background noise causes distraction in the meeting. Only 12% of the participants have faced cyberbullying while using a digital learning tool. While it is a rather low percentage, it is still significant as a drawback to adoption of digital tools in education.

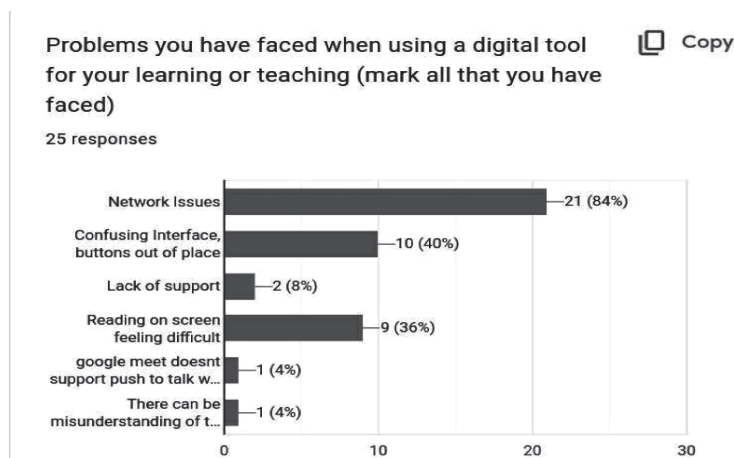


Figure-1

Participants were asked to mark a checklist of most common purposes for which they might have used a digital learning tool. Along with options like "Live Online Meetings", many examples were provided of specific services they might be familiar with, such as Google Meet, Zoom etc.

With live online meetings being the second most prominent reason for students to be using a digital tool (Figure 2.), which service is to be used is decided by the teachers and administration. As more decentralized and open source tools and services become available, this issue won't be much of a hindrance.

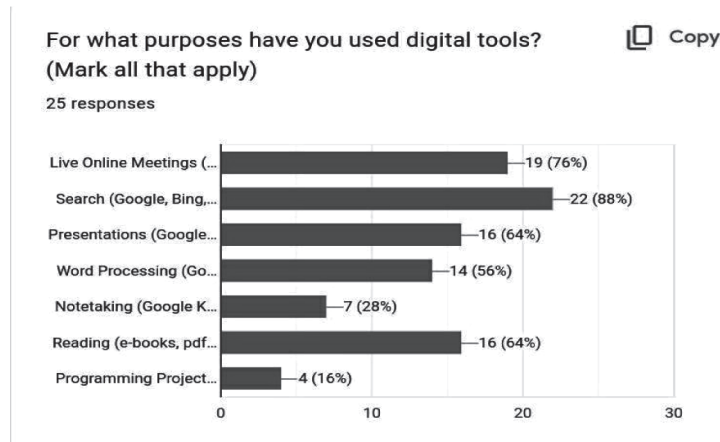


Figure 2.

H<sub>0</sub>2: Participants are already well experienced and trained in using digital tools for teaching-learning, and consider it effective in classroom environments.

Papers when discussing the challenges of digitalisation in education often emphasis the need for better training for digital literacy skills among teachers (Nachimuthu, 2010). This study tested whether changes in the education system in the last few years have already prepared teacher trainees to be able to utilise digital learning tools in their classroom, and then find their views on effectiveness of the said tools in a classroom environment. For reliability, the survey asked questions such as how many years of experience they have had using some kind of digital teaching-learning tool, and whether or not they have had some kind of training to use such tools.

Only 36% of the participants stated that they have been using digital learning tools for 3 years or less, 44% answered 4-6 years of experience and 20% of the participants are using such tools for 6 years or more with 52% stating to have received some level of training to use such tools.

Just as the sample showed a prominent level of experience with digital learning tools, a significant portion of the participants stated that they feel confident in their ability to use digital tools effectively in the classroom.



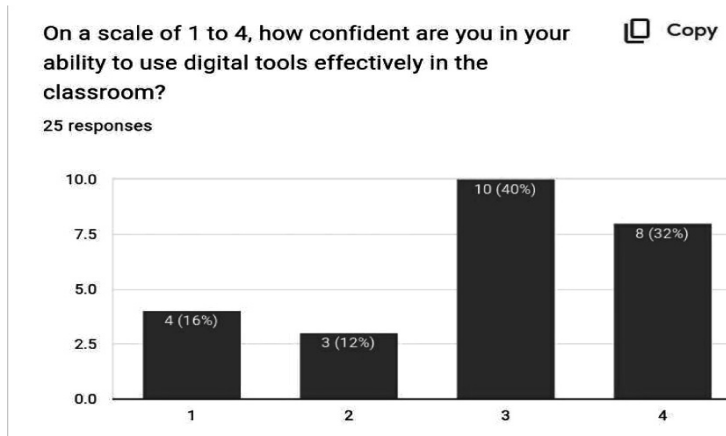


Figure 3.

With the validity of the survey participant's understanding and experience on use of digital tools quantitatively measured, next was to find how they felt about the effectiveness of digital tools and resources in enhancing the teaching-learning process.

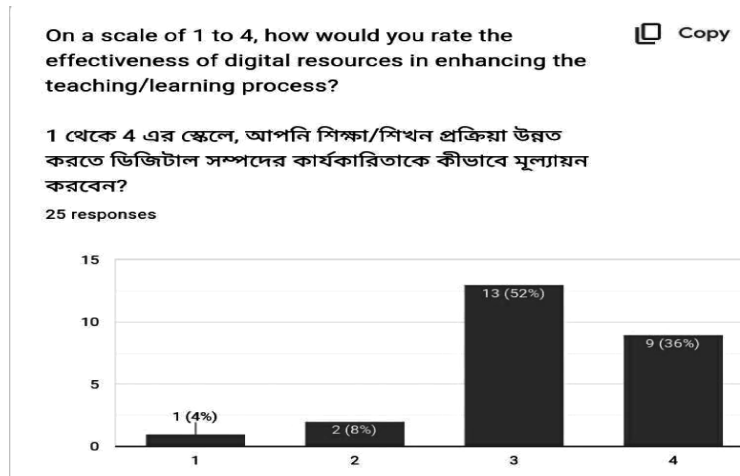


Figure 4.

A proportional majority of the participants agree that despite some of its drawbacks, digital teaching learning tools are effective in the classroom environment. With massive additions to modern day education that technology brings, from more visual examples to providing a means of self-discovery to students, and the popular support of such advancements in the field of education, this finding was rather predictable.

H<sub>0</sub>3: Phones are the most commonly used device used for learning and for information consumption, education needs to adapt to smaller screens as reading difficulty on screens is a prominent hindrance when using a digital learning tool.

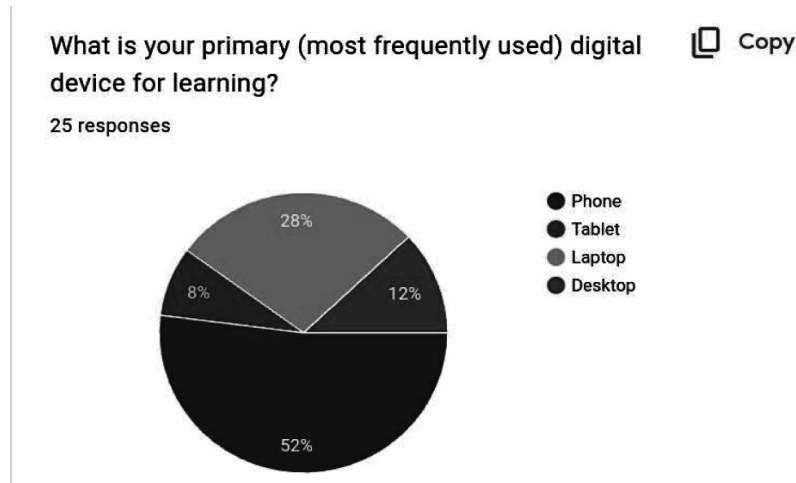


Figure 5.

Phones are indeed the most commonly used devices but online meetings, and as an effect searching might have been the prominent reason they started using it as a learning tool. But while education does need to adapt to smaller screens, reading difficulty(36%) or terrible interface designs(40%) are not the most prominent factors influencing adoption or disuse of learning tools or services. Network issues, as common as they might be, are temporary in urban areas (Figure 1.).

H<sub>0</sub>4: While most students may not have had enough exposure to different cultural elements, they would agree that more innovative curriculum elements are required to promote diversity and multiculturalism.

Participants were asked questions regarding whether they have spend an extended amount of time outside their state, or are friends with people who have a different mother tongue than theirs, or how often they consume media like books, magazines, films or tv series in languages other than Hindi, English or their mother tongue, these questions were asked to reliably find out how likely the participants are exposed to cultures different than their own, and thus how it correlates to their views on whether the present curriculum for teacher training needs to be improved to further promote ideas of diversity and multiculturalism, 64% never resided outside their state, but 64% also stated they are friends with someone whose mother tongue is different from their own. 52% of the participants stated that they only very rarely consume media in a language other that Hindi, English or their mother-tongue, while 12% ticked for “Very Often” and 36% stated they are on the middle of the scale.

Majority of the students certainly have not had enough exposure to cultural elements different from their own, but they do think that innovative curriculum elements are required to promote diversity. 64% positively react to cultural phenomenon different from their own when asked with examples such as food preferences and clothing choices, on a scale of 1 to 4 ranging from Dissatisfied to Excited/Interested. And perhaps that translates to 72% of the participants agreeing that they think much improvement is needed in teacher training curriculum to further promote ideas of inclusivity, diversity and multiculturalism.

H<sub>0</sub>5: Trainees are very likely to be dissatisfied at the possibility of high workload as a teacher, however higher salaries as a sole factor won't be enough for them to think about leaving their teaching position.

68% of the participant stated that they feel more dissatisfied than interested at the prospect of facing high workload. While this appears very obvious on the surface level, this aims to quantifiably state that teachers are less productive under high workload (Figure 6.). In this sample, 32% had been employed as teachers before, but others have spend some time as teachers during their internship.

While participants don't think they will change teaching positions for higher salaries only, very few of them can confidently answer no to the question. 29.2% of the participants answered no while 25% of them answered yes when asked if they would leave their teaching position for higher salaries even if the atmosphere of their school is well, and the transit time is suitable to them. While this makes it in line with the hypothesis, a staggering 45.8% of the participants were uncertain, and one participant chose not to answer this question.

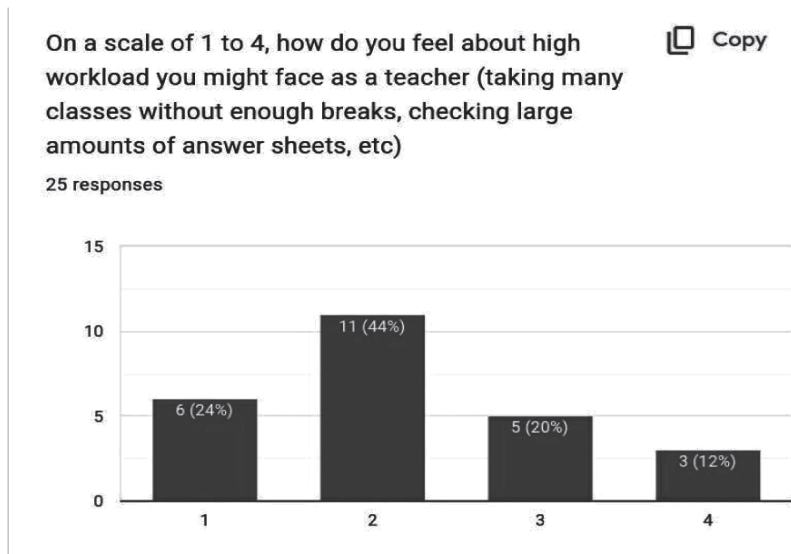


Figure 6.

## IMPLICATIONS

The present study can be considered significant in its subject matter and population as it aims to study a new generation of teachers who are about to face some of the most prominent problems in modern education discipline and thus in teacher education itself. This study is an endeavor to understand how the present curriculum needs to have the background of the trainee teachers and their prior skills in focus for effective response to these challenges to the field of education. Policies need to respond to these challenges by developing clear visions, strategies, and frameworks that guide the implementation and evaluation of educational initiatives by allocating adequate resources, incentives, and regulations that facilitate the improvement and sustainability of educational outcomes.

The current policies have established a framework for future policies to build and improve upon. NEP 2020 emphasizes the use of technology in education and aims to provide equitable and inclusive digital education to all students. The policy proposes the creation of a National Educational Technology Forum (NETF) to facilitate the use of technology in education. The NETF will also provide a platform for the exchange of ideas and best practices in the use of technology in education (NEP, 2020).

NEP 2020 also aims to provide equitable and inclusive education to all students, regardless of their socio-economic background. The policy proposes the creation of a Gender Inclusion Fund to support the education of girls and transgender students. The policy also aims to provide education in the mother tongue or local language up to at least Grade 5 to promote inclusivity (NEP, 2020).

For teacher retention, the NEP 2020 recognizes the importance of teacher training and professional development. The policy proposes the establishment of a National Professional Standards for Teachers (NPST) to guide the professional development of teachers. The policy also aims to provide continuous professional development opportunities for teachers to enhance their skills and knowledge (NEP, 2020). Lack of professional development can affect teacher retention by hindering teacher growth and improvement, as well as their adaptability, innovation, confidence and competence, thus such measures are very necessary (UNESCO, 2015).

Other Indian policies, such as the Digital India initiative and the Samagra Shiksha Abhiyan, also aim to address the challenges of digitalization, inclusivity, and teacher retention in the education system. These policies focus on the use of technology in education, the provision of equitable and inclusive education, and the training and professional development of teachers.

## CONCLUSION

The challenges of digitalization, inclusivity, and teacher retention in education are complex and multifaceted. While technology has the potential to revolutionize education and make it more accessible to all, it also presents significant challenges that must be addressed.

It has the potential to enhance learning outcomes, increase access and equity, and foster innovation and creativity in students. But at present use of technology for teaching-learning is primarily limited to online live classes and searching. With the environment being the most important concern in the 21st century, promotion of digital tools to slowly replace and reduce the use of paper is an important need of the hour.

Inclusivity aims to promote diversity, respect, and social justice in education. However, inclusivity also faces many barriers, such as discrimination, prejudice, stereotypes, and exclusion. Moreover, technology can be used in a variety of ways to promote inclusivity in education. As we move forward into an increasingly digital world, it is essential that we continue to prioritize inclusivity in education and work to overcome the challenges of digitization. By doing so, we can create a more equitable and just society where everyone has the opportunity to learn, grow, and succeed.

Teacher retention is crucial for ensuring the quality and continuity of education. However, teacher retention is threatened by many factors, such as low salaries, poor working conditions, lack of professional development, and high workload, and this study further confirmed these assertions. It is, therefore, essential for policy makers, educators, learners, and other stakeholders to work together to address these challenges and enhance the quality and effectiveness of education in the 21st century.

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