

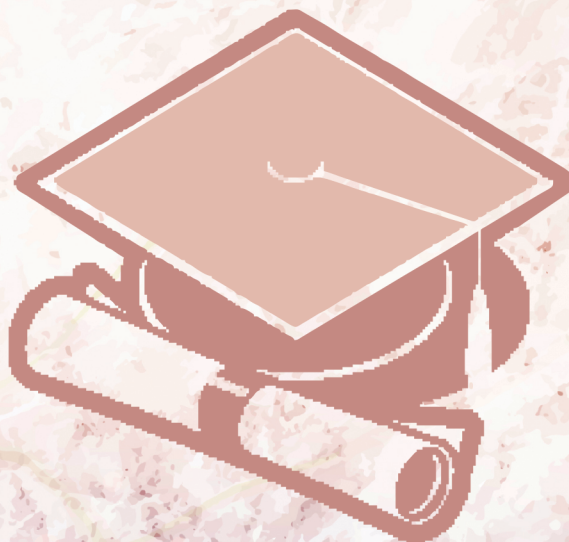
Peer Reviewed Journal

ISSN 0975-2641

Educatum

Journal of Education and Behavioral Science

Volume XVI, 2024



Gopal Chandra Memorial College of Education

Educatum

Journal of Education and Behavioral Science

Volume XVI, 2024



Gopal Chandra Memorial College of Education

Educatum

Journal of Education and Behavioural Science
A Peer Reviewed Journal

Vol. – XVI, 2024

ISSN No. 0975-2641

© All rights are reserved to
Gopal Chandra Memorial College of Education
New Barrackpur, Kolkata - 700131
No part of this publication may be reproduced or copied in any form
by any means without prior written permission from the authority

Publisher
Gopal Chandra Memorial College of Education
New Barrackpur, Kolkata - 700131
Email: gcmcollege@rediffmail.com
website: www.gcmcollege.in

Editor
Prof. Dr. Shreyashi Paltash Singh, Principal
Gopal Chandra Memorial College of Education

Printed by
Gopal Chandra Memorial College of Education

Subscription
350
400 (by post/courier)

Editorial Board

- **Prof. Dr. (Mrs) Basanti Chakraborty , Professor**
Early Childhood Education, New Jersey City University
Jersey City, NJ 07305 U.S.A
Resi: 267-0877 Avenue, New Hyde Park, NEW YORK – 11040
Preschool Edn Network Tel: +1 718 347 0187, Mobile: +1 718 614 0426
E-mail: chakrabortydey@gmail.com, bchakraborty@njcu.edu
- **Prof. Margaret M. Solomon**
Prof of Education & Leadership, La Sierra University
4500 Riverwalk Parkway, Riverside, CA
92515, US Tel: +1 909 557 5471 (M) E-mail: msolomon@lasierra.edu
- **Dr. (Mrs.) Rekha B Koul, SMEC**
Curtin University of Technology, Bentley, PERTH, WA
Science Education Network Tel: +61 8 9266 5655 (O) +61 8 9266 5655 +61 89259065 (M)
E-mail: r.koul@curtin.edu.au
- **Prof. Bidyadhar Sa**
Educational Measurement & Evaluation
Centre for Medical Sciences Education
The University of the West Indies, St. Augustine,
Quality Network convener Tel: +1 868 768 2256 +1 868 349 7581
bidya31@rediffmail.com, Bidyadhar.Sa@sta.uwi.edu
- **Prof. Ananda Kumar Palaniappan**
No. 9, SS4/15, 47301 Petaling Jaya, Selangor, Malaysia
Cellphone: +6019-9310956
E-mail: ananda4989@yahoo.com
- **Dr. James Calleja,**
Department of Leadership for Learning & Innovation
Faculty of Education, University of Malta.

ADVISORY BOARD

- **Mrs. Chandrima Bhattacharya**
Honourable President, G.B. , Gopal Chandra Memorial College of Education
- **Prof. Soma Bandyopadhyay**
Vice Chancellor, Baba Saheb Ambedkar Education University
- **Prof. Subash Chandra Panda**
Former Principal, RIE, BBSR, Former Academic Advisor, NCTE, New Delhi
- **Prof. Laxmidhar Behera**
Department Of Education, Regional Institute Of Education, BBSR
- **Prof. Debasri Bannerjee**
Department Of Education, University Of Calcutta
- **Dr. Sunil Behari Mohanty**
President, All India Association for Educational Research
- **Prof. Debi Prasad Mishra**
Director, NITTTR, Kolkata, W.B.

PEER REVIEW COMMITTEE

- **Prof. Bijan Sarkar**
Department Of Education, Kalyani University, West Bengal
- **Prof. Dibyendu Bhattacharya**
Department Of Education, Kalyani University, West Bengal
- **Dr. Rajiba Lochan Mohapatra**
Department Of Education, Burdwan University, West Bengal
- **Dr. Debashis Dhar**
Former T.I.C., Gopal Chandra Memorial College of Education, West Bengal
- **Prof. Manoj Das**
Former Prof. NITTTR, Kolkata, West Bengal

Technical Assistance

Dr. Sisir Kumar Sarkar,

Asst. Prof., Gopal Chandra Memorial College of Education, West Bengal

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

Shekhar Mollick¹ and Dr. Debashis Dhar²

¹Research Scholar, Department of Education, Seacom Skills University, Birbhum, West Bengal.

Email: shekhamollick@gmail.com

²Professor, Department of Education, Seacom Skills University, Birbhum, West Bengal

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.

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:*

O₁: 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:

O₂: 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:

O₃: 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:

O₄: 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.

REFERENCES

- Bansal, G. (2021). Indian pre-service teachers' conceptualisations and enactment of inquiry-based science education. *Education 3-13*, 49(3), 275-287.
- Dasari, R. P., & Mallu, A. D. (2012, March). Tribal Preservice Teachers' Attitude towards use of Computer: An Indian Study. In *Society for Information Technology & Teacher Education International Conference* (pp. 299-306). Association for the Advancement of Computing in Education (AACE).
- Hepple, E., Alford, J., Henderson, D., Tangen, D., Hurwood, M., Alwi, A., ...& Alwi, A. (2017). Developing intercultural learning in Australian pre-service teachers through participating in a short term mobility program in Malaysia. *Teaching and Teacher Education*, 66, 273-281.
- Jena, A. K. (2012). Awareness, openness and eco-friendly (aoe) model teaches pre-service teachers on how to be eco-friendly. *International Electronic Journal of Environmental Education*, 2(2), 103-117.
- Kaur, M. (2019, October). ICT in teacher education: Examining perceptions, needs and attitudes of prospective teachers. In *Proceedings of the Seventh International Conference on Technological Ecosystems for Enhancing Multiculturality* (pp. 571-574).
- Miesera, S., DeVries, J. M., Jungjohann, J., & Gebhardt, M. (2019). Correlation between attitudes, concerns, self-efficacy and teaching intentions in inclusive education evidence from German pre-service teachers using international scales. *Journal of Research in Special Educational Needs*, 19(2), 103-114.
- Mills, C. (2009). Making sense of pre-service teachers' dispositions towards social justice: Can teacher education make a difference?. *Critical Studies in Education*, 50(3), 277-288.
- Nethsinghe, R., Kurup, P. M., & Cherian, J. (2023). Building global teaching competency based on australian and indian preservice teachers' paired practicum. *Teacher Education: An Analytical Approach to Internship Practices Around the World*, 7.
- Ponnusamy, P., Deivam, M., Santhamani, B., & Pavithra, P. (2023). Effect of Prezi Based Presentations on Achievements of Pre-Service Teachers in Teacher Education Curriculum Contents. *Indian Journal of Science and Technology*, 16(16), 1187-1191.
- Sharma, B., Hildingsson, I., Johansson, E., Prakasamma, M., Ramani, K. V., & Christensson, K. (2015). Do the pre-service education programmes for midwives in India prepare confident 'registered midwives'? A survey from India. *Global health action*, 8(1), 29553.
- Sharma, U., Forlin, C., & Loreman, T. (2008). Impact of training on pre-service teachers' attitudes and concerns about inclusive education and sentiments about persons with disabilities. *Disability & society*, 23(7), 773-785.

Santoro, N. (2014). 'If I'm going to teach about the world, I need to know the world': Developing Australian pre-service teachers' intercultural competence through international trips. *Race Ethnicity and Education*, 17(3), 429-444.