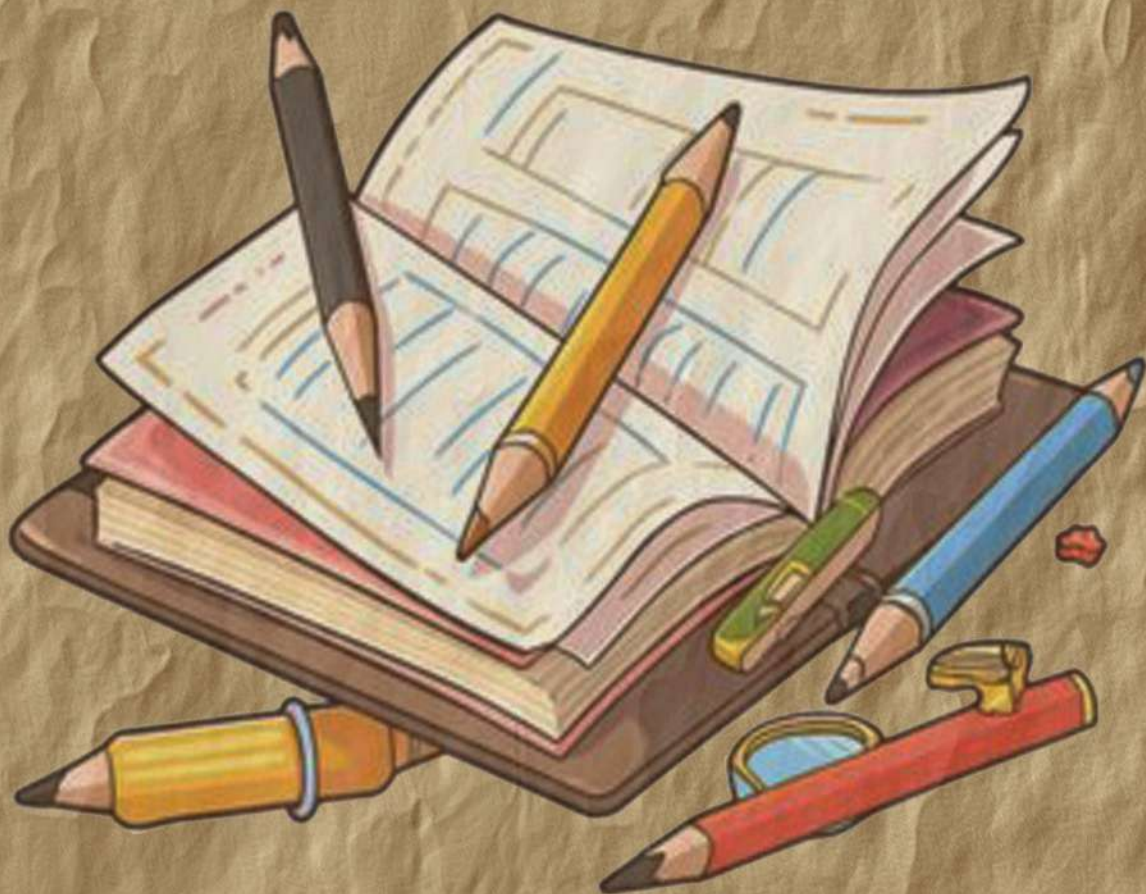


Educatum

Journal of Education and Behavioural Sciences

Peer Reviewed Journal / ISSN 0975-2641

Volume XVII, 2025



Gopal Chandra Memorial College of Education

79/1 Haripada Biswas Sarani, New Barrackpur, Kolkata-700131

Educatum: Journal of Education and Behavioural Science

A Peer Reviewed Journal

Vol. – XVII, 2025

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

Dr. Shreyashi Paltash Singh, Principal

Gopal Chandra Memorial College of Education

Co-Editor

Dr. Sisir Kumar Sarkar, Assistant Professor

Gopal Chandra Memorial College of Education

Printed by

Gopal Chandra Memorial College of Education

Editorial Board

- **Prof. Dr. (Mrs) Basanti Chakraborty, Professor,**
Early Childhood Education, New Jersey City University,
Jersey City, NJ 07305 U.S.A
Res: 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

PREFACE

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

Gopal Chandra Memorial College of Education

Kolkata-700131

Educatum: Journal of Education and Behavioural Science

A Peer Reviewed Journal

Vol. XVII, 2025 ISSN: 0975-2641

CONTENTS

Name of the Article and Author	Page No.
A Pen Picture of Teacher Empowerment in Teacher Education: Needs, Challenges and Policies Usha Mondal and Tilottama Chatterjee	6-13
Development of Value Enhanced Life Skills among Students through Rabindra Sangeet Tania Bhadury	14-20
Digitalization in Teacher Education: e-Learning in the Modern Education System Basanta Barman and Sweta Chatterjee	21-27
Impact of ICT on Innovation in Teacher Education: A Review Dr. Sonali Roy Chowdhury Ghosh	28-37
Inclusive Classroom: Issues and Challenges Amrita Mukherjee	38-44
Incorporating Bhagavad Gita in Life Skills Education Jayanta Biswas and Dr. Amitava Bhowmick	45-52
NEP 2020 on Teacher Education Mousumi Deb	53-57

A PEN PICTURE OF TEACHER EMPOWERMENT IN TEACHER EDUCATION: NEEDS, CHALLENGES AND POLICIES

Usha Mondal¹ and Tilottama Chatterjee²

¹M.Ed. Student, Satyapriya Roy College of Education, Kolkata, West Bengal
Email: mondalusha63@gmail.com

²M.Ed. Student, Institute of Education for Women, Hastings House, Kolkata, West Bengal
Email: tanwi710@gmail.com, +91- 8327595801

Abstract

In teacher education, Faculty Empowerment refers to the process of equipping educators with the knowledge, skills, autonomy and resources they need to make effective decisions in the classroom and contribute positively to the educational system. Teacher empowerment is a vital component of educational improvement, impacting both the quality of teaching and student outcomes. Empowering teachers can be achieved through professional development, support systems and policies that value their expertise. This paper delves into the multifaceted concept of teacher empowerment, focusing on the essential needs, challenges that educators face and the policies required to support and promote empowerment within the education system. The discussion begins by identifying the fundamental needs of teachers for professional growth and then addresses the various challenges that hinder faculty empowerment. Furthermore, the paper explores the strategies encompassed professional development initiatives tailored to establish a collaborative and inclusive teaching-learning environment. Drawing from international, national examples and research findings, this paper offers insights into how nations can create an enabling environment for teacher empowerment, ultimately, leading to enhanced educational outcomes and a more vibrant educational landscape.

Keyword: Teacher Education, Teacher Empowerment, Needs, Challenges, Education policies.

INTRODUCTION

In the realm of education, Teachers are the cornerstone of a thriving society, guiding the next generation towards a brighter future. They are playing a critical role in shaping your minds, underscores the importance of empowerment, both as professionals and as individuals. This paper is aiming to shed light on the processing needs, intricate challenges and the pivotal role of policies in fostering an empowered teaching workforce. From some secondary sources, we understand how empowering teachers not only benefits educators themselves but also translates into enhancing students' outcomes and overall educational success in an area of fast evolving landscapes and diverse classroom dynamics. In recent years discussions surrounding teacher empowerment have gained dominance as the education system faces unprecedented challenges. Teachers are confronted with ever evolving curricula, diverse student needs and rapid integration

of Technology in the classroom. Societal expectations of educators have expanded beyond traditional teaching roles in compassing emotional support, mentorship and Fostering inclusivity. In this paper we have tried to give a small vision on the relationship between teacher empowerment and education policies. Policy plays a pivotal role in shaping the working conditions, professional development opportunities and an overall empowerment of educators.

In sum, the journey towards teacher empowerment is a complex and dynamic one, teaching the lives of educators, students and society as a whole. By delving into the needs , challenges and policies surrounding teachers empowerment this paper endeavours to provide insights that can guide educators, policy makers and take holders in their collective efforts to foster a more empowered and Effective teaching.

OBJECTIVES OF THE STUDY

Teacher empowerment is an important part of the educational sector in any country. We need to focus on some parts which involve teacher empowerment. Defining the concept of teacher empowerment and its significances in education, further we try-

- To identify the categorized the needs of teachers, such as professional development, resources and support system, analyzing the challenges faced by teachers, including workload, classroom management and adopting diverse student populations.
- To discuss the different sectors of teacher empowerment in the whole teaching learning process.
- To demonstrate the positive impact of teacher empowerment on student learning outcome and teacher satisfaction, encouraging educators, policymakers and stakeholders to take action to support and implement effective teacher empowerment strategies.
- To analysis some challenges which are faced by teachers to implement the empowerment programme in teacher education and
- Also to evaluate the existing policies and initiatives designed to empower teachers, assessing their strengths and weakness, showcase some research findings and examples
- To offer some recommendations and suggestions for improving teacher empowerment policies and practices based on research findings.

DIFFERENT SECTORS OF TEACHER EMPOWERMENT

1. Empowerment in pedagogical content knowledge: This programme is emphasis on the enhancement of pedagogical content knowledge of the teachers. It focuses on developing the participation of effective teachers. These activities help to enhance teachers' pedagogical content knowledge in all subjects like language, sciences, social sciences, and math. It is advocated that the hands on, minds on activities provide the students with opportunities of getting involved into the process through learning by doing. Therefore several methods and strategies for imparting knowledge in the above mentioned subjects were introduced to the class as reported in Gudmundsdottir (1990)- "

the 'special amalgam' of pedagogy and content made them realize the importance of different aspects of the interactive teaching process."

1. **Empowerment in walking with colleagues:** Normally teachers do not allow colleagues into their classroom during the course of a teaching session. Research literature on school culture and staff development that is Hargreaves and Dawes drives (1990) have highlighted the importance of releasing teachers from their isolation by "cracking the world of privatism". And emphasized collaboration among the teachers for their professional development. The intent was to make them realize that collaboration is a fundamental aspect of developing a professional culture in school. It helps to impart and receive constructive quality feedback and share concerns with each other.
2. **Empowering teachers to deal with guardians:** This part assisted teachers in authorizing the involvement of community as their also stakeholders of the educational institution, by parents teacher meeting so a teacher should know how to deal with guardians as a part of community.
3. **Empowerment as in having a say in setting education policies:** By this teachers are able to point out their views and suggestions in setting education policies. It is highlighted in Harris J. M. (1995) that "good preparation is the secret of a successful presentation". This part helps to develop their communication skills and build their confidence.

Needs:

Teachers' need to be empowered to develop their competence, to take charge of their own growth and be able to resolve their own problems in their everyday practices (Kimwaer M.C, Chirure H.N, Omond.M. (2014)) for the purpose of professional development they need.

- ✓ **Access ongoing training:** Access ongoing training and stay updated on teaching methodologies, technology and curriculum changes.
- ✓ **Autonomy:** Empowering teachers with the autonomy to make decisions about their teaching methods and classroom management fosters creativity and innovation.
- ✓ **Resources and support:** Adequate teaching resources, Materials and support from Institutions are also important to empower teachers.
- ✓ **Collaboration:** Collaboration is one of the best tools to upgrade and develop your own position, Sharing ideas and experiences.
- ✓ **Evolution:** Evolution is a critical ingredient to develop someone's skills and excellence. Empowerment involves making correct decisions also; a teacher should have a voice in school policies, curriculum development and other important decisions. Adequate compensation and benefits are important to alternative acts and retain talented educators.
- ✓ **Use of ICT:** Wrapping this part with a most important section of empowerment that is use or access of Technology. ICT is the newest and most developed part of

teaching nowadays. So being technically sound is a very strong weapon of empowerment. Teachers will develop the capacity to reflect accountability and evaluate their academic progress in order to keep abreast with the social needs.

ADVANTAGES

Teacher empowerment can have several benefits including -

- ❖ **Improve teaching quality:** Import teachers often feel more motivated and confident, leading to better teaching practices and increased student engagement and learning outcomes.
- ❖ **Enhanced creativity:** Empowerment can Foster a culture of innovation in the classroom encouraging teachers to experiment with new teaching methods and at up to student diversity needs.
- ❖ **Higher job satisfaction:** When teachers have control over their work, they tend to be more satisfied with their careers which can reduce turnover rate and create a more stable educational environment.
- ❖ **Increased student success:** Empowered teachers can personalized instruction and provide additional support to struggling students ultimately contributing to improved academic performance.
- ❖ **Effective Leadership:** Empowered teachers can play a more active role in administration and decision making, leading to more effective and responsive leadership.
- ❖ **Professional Growth:** Empowerment opportunities, Such as Professional development and decision making involvement, can help their skills and expertise.
- ❖ **Community engagement:** Empowered teachers can build stronger relationships with parents and the local community, enhancing the school's reputation and support network.
- ❖ **Adaptation to change:** Empowered teachers are better equipped to adapt to changing educational trends and Challenges, ensuring that the curriculum remains relevant.
- ❖ **Overall Educational improvement:** teacher empowerment can contribute to the overall improvement of the education system by promoting a culture of continuous learning and development through teacher education programmes.

CHALLENGES

- **Insufficient financial grants:** In most of the states, teacher education is still being run by the fee collected from student teachers, as the share of state grant is too small to empower teachers.
- **Inadequate facilities for professional development:** Most of the programs are being conducted in a routine and unimaginative manner. Even the association of teacher educators has not contributed anything towards development of a sound professionalization of teacher education in the country.
- **Lack of regulations:** The State Education Department has no data on the basis of which they may work out the desired intake for their institutions. There is a considerable lag

between the demand and supply of teachers. This has created the problems of unemployment and underemployment which leads to non-empowered teachers.

- **Inadequate empirical research:** In India, research in education has been considerably neglected. The research conducted is of inferior quality. The teacher education programs are not properly studied before undertaking any research. As a result of it, teacher empowerment is neglected.
- **Resistance to change:** Some educators may be resistant to reload these making it difficult to empower them with innovative approaches. Rigid society And stereotype mindset are the main reasons for not implementing empowerment in teacher education. Best implementation of empowerment in teacher education requires a mindset change.
- **Bureaucracy:** Administrative and bureaucratic hurdles and hinder teacher autonomy and decision making, limiting their empowerment.
- **Inequality:** Empowerment opportunities may not be distributed equally among teachers, exacerbating disparities in education quality.
- **Limited knowledge of opportunities:** Teachers may not be aware of the empowerment of teachers in teacher education related opportunities available with their working environment.
- **Teacher burnout:** Heavy workloads, administrative tasks and pressure to meet academy standards can lead to burnout, reducing a teacher's sense of empowerment.
- **Teacher isolation:** Isolation can hinder collaboration and the sharing of best practices among teachers, impacting their sense of empowerment.
- **Policy changes:** Frequent changes in education policies and curriculum can disrupt teacher empowerment effort, as educators must adapt quickly.

POLICIES

As of my last knowledge update, several policies and initiatives in India aimed at teacher empowerment and improvement of the education system. Here are some key policies and initiative related to teacher empowerment in India up to that point:

1. **National Education Policy 2020 (NEP 2020):** The NEP 2020 introduced significant reforms to the education system, emphasizing the professional development of teachers training, monitoring and support. It promotes the importance of teachers in the learning process and their autonomy in the classroom.
2. **Sarva Shiksha Abhijan (SSA):** SSA is a flagship programme aimed at providing quality education to all children. It includes teacher training programs and initiatives to enhance the quality of teaching in Government schools.
3. **Rashtriya Madhyamik Shiksha Abhiyan (RMSA):** RMSA focuses on improving Secondary Education. It includes teacher training and development programme to enhance the quality of teaching at secondary level.
4. **Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNTT):** This mission aims to improve the quality of teacher education

programme, promote research in education and provide professional development opportunities for teachers.

5. **National Initiative for School Head and Teachers Holistic Advancement (NISHTHA):** Under the SSA, NISHTHA is a capacity building program for teachers and school heads. It provides training on various aspects of teaching including pedagogy, innovative Teaching.
6. **Pradhan Mantri Kushal Vikas Yojana (PMKVY):** While not specific to teachers, PMKVY is a flagship program that offers development training to individuals including teachers, to enhance their employability and skills.
7. **Rastriya Uchchatara Shiksha Abhijan (RUSA):** RUSA aims to provide the quality of higher education in India. It includes Initiatives to enhance the capacity and qualifications of college and university faculty members.
8. **National Professional Standards for Teachers (NPST):** By 2022 a set of NPST will be created that will determine all aspects of teacher career management, including tenure, continuous professional development efforts, salary increases, promotions, and other recognitions.
9. **Innovative And Research in Teacher Education (IRTE):** IRTE is a scheme that Encourages Research and innovation programs, promoting Best practices and effective teaching methods.
10. **In-service training:** Various States have In-service training programs for teachers to enhance their teaching skill and keep them updated with the latest teaching methodology which emperor them by profession.
11. **National Repository of open educational resources:** NROER provides teachers with access to a wide range of open educational resources including textbooks, audio - visuals materials and lesson plans, enhancing their teaching resources.
12. **Community engagement:** Policies encourage community information in the schools, fostering a collaborative approach to education and empowering teachers to work closely with parents and community.
13. **Awards and recognitions:** Various states and organizations in India have introduced awards and recognition programs to honour outstanding teachers providing incentive and recognition for their dedication and innovation in teaching which leads to Faculty empowerment.

RECOMMENDATIONS AND SUGGESTIONS

- **Professional development:** Continuous professional development opportunities, workshops and courses to keep teachers updated with the latest educational research and teaching methodologies.
- **Access to technology:** Providing access to technology tools and resources including e-Learning platform and digital teaching aids to help and empower teachers to adapt modern teaching methods.

- **Research opportunities:** Support teachers in conducting action research within their classrooms, allowing them to explore and implement the innovative teaching strategies which help to empower teachers.
- **Policy advocacy:** Encourage teachers to participate in Educational policy discussions, giving them a voice in shaping the future of education.
- **Autonomy:** Allow teachers some autonomy in their curriculum development and classroom management, enabling them to tailor their teaching methods to their students' needs.
- **Feedback mechanisms:** Established regular feedback mechanisms, such as teacher evaluations and surveys to gather input from teachers and make improvements in teacher education programs accordingly.
- **Inclusive education training:** Offer training on inclusive education practices to equip teachers with the skills needed to address students' needs effectively.
- **Collaborative planning:** Encourage collaborative learning environments where teachers work together, Share ideas and learn from each other's experience.
- **Continuous assessment:** Implement ongoing assessment of teacher performance and provide constructive feedback for growth.
- **Teacher well being:** Promote teacher well being programmes to reduce burnout and stress as empowered teachers are more effective and motivated.
- **Cultivate a growth mindset:** Foster a growth mindset among teachers, emphasizing that continuous learning and improvement are valued and expected.
- **Reflective practices:** Encourage teachers to engage in reflective practices, such as journaling or peer feedback, to continuously improve their teaching techniques.

Based on the pre-set objectives and analysis of some related matters we can say that by implementing these strategies, teacher education programs can empower educators, ultimately leading to more effective and adaptable teaching practices that benefit students and the education system as a whole.

CONCLUSION

Benjamin Disraeli had said, *'The secret of success is to be ready when your opportunity comes!'* For Indian teachers' time has come to seize the opportunity and become makers of their own destiny. To do this - dream and work hard to achieve your dreams. Become an aware, enthusiastic, and empowered practitioner. Share your ideas, grow by experimenting and researching. There are so many Indian policies to help teachers to grow. Though some practical challenges are there but these policies, planning and most importantly inner motivation help them to empower.

REFERENCES

- Aithal, P.S.(2015). Faculty empowerment strategies in higher education institutions. *IJMIE*, vol.5.

- Conway, J., A. & Calzi, F. (1995). *The dark side of shared decision making. Educational Leadership*, 53(4), 45.
- Diwan, S. (2023). A review on empowerment of teachers in new education policy. *International journal of research publication and reviews*, vol.3, 1026-1029
- Dixit, M. (2014). Teacher education in India – problems and suggestions. *International journal of research*. Vol.1.
- Gudmundsdottir, S. (1990). Values in pedagogical content knowledge. *Journal of teacher education*, (41)3. 44-52
- Hargreaves, A., & Dawe, R. (1990). Paths of professional development: contrived collegiality, collaborative culture, and the case of peer coaching. *Teaching and teacher education*, 6(3). 227-241
- International Journal of Social Science and Human Research*, 4(1), 32-36.
- Kauts, A., & Kaur, H. (2020). *Teacher empowerment as predictor of professional commitment and job satisfaction of teachers working in secondary schools. Journal of Critical Reviews*, 7(16), 1856-1864.
- Kimwarey, M.C., Chirure, H.N., Omondi, M. (2014) Teacher empowerment in education practice: strategies, constraints and suggestions. *IOSR journal of research & method in Education*, vol.4, 51-56
- Kiral, B. (2020). *The relationship between the empowerment of teachers by school administrators and organisational commitments of teachers. International Online Journal of Education and Teaching*, 7(1), 248-265.
- Kiral, B. (2022). Teacher empowerment strategies: reasons for non fulfilment and solution suggestions. *Journal of qualitative research in education*.
- Yunus, M., Suakrno, S., & Rosyadi, K. I. (2021). *Teacher empowerment strategy in improving the quality of education*.