

Transformation Towards a New Approach for Teacher Education in India

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Abstract

Education is central to nation-building in India, addressing issues like poverty, population growth, and cultural progress. Teachers, as the backbone of the education system, play a pivotal role, and their quality depends on strong Teacher Education Institutions (TEIs). Currently, teacher education in India faces challenges such as malpractices, outdated curricula, lack of resources, and unqualified teacher educators. Though NCTE has initiated reforms, the teacher education system still needs restructuring, emphasizing continuous pre-service, in-service, and rotational training. Accountability and a professional tracking system for educators are essential. Quality education leads to societal transformation and national development, but India lags behind in education levels compared to other nations. Visionary leadership is crucial for the qualitative and quantitative improvement of teacher education.

Keywords- Nation-building, Teacher Education Institutions (TEIs), Malpractices, Pedagogical strategies, Continuous teacher education, Professional tracking etc.

1. Historical Overview of Teacher Education:

The historical background of education in India goes back to ancient times. Education was imparted in Gurukuls, temples, and other religious institutions. Many people were employed during the Vedic period to impart this education. In those days, emphasis was given to the development of morals, values, and virtues in addition to the academic knowledge. In the Middle Ages (during the 7th Century onwards), Islam was introduced in India. Thereafter, Muslims started Madarssas for the education of Muslims. The invasion of India by the British in the latter half of the 18th Century, and the establishment of the British Rule paved the way for the introduction of western-type modern education. Lord Macaulay framed Indian

Educational Policy in 1835 to divide the people into two sections, superior and inferior, one of which would serve the other. This policy took its foundation from the social policy propounded by Sir Thomas Munro in 1827 that, "The great object to be kept in view is, to produce, in the smallest number of years, a body of men who, possessing the knowledge and morality of the European, will have the manners, the language, and the habits of the Natives." Elementary and new-style education in India was started by Christian missionaries. The syllabus of education was framed on the basis of this policy. This was the first symptom of the decay of traditional education, which had flourished and prospered for centuries. In 1838, the East India Company sanctioned a sum of Rs.

1,00,000 annually for the education of the people of the country. For this purpose, the education was

20th Century, for such arrangement in 1900, the number and status of the various schools opened in and around Banaras, which continued to work successfully in the Gurukuls independently free from any interference by the administration. The search of the state for improving the education system in India, which had been a problem with the British authorities since the last quarter of the 18th Century, intensified in the late 19th and the early decades of the 20th Century more vigorously than before (Amita Raj Gargey & Amit Kashyap, 2017).

2. Current Challenges in Teacher Education:

The qualitative expansion of teacher education has created a need to orient, streamline, and evaluate teacher education programs as well as approaches to achieve various objectives for quality teacher education in order to implement the policies of the National Policy on Education 2020, SCERT has initiated a conducive system of in-service teacher training. The required importance will now be given to prepare training manuals, develop skills, competencies, and activities based on teaching of a year, prepare and design other required training resources, conduct training for trainer teachers, create awareness among teachers as well as the teachers, and prepare training modules. With the above-mentioned objectives, the qualitative expansion of teacher education in view and directed by the Government of the State, the departments associated with the Elementary section of the SCERT conducted an assessment of Teacher Education programs and training. Their analysis indicates the need for a transformation of the present Teacher Education programs and redefinition of the existing objectives of Teacher Education to make them more relevant, meaningful, practical, implementable, and assessable with a good resources base (Kidwai et al., 2013). Education, considered to be a powerful tool for personal empowerment and social transformation, is a basic right recognized by society. The failures in the implementation of the child-friendly educational practices as enunciated in the Right to Education Act 2009 and levelled in the Continuous Comprehensive

started in English. To have an idea about the progress of education in various fields in the early part of the

Evaluation 2012 and the demand for in-service training to support teachers in smooth implementation were the basis for survey-type studies to assess teachers' awareness of the RTE, attitude towards child-friendly practices, and execution of classroom-based child-friendly practices. For it was hypothesized that as a teacher's awareness about the RTE increases, his attitude towards the implementation of the RTE would become more positive and his execution of child-friendly practices would become more enjoyable and effective (Amita Raj Gargey & Amit Kashyap, 2017). The analyses of some representations made by the teacher educator brought to fore some subjective aspects by which teacher education is still yearning in India.

3. The Need for Transformation:

An agenda for the development of a nation cannot be fulfilled unless the varied challenges, the required mechanism of a systematic develop dynamic transformation is taken into research and consideration-time to time. Otherwise, the dream of a developed nation would remain a burning ambition forever. In the age of globalization, the essence of essential transformational steps would be more vital for the dynamic transformation of a developing nation like Pakistan. Hence, true democratic governance, the rule of law, equality, vigilance, and setting universal human values to solve basic and acute societal maladies, acceptability of globalization and the competitive nature of the globe were the challenges of the transformation of any nation. Adopted were global world-views, its masses, curriculum, methods, instructional material, mediums of instruction, examination systems and time to time review, alteration and revision both as qualitative and quantitative basis of its education system. (Saira Hamid, 2017). Teacher Education Institutes (TEIs) were enquired for their adaptation towards the alterable contemplations of School Education across the globe. An evidence-based research study was adopted up with mixed methods of both quantitative analysis as descriptive and

inferential, qualitative method as text analysis based on grounded theory besides case study. The findings exposed gross inadequacies prevailing in almost all aspects of TEI towards globalization. Revolutionary alteration on urgent basic grounds on all aspects of governance, management, policies, methods, envisaging networking, transformation academies at provincial and national levels were recommended upon the research-based 18 steps of transformation process, necessitating research-based objectives, strategies, outcome and success parameters for its successful implementation at different levels. Teacher education is about those education systems or institutes that are formally designated to provide knowledge, vocational skill, and pedagogy to aspirants who are to become competent teachers. The content of teacher education needs a serious in-depth revision, restructuring and redefinition. (Singh Rajput, 2013).

4. Key Principles of the New Approach:

In response to the shifting global context, the thinking around teacher education has changed significantly. In summary, there is recognition that socio-political decisions about how societies want to act at the local, national, and global levels can compel complementary changes in the way institutions, including schools, are governed. Further movement towards an inclusive society can thus become a basis for full-scale school reform. Teachers, the subject of teacher education, have become central to the thinking about these changes. Teachers as individuals, including their motivations, roles and responsibilities, but also as a group who must drive the changes from within educational institutions, are now considered to be the key to improving educational systems.

Teacher education, and associated system-wide professional development, have thus become high stakes priorities in many countries, and have been the subject of heightened scrutiny. However, there is currently no universally accepted and evidence-based model of quality teacher education. Recognizing the impossibility of coming up with a design that would be easily applicable across a diverse range of socio-cultural contexts, and guided by the evidence of

approaches that appear to work, this new approach is intended to serve as a reference point for individual countries to design their own contextually appropriate models of teacher education.

Rather than a blueprint for teacher education reform, it is presented as a series of key principles for how to respond to the paradigm shifts currently reshaping societies. Inconsistent with prevailing modes of thinking and practice in many contexts, the intent is that it would complement rather than supplant current efforts regarding the reform of teacher education. What follows are more elaborations of the principles – a clear and credible rationale for why they are important – along with benchmarks that illustrate various ways in which these principles might be enacted.

5. Curriculum Reforms in Teacher Education:

The importance of teacher education curriculum reform is underlined in the policy framework for teacher education. In-service teacher education involves systemic changes and improvements to curricular designs and structures, sociocultural and pedagogical contexts, and teacher strategic and procedural competencies. Revisions to the curriculum of teacher education continuously, periodically, and annually, and the redesign of teacher education curricula concurrent with the change to the general education system in the country are also suggested. Induction programs for new teachers, orientation and training programs for teachers are suggested as continuous in-service education programs.

Pre-and in-service teacher education is viewed as continuing education. Awards and credits conferred on completion of a training program are suggested as indicators of teacher competencies and achievements. The curriculum of teacher education should also include formal instruction, systemic reform, and socio-political action areas. Changes in the content and strategies of curriculum delivery are underway. Aspects of teacher education graduate competencies, changes in content areas, and teaching strategies have also been studied. The need for teachers' competencies and skills to be redefined in education reform is suggested, as are new issues

and needs for teacher competencies within a reconstructed teacher education vision. The nature, scope, and need for a new approach to teacher education in the current reform context are examined, along with important dimensions for reconstruction of teacher education.

Teacher education has an acknowledged role in the achievement of education reform goals. Teacher education and skill training are suggested areas of curricular reform in response to education reform objectives. Proposals for extending the curriculum of teacher education are also presented. The impact and outcomes of curriculum reform on the personal and professional development of teacher education students should be investigated, as well as the type and mode of faculty development. A participatory action research strategy to examine teacher education experience, quality teaching, and teacher education reform is proposed. Teachers' conceptions of curriculum reform as a dimension of competent teaching are examined.

6. Innovative Pedagogical Strategies:

Teaching is about constantly innovating strategies to engage diverse students in active and meaningful learning. The strategies vary according to the level of complexity in addressing the various goals, contexts, and modalities of learning, teaching, and assessment. It is widely acknowledged that the quality of P-12 education depends largely on effective teacher education. The burgeoning of technology, research in neuroscience, new learning theories, and many other factors have motivated evolution in teacher education. Teacher education institutions have a great responsibility to keep pace with the transforming realities to prepare qualified teachers. The resultant outcome on teacher education programs, specific pedagogical strategies, and associated issues in preparing teachers for innovative classrooms is shared as a case for discussion. The prior study in teacher education was explored in a significant development sector and provided perspectives on preparing teachers for innovative classrooms. The International Baccalaureate aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful

world through intercultural understanding and respect. (Sackalingam & Liu, 2020) It has become a global leader in international education programming, which advances schools, leaders, trainers, and consultation to create robust school systems. The Elementary Years Programme (EYP) is a world curriculum for 3-12 years of children and one of the four fundamental educational programs primarily for the international school system. The units of inquiry currently designed in the EYP have not truly reflected essential characteristics, and the desired improvements needed in elementary teacher education in terms of learning, teaching and assessment are discussed as issues of concerns. The lack of an ideal context to implement whole school practices with fidelity is the major challenge in transforming the current practice in teacher education. The pre-service teachers expressed a fear of not being able to use naming-based assessments with higher reliability due to a risk of subjectivity. The overwhelming pre-service teachers who have been exposed to explicit instructions of inquiry-based pedagogies confronted difficulties matching students' various needs and working at different pace while also giving personal attention since they were not trained in supportive structures.

7. Active Learning Techniques:

Active learning and inductive teaching are essential elements in the pursuit of an education system that strives to equip students with 21st century skills. The goals of this paper are to give a description of how the problem of practicing active learning can be changed, a pedagogical framework demonstrating active learning techniques, and a way to structure the lectures using active learning and inductive teaching. Teaching has consistently been about effective delivery of course content presented in lectures, while students are passive recipients of knowledge (Hanipah, 2011).

The use of inductive teaching and active learning techniques are of course not new in education. During the last few years, "inductive teaching" and "active learning" have been cited as powerful means to transform education in the 21st century. More generically, PBL (problem-based learning) or just

inquiry is all about using inductive or active techniques in teaching and learning process. However, examples of concrete ways to structure the lectures to demonstrate active learning and inductive teaching are still scarce. This paper will illustrate this matter through a few concrete examples. The first subsection describes how one can get all participants to actively take part in the training program. The next several subsections will demonstrate from a few concrete examples how active learning techniques can be used in ordinary classroom in Malaysia, which are double entry journal, focused listing, group investigating, jigsaw puzzle, and three-minute review.

The pedagogical framework on active learning in ordinary classroom in Malaysia is demonstrated at first. A case study training program for lecturers will be used. The training examines a few widely-used active learning techniques that could be adopted in local classrooms. Active learning techniques are strategies to get students fully engaged in group activities to compel them to actively construct personal meaning, which supports cooperative learning. They represent a collection of micro-level teaching practices that educators can choose from to facilitate student learning in classrooms.

8: Technology Integration in Teaching:

Information age has major impacts on both public and education globally. Today's schools in many developing countries, including India, are still using the traditional way of teaching and learning, mainly because of lack of technology integration in schools/classroom. Lack of computer technology in both schools and colleges, lack of hardware and software, poor technical knowhow and so on, which could not be solved without a national policy, controller, management and coordination are mentioned earlier as few obstacles. However, many private schools have been successfully reached at a satisfactory level and these successfully reached models can be replicated with the help of successful study, reconstruction and improvement. As technology cannot be taught in isolation from content area but must be linked to the area of instruction, special subject area professors and experts of the Coordination Groups of NCERT are

requested to be the part of the author's Team (Jan, 2017).

Blended learning is a feasible option. Radio, out of school channel of learning, implementable without much blunder is totally neglected. Setting teacher's community as far as content development, capacity building training, help and support are unheeded. Once e-content is prepared, if failed to appreciate with proper implementation, training and help it will become a bundle of junk. Teacher's establishment and facilities for teaching with use of technology will be incomplete and hopeless if topic wise preparation is not there so as to meaningful conduct of lesson plans with the help of resources regards education mechanism, teaching learning materials, especially question banks and feedback collections for self-appraisal. Preparation of e-content for teachers' education should not be an overnight task. Reasonable time, developmental phases, concatenate and collective team works are solicited.

9. Professional Development for Teachers:

Teacher preparation and induction systems are meant to ensure sound training for new teachers, which serves to control entry into the profession while at the same time facilitating rigorous socialization into the teaching profession (L Mokhele, 2014). In case of complaints about new teachers' performance or perceptions of some sort of misconduct, school districts and educational authorities can turn to these systems in order to take redress. Addressing these aspects, most teacher education studies have so far focused on teachers' qualifications and hard skills, that is teachers' content knowledge and pedagogical content knowledge. These are essential parts of effective teaching. Still, the reason why some people are drawn to the profession and how prospective teachers make sense of the decision to become teachers, as well as their new social patterns after induction, remain largely unexplored. The necessity of understanding teacher identities and the dynamics of their formation, in both pre-service and in-service phases, cannot be overemphasized. Professional growth cannot be simply measured by tests. Teachers do not work in an environment like factories where productivity can be

easily assessed. Many factors affect teachers' professional development and teaching quality. Some are related to the teacher's own background; others relate to the school's personnel; thirdly, an external educational authority or authority figures' attitudes and policies. Input - background and resources about the teacher's life history and education. The teachers' educational input seems to play a less significant role in them than other equally or more significant input. Research has shown that settings which create opportunities for the teachers to self-regulate the learning and which build a community where they can interact and discuss, promote teaching quality. School factors seem to be decisive, since they can inhibit or sustain the teacher's self-analysis and discussion. She/he may subject to an external authority's strict control, being regarded as the only credible or legitimate definition of quality education. Clarifying masses of work about teachers' tasks, her/his role in it, questions of (mis)interpretation of assessments, various aspects of collaboration with a relevantly considered other becomes nearly impossible.

10. Continuous Professional Development:

Countries all over the world have recognized the need for a skilled and motivated teaching workforce, and the establishment of the Teaching Council in Ireland focused on this need. Secondary school teachers in Indian states, especially females, are at a disadvantage because they are less likely to be employed as teachers. Low quality of education in schools could also be a concern for disadvantaged females in elite college regions. Female teachers in elite college regions might receive lower quality education, which can have impact on CPD. Teaching secondary schools is still one of the least desired jobs and how CPD could benefit and teachers' future jobs that await teachers after resignation also were concerns for teachers. Providing mobility and its future attainability could attract teachers to attend an ungrateful CPD. Indian Teacher Education institution, especially the one catering to secondary education are mainly viewed as sub elite and inflating caste and region entries could hamper the institutions' reputation (L Mokhele, 2014). Questions

without answers clouded rural teachers' interest and attendance.

High quality CPD is critically positioned toward building professional competencies and engaging teachers to learn about child, pedagogical, personal and context aims of teaching (Nooruddin & Bhamani, 2019). Intensively structuring CPD with proper trainings for facilitators held promise for robust Professional Learning Communities (PLC) which could mediate and benefit teams/individuals to communicate, perform and resolve a set of distinguished concerns in professional paradigm. Extensive agenda and long term vision of addressing teachers' taskworld, reading them as recipients of policy, and prospectively disclosing ungrateful CPD's possible payment and mobility to colleges and universities ensuring teachers' welfare could be a potential low-cost strategy for drawing interest. Consistent protocols and incentives and reward policies for facilitators could prompt participation in CPD. Evaluators ideally known in systems' subjective discourse and entrusted with quality, trust and position could promise confidentiality to teachers against professional misconduct hinting outputs.

11. Mentorship Programs:

Mentoring is integral to teacher training. Though formal training in mentoring, informal practices and some professional development programs exist. Conversely, unlike other teacher education institutions, Narsee Monjee Institute of Management Studies thought it imperative to create a systematic and structured mentoring program (Pakhmode et al., 2024). The mentor training needs were determined through the qualitative survey method, in-depth interviews of the perceived novices and experts. They were then analysed inductively using thematic analysis to arrive at the training gaps, which were valid for the teaching fraternity across the globe. These institutional-level needs were further validated through quantitative means using an online survey on the Effective Mentoring Aspects Scale by other teacher training institutions. Based on this identification, a tailored Faculty Development Program had been designed and subsequently

implemented. The impact of this FDP was then assessed using a mixed-methods approach.

The FDP was conducted in a hybrid mode over six days. It had sessions on understanding mentoring, e-mentoring, peer mentoring, and appreciative mentoring, delivered through engaging activities, tools, or platforms. Breakout rooms were used for group interactions. Pre and post-assessments were employed for quantification, complemented by reflections, observations, and interviews that captured richness and depth. Despite the challenges, the positive changes are noteworthy (Lofthouse, 2018). The content was meaningful and highly engaging, making most participants reflect on existing mentoring practices and the dire need to revamp them. The variety of topics covered was thought-provoking and clearly bubbled into an echo, spurring larger discussions on changing existing practices. The concepts taught in the FDP had great practical applicability. Understanding the significance of mentoring and approaching it from a more focused perspective was invaluable. The tailoring of the FDP contents to the mentoring needs of both mentors and mentees was accomplished. Also, the sessions were thoroughly planned to address the mentor perspective.

Despite the implementation of pre-designed mentorship protocols, some faculty resorted to informal mentoring. So, monitoring to check that the mentoring protocol is followed might be one alternative. It was a promising endeavour with a feedback loop (both formal and informal). This matched with the fact that some participants expected a longer duration of sessions. Many were unaware of platforms such as WhatsApp, yet they were real-time connectivism spaces for interactions. Mentorship also encompasses emotional and personal aspects, including career development, interpersonal relationships, ongoing research interests, and improved self-esteem. Though there existed a protocol and a structured mentorship program, most mentors expressed a need for further guidance on effective mentoring techniques.

12. International Best Practices in Teacher Education:

The Education Commission Report had pointed out that “Unless a beginning is made with a radical reform of teacher education there can be little hope of securing substantial improvement in education in the country.” Unfortunately, that sound advice is yet to pave the way for what is now called teacher education in the country. Well-visited earlier too, here is an attempt aimed to bring an overview of the teacher education scenario in the country highlighting its issues, concerns and challenges, suggestions for its transformation and various best practices followed in some countries worth emulating in Indian context. According to various ancient educationists and thinkers education according to the human nature is a lifelong process, a divine gift and light for enlightenment; the foundation for all-round development of human beings; a social process and an agency of social change; a means for transformation from darkness to light; a means of empowering the community and its members; a source and input for social development; Empowering communities through education; and the most powerful force for social transformation. Although viewed positively, the necessity and importance of education for the social process, transformation and empowerment have been acknowledged. Education has since been recognised as a right, a means for securing rights, beneficial for the public good, and failure in education has been reflected as a public issue. Education has been made a social issue and concern. There are various commissions, ideals, regulations, and bodies for its maintenance and improvement.

However, even in its 80th year the quality of education under these parameters and perceptions remains a matter of concern. The issues of concerns include the ever-widening inequalities in education and literacy. The most unfortunate is that education has not been treated at par with rooted realities of diverse societies in the country. It remains elitist and an ornament of the same poor and minority further aggravating complexities. Despite multi-pronged efforts cities remain islands of excellence and rural abyss of ignorance, backwardness, darkness,

deprivation hopelessly beyond the reach of education and development. There are unintended consequences of dependence on the privatisation of education. They are anti-government, anti-public, and anti-poor processes. It is ironically becoming a commodity too far beyond the reach of a common man. Education, Teacher Education and Teacher Educators. Education could not be better delivered, if it were. Teacher Education is at best the sickest amongst sick, marginalised and neglected; Knowledge and Teacher Educators are treated with blame and invectives.

13. The Role of Teacher Educators:

Findings from the process of transforming curricular transaction towards a more constructivist approach in pre-service teacher education are elaborated in this chapter. It starts with a discussion of what a "good" teacher educator is followed by what pre-service teacher educators do in implementing programme changes. Evidence is provided about how pre-service teacher educators attempt to resolve the multiple roles they have to play in the light of programme change. According to the National Council for Teacher Education (NCTE), a teacher educator in India is generally required to have either a Master's degree and/or a Doctoral degree in education, or should have a Master's/Doctorate degree along with an education degree at the post-graduate level from a recognised university. The criteria for teacher educators at the primary and upper primary levels are also closer to those of their counterparts depending upon their qualifications with an additional teacher's certificate or a diploma in education. There are, however, mixed responses towards the sentiments expressed regarding many of the traditional characteristics of the good teacher educator. Evidence is provided on how the challenge of them being a teacher educator is negotiated by the pre-service teacher educators. Across all contexts, informants drew on a wealth of contextual knowledge in the attempts to construct a professional identity but such knowledge was differently valued based on its relevance and prominence to the pre-service teacher educators. For the pre-service teacher educators engaged in comprehensive programme change these constructs

were also seen as a means of enacting curriculum change and so had a far greater status and relevance. A discussion on how the profile of the teacher education institution and its attempts to widen access contribute towards it will undoubtedly be of wider interest. Routine operational procedures and systemic arrangements too were voiced by agent and counter-agent groups but in a much more specific and context-related manner than in alternative forms of institutional lifeworld. Such support and inter-department tensions for these forms of professional identity construction have wider liberatory potential than their focus upon a singular practice framework wherein the drama of transformation is limited as it excludes matters of infrastructural support, staffing expertise and financial resources for enactment of the new curriculum. Tension and construct will differ too depending upon the mix of institutional type (college, university, or school) and context, enabling a fuller understanding of the complexities and varied experiences of teacher educators (Exley, 2010).

14. Future Directions for Teacher Education in India:

The beginning of the new era of teacher education in India is marked by deep-rooted changes in the democratic structure of society as the world has moved into the knowledge era. This led to an information revolution characterized by rapid scientific advancements and technological developments. Knowledge has now become a commodity essential for the economic prosperity and national development of countries around the world. Countries compete with each other based on the knowledge available; the most knowledgeable nations will emerge victorious while those weak in knowledge will face charges and deficits not only with respect to economic development but also in establishing a place of pride in society. Nations have taken serious note of the impending knowledge race and are taking prompt corrective measures by focusing on knowledge creation and knowledge dissemination measures. It is widely believed that the only way to save the masses from burial in poverty is to rectify their ignorance through education. To meet the challenges of the digital era it is imperative that the present system of education be overhauled to

keep it in tune with the changed scenario. As it is widely maintained, it is education that prepares men and women for life and its complexities (Amita Raj Gargey & Amit Kashyap, 2017).

Teacher education is the key to the transformation of the whole educational system. Imperative changes in school education must be preceded by strict and sincere metamorphosis of teacher education. Teacher education is often perceived as the education of an immature phase, to garner a few tricks of the trade of teaching, or merely preparation of the hands to handle the daily chores of school system. Currently discussion revolves around the need for rethinking upon earlier notions and concepts, on framing proper and concrete objectives, on presenting time tested, culturally suitable syllabi, text books and methods. In addition to this some important issues to ponder over are the quality, credibility, accountability and effectiveness of teacher education programmes and institutions, the data and records of teacher education in the national and state level which provide useful inputs for better planning, action and policy framing, and the consideration of neo-gandhi principles and ways of training teachers of India.

15. Conclusion:

The Teacher Education System in India plays a critical role in a nation's social, cultural, and economic development. Therefore, there was an urgent need to reframe the teacher education policies and restructure the teacher education system in the country in conformity with the recommendations of the NPE 1986. The glorious past of India's Teacher Education and the successful experience in Science Education and Teacher Preparation have been documented. The guidelines and models for Development and in-service Teacher Education Programs have been outlined. Co-curricular and social activities have been indicated. The recommendations on issues related to Teacher Education have been understood. The major current issues in Teacher Education have been critically analyzed. It is hoped that this work would be a reference material for Teacher educators, Teacher Education Institutions, educational Administrators,

Planners, Researchers, and for those interested in Teacher Education (Amita Raj Gargey & Amit Kashyap, 2017).

The paper attempts to analyze a process of change in one Teacher Education Institute (TEI) in India. Efforts to incorporate a global dimension in the curricula under the broad categories of 'Understanding the World' and 'Ethics and Values' have been chronicled. The analysis focuses on those aspects of the change process that illustrate the complexities and difficulties involved in the implementation of multifaceted change. The institution's mission, commitment to change, flexibility of regulations, an environment supportive of experimentation, innovative and enthusiastic faculty, a willing clientele group, and the availability of adequate resources were found to be the broad facilitators of the change. Resistance of the administration, the need for consciousness-raising, rigid regulations, inadequate facilities, and resources were seen as barriers to the proposed change. Classroom behaviour, methodology of learning, and evaluation procedures were found to be some of the problems. Change is defined as the events or phenomena that constitute a departure from the current state of affairs.

Organizations are dynamic systems that periodically need to undergo changes. Education is considered a powerful instrument for parental upbringing of children. Teacher Education is one of the important aspects of education that remains vital for both individual development and national growth and prosperity. The Teacher Education Institutions prepare teachers for both schools and colleges who shape and mold the future citizens of the nation. On 29th October 1974, Radhakrishnan Commission pointed out the importance of Teacher Education. Some Commission recommendations were implemented while those relating to the pre-service Teacher Education system, now with the National Council for Teacher Education (NCTE), are under examination since 1989. In pursuance of the NPE 1986 and the programme of action thereon, a five-member committee was constituted.

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