

A Review of Global Trends in Teacher Education

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Abstract: Teacher education is vital for developing a group of skilled educators who can successfully guide future generations. It is crucial for ensuring great education and allowing a teacher to identify their true potential. Students should be motivated to pursue their ambitions and endeavour for achievement. In light of the paradigm shifts occurring across several domains, it is imperative for educators to recognize these transitions to improve their efficacy. This can effectively enable a teacher to deliver improved educational outcomes for students. Teaching is a dynamic competency, as education is a continuous process. Today, educators must consistently refine their competencies to adapt to the ever-changing circumstances. Therefore, educational institutions must invest resources in the professional development and training of their educators, since it fosters their personal growth and favourably impacts the students. This research study intends to analyse the prevailing international trends in teacher education. The study employed an exploratory methodology. Thus, it offers a comprehensive analysis of documentation pertaining to teacher education at certain US colleges highlighted in several World Higher Education Rankings.

Keywords: Teacher Education, Global Trends, Professional Advancement, International Higher Education Rankings.

Introduction: Teacher education is defined by the National Council for Teacher Education as a program that includes the education, research, and training of individuals to instruct students at all levels of education, from pre-primary to higher education. The development of professional skills, as well as instructional abilities and robust pedagogical theory, are all components of teacher education. Education for teachers involves all aspects of teaching, including pedagogical theory, professional skills, and teaching skills to students. There are two types of programs that fall under the umbrella of teacher education: pre-service and in-service. These programs might employ formal or an informal approach. It is a method that is ongoing and places an emphasis on the professional progress of teachers. The Secondary Education Commission (1953) made the observation that the professional preparation of teachers is a crucial factor that influences educational change at the secondary level. In its report from 1964 to 1966, the Education Commission emphasized that "in a world grounded in science and technology, education dictates the prosperity, welfare, and security of the populace." The commission also asserted that a robust program for the professional education of teachers is essential for the improvement of education's overall quality. The teacher education program is the foundation upon which the teaching profession is built. A high-quality educator can be developed through the teacher training program, which helps assist this growth.

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The objective of the study is to detect the trends in teacher education at the world's leading universities. The study sample aims to detect the trends in teacher education at the world's leading universities. The majority of the universities ranked among the top twenty are located in the US and UK; therefore, the researcher choose to select only the top university from each country to analyse trends in teacher education.

Table – 1**Ranking of top universities given by different ranking agencies**

Ranking Number	Times Higher Education	Academic Ranking of World Universities	Quacquarelli Symonds	Round University Ranking	U S News & World Report
1.	Stanford University, U S	Vanderbilt University, United States	Cambridge, Massachusetts, United States, Massachusetts Institute of Technology (MIT)	Stanford University, U S	Harvard University, U S
2.	Harvard University, U S	University of Michigan-Ann Arbor	Imperial College London, London, United Kingdom	University of Pennsylvania, Philadelphia, United States	Massachusetts Institute of Technology (MIT) Cambridge, United States
3.	University of Oxford , United Kingdom	Michigan State University	University of Oxford , United Kingdom	Massachusetts Institute of Technology (MIT) Cambridge, United States	Stanford University, U S
4.	University of Cambridge, U K	The University of Texas at Austin	Harvard University, U S	Peking University, China	University of Oxford , United Kingdom
5.	Tsinghua University, China	Harvard University, United States	University of Cambridge, U K	ETH Zurich, Switzerland	University of California, U S
6.	Peking University, China	University College London, United Kingdom	Stanford University, U S	Johns Hopkins University, U S	University of Cambridge, U K
7.	The University of Tokyo, Japan	Stanford University, U S	ETH Zurich, Switzerland	Princeton University Princeton, United States	University College London, United Kingdom
8.	ETH Zurich, Switzerland	Monash University	National University of Singapore (NUS), Singapore	Harvard University, United States	University of Cambridge, U K

9.	University of California, Berkeley, U S	The Ohio State University-Columbus	University College London, United Kingdom	University College London, United Kingdom	Columbia University, South America
10.	University of Pennsylvania Philadelphia, United States	University of Florida	California Institute of Technology(Caltech) , U S	Columbia University, South America	Yale University, U S
11.	Kyoto University, Japan	University of Hong Kong	University of Pennsylvania Philadelphia, United States	Cornell University Ithaca, United States	University of California, Los Angeles,U S
12.	University of California, Los Angeles , U S	University of Toronto	University of California, U S	Tsinghua University , Beijing , China	Imperial College London, United Kingdom
13.	University of Michigan, An Arbor, U S	The Education University of Hong Kong	University of Melbourne , Australia	University of Oxford, U K	Johns Hopkins University, U S
14.	Johns Hopkins University, U S	The Chinese University of Hong Kong	Peking University Beijing, China	University of Chicago, U S	University of Pennsylvania Philadelphia, United States
15.	Fudan University , China	University of Pittsburgh	Nayang Technological University, Singapore	Emory University, U S	University of California San Francisco, U S
16.	University College London , U K	Pennsylvania State University, University Park	Cornell University Ithaca, United States	La Trobe University, Australia	Tsinghua University , Beijing , China
17.	University of Toronto, Canada	University of Pennsylvania	The Chinese University of Hong Kong	Yale University, U S	University of Toronto, Canada
18.	University of Washington, U S	University of Washington	University of Sydney, Australia	University of Cambridge, U K	Princeton University Princeton, United States
19.	Seoul National University, South Korea	Arizona State University	The University of New South Wales, Sydney, Australia	London School of Economics and Political Science (LSE), U K	Cornell University Ithaca, United States
20.	Shanghai Jiao Tong University,China	University of Virginia	Tsinghua University, Beijing, China	Georgia Institute of Technology, United States	University of Michigan, U S

Sources: (A) THE, Times Higher Education World University Rankings, UK, Year 2024 (B)

Academic Ranking of World Universities, Shanghai, Year 2024 (C) QS World University Rankings, UK, Year 2024 (D) Round University Ranking, Georgia, Year 2024 (E) U.S. News & World Report, U.S., Year 2024.

Table 2
Ranks of Universities by various ranking agencies

S.N.	University	Ranking Agencies				
		Times Higher Education, UK	Quacquarelli Symonds, UK	ARWU, Shanghai	RUR, Georgia	US News & World Report
1.	Harvard University, USA	2	4	5		1
2.	Stanford University, USA	1			1	3
3.	Massachusetts Institute of Technology, MIT, USA		1		3	2
4.	University of Oxford, UK	3	3			5
5.	University of Cambridge, UK	4	5			

Table -3
Varied performance indicator for different ranking agencies

RANKING AGENCY	PERFORMANCE INDICATORS
TIMES HIGHER EDUCATION, UK	1.Teaching 2.Research 3. Research influence 4. International outlook 5. Knowledge transfer
QUACQUARELLI SYMONDS, UK	1. Academic reputation 2. Employer reputation 3. Research citation per paper 4. H- index (A way of measuring both the productivity and impact of the published work of a scientist or scholar) 5. International Research Network (by broad faculty area).
ARWU, SHANGHAI	1. Research output 2. Research influence 3. International Collaboration 4. Research quality 5. International academic awards
RUR, GEORGIA	1. Teaching (40%) 2. Research (40%) 3. International diversity (10%) 4. Financial sustainability (10%)

US NEWS AND WORLD REPORT	<ol style="list-style-type: none"> 1. Global research reputation (12.5 %) 2. Regional research reputation (10%) 3. Publications (10%) 4. Books (2.5%) 5. Conferences (2.5%) 6. Normalized citation impact (10%) 7. Total citations (7.5%) 8. Number of publications that are among the 10% most cited (12.5%) 9. The percentage of all papers that are in the top 10% of citations 10. International partnership, compared to country (5%) 11. Working together with other countries (5%) 12. The number of highly cited papers that are in the top 1% of their area (5%) 13. The percentage of all articles that are in the top 1% of most cited papers (5%)
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Global trend study of leading Teacher Education Universities: In light of these rankings, it is pertinent to examine the education systems at Harvard University, USA, and the University of Oxford. These premier universities have historically served as models of education worldwide. With these rankings in mind, it is important to investigate the educational systems that are utilized at Harvard University in the United States of America and the University of Oxford. Over the course of their history, these prestigious universities have been used as educational models all over the world.

Table – 4**International trend of top Universities of Teacher Education in the U.S.**

Harvard University, USA	
Master's in Education (Ed.M.)	<ul style="list-style-type: none"> • Harvard University in the USA provides a range of teacher training programs. • The residential Master's in Education (Ed.M.) at the Harvard Graduate School of Education equips educators and aspiring educators with the essential skills required to effect change in the world through education. • Our program offers mentorship from world-class faculty, collaboration with seasoned leaders and practitioners, and access to a lifelong network. It fosters a community dedicated to pioneering research and a strong commitment to social justice, all of which contribute to building a long-term, impactful career in education. • The on-campus master's degree is a comprehensive, one-year program at Harvard that provides an in-depth exploration of five distinct areas: education leadership and entrepreneurship, education policy, human development, teaching and teacher leadership, and learning design and technology.

Online Master's in Education	<ul style="list-style-type: none"> Teacher training programs are available at Harvard University. Those who can't attend residential programs can get an online master's in education.
Program in Education Leadership	<ul style="list-style-type: none"> HGSE's Online Master's in Education (Ed.M.) in Education Leadership is intentionally curated for educators with at least seven years of relevant experience who want to advance their leadership in higher education or pre-K–12. This part-time program uses the latest online learning innovations and HGSE's longstanding emphasis on relationship building.
Doctor of Education Leadership (Ed.L.D.)	<ul style="list-style-type: none"> HGSE's Doctor of Education Leadership (Ed.L.D.) program trains transformative system-level leaders who can lead complex organizations, handle politics, and reform education. The Ed. L.D. gives you a thorough understanding of teaching and learning and enables you to work across the sector to enhance American pre K–12 education.
Stanford University (USA)	
Bachelor's in Education.	<ul style="list-style-type: none"> Duration: 4 years Program: Undergraduate Studies in Education Specializations: <ul style="list-style-type: none"> Elementary Education Secondary Education Special Education Coursework: Education Foundations, Curriculum and Instruction, Teacher Education, and Education Policy
Master's in Education:	<ul style="list-style-type: none"> Duration: 1-2 years Programs: <ul style="list-style-type: none"> Master of Arts in Education (MA) Master of Arts in Teaching (MAT) Master of Science in Education (MS) Specializations: <ul style="list-style-type: none"> Teacher Education Curriculum and Instruction Education Policy Educational Leadership Special Education Coursework: Advanced coursework in education foundations, curriculum and instruction, teacher education, and education policy, with a focus on research and practical application.

Inference - Teacher education in the United States is a complex and dynamic system that equips individuals to become proficient instructors. It includes multiple tiers of education, ranging from undergraduate programs to advanced degrees, emphasizing both content expertise and instructional competencies.

An overview of essential components of teacher education in the U.S. – Based on an international trend analysis of leading Teacher Education universities in the U.S., the following major features were found.

1. Educator Preparation Programs:

Undergraduate Programs: Most educators in the U.S. commence their careers by earning a bachelor's degree in education, typically involving coursework in pedagogy, psychology, child development, and specific subject areas (e.g., mathematics, science, English). These programs include extensive fieldwork, enabling aspiring educators to gain practical experience in classrooms under the supervision of mentor teachers.

Graduate Programs: Individuals seeking to become educators after earning a degree in a non-educational field might discover many universities offering alternative certification programs or master's degrees in teaching. These programs are designed for persons undergoing professional transitions and those holding bachelor's degrees in various disciplines.

2. Requirements for Certification: In order to teach in public schools in the U.S., educators must have certification granted by individual states. Despite variations in requirements across states, all states impose the following mandates:

Successful fulfillment of an accredited teacher preparation program.

Completing standardized assessments: These evaluations often examine general knowledge, domain-specific proficiency, and instructional competencies.

Clinical Experience: Educators must engage in student teaching or an internship, during which they function in classrooms under the supervision of experienced instructors.

Moreover, educators are often required to get continuing education credits to maintain or renew their accreditation.

3. Educator-Certification: Licensure is overseen by state education departments, and the process entails evaluations such as the Praxis examinations (delivered by the Educational Testing Service) or alternative state-specific assessments. Upon successfully passing the requisite examinations and completing their preparatory studies, educators are awarded a teaching license. Each state possesses an own licensing procedure, perhaps incorporating reciprocity agreements with other jurisdictions, so permitting educators licensed in one state to practice in another.

4. Specialized Certifications: Educators can get additional certifications in specific areas, such as special education, bilingual education, or STEM education (Science, Technology, Engineering, and Mathematics). These credentials often require supplementary study and assessments. Certain states offer supplementary certificates for instructors demonstrating exceptional teaching methodologies, including National Board Certification. The National Board for Professional Teaching Standards (NBPTS) offers certification for educators in several subject areas.

5. Alternative Routes to Educator Certification: There exist various alternative pathways to entering the teaching profession beyond conventional teacher preparation programs:

- **Teach For America (TFA):** A prominent organization that enlists young college graduates and professionals to instruct in underprivileged regions. TFA corps members frequently commence teaching prior to finishing formal teacher training and obtain certification through a blend of practical experience and academic coursework.

- **Alternative Certification Programs:** Numerous states provide programs enabling individuals with a bachelor's degree in a certain topic to attain teaching credentials without participating in a conventional teacher preparation program. These programs are often shorter and focus on the most basic teaching abilities, yet teachers are still required to complete their certification requirements.

Numerous colleges provide online or hybrid teacher education programs, facilitating students' completion of courses while acquiring teaching experience.

6. Mentorship and Orientation: Upon obtaining licensure, novice educators frequently engage in induction programs that offer mentorship and assistance throughout their initial teaching years. These programs are designed to assist rookie teachers in their transition to the classroom by matching them with seasoned educators who offer advice, feedback, and support. Numerous states and school districts provide mentorship programs to assist novice instructors in enhancing their instructional methodologies, classroom management abilities, and professional expertise.

7. Continuous Professional Advancement: Continuing education is essential for teacher development. Educators are urged to participate in professional development consistently to remain informed about educational research, pedagogical techniques, and technology innovations. Professional development possibilities may encompass workshops, conferences, university courses, peer observations, and collaborative teacher networks. Educators may also seek further degrees (master's or doctoral studies) in education or particular disciplines to augment their knowledge.

8. Principal Trends in Teacher Education in the United States:

- a. Focus on Equity and Inclusion:** There is an increasing emphasis on preparing educators to address issues of equity, diversity, and inclusion. Teacher preparation programs are prioritizing the cultivation of culturally responsive and anti-bias educators, particularly in heterogeneous classroom environments.
- b. Integration of Technology:** As digital tools and technologies become integral to education, teacher education programs are incorporating enhanced technology-related training. This involves preparing educators to employ technology for instruction, evaluation, and communication, as well as teaching pupils digital literacy.
- c. Social-Emotional Learning (SEL):** Teacher education programs are increasingly prioritizing social-emotional learning. Educators are directed to foster emotional intelligence, resilience, and positive mental health among students.
- d. Data-Driven Instruction:** Educators are being trained to leverage data for instructional decision-making, emphasizing assessments to inform teaching and track student progress.
- e. Teacher Shortages and Retention:** Many states and districts face shortages of educators, especially in high-demand sectors such as special education, STEM, and rural regions. Teacher education programs are mitigating shortages by offering incentives such as loan forgiveness and scholarship opportunities, while also boosting retention through augmented support and mentoring.

9. The Function of Standards and Accreditation: Teacher education programs in the U.S. are often recognized by professional organizations like the Council for the Accreditation of Educator training (CAEP), which establishes stringent requirements for outstanding teacher training.

National and state standards, including the InTASC Standards (Interstate New Teacher Assessment and Support Consortium), direct teacher training and delineate expectations for teacher performance.

Table -5**International trend of top Universities of Teacher Education in the U.K.**

University of Oxford, U K	•
MSc in Teacher Education	<p>MSc in Teacher Education in Oxford is a professional development course for new and experienced pre-service and in-service teacher educators who want to learn more about effective and inspiring teacher education while working. This world-first two-year, part-time study brings together UK, EU, and foreign teacher educators and awards an Oxford University master's degree for pre-service and in-service teacher educators:</p> <ul style="list-style-type: none"> • School-based teacher educators, coaches, and mentors • University tutors involved in teacher education, including tutors on taught programs or subject department tutors • Advisory teachers and fieldworkers • Professional development providers.
Post Graduate Certificate in Education(PG-Cert-in-Education)	<p>The Oxford Internship scheme, formally referred to as the Post Graduate Certificate in Education (PGCE) Programme at the University, constitutes a one-year, full-time course designed for teacher education aimed at graduates. This Programme emphasizes a collaborative relationship between the University department and local comprehensive schools. This facilitates the comprehensive planning, execution, and assessment of all course components, leading to a curriculum that effectively combines university and school activities over the entire year.</p> <p>During the PGCE course, individuals in the role of student teachers are referred to as interns. At Oxford, interns receive training to instruct in secondary schools catering to students aged 11 to 19 in one of the following subjects:</p> <ol style="list-style-type: none"> 1. English 2. Geography 3. Historical analysis 4. Mathematical concepts 5. Contemporary languages (French, German, Spanish, Mandarin) 6. Religious studies 7. Scientific disciplines: biology, chemistry, physics. <p>The program has been created in collaboration with colleagues from Oxfordshire partnership schools and addresses essential professional skills, including:</p> <ul style="list-style-type: none"> • lesson planning and preparation • assessment, recording, and reporting • responding to individual learning needs • Management of classroom dynamics and student behavior. <p>The development of interns' teaching practice is systematically evaluated</p>

	through regular three-way meetings involving the curriculum tutor, mentor, and intern. This process is guided by a comprehensive array of evidence and is ultimately measured against the standards required for Qualified Teacher Status. Every intern is required to complete three written curriculum assignments, with two of these undergoing formal examination. Additionally, there is one Professional Development Programme (PDP) assignment, which is also formally examined, focusing on a broader educational issue. Interns are required to combine practical exploration of pedagogical or educational issues with their own practice and school-based research, alongside engaging with relevant research, policy, and professional literature in all assignments. The examined assignments at the master's level, upon successful completion, yield 60 M-level credits, which can be accumulated towards obtaining a full master's degree. To obtain the Postgraduate Certificate in Education with Qualified Teacher Status (QTS), it is essential to successfully complete all three assessed assignments at the master's level, in addition to fulfilling the practice requirements for QTS. Individuals who successfully complete the assignments at Honours level will receive a Professional Graduate Certificate in Education with QTS, contingent upon their practice meeting the established QTS standards.
Oxford International Teacher Training	Experienced EFL teachers have the opportunity to enhance their skills and prepare for roles in academic management through Oxford International Teacher Training by pursuing the Trinity Diploma in TESOL.

Inference - Teacher education in the UK has progressed over time in reaction to alterations in educational legislation, societal demands, and global advancements. Presented herein are many significant trends in teacher education within the UK.

A summary of essential components of teacher education in the U.K. Based on the international trend analysis of leading Teacher Education universities in the U.K., the following significant elements were discovered.

1. Enhanced Emphasis on Teacher Quality: There is a pronounced focus on elevating teacher quality through stringent recruitment processes, elevated standards of professional development, and ongoing evaluations. Teacher training programs now strive to ensure that educators possess not only pedagogical expertise but also the capability to meet the diverse needs of students.

2. School-Centered Initial Teacher Training (SCITT): SCITT programs, which involve trainees engaging in practical work inside schools concurrently with their studies, are gaining increasing popularity. These programs facilitate enhanced practical experience, deemed crucial for adequately preparing instructors for the classroom. School-led training efforts are more prevalent, as educational institutions collaborate with universities or training providers to deliver customized programs.

3. Utilization of Technology in Teacher Training: Technology is increasingly integral to teacher education,

influencing both the equipment employed in classrooms and the methodologies of training. Online learning platforms, virtual classrooms, and digital resources for professional development are more prevalent.

Training programs frequently integrate e-learning modules, webinars, and digital collaborations, enabling educators to upgrade their abilities with flexibility.

4. Emphasis on Mental Health and Well-being: There is an increasing focus on supporting the mental health and well-being of educators. Teacher stress and burnout are acknowledged as significant concerns, prompting initiatives that emphasize mental health awareness, resilience development, and support systems for educators. Training programs frequently incorporate modules on stress management, fostering well-being in the classroom, and identifying burnout indicators.

5. Diversity and Inclusion: Teacher training programs in the UK are progressively emphasizing diversity, equity, and inclusion. Trainees are instructed on how to address the needs of students from varied backgrounds, including individuals with impairments, those learning English as an extra language (EAL), and other vulnerable populations. There is a focus on culturally relevant pedagogy and the comprehension of implicit biases.

6. Continuing Professional Development (CPD): Educators are required to participate in continual professional development throughout their employment. Continuing Professional Development (CPD) possibilities have become increasingly diverse, with certain institutions providing in-house training, while others advocate for educators to engage in specialized courses. The promotion of 'career-long learning' has been advocated, with educators participating in courses on innovative curriculum designs, emerging technology, and leadership competencies.

7. National Curriculum and Standardization: Teacher education programs are aligned with the national curriculum, ensuring that educators are adequately equipped to instruct the mandated courses. Nonetheless, there is a tendency towards customizing training to address local and particular school requirements while upholding national standards. Professional standards, shown by the "Teachers' Standards" in England, are being meticulously incorporated into teacher education programs to guarantee a consistent degree of excellence throughout the profession.

8. Specialist Teacher Training: There is a growing demand for educators possessing specialist competencies in fields such as STEM (Science, Technology, Engineering, Mathematics), special educational needs (SEN), and vocational education. Dedicated pathways exist for educators to concentrate on certain domains, offering tailored assistance to address particular educational requirements.

9. Other Pathways into Teaching: Initiatives like Teach First, School Direct, and Apprenticeships offer other pathways into the teaching profession, particularly for graduates from non-educational disciplines. These pathways enable individuals to transition into teaching directly from their professions, providing immediate practical experience. These alternate paths seek to draw a more varied array of candidates, especially those from marginalized demographics.

10. Global Influences and Exemplary Practices: Teacher education in the UK is progressively shaped by international trends. Methods from nations recognized for their robust educational frameworks, such as Finland and Singapore, are being tailored to the UK environment, emphasizing teachers' autonomy, ongoing professional development, and hands-on training in the classroom. There is an increasing acknowledgment of the significance of cross-cultural education and the exchange of best practices globally.

Table -6
Trend of Teacher Education in U.S. and U.K.

Innovative Models:	Examination of innovative models, such as: <ul style="list-style-type: none"> • Teacher Residency Programs (USA) • School-Based Teacher Training (UK) • Online and Blended Teacher Education (Australia) • Community-Based Teacher Education (Africa)
Technology Integration:	Discussion of technology integration in teacher education, including: <ul style="list-style-type: none"> • Online learning platforms • Simulation-based training • Virtual mentorship programs
Global Perspectives:	Overview of teacher education programs and innovations from around the world, including: <ul style="list-style-type: none"> • Finland's emphasis on equity and inclusivity • Singapore's focus on teacher professional development • Canada's indigenous teacher education programs
Case Studies:	<p>Stanford University's Teacher Education Program (USA): A renowned program emphasizing research-based practices and clinical experience.</p> <p>University of Melbourne's Master of Teaching (Australia): A innovative program integrating online and blended learning.</p> <p>University of Helsinki's Teacher Education Program (Finland): A program focusing on equity, inclusivity, and student-centered learning.</p>

Inference - This inference is based on the fact that the United States and the United Kingdom are both offering innovative teacher training programs that incorporate technology into the teaching environment. In addition, these nations are taking into consideration global perspectives such as equity, inclusivity, and the holistic development of an individual throughout their teaching career.

The teacher education programs all around the world are embracing innovation in order to adapt to the ever-evolving requirements of both students and teachers. The relevance of contextualized learning, the integration of technology, collaboration and partnerships, and cultural responsiveness is emphasized throughout this work. Policymakers can support innovative teacher education programs and give resources for the integration of technology. Institutions should develop partnerships with schools and communities to provide clinical experience and mentorship. This is something that can be advocated. And academics to investigate the influence that educational programs for teachers that are creative have on the outcomes for students.

Conclusion - In summary, teacher education programs globally are incorporating innovative approaches to meet the changing needs of students and educators. This work emphasizes the importance of contextualized learning, the integration of technology, collaboration and partnerships, and cultural responsiveness. Policymakers have the opportunity to enhance teacher education programs by providing resources that facilitate the integration of technology. Institutions ought to establish collaborations with schools and communities to facilitate clinical experience and mentorship opportunities. This is an issue that warrants advocacy. Academics should examine the impact of creative educational programs for teachers on student outcomes.

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