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Teacher Education in Viksit Bharat @2047: Perspectives and Approaches

Md. Jasim Alam[1], Rashmi Raj[2], Dr. Sanjay Kumar[3]
[1]Assistant Professor, Department of Education, Dr. S.P. Singh College of Teacher Education, Motihari, Bihar
Email Id: mdjasimedu@gmail.com
ORCID iD: https://orcid.org/0009-0005-6929-4371
[2]Ph.D. Research Scholar, Department of Education, Patna University, Patna, Bihar
Email Id: rashmiraj.rose@gmail.com
[3]Assistant Professor, Department of Education, Dr. S.P. Singh College of Teacher Education, Motihari, Bihar
*Corresponding Author Email Id: sikhar.sanjay@gmail.com

Abstract

This study examines the development of teacher education in India with a focus on the current curriculum, its implementation and alignment with national education policy 2020 in the context of Viksit Bharat @2047. It aims to identify significant issues, evaluate current policies and explore opportunities for improving teacher education in line with emerging educational needs and national development goals. The study is theoretical, based on secondary sources such as policy documents, commission reports and academic literature, with specific reference to the NEP-2020. The findings reveal significant gaps in curriculum relevance, practical training, institutional quality and stakeholder participation. However, it also reveals substantial opportunities for transformation through competency-based education, digital integration and inclusive pedagogical practices aligned with 21st-century skills and Industry 4.0 demands. It suggests that effective teacher education must be context-appropriate and relevant to socio-cultural diversity of India. It highlights the importance of preparing teachers with skills related to technology, critical thinking and innovation. This is helpful for in-service teachers, teacher educators and aspiring teachers to improve pedagogical practices to achieve the dream of Viksit Bharat @2047. As the concept is emerging, limited literature; this study provides a foundation for future research. The results are useful for teacher educators, policymakers and practitioners seeking to align teaching practices with national agenda. The study contributes to the emerging discourse on Viksit Bharat @2047 and offers direction for future research.

Keywords: Teacher Education, Viksit Bharat @2047, Education Policy, Curriculum Reform, Pedagogy

Introduction

The vision of 'Viksit Bharat @2047' represents India's goal to become a developed nation by the centenary of its independence. Teacher education serves as the foundation of the national transformation, although teacher education acts as its structural pivot. Teachers impact

intellectual development, social harmony, moral values and economic productivity. With this in mind, the Government of India has continuously prioritized education reforms as part of its national development plans.

The National Education Policy 2020 reflects teacher education as the foundation of quality education. It recommends interdisciplinary integration, competency-based learning, strong school internships and a four-year integrated Bachelor of Education (B.Ed.) degree as the minimum qualification for teachers. It emphasizes professionalism, professional development and the integration of 21st-century skills. Regulation bodies like the National Council for Teacher Education (NCTE) and the University Grants Commission (UGC) also support these initiatives, through their regulations, accreditation and quality standards for teacher education institutions (Chand, 2018).

The conceptual definition of teacher education refers to all structured and experiential learning processes that prepare individuals for professional teaching responsibilities. (Good's Dictionary of Education), it is the totality of formal and informal experiences that prepare an individual for the teaching profession. Ahmad (2023) notes that having well-defined goals is crucial for guiding teacher preparation programs. Historically, teacher preparation evolved from "teacher training" (1906-1956) to "teacher education" during the period of the Calcutta University Commission (1917-19); this reflects a transition away from a narrow focus on skill acquisition toward comprehensive professional preparation.

Post independence, India took policy steps to restructure teacher education. The National Policy on Education 1986 (revised in 1992) brought about reforms in teacher preparation and institutional reforms. The National Council of Educational Research and Training (NCERT), National Assessment and Accreditation Council (NAAC), UGC and National Council for Teacher Education (NCTE) had a significantly influenced on curriculum development, accreditation and quality enhancement. This led to better trained teacher access at primary, secondary and tertiary levels of education (Hazra, 2018). However, issues of quality, professionalism and implementation remain unequal (Dhal, 2018).

Early models of teacher preparation primarily emphasized technicians or mechanics. Its objectives were more limited, concentrating solely on skill development. As a result, the scope and viewpoint of teacher education were constrained. Education is always imperative, while teacher training is indispensable for the overall success and development of any country (Khan, Fauzee & Daud, 2016). Modern models, TPACK framework (Technological Pedagogical Content Knowledge), reflection and moral considerations. William Heard Kilpatrick characterized education not merely as preparation for future existence, but as "a process of living" a process that prioritized 'child-centered' and 'purposeful activities' for the cultivation of character, social responsibility and critical thinking. He supported the "Project Method," which aimed to promote "responsible, reflective and socially aware citizenship" in a democratic society.

The role of technology has also influenced teacher education. The digital revolution that has taken accelerated during the pandemic has revealed the need for digital literacy, adaptability and innovation in teaching learning process. Global discussions about vocational and

professional education also emphasize the need for technologically competent teachers who can keep pace with changing labor markets (Pilz & Regel, 2021). As a result, teacher education should include digital competence, multi-disciplinary approaches and inclusivity.

As India progresses towards 2047, teacher education needs to align with national goals of inclusion, innovation and global competitiveness. Enhancing institutional strategies, empowering teacher educators and ensuring reform implementation remain crucial (Kumar, 2024; Kumar, 2021). Thus, a new vision of teacher education through emerging paradigms and strategies is essential to align teacher education institutions with the broader developmental goals of Viksit Bharat @2047.

Examination of the Current Teacher Education Curriculum in India

The current curriculum for teacher education in India is gradually shifting towards the assessment of quality within a framework that indorses equity and equal opportunity in educational setting. One of the essential components of this framework is 'sensitivity to diversity' which refers to a teacher's ability to communicate with people from diverse socio-cultural backgrounds. In this regard, adopting a "dispositional measurement system" is important to prepare quality, ethical and socially responsive teachers (Sain & Kaware, 2014).

The last few years have seen a major shift in teacher education curriculum and regulatory frameworks in India towards reform and restructure. This transformation has been influenced by several policies such as the Kothari Commission (1964-1966), Acharya Rammurti Committee (1990), National Curriculum Framework 2005, National Knowledge Commission, National Council for Teacher Education Regulations (2009), Right of Children to Free and Compulsory Education Act 2009 and National Curriculum Framework for Teacher Education 2010. Collectively, these frameworks advocate a move away from content-based, teacher-oriented toward learner-centered, inclusive and competency-based teacher preparation.

Despite these progressive reforms, several issues relating to infrastructure and teaching learning process. These include limitations related to the duration and quality of internships in-service teachers, the lack of emphasis on experiential learning and quality issues in distance and remote teacher education (Kumar & Azad, 2016). The National Council for Teacher Education (NCTE) is the primary governing body for teacher education in India. It manages programs like the Bachelor of Education (B.Ed.) and Diploma in Elementary Education (D.El.Ed.) to prepare pre-service teachers with the knowledge, skills and dispositions needed for different classroom settings.

Current research trends in teacher education highlights towards changing roles for teachers and changing notions of teacher effectiveness, which are being taken into consideration in policy and practice. There is a greater focus on the importance of developing professional skills, as well as improving teacher motivation, commitment and reflective skills. Furthermore, the progress in Information and Communication Technology (ICT) is opening new opportunities for innovation and development in teaching and learning process, a shift in teacher education (Rajput & Walia, 2001).

The current state of teacher education is the growth of teacher education institutions in the last ten years. The expansion is in response to the demand for teachers that has been prompted by various national plans such as Operation Blackboard, District Primary Education Programme, Sarva Shiksha Abhiyan and Universalization of Elementary Education. However, this development has often been at the expense of quality control, raising concerns that many of these new teachers lack professionalism, accountability, teaching skills and professionalism (Kumar & Azad, 2016). Consequently, these factors affect the effectiveness and quality of the Indian education system. The following Key Challenges in India:

Quality of Teacher Education Institutions (TEIs): Many Teacher Education Institutions (TEIs) in India face significant challenges related to inadequate infrastructure, limited resources and shortage of qualified faculty which negatively impact teacher preparation. Furthermore, the continued use of outdated curricula and traditional pedagogical approaches in some institutions limits their ability to meet the evolving demands of the education system.

Mismatch between Supply and Demand: The supply-demand equilibrium gap in teacher recruitment underscores a problem with teacher training. This imbalance is a crisis of both numbers and quality, in which TEI offerings continue to be insufficiently attuned to the local changing demands of 21st century educational systems.

Curriculum Relevance: Current teacher-training frameworks are often accused of being rigid and out of touch with the rapid pace of digital developments and multiple socio-educational changes. To be effective, the curriculum needs to move beyond traditional teaching styles to strong experiential learning opportunities. Enhancing ties between theory and practice is critical in providing teachers with the flexibility and digital literacy needed to respond to contemporary challenges.

Technology Integration: The limited and ineffective integration of Information and Communication Technology (ICT) in teacher education programmes restricts the development of digital literacy and technology-enabled pedagogical practices, which are essential in contemporary education.

Pedagogical Advancements: Insufficient emphasis on innovative, learner-centered and contemporary teaching methodologies leaves many teachers inadequately prepared to engage students effectively and foster meaningful learning experiences.

Inclusive Education: Teacher education programmes often lack adequate focus on inclusive education practices, particularly in addressing the diverse learning needs of students with disabilities and special educational requirements. Strengthening this dimension is essential for promoting equitable and inclusive classrooms.

Assessment and Evaluation Practices: The assessment techniques employed in teacher education programmes often fail to adequately measure the competencies, pedagogical skills and professional dispositions required for effective teaching.

Instructional Language: The language of instruction in teacher education programmes does not always prepare teachers for the linguistic diversity of classrooms, particularly in multilingual and cultural contexts.

Monitoring and Accountability: The lack of effective regulatory oversight and uniformity of accountability measures has led to a wide range of quality variations in Teacher Education Institutions (TEIs). Consequently, this regulatory gap leads to a highly diversified teacher preparation system, with the absence of stringent monitoring and evaluation mechanisms allowing considerable variability in institutional performance and teaching quality.

Teacher Motivation and Job Satisfaction: The professional strength of the teaching profession is seriously compromised by a trinity of systemic pressures: inadequate remuneration, adverse working conditions and a corrosive undermining of prestige. This results in teaching job demoralization a "motivation gap" that is directly linked to poorer teaching performance and student achievement.

Need for Systemic Reforms: To fix the problems in how we train teachers, we cannot just change one thing; we need to fix the entire system from the ground up. This starts with updating policies and regulations to make sure every training college follows high standards and is held accountable for the quality of teachers they produce. But we also need to reform the curriculum to be less theoretical and more relevant to the modern world, such as how to use technology in the classroom and how to handle situations in the classroom. Alongside curriculum, we need to focus on infrastructure so that the training facilities are equipped with the resources, libraries and online resources that students need in the 21st century. However, a teacher's education shouldn't end at graduation; there must be a system for continuous professional development so that educators can keep improving their skills throughout their careers. For these reforms to actually work in a country as large as India, it is essential for the government, colleges and local communities to work together. Only with this type of collective action can we ensure the impact of policy and practice translates into the classroom.

Strategic Pathways for Addressing Challenges and Leveraging Opportunities in India

Localization and Cultural Awareness: For institutions to succeed in the diverse Indian educational ecosystem, they need to avoid "one-size-fits-all" models. This involves adopting culturally responsive pedagogy and localized teaching methods that honor regional language and cultural differences and ensuring teacher training meets the needs of the communities they work in.

Navigating Regulations and Aligning with Policy: To build a high-quality education ecosystem, it is important to engage with regulatory bodies such as the National Education Policy 2020. Through strict adherence to regulatory frameworks and establishing open communication with regulatory bodies, institutions can avoid regulatory hurdles and align their strategies with national goals.

Digital Integration and Resource Optimization: Addressing the "digital divide", dual strategies are needed: making the best use of existing physical infrastructure through resource optimization and avoiding traditional constraints through the Digital Transformation. Adopting mobile-first and asynchronous online platforms can equalize access to quality training regardless of resource constraints and remote location.

Human Capital Development: Educational quality is driven by the development of educators. Academic institutions need to focus on holistic professional support to address skill gaps (especially in digital literacy) and well-designed incentive mechanisms and career pathways to enhance retention of qualified educators.

Collaborative Synergy and Market Focus: Collaboration is key to success in India. By strategically partnering with local experts, industry stakeholders and global institutions, Teacher Education Institutions (TEIs) can encourage research and innovation that meets the needs of India, but is also globally relevant.

Social Responsibility and Community Engagement: Education needs to be seen as a tool for broader societal change. By integrating socially responsive practices and community engagement in teacher training, educators are equipped to become change agents, addressing local challenges and building the connection between school and society.

Alignment with Indian Education Policies and Strategies for Viksit Bharat @2047

National Education Policy 2020 represents a transformative framework aimed at restructuring the educational system to meet the aspirations of Viksit Bharat @2047. The policy addresses critical concerns such as equitable access, pedagogical innovation, curriculum reform and technology integration, while aligning national priorities with global commitments like the Sustainable Development Goals (SDGs). Its comprehensive approach is designed to revitalize and strengthen multiple dimensions of education in India.

Holistic and Comprehensive Education: The policy promotes a shift from rote learning to an integrated approach emphasizing critical thinking, problem-solving, creativity and socio-emotional development. It also advocates the inclusion of sports, arts and co-curricular activities for the overall development of learners.

Integration of Technology: Emphasis is placed on the systematic integration of digital technologies to enhance teaching-learning processes. The policy supports the development of digital literacy and ensures access to modern educational tools and resources.

Inclusive and Equitable Education: A strong focus is given to inclusive education, ensuring that learners from diverse socio-economic and ability backgrounds have access to quality education.

Skill Development and Employability: The policy integrates skill-based education within the curriculum to align learning outcomes with industry requirements, promoting experiential learning and real-world exposure through institutional collaborations.

Teacher Professional Development: Continuous professional development and training of teachers is emphasized to keep them updated with evolving pedagogical practices. The policy also highlights the importance of attracting and retaining quality educators.

Research and Innovation: The development of a research-oriented and innovation-driven educational ecosystem is encouraged to support reforms and align with global best practices. Institutional collaborations and research initiatives are promoted to address emerging educational challenges.

Curriculum Relevance and Flexibility: Regular revision and updating of curricula are advocated to ensure alignment with changing societal and economic needs. The policy encourages multidisciplinary and flexible learning pathways.

Community Engagement: Strengthening the relationship between schools, communities and stakeholders is emphasized to create a supportive learning environment. Active participation of parents, local bodies and community leaders is encouraged.

Environmental Education and Sustainability: The integration of environmental education aims to foster awareness of sustainability and promote environmentally responsible behavior among learners.

Assessment and Evaluation Reforms: The policy advocates a shift from rote-based assessment to competency-based evaluation, focusing on critical thinking, application of knowledge and holistic development.

Strategic Recommendations for Viksit Bharat @2047

Teacher education plays a pivotal role in developing a competent pool of school teachers who will shape the future of the nation. As emphasized in the National Education Policy 2020, the teacher must remain at the center of all educational reforms and innovations. For Viksit Bharat @2047, teacher education reforms need to emphasize the development of professionally proficient, flexible and socially responsive teachers who can adapt to the complexities of the education sector (Maseeh, 2023). Teacher education reforms are not just about policy changes but they focus on providing teachers with the knowledge, skills and professional attitudes to drive educational change. These reforms priorities preparing future-ready teachers to drive change in the country and adapt to the complexities of the classroom (Chitra, 2019).

Artificial Intelligence (AI): Integrate Artificial Intelligence (AI) in teacher education to enhance instructional design, assessment systems and personalized learning support. AI-based tools can assist in diagnosing learner difficulties, providing real-time feedback and supporting data-driven decision-making in classrooms. It can also help teacher educators in predictive analytics for student performance, adaptive learning pathways and automated assessment systems, thereby improving efficiency, accuracy and quality in teacher preparation for Viksit Bharat @2047.

AI-Driven Personalization and Adaptive Pedagogy: To move beyond "mass-produced" education, Teacher Education Institutions (TEIs) need to incorporate Artificial Intelligence and predictive learning analytics. This includes equipping teachers to leverage data analysis to create personalized learning pathways. Creating self-directed learning environments allows teachers to move from being the primary source of knowledge to providing individualized digital learning support.

Global Pedagogical Integration and Virtual Mobility: Viksit Bharat demands a workforce with a global outlook. We must move toward transnational pedagogical collaboration, utilizing virtual exchange programs and international partnerships. This "borderless classroom" model helps educators and students to learn from global best practices, making Indian education simultaneously local and universal.

STEM Excellence and Innovation-Led Learning: STEM-Innovation Nexus should be a priority. By shifting toward project-based and experiential learning, education should move from rote memorization to active problem-solving. This equips students for the "Fourth Industrial Revolution", with skills in new technologies and scientific exploration as key sources of economic development.

Holistic Competency: The "Soft Skill" Integration: Intellectual skills need to be balanced with socio-emotional intelligence. Critical thinking, resilience and creativity in collaboration should not be stand-alone subjects but integrated into the pedagogical process. This helps the creation of balanced citizens for a developed society.

Resilient and Hybrid Learning Ecosystems: A developed India requires infrastructure fluidity. We need to design "mode-agnostic" and support hybrid formats of face-to-face, remote and asynchronous learning. This flexibility assurances uninterrupted learning, regardless of location and socioeconomic backgrounds.

Eco-Centric Curricula and Sustainable Citizenship: As per world climate change goals, Environmental Sustainability Education needs to be compulsory. The curriculum must incorporate "green skills" to produce environmentally minded citizens and transform schools into centers for community-based sustainable practices and environmental activism.

Lifelong Professional Learning and Collaborative Growth: Continuous Professional Development (CPD) needs to be enhanced with peer-mentoring and online collaborative networks. Educators need to be seen as lifelong learners who continually adapt their "pedagogic skills" to technological developments.

Radical Inclusion and Equity by Design: Viksit Bharat cannot be achieved without inclusive education. This means Universal Design for Learning (UDL), so that socio-economic background, physical ability or location are no longer constraints. Universal Design for Learning must be a teacher skill, ensuring that "no learner is left behind".

Dynamic Quality Assurance and Stakeholder Feedback Loops: we need to move from static inspections to Continuous Systemic Improvement. Through real-time monitoring and transparent feedback processes from students, parents and industry experts, the education system will be dynamic and in tune with the demands of the future in 2047.

Conclusion

The vision of Viksit Bharat @2047 is a holistic approach to achieve India's agenda of becoming a developed, inclusive and globally competitive economy by 2047, the 100th year of its independence. This aspiration is driven by technological advancement, economic expansion and a commitment to sustainable and equitable development. But to achieve this vision, we need to build human capital, where education plays a central role. To align with the National Education Policy 2020, educational reforms should take an interdisciplinary, holistic and learner-centered approach to promote critical thinking, creativity and 21st century skills. NEP 2020 supports universalization, equity, inclusivity and technology in education, which are crucial for addressing socio-economic and digital divides. Also, it promotes participatory

governance and engagement with teachers, students, parents and institutional leaders to ensure that educational reforms are relevant to the socio-cultural and linguistic diversity of India.

The integration of Artificial Intelligence and Industry 4.0 as proposed in NEP 2020, will enhance innovation, productivity and employability, thus contributing to the national development. At the same time, addressing issues like infrastructure gaps, digital divide and environmental sustainability needs policy implementation and strategic investment. Therefore, by integrating educational reforms with the principles of NEP 2020 in line with the targets of technological innovation, sustainability and inclusive development, India can establish a resilient and future-ready education system. This holistic approach will go a long way in achieving the dream of a prosperous, self-sustainable and inclusive Viksit Bharat @2047.

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