
Employability skills and pedagogical preparedness of prospective teachers: A Qualitative Thematic Book Review in the Indian Context***Dr. Ashish Kumar Awasthi, **Mansha, & ***Dr Smita Srivastava**DOI: <http://doi.org/10.5281/zenodo.23523703>**Review: 14/09/2026****Acceptance: 15/09/2026****Publication: 25/10/2026****Abstract**

The changing nature of education has expanded the professional expectations placed upon prospective teachers. Besides subject knowledge and pedagogical understanding, teachers require employability skills like communication, critical thinking, Problem solving, collaboration, digital competence, adaptability, professional ethics, reflective practice and life - long learning skills. The present paper examines the relationship between employ ability skills and pedagogical preparedness of prospective teachers through a qualitative thematic book review approach, with particular reference to the Indian context. Nine selected books and related teacher-education literature were purposively examined. The analysis identified that employability skills and pedagogical preparedness are not independent domains, they are inter-related. The transferable employability skills become professionally meaningful only prospective teachers are able to apply them to lesson planning, classroom interaction, assessment, inclusion and reflective teaching. Also, the analysis indicates five interconnected themes: communication and interpersonal skills, professional knowledge and competence, digital and technological competence, reflective and adaptive practice, professional values and lifelong-learning. The review further indicates that teacher education programme should include more theoretical understanding, practical experience, professional and digital competence, reflective practice and basic employability skills.

Keywords: *Employability skills, pedagogical preparedness, prospective teachers, teacher education, qualitative book review.*

Introduction

Teacher education occupies a central position in the development of an effective school education system. . The role of teachers has changed considerably with the development in technology, change in curriculum, learner-diversity and increasing emphasis on competency-based education. Employability skills (communication, critical thinking, teamwork, self-management, leadership, problem-solving, digital competence) are increasingly essential for teacher effectiveness and career readiness. High levels of pedagogical preparedness (instructional competence, student engagement, technological integration, reflective practice) improve student learning outcomes, increase teacher retention, and bridge achievement gaps. Conversely, a lack of preparation can lead to difficulties in implementing new, student-centered specialized teaching methods.

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The NPST emphasizes that teachers should be professionally trained, well prepared and equipped to teach learners at different levels. NCTE has introduced initiative such as Integrated Teacher Education Programme (ITEP), which emphasizes on preparation in content, pedagogy, values and practice. It combines core academic subjects with pedagogy, early childhood care, foundational literacy and Indian knowledge systems. Similarly, NCFTE

2009 serves as the primary guiding benchmark in India for shaping educator preparation, emphasizing a socio-cultural perspective where teachers act as reflective, autonomous professionals rather than mere information dispensers. NCFTE links teacher preparation with improvement in the quality of school education. The present review therefore explores how selected books frame these two inter-connected dimensions.

Objectives

The study was undertaken with the following objectives:.

- To identify major employability skills considered important for prospective teachers.
- To examine the major dimensions of pedagogical preparedness discussed in the selected literature.
- To identify common themes connecting employability skills and pedagogical preparedness.

Research Questions

The qualitative review was guided by the following questions:

1. What employability skills are emphasized in the selected literature relevant to prospective teachers?
2. What dimensions of pedagogical preparedness emerge from the reviewed books and documents?
3. How are employability skills connected with pedagogical competence?
4. What common themes emerge across the selected books?

Methodology

Research Design

The study employed a qualitative thematic book-review design. The purpose was to examine published books and selected authoritative teacher-education documents as textual sources, rather than collecting primary data from prospective teachers. A qualitative thematic approach is suitable because the purpose was to understand and interpret concepts, arguments and recurring themes concerning employability and teacher preparedness.

The review followed the sequence: Book selection → Close reading → Extraction of relevant concepts → Initial coding → Categorization → Thematic Analysis → Critical interpretation.

Selection of books

The books were purposively selected because they address the following dimensions:

- Teacher education
- Pedagogy
- Prospective teacher preparation
- Employability skills
- Technology in teacher education
- Indian teacher education reforms

Selected books for the review

1.R.P.Pathak- *Perspectives on Teacher Education* (2020)

The book focuses on aligning training with the National NCTE framework to build essential knowledge, practical skills and professional attitudes in prospective educators.

Core elements of Pathak's Perspective

- **Equipping Teachers:** teacher education must provide future teachers with the exact knowledge, behaviours and social attitudes needed to manage a classroom and contribute positively to society.
- **Transmission model vs. Reflective Teaching:** The Transmission model involves experts directly passing down established knowledge to student teachers. Reflective teaching methods view teacher development as an active, ongoing process. Teachers experience real classroom situations, reflect on them with expert guidance and build their own unique teaching insights by blending personal reflection with educational theory.
- **Global comparison:** Pathak emphasizes learning from international standards by comparing Indian teacher training frameworks with those in the USA, UK and Russia.

2. Jasim Ahmad, Aejaz Masih (2023) - *Teaching and Teacher Education in India*

In this book the author has described policy perspectives and pedagogical concerns of teacher education. It presents comprehensive overview of teacher education in India. It discusses historical development, policy perspectives, quality concerns, current practices and trends of teacher education in India. The book describes the contemporary social image of teachers and teaching profession. It also reflects the problems and challenges of teacher development programs focusing on profound transformations. The book highlights education policies and commissions, ICT integration in teacher education and decline in quality schooling and pedagogies of various subjects.

3. Dr. Gopal Singh-*Teacher Education: An Indian Perspective* (2024)

The book provides an insightful and thorough examination of the teacher education system in India, focusing on its unique structure, challenges and growth over the years. The book provides an in-depth study of teacher education programs prevalent in India, including in-service, pre-service and distance education; while critically analyzing their respective problems and limitations. The book also provides light on the role of regulatory bodies like the NCTE, University Grants Commission (UGC) and National Assessment and Accreditation Council (NAAC), offering a detailed description of their function in shaping teacher education institutions. It also incorporates a review of various commission recommendations, such as Hansa Mehta Kothari and the National Policy on Education, which have significantly influenced the framework of teacher preparation in India. This book also explores the integration of modern technology in teacher education, including E- Learning, m-learning, ICT and the concept of Total Quality management in the field. The book also includes performance-based appraisal systems and the professional ethics of teachers and contributing to the improvement of education in India.

4. Prof. Alka Behari- *Deconstructing Teacher Education in Contemporary Times* (2025)

The book provides critical, consolidating exploration of teacher education, arguing that training educators cannot be reduced to simply transmitting pedagogical methods or matching baseline competencies. Rather than treating teacher preparation as a merely technical, skill-based enterprise, the book frames it as a deep interdisciplinary field rooted in philosophy, history, sociology, and psychology. The book deconstructs several vital dimensions:

Socio-Political and Policy shifts: It traces how teacher education in India has transitioned through regulatory restructuring, commercialization, and institutional reforms, moving from a national development focus to market-driven, competitive global governance.

Theory vs. practice tensions: The book tackles the historical friction between academic inquiry and professional field readiness. It also examines how initial training and continuous professional development operate within real-world constraints.

Emerging Pedagogical Paradigms: It introduces niche contemporary challenges, such as the intersection of teachers' Pedagogical Content Knowledge (PCK) with rapidly evolving educational changes. The book focuses on neglected dimensions like Socio-emotional Learning (SEL).

5. Fred Sedgwick- *So you want To Be a Teacher? A Guide for Prospective Student teachers* (2010)

It is designed primarily for anyone considering a career in education or preparing to take an initial teacher training course. The book covers both the fulfilling and challenging aspects of teaching:

- **The Reality of Teaching:** Exploring what a teacher actually does and the joy of working with children.
- **Training pathways:** Guidance on choosing the right route to qualified teacher status.
- **Essential skills:** Help with study skills, organization, essay writing and managing records.
- **Survival Advice:** Tips on surviving teaching placements, developing professionalism and managing teacher workload, bureaucracy and stress.
- **Career Launch:** Practical steps on how to land your first teaching job.

6. NCTE- NCFTE : *Towards Preparing Professional and humane Teacher* (2009)

It is an Indian policy document developed by NCTE to reform and elevate teacher training. The framework emphasizes that a teacher should possess substantial competencies, professional skills and empathetic personality to fulfill diverse student needs. It is based on NCF2005 and RTE2009. The framework addresses systemic gaps in teacher training and try to overcome them by shifting the focus to constructivist, interactive and experience-based learning. In constructivist approach, the student- teachers become active constructors of knowledge. The document promotes self-analysis, critical thinking, adaptability and collaboration among educators. The document describes curricular areas like foundational studies, pedagogy courses, practical school internships where teacher can redesign the courses to address diverse student needs. It also advocates Continuing Professional Development (CPD). It supports in-service teacher training, institutional growth and continuous learning for active teachers.

7. Justin Pradeep Sahae & Ashish Samuel Huri – *Skill, Employability and Equality : In the Light of National Education policy 2020* (2026)

This book serves as an academic and professional examination of how India's National Education Policy (NEP) 2020 transforms the traditional educational framework to meet 21st – century requirements.

Core Themes

- **Skill-Oriented Framework:** Moving from theoretical rote learning to practical competency-based models, integrating vocational education into mainstream curricula.
- **Enhancing Employability:** Bridging the traditional gap between degree acquisition and job readiness by instilling practical, technical, and soft skills aligned with industry needs.
- **Equity and Social Inclusion:** Assessing how the policy fosters inclusive social progress and ensures equitable educational access to remove social hierarchies.
- **Structural support systems:** It examines operational facets such as teacher preparation, continuous professional training, digital literacy, and technology integration required to successfully execute these reforms.

8. Dr. Shakera Parveen – *Preparedness of Teacher education Institutions in the Light of NEP 2020. (2026)*

This book highlights Indian teacher – Education Context. It reflects the preparedness of Teacher Education Institutions in relation to NEP 2020, including technology integration, multilingualism, critical thinking, equity, adaptability and innovation.

- **Multidisciplinary Transition:** NEP 2020 requires shifting teacher preparation into multidisciplinary higher education institutions and phasing in a 4-year integrated B.Ed. degree as the minimum standard by 2030.
- **Infrastructural and Technological Readiness:** Research by Dr. Parveen highlights the necessity for TEIs to upgrade their digital tools, infrastructure, and tech-driven pedagogies to support modern classrooms.
- **Holistic and Inclusive Skills:** The framework stresses training pre-service teachers in critical thinking, multilingualism, foundational literacy, and equity for diverse student populations.
- **Gaps and Challenges:** Empirical evaluations note ongoing hurdles, including resource gaps, policy-practice divides, and varying levels of digital and structural readiness across different regions.

9. NCTE- *NPST : Guiding Document (2023)*

The NPST guiding document and NCFTE work together under NEP 2020 to enhance and define clear competency and performance expectations for teacher-educators. It ensures that all students should be taught by well-equipped, highly qualified teachers. There should be outline explicit standards for teacher roles at different expertise stages. The document focuses on the design of pre-service teacher education programs as well as career management of teachers including periodic performance appraisals. The document reveals focus on professional integrity, constitutional values, equity and inclusive classrooms. It covers subject mastery, modern pedagogy, assessment and use of technology.

It gives strength on continuous learning through workshops and ongoing training pathways and reflective practice. It moves teacher from proficient to expert and lead teacher in the institution.

Analysis and Interpretation

Objective 1- To identify major employability skills considered important for Prospective Teachers.

The analysis of the above books produced the following skills:

- **Professional Knowledge and competence:** This theme is visible in Pathak's book (2020). It equips future teachers with the essential knowledge, attitude, behaviours and skills required for effective teaching. Similarly, the *NPST framework* conceptualizes competence as involving combinations of knowledge and skills and identifies professional competencies required for teaching.
- **Communication and interpersonal skills:** This theme is revealed in Pathak's book (2020) where communication and interpersonal skills are stressed as effective teaching skills. Fred Sedgwick (2010) also urged in his book on communication and interpersonal skills as well as in NCFTE, it is focused.
- **Digital and technological Competence:** digital transformation is a particularly important theme in contemporary teacher education. Jasim Ahmad and Aejaz Masi (2023) urged on digital competence and ICT integration in teacher education. Similarly, Justin Pradeep sahae and Ashish Samuel Huri's book (2026) also

supports technological competence. Also NCFTE and NPST support digital and technological competence. . This theme is supported in book by Dr. Shakera Parveen (2026) on preparedness of teacher education.

- **Reflective and adaptive practice:** this theme is revealed in Pathak's book (2020), Alka Behari's (2025) as well as in NPST. . Also Shakera Parveen's book (2026) supports this theme. Reflective practice is a continuous cycle where teachers can evaluate, examine and analyze their own teaching methods in order to improve them according to student needs.
- **Professional ethics:** This theme is focused in Pradeep sahae and Ashish Samuel Huri's book *Skill, Employability And Equality* as well as NCFTE and NPST supports professional ethics.
- **Lifelong Learning:** this theme is revealed in Pradeep sahae and Ashish Samuel Huri's book (2026) as well as NPST and Jasim Ahmad and Aejaz Masih's (2023) also described in their book. Continuous learning is essential for teachers in contemporary education system to adapt evolving technologies and meet diverse student needs.
- **Critical Thinking and Problem-solving:** The studies by Sahae and Huri (2026), Alka Behari (2025) and NPST supports the theme of critical thinking and problem-solving.

Objective 2- To examine the major dimensions of Pedagogical preparedness discussed in the selected literature.

The analysis of the above books examined the following dimensions of Pedagogical preparedness:

- **Digital and technological Competence:** digital transformation is a particularly important theme in contemporary teacher education. Jasim Ahmad and Aejaz Masih's (2023) described in their book about digital competence and ICT integration in teacher education. Similarly, Justin Pradeep sahae and Ashish Samuel Huri's(2026) also supports technological competence in teacher education which is clearly revealed in their book. Also NCFTE and NPST support digital and technological competence. . This theme is supported in book by Dr. Shakera Parveen(2026) on preparedness of teacher education.
- **Reflective and adaptive practice:** this theme is revealed in Pathak's book (2020), Alka Behari's (2025) as well as in NPST. . Also Shakera Parveen's book (2026) supports this theme. Reflective practice is a continuous cycle where teachers can evaluate, examine and analyze their own teaching methods in order to improve them according to student needs.
- **Collaboration:** Jasim Ahmad and Aejaz Masih (2023) described in their book collaboration and its importance in teacher education and Fred Sedgwick-(2010) book on guidance for prospective teachers as well as NCFTE also supports this theme.
- **Practical experience (Experiential learning method):** This theme is revealed in Pathak's book (2020) and Fred Sedgwick-(2010) book on guidance for prospective teachers as well as NCFTE also supports this theme.
- **Communication and interpersonal skills:** This theme is revealed in Pathak's book (2020) and Fred Sedgwick-(2010) book on guidance for prospective teachers as well as NCFTE also supports this theme
- **Differentiated Instruction and Teaching Strategies:** This theme is revealed in Pathak's book (2020) on teacher education, Jasim Ahmad and Aejaz Masih's (2023) reveals differentiated instruction and pedagogy in teacher education. Fred Sedgwick-(2010) book on guidance for prospective teachers as well as NCFTE also supports this theme.
- **Institutional Readiness:** This theme is supported in book by Dr. Shakera Parveen(2026) on preparedness of teacher education. Also NPST supports institutional readiness..

Objective 3- To identify common themes connecting employability skills and pedagogical preparedness.

The analysis of the above books revealed common themes connecting employability skills and pedagogical preparedness:

- **Digital and technological Competence:** digital transformation is a particularly important theme in contemporary teacher education. Jasim Ahmad and Aejaz Masih's (2023) described in their book about digital competence and ICT integration in teacher education. Similarly, Justin Pradeep sahae and Ashish Samuel Huri's (2026) also supports technological competence in teacher education which is clearly revealed in their book. Also NCFTE and NPST support digital and technological competence. This theme is supported in book by Dr. Shakera Parveen (2026) on preparedness of teacher education.
- **Reflective and adaptive practice:** this theme is revealed in Pathak's book (2020), Alka Behari's (2025) as well as in NPST. Also Shakera Parveen's book (2026) supports this theme. Reflective practice is a continuous cycle where teachers can evaluate, examine and analyze their own teaching methods in order to improve them according to student needs.
- **Communication and interpersonal skills:** This theme is revealed in Pathak's book (2020) where communication and interpersonal skills are stressed as effective teaching skills. Fred Sedgwick (2010) also urged in his book on communication and interpersonal skills as well as in NCFTE, it is focused.

Conceptual Framework Emerging from the Review

The reviewed literature reveals an important conceptual progression:

$$\text{Knowledge} + \text{Skills} + \text{Values} + \text{Technology} + \text{Reflection} + \text{Practical Experience} + \text{Pedagogical Preparedness} \\ = \text{Professional Competence for Prospective teachers.}$$

The recent Indian teacher-education discourse therefore appears to be moving toward an integrated competency model. Ahmad and Masih's 2023 volume explicitly discusses curricular reforms, ICT, digital transformation and emerging trends, while NPST establishes a competency-oriented framework for teachers.

The reviewed books have three major strengths:

- **Establish importance of professional competence in teacher education.** The literature made a broader concept of teacher preparation including acquisition of theoretical knowledge with developing employability skills.
- **Integration of ICT and digital learning in teacher education.** Recent literature recognizes technological transformation in teacher education.
- **Emphasize professional development in teacher education.** The NPST framework directly connects professional standards with reforms in service teacher education.

Implications for Teacher Education

Based on the qualitative analysis, the following implications emerge.

- **Curriculum:** Teacher-education curricula should explicitly connect employability skills with pedagogical competencies.
- **Practice-Based Preparation:** Greater emphasis should be given to authentic classroom experiences, internships and supervised teaching.

- **Competency-Based Assessment:** Assessment should evaluate demonstrated competencies rather than relying exclusively on written examinations.
- **Digital Pedagogy:** Technology should be integrated with pedagogical objectives rather than treated solely as a technical subject.
- **Reflective Practice:** Reflective journals, portfolios and action-research activities can help prospective teachers develop habits of professional reflection.
- **Professional Development:** Teacher preparation should establish the foundation for lifelong professional learning.

Conclusion

The Qualitative thematic review reveals that employability skills and Pedagogical preparedness are strong dimensions of teacher's professional development. Employability skills provide prospective teachers with transferable abilities such as communication, critical thinking, Collaboration, problem solving, digital competence, adaptability, professional ethics and lifelong learning. Pedagogical preparedness enables them to apply these competencies to actual teaching situation through lesson planning, instructional strategies, classroom management, assessment, inclusion and reflective practice. The five dominant themes— professional competence, communication and collaboration, digital competence, reflective or adaptive practice, professional values and lifelong learning—demonstrate that effective teacher preparation requires much more than subject knowledge. Employability skills and Pedagogical preparedness should be understood as complementary dimensions of teacher development. A communication skill becomes a teaching competence when it enables effective classroom interaction. Similarly, critical thinking becomes pedagogical competence in effective lesson planning and instructional decisions. Digital competence becomes meaningful when technology is selected according to learning objectives. Collaboration become professional competence when teachers work effectively in school environment with their colleagues, sub-ordinates and school communities. Reflective practice becomes a mechanism for continuous improvement. Consequently, teacher education institutions should merge “employability training” with “pedagogical training”. The Indian teacher education context is increasingly moving toward an integrated understanding of teacher professionalism. NEP 2020, NPST, NCFTE and ITEP emphasized multidisciplinary knowledge, professional competencies, values, practical experience and continuous development. So the central conclusion emerging from the review is : Prospective teachers became professionally prepared through the integration of Pedagogical knowledge with transferable employability skills, professional values, Practical experience, Lifelong learning and reflective practice.

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