

# Teacher Education in India: Preparing Trainee Teachers for Future Careers

**Dr. Mohammed Zakir Hussain**

Assistant Professor, Education, BES College of education for women

## **Abstract:**

The teacher training system in India is responding to the major changes being made to teacher education within Indian society through the reforms of various governmental policies and the impact of a digitally-enabled workforce on what will be expected of teachers in terms of their jobs. As of 2030 under the National Education Policy (NEP2020), all teachers will need to have completed a four-year Integrated Teacher Education Program (ITEP) which will be the minimum qualification for teaching, along with additional support from the ITEP for developing multidisciplinary approaches, job competencies, and robust school-based practice [1, 2]. In addition, through 'globally' projected job openings in various industries, we will see an increase in the number of teachers needed with Digital Skillset, Socio-Emotional Competency, and Lifelong Learning Ability [6]. This research assesses how teacher education institutions in India need to change their curriculum, pedagogies, and methods of assessment, and to expand their institutional partnerships to better prepare future teachers. The paper uses national policy documents, regulatory frameworks, national higher education statistics, and global skills reports to determine major reform trends and emerging competency needs within the field of teacher education. Based on the findings of this study, the researcher concludes that teacher education programs must shift from teaching to content mastery toward preparing teachers with integrated professional skills development, digital pedagogical fluency, and adaptive career preparedness. In addition, the researcher provides an overview of a comprehensive strategy matrix to assist in developing national teacher education reform plans through institutional reform, new curricula development, practicum innovation, and assessment modernization. Finally, the study highlights the need for all stakeholders in teacher education (TEIs, NCTEs, universities, and state agencies) to align their efforts with the changing realities of the labour market in order to maintain high quality educational services and remain relevant as a workforce within India's rapidly evolving knowledge economy.

**Keywords:** Teacher education reform; Integrated Teacher Education Programme (ITEP); future skills; labour market alignment; digital pedagogy; NEP 2020; employability.

## **1. Introduction:**

The way teachers are educated has a major impact on the quality and effectiveness of education at all levels. In India, there are many issues with current teachers' educational preparation, such as a heavy emphasis on theories instead of practical integration, a lack of an adequate number of institutions that provide quality teacher preparation programs, and a lack of connection between these educational programs and what is happening in actual classrooms [1]. Meanwhile, as stated earlier, the labour market

is changing rapidly due to technological advancements like automation and Artificial Intelligence, and will require a large number of new skills across many different occupations including teachers [6].

Traditionally, teacher training in India focused on teachers as experts in their subject areas and learning theories with little or no experience in areas such as digital instructional design, inclusive practices, interdisciplinary teaching and professional adaptability. In contrast, the current education system requires teachers to act as facilitators of inquiry-based educational experiences, curators of digital learning resources, inclusive educators and lifelong learners. Increasingly, employers are looking for evidence of adaptability, problem-solving, collaborative work skills, and technical competence, thus requiring teacher trainees to prepare not only for immediate classroom demands, but also for their professional development over time.

The NEP 2020 states the aforementioned challenges and outlines remedies through structural reform via ITEP – an integrated teacher education programme over four years putting emphasis on multi-disciplinary foundations, longer periods of practicum, and Professional Ethics [1], [2]. However, there is no assurance that if implemented, the intent of the policy will guarantee success; thus, teacher education institutes (TEIs) need to redesign their current curriculum(s), re-train faculty members, develop partnerships between TEIs and schools, and introduce current model(s) of assessing teachers. Consequently, this study will explore the intersection of labour market dynamics with policy reform for Preparing Future Teachers (PFT) to teach in a dynamically evolving world.

## 2. Policy Landscape of Teacher Education in India:

In 2020, the National Educational Policy (NEP) made significant strides toward improving teacher training and professional development as never seen before. It establishes a minimum set of requirements for all school teachers by 2030 to complete a 4-year integrated B.Ed. program, which consists of content knowledge in their respective disciplines; foundational knowledge of educational practices and theory; and extensive real-world classroom application experiences [1]. The goal of this policy is to enhance the status of teaching as an occupation; to create better quality teachers and to build teachers' pedagogical skills so they can meet student needs.

To address this issue, NCTE has developed and is implementing ITEP (Integrated Teacher Education Programme) with the co-operation of a few specifically chosen multidisciplinary higher education Institutions [2]. This programme includes a focus on: - Dual Major(s) - Stage Specific Pedagogy - Child Development; and Early Exposure to the School Environment. In addition, NCTE has also created public notifications and regulatory guidance for institutions as they begin the transition process to the ITEP model [3].

National higher education enrolment data shows a vast number of teachers currently enrolled in teacher education programs through the AISHE database; however, the quality of TEIs varies considerably between institutions, along with the qualifications of faculty teaching these programs, indicating that TEIs will need assistive efforts to build their capacity to achieve reform goals [4,5]. There is a compelling need for systematic professional development and investment in infrastructure so that TEIs can meet the reform goals effectively.

Table 1. Policy & Reform Milestones in Indian Teacher Education  
(2020–2030)

### 3.Theoretical and Conceptual Framework

This study integrates three complementary frameworks: human capital theory, employability skills models, and the Technological Pedagogical Content Knowledge (TPACK) framework.

According to Human Capital theory, education increases individuals’ productivity and participation in the economy through developing educationally transferable competencies. Applied to Teacher Education, this means Teachers need to have transferable skills for their own continuing relevance as professional educators. Examples of these transferable competencies are digital literacy, communication, collaboration and lifelong learning; and these skills have been increasingly important for individuals working in education careers [6].

TPACK expands upon the model of pedagogy, subject matter expertise, and technology; it emphasizes the importance of an integrated set of competencies for effective instruction in digital settings, rather than a series of independent technical skills. The ITEP curriculum's conceptual framework follows TPACK and incorporates the use of both technology and pedagogical practices into the learning of each discipline [2]. These frameworks collectively guide the identification of competencies necessary for future-ready teachers and inform strategy development.

### 4.Review of Related Literature:

Worldwide research shows that educational systems for teachers need to incorporate reflective practices,

Policy/Document	Year	Key Provision	Implication for Teacher Education	Citation
National Education Policy	2020	4-year ITEP as minimum qualification by 2030	Structural redesign of TEI programs	[1]
NCTE ITEP Framework	Ongoing	Multidisciplinary dual-major programs with practicum	Integration of content + pedagogy	[2]
NCTE Public Notices	2024	Regulatory transition guidelines	Institutional realignment	[3]
AISHE Report	2022	Enrolment and faculty patterns in HEIs	Capacity planning for TEIs	[4], [5]

inclusive education, and digital pedagogy in order to prepare educators for new classroom contexts as they shift and change. Technology-enhanced instruction provides a greater learning opportunity for students when teachers receive training on using technology as part of their pedagogical practices instead of merely using it. [6]

Policy evaluations in India have identified limitations of short-duration B.Ed. programmes in developing teachers' deep professional capabilities leading to fragmentation in teacher preparation [1]. Current reform discussions include a focus on multidisciplinary education and professional ethics, and greater emphasis on extended internship experiences as ways to prepare teachers more effectively [2].

Job market studies are indicating an increase in the demand for socio-emotional skills, adaptability, and digital fluency across all fields, including education [6]. As a result, teacher preparation programs need to incorporate deplorability skills into their programmatic content rather than consider them as secondary or ancillary results of professional teacher preparation programs.

**5. Methodology:**

This study adopts a qualitative secondary-data-based conceptual and policy analysis.

**Data Sources**

- National policy documents (NEP 2020)
- NCTE regulatory frameworks and notices
- AISHE higher education datasets
- Global labour market reports (WEF)

**Inclusion Criteria**

- Documents published between 2020 and 2025
- Official government and international organization reports
- Policy and workforce relevance to teacher education

**Exclusion Criteria**

- Opinion pieces without empirical or policy basis
- Non-peer-reviewed blogs or commercial training reports

**Analysis Method**

The use of thematic analysis has enabled a thorough means of identifying multiple common themes of reform priorities and skill requirements and Institutional barriers. Policy content was matched with specific labour-market skill framework(s) to determine areas of misalignment between policy and skills needed for jobs and areas needing training.

**6. Findings and Discussion:**

**6.1 Future Directions in Teacher Education**

ITEP encourages the integration of digital pedagogy into a range of disciplines, as well as longer school placements. Still, the level of institutional preparedness is inconsistent. Critical areas needing action to meet policy objectives include upgraded technology infrastructure, retrained faculty and standardized curriculum [2], [3].

**6.2 Labor-Market Skill Shifts and Teacher Roles**

According to WEF forecasts, analytical, digitized, creativity, and emotional Intelligence will be in high demand in all occupations [6]. Thus, the teachers will have to build up blended learning experiences, be able to deal with multiple cultures in their classrooms, and continue to develop professionally.

**Table 2. Labour-Market & Skills Signals Affecting Teacher Preparation (2025–2030)**

Trend/Signal	What is changing	Skills implication	Relevance to teacher education	Citation
AI integration	Automation of routine tasks	Adaptive pedagogy, AI literacy	Curriculum redesign	[6]
Digital learning	Hybrid classrooms	Instructional design skills	EdTech integration	[6]
Lifelong learning	Frequent reskilling	Reflective practice	CPD emphasis	[6]

**7. Strategies to Prepare Teacher Trainees for the Evolving Job Market**

**Table 3. Competency Framework for “Future-Ready Teacher Trainees” (India)**

Competency Domain	Sub-skills	Curriculum Integration	Assessment	Evidence
Digital pedagogy	LMS, AI tools	Tech-integrated lessons	Teaching portfolios	[6]
Inclusive practice	Differentiation	Case-based learning	Classroom observation	[1]
Professional ethics	Data privacy	Ethics modules	Reflective journals	[1]
Lifelong learning	Micro-credentials	Online certifications	Skill badges	Author synthesis

**Table 4. Strategy Matrix for Teacher Education Reform**

Strategy	Implementation Steps	Resources	Risks/Ethics	Success Indicators	Citation
Curriculum redesign	Multidisciplinary modules	Faculty	Overload risk	Graduate employability	[2]
Practicum reform	School partnerships	Mentor teachers	Quality variation	Classroom readiness	[2]
Digital infrastructure	LMS + AI tools	ICT funding	Data privacy	Student engagement	[6]
Assessment reform	Portfolio-based	Rubrics	Subjectivity	Skill mastery	Author synthesis

**8. Implications:**

The following items represent priorities for TEIs, universities, NCTE, and SCERT/DIETs.

**TEI priorities include:**

- Professional development of faculty regarding digital pedagogy and mentorship.
- Curriculum integration across multiple disciplines.

**University priorities include:**

- Alignment of accreditation to meet ITEP outcomes.
- Collaborative relationships between departments’ priorities include:
- Monitoring the readiness of educational institutions.

**SCERT/DIET priorities include:**

- Coordination of practicum experiences.
- Development of local teacher mentor capability.
- Ongoing updates regarding regulations

**9. Limitations and Future Research:**

Secondary data collection and conceptual synthesis were utilized in this study; however, field studies are required to assess the implementation success of ITEP. Longitudinal studies investigating graduate employability and classroom effectiveness are also recommended.

## 10. Conclusion:

Teacher training in India needs to improve greatly if we are going to prepare our youth for the work force and if teacher training is going to be effective. The organisation of teacher education into curriculums according to the National Educational Policy and Integrating Teaching Curriculum and pedagogy Is a huge step but we can't make it work without adequate capacity building. If we don't have adequate capacity or coordination of the systems, and if we don't provide an adequate number of financial resources over time, we won't be able to realise the goals of these policies in our classrooms. More than just providing jobs to teachers, aligning their education with the future workforce is going to help ensure sustainable, high-quality educational experiences for the youth of this country.

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