



A Study of Growth and Development of Teacher Education Programme

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ABSTRACT

The study develops and grows teacher education programs by highlighting their historical developments, current trends, and future prospects. From mere training to become an instructor, it has developed into broad and comprehensive programs in teaching for critical thinking, emotional intelligence, and cultural sensitivity because of changing societies, reforms in education, and advancements in technology. Key areas that have been covered by this research include the establishment of Normal Schools, introduction of university-based programs, and the implementation of technology in teacher training as well as the policy effects and the global educational movement. Some of the research areas reveal challenges in accessing and equitability that would be obstacles to effectiveness and sustainability in the training of teachers in many underserved regions. This also delves into continuing professional development, mentorship, and collaborative practices as essential elements in the achievement of better standards of teaching. Analysis of literature and cases identifies strategies in filling gaps and provides recommendations on how to strengthen the teacher education programs to address emerging needs in the 21st century education system.

1. INTRODUCTION

Teacher education plays a very important role in deciding the quality of education in any society. It has been the backbone for preparing competent, skilled, and innovative educators who can respond to the changing needs of learners and the demands of a dynamic educational landscape. A lot of change has occurred in teacher education programs over all these years of growth and development, based on the needs of a changing society, improvements in pedagogical theory, and the integration of technology in education. The need to discuss and analyze the historic evolution, contemporary trends, and future direction of the teacher education program with contributions to the upliftment of teaching standards as well as the holistic development of a student.

The history of teacher education would date back to the emergence of formal training institutions designed to teach some basic instructional skills. Due to the complexity of education systems and the diverseness of learners' needs, teacher education programs have moved to emphasize not only subject content mastery but also cultivating critical thinking, emotional intelligence, and cultural sensitivity for educators. Programme growth has been influenced by policy reforms, research in education psychology, and global movements pushing for inclusive and equitable education.

This study also concerns issues in teacher education programmes implementation and scaling up. Issues range from inequity in access to good preparation, lack of adequate resources, and a need for lifelong professional development to keep teachers abreast of changing educational trends. Last but certainly not least, accreditation agencies, governments, and other international bodies help define the standards and provide the framework conditions that support innovation in teacher education.

Teacher education programs today begin to adapt with the most rapidly advancing technology using digital tools and online learning platforms that optimise the process of teaching and learning. It not only expanded the outreach but has also ushered new paradigms to support the idea of blended learning, virtual classrooms, and adaptive teaching. Hence, making a preparation for a teacher concerning these technologies that should integrate them in their pedagogy significant for this research study.

2. LITERATURE REVIEW

Cebrián, Junyent, and Mulà (2020) explored how competence integration in education is emphasized by emerging trends of teaching and research. It also emphasizes the need for the integration of sustainability competencies built up through transformative pedagogies into a critical thinking and

problem-solving space with collaborative learning opportunities for educators and learners alike to engage meaningfully with the challenge of sustainability. The author concludes that "emphasizing ESD in teacher education programs is essential in providing educators for effective global sustainability goals."

Eren (2023) researched the role of telecollaboration in preservice teachers developing critical cultural awareness. Virtual exchanges with peers from other cultures fostered intercultural competencies and critical awareness of the differences among preservice teachers. Eren claims that through telecollaboration, reflection, dialogue, and empathy, considered most crucial for teaching multicultural classrooms, were achieved. The findings thus brought out the fact that with the implementation of telecollaborative practices in teacher education programs, pre-service teachers' capacities to deal with cultural complexity in their professional environments would be enhanced.

Grossman (2021) contributed was coediting the landmark volume on teaching core practices in teacher education, based on the importance of the anchoring of teacher preparation within practical, research-based methods. The paper discussed approaches to teaching and learning of core practices-classroom management, lesson planning, and communication-in teacher education programs explicitly. Grossman emphasized the need for bringing the theoretical knowledge closer to its classroom application, recommending experiential learning experiences that better prepare teachers to meet the demands of practice.

Johnson and Golombek (2020) focused on changing the pedagogy of language teacher education, the authors argued for a more integrative role for sociocultural theories within language teaching practices. they have identified teacher reflection, mentorship, and dialogue as factors influencing the effective language educator. The results of the study show that transformative pedagogies-the encouragement of teachers to reflect on their experiences and change their practices to better fit diverse learner needs-were crucial for developing language teaching competencies. The authors concluded that teacher education must emphasize reflective and adaptive practices in preparation for these complexities of modern classrooms.

3. TEACHER EDUCATION: ITS COMPONENTS

Teaching teachers, the knowledge and abilities they will require in the future requires addressing three factors. Their teaching and professional life will soon be able to reap the rewards.

❖ **Components**

- **Teaching skills:** Teachers can organize and present their lessons in the classroom with the support of training and experience in a range of techniques, skills, and approaches. This will provide them with the necessary reinforcement for a successful evaluation. Developing and using instructional materials is another aspect of this skill set.
- **Pedagogical theory:** Students must finish courses on the philosophical, sociological, and psychological foundations in order to practice teaching in a mock classroom setting.
- **Professional skills:** Teachers will be better prepared to progress in their careers by gaining the professional abilities required to do so after they have mastered the foundations of the field. Teachers in this sector will gain expertise in areas including lifelong learning, computer interface, interpersonal communication, counselling, and administrative abilities, all of which will help their students and teachers.

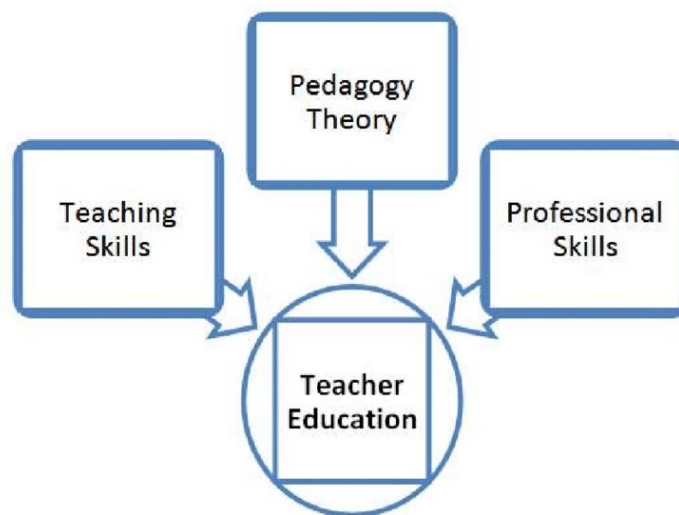


Figure 1:Components of Teacher Education.

4. TEACHER DEVELOPMENT

Teacher development refers to the continuous process through which the skills, knowledge, and professional competencies of teachers are improved to match the changing demands of education. It is concerned with the provision of educators with tools and techniques required to enhance teaching practice, embrace new pedagogical trends, and produce positive learning environments. For successful high-quality education maintenance, effective development of teachers remains critical to motivating,

informing, and better equipping teachers to meet classroom complexities. These factors have intrinsic values that contribute meaningfully to the overall growth of educators.

1. Continuous Professional Development (CPD)

Continuous Professional Development is a backbone of teacher growth. This includes continuous training, workshops, and courses to keep teachers abreast with the latest educational methodologies, technologies, and subject-specific advancements. CPD encourages lifelong learning, thus allowing teachers to sharpen their skills and continue to be relevant in the field. For example, training on digital tools and strategies for inclusive teaching will keep teachers able to reach every student in the classroom.

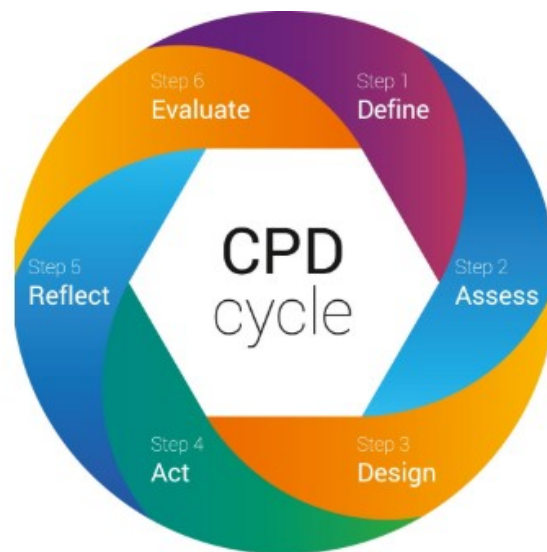


Figure 2: CPD Cycle.

2. Mentorship and Peer Collaboration

These programs and peer interaction, mentorship plays an influential role in teacher development. Mentorship by the wise is a source of leadership to the less-experienced counterparts to help them manage most of the classroom affairs independently. Team teaching, peer observations, and professional learning communities are some activities developed through which teachers exchange thoughts, learn from one another, and improve themselves and the practice together. All these create a shared practice and mutual growth within and through educational institutions.

3. Reflective Practices

Reflection is a strong tool to develop teachers. Analyzing teaching methods, classroom and student outcomes, and learning interactions help teachers identify ways to improve and change their practice in the classroom. Reflective practices, such as keeping journals or self-assessment, assist teachers in taking ownership of growth and developing a greater understanding of their impact on learners.

4. Access to Resources and Technology

The availability of adequate teaching resources and access to technology is very influential to teacher development. Contemporary textbooks, digital learning platforms, and teaching aids further support the ability of the teacher to enhance rigorous effective lessons. When supported with technology tools like an interactive whiteboard, virtual simulation, and online assessment, a teacher is empowered with innovative means and diversification in instructional approaches.

5. Supportive School Environment

Supportive school environment plays a key role in developing teachers. In schools emphasizing professional development through training, open communication, and efforts by teachers, all this creates an atmosphere that elicits motivation within the minds of the teachers. All these along with administrative support and feedback instill confidence among teachers to try new teaching techniques.

6. Educational Research and Exposure

New knowledge through educational research and best international practices is infused in teachers on emerging trends and efficient methodologies. Participation in conferences, seminars, and academic forums keeps them abreast of novel ideas and new thinking. All this exposure helps teachers become evidence-based, making them effective and relevant in the classroom.

7. Emphasis on Emotional and Social Competence

Teacher development does not just include technical skills but also emotional and social competence. Emotional intelligence enhances teachers' good relationship with the students, handling of classroom dynamics, and providing support for a learner-friendly environment. Training in conflict resolution, cultural sensitivity, and stress management would be helpful to teachers for their well-being and professional success.

8. Recognition and Motivation

Teachers should receive recognition and award for development. Being awarded or being promoted and applauded verbally improves educators' morale because they try harder to keep up at the job and are involved with the rest of the developing themselves professionally: Sabbaticals to finish further studies and chances to become project leaders among other activities.

9. Policy and Institutional Support

Developing good teachers requires a solid policy framework and institutional support. This includes education policies in place nationally or regionally that might be strict about professional development, and funds allocated for training provisions and standards accredited to ascertain the accreditation of a course in teacher development. It is through effective implementing institutions that help develop a stronger teaching force.

10. Focus on Research and Innovation in Teaching

Encouraging action research and innovation among teachers is effective in their development. They can systematically analyze their methods of teaching, experiment on new methodologies, and contribute to their academic community through research activities. Innovative approaches, such as project-based learning and interdisciplinary teaching, allow teachers to effectively adapt to different learning styles and individual needs.

Teacher development would be a long process entailing holistic development with continuous learning, collaboration, resource access, and institutional support. These investments would form the basis for developing educational systems that would make it possible to achieve professional excellence by teachers in their field, thus increasing the quality of education provided and enhancing chances of success on the side of students.

5. GROWTH AND TRANSFORMATION OF TEACHER EDUCATION

Teacher education has undergone intense growth and transformation in the face of change in societal needs, technological advancement, and reforms in education. From a basic training institution to vibrant programs for the production of educators to deal with increasingly complex and diverse learning environments, it has been a change that mirrors the growing significance assigned to teachers as the core of quality and equity in education. In this respect, the history of teacher education bears a close

relationship with the glorious milestones and changes in policies that reshaped the aims and methods of teacher preparation.

a. Milestones in the Development of Teacher Education

- 1. Establishment of Normal Schools:** During the 19th century, most countries established Normal Schools, which formally initiated structured training for teachers. The primary objectives of these schools were the provision of foundational knowledge and practical skills needed for teaching within a classroom. It standardised the profession and systematically approached teacher education.
- 2. Introduction of University-Based Programmes:** The expansion of higher education in the 20th century made it possible for teacher education to shift to universities, focusing on academic rigor and research-based practices. This transition facilitated the inclusion of sophisticated pedagogical theories and subject-specific expertise in teacher training programs.
- 3. Incorporation of Student-Centered Pedagogy:** The mid-20th century was the time when learning became student-centered; hence, training of educators was oriented towards preparing educators who would facilitate critical thinking, creativity, and collaborative learning among the students. Prominent education theorists include John Dewey and Maria Montessori.
- 4. Globalization and Cross-Cultural Exchange:** Increased globalization in the late 20th and early 21st centuries also opened doors to an era of best practice exchange and innovative methods in the preparation of teachers. As globalization grew, so did the demand for teachers working in multicultural and inclusive classrooms.
- 5. Integration of Technology in Training:** Rapid digital tools changes have dramatically changed teacher education. From the e-learning platforms to virtual classrooms and simulations, everything is used for improving teaching practices. Technology opened up access to teacher training and even allowed for personalized and flexible learning.

b. Impact of Policy Reforms and Educational Movements

- 1. Government Initiatives and Accreditation Standards:**For example, most governments started formulating policies for teachers' education upgrading. This involves accreditation standards, enforcing their certification requirements, and more investment in professional development opportunities. The Right to Education Act in India and the No Child Left Behind Act of the United States emphasize qualified as well as well-trained teachers.

2. **Focus on Equity and Inclusivity:** Educational reforms have become more about establishing fair and inclusive teacher preparation programs. The rights-based movements in marginalized communities shaped the curricula of teacher preparation into incorporating diversity, gender sensitivity, and special education training.
3. **Global Educational Movements:** UNESCO's program known as Education for All combined with United Nations SDG 4: Quality Education further brought a spotlight on the significance of teachers. This has compelled the countries and the world to enhance their teacher preparation programs based on global issues and concerns.
4. **Shift Towards Competency-Based Education:** The policy reforms of the modern era focus on competency-based teacher education, where the focus is on outcomes rather than duration or method. This way, teachers will emerge with the necessary practical skills and knowledge to meet the needs of different learners.
5. **Continuous Professional Development (CPD):** Recognizing that learning happens at all stages, several reforms have made it mandatory to have CPD for the teachers. The CPD activities include workshops, refresher courses, and advanced certification, which ensure that teaching professionals are constantly updated in trends in pedagogy and technology.
6. **Inclusion of Technology-Driven Policies:** Governments and institutions have become more and more involved with technology in the policies on teacher education. Training of teachers in digital literacy and incorporation of ICT into classrooms has been a catalyst for better teaching efficacy and student engagement.

The milestones and policy reforms in teacher education indicate that it is always dynamic, changing, and evolving. Teacher education programs have continuously undergone transformation in response to the acceptance of innovation brought by new needs from society so that teachers may continue to become effective agents of educational change and social change.

6. CHALLENGES IN TEACHER EDUCATION DEVELOPMENT

There are many hurdles that face the development of teacher education, which prevent it from being available, effective, and sustainable. Therefore, these challenges are important to be addressed since the programmes are expected to produce competent, resourceful, and socially responsible educators. The

two major areas of concern are access and equity difficulties coupled with training and resource and a quality assurance issue.



Figure 3: Important issues pertaining to teacher development and training.

a. Barriers to Access and Equity in Training

Teacher education programs still face an imbalance in access at regional, socio-economic levels, and between genders. Inequalities in access are majorly ascribed to geographic, financial, and social factors that affect these marginalized groups and the rural settings.

- 1. Geographic Barriers:** Most of the teacher training colleges in most countries are located in cities. This concentration leaves many areas in the rural and remote places underserved, thereby denying aspirant teachers a chance to get formal training mainly due to logistical constraints like distance or relocation.
- 2. Financial Constraints:** Tuition fees for the teacher education program, transport, books and other relevant study materials can be expensive, and place a significant financial burden on any child from a less economically developed background. No readily available scholarship or subsidy worsens the situation, making them drastically underrepresented in the teaching profession among the sections that have such disadvantages.



3. **Social and Cultural Factors:** Social and even gender norms might inhibit the opportunities to join teacher education programs among women and other already disadvantaged groups. In certain cultures, conventional roles and expectations often restrict females from taking on additional education or a career like teaching.
4. **Digital Divide:** The increasing dependence of teacher education on technology through online learning platforms raises accessibility issues for those without internet access or a digital tool. The digital divide widens the gap between the have and have-not populations in developing regions.
5. **Linguistic and Educational Backgrounds:** Teacher education programmes are often prepared in the dominant languages of the nation, which is a challenge to the candidates coming from linguistically diverse backgrounds. Moreover, prior educational exposure differences can sometimes prevent some candidates from meeting the entry requirements or succeeding in the training programmes.

b. Resource Constraints and Quality Assurance

Teacher education systems in nearly all countries face resource limitations that affect the quality and comprehensiveness of preparation. Together with inadequate quality assurance systems, resource constraints undermine the strength of teacher preparation efforts.

1. **Insufficient Funding:** Many teacher training institutions operate with very low budgets, which prevents them from hiring qualified faculty, upgrading facilities, and providing state-of-the-art teaching aids. Underfunded programs fail to cope with the rising demands of modern education systems in terms of both depth and breadth of training.
2. **Inadequate Infrastructure:** Lack of infrastructure facilities such as classrooms, libraries, and laboratories deters the teacher trainees from gaining experience in learning. In the rural and underdeveloped regions, institutions lack basic facilities.
3. **Shortage of Qualified Trainers:** The availability of professional and experienced teacher educators is as important to the success of any training program as is effective training. In most educational institutions, qualified trainers or mentors are scarce, therefore, teaching standards are rarely uniform, and trainees obtain little mentorship.
4. **Lack of Standardization and Accreditation:** Absence of strong quality assurance frameworks means that the standards of teacher education vary from one institution to another. In case there are



no clear guidelines or accreditation systems, some programmes do not prepare teachers well with the required competencies; hence, they are left unprepared for real-life challenges.

- 5. Challenges in Monitoring and Evaluation:**Quality consistency in diverse teacher education programs will be ensured only by the presence of an effective monitoring and evaluation mechanism. However, many systems are not equipped with the necessary capacity to frequently review the relevance of curricula, teaching methodologies, and trainee outcomes.
- 6. Dependency on Traditional Methods:**Resource constraints are a source of reliance on old pedagogical methods that are not relevant to current education. The inability to have modern teaching tools, including digital simulations and interactive platforms, does not allow the trainees to develop innovative teaching methods that integrate technology.
- 7. Balancing Quantity with Quality:**With the expansion of education systems, the demand for teachers increases, and many institutions go for quantity over quality, accelerating the certification of more trainees without addressing the depth of training. It compromises the effectiveness and reputation of the teacher education programs.

Overcoming access and equity barriers in teacher preparation alongside resource and quality challenges in teacher training requires the coordinated effort of policymakers, institutions, and the community. Investment in infrastructure, financial support for marginalized groups, robust accreditation systems, and focus on inclusion policy are imperative to ensure growth and sustainability in teacher education programs. Such steps go a long way in building a diversified and well-trained teaching workforce for the realization of present learners' needs.

7. CONCLUSION

Teacher education programs have undergone complete transformation, responding to the changing society and educational landscape. However much has been done, lots of challenges exist with accessibility issues, equity issues, resource limitations in training teachers more effectively in many underserved areas. Ensuring continuous improvement of teaching standards involves focus on continuous professional development, mentorship, and incorporation of technology and innovative practices in teacher education. In the research, the idea is to revamp and enrich the curricula in teacher education so that the educators are provided with necessary skills to tackle current classroom issues. The adoption of comprehensive and all-inclusive approaches by teacher education programs would lead to

teachers being better prepared for the challenges of the 21st century and ultimately improving the general education system worldwide.

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