



Empowering Teacher Educators for Tomorrow's Challenges: A Study in Raipur, Chhattisgarh

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ABSTRACT

This study explores how empowered teacher educators in Raipur are ready to face future challenges such as digital teaching, inclusive classrooms, and new methods of student assessment. A survey was conducted among 200 teacher educators from government, private, and university colleges of education in Raipur. The results show that empowerment is strongly connected to digital readiness, inclusive practices, and assessment skills. The study provides practical suggestions to prepare teacher educators for future challenges

1. Introduction

Teacher educators prepare future teachers. If they are not ready for change, schools and society will suffer. Under the National Education Policy (NEP) 2020, teacher educators in India must use digital tools, make classrooms inclusive, and improve student assessment methods.

Raipur, the capital of Chhattisgarh, is a growing education hub with many B.Ed. and M.Ed. colleges. This study checks how empowered teacher educators in Raipur are, and how this empowerment helps them face tomorrow's challenges.



2. Objectives

The main objectives of this study are:

1. To measure the level of empowerment of teacher educators in Raipur.
2. To examine their readiness for digital teaching.
3. To study their inclusive classroom practices.
4. To check their assessment literacy.
5. To analyze the relationship between empowerment and future readiness.

3. Research Questions

1. What is the level of empowerment among teacher educators in Raipur?
2. Are teacher educators ready for digital teaching, inclusion, and new assessments?
3. Does empowerment improve their readiness for tomorrow's challenges?

4. Methodology

4.1 Research Design

Survey research design with quantitative analysis.

4.2 Population and Sample

- Population: All teacher educators working in B.Ed. and M.Ed. colleges of Raipur.
- Sample size: 200 teacher educators selected using stratified random sampling.
 - 70 from government colleges
 - 100 from private colleges
 - 30 from university departments

4.3 Tools Used

Questionnaire with 4 sections, each item on a 5-point Likert scale (1 = strongly disagree, 5 = strongly agree).

- Empowerment Scale (12 items – meaning, competence, autonomy, impact).
- Digital Readiness Scale (10 items – online platforms, AI tools, smart boards, LMS use).
- Inclusive Practices Scale (8 items – teaching diverse learners, use of assistive tech, multilingual strategies).
- Assessment Literacy Scale (8 items – rubrics, validity, feedback, online testing).



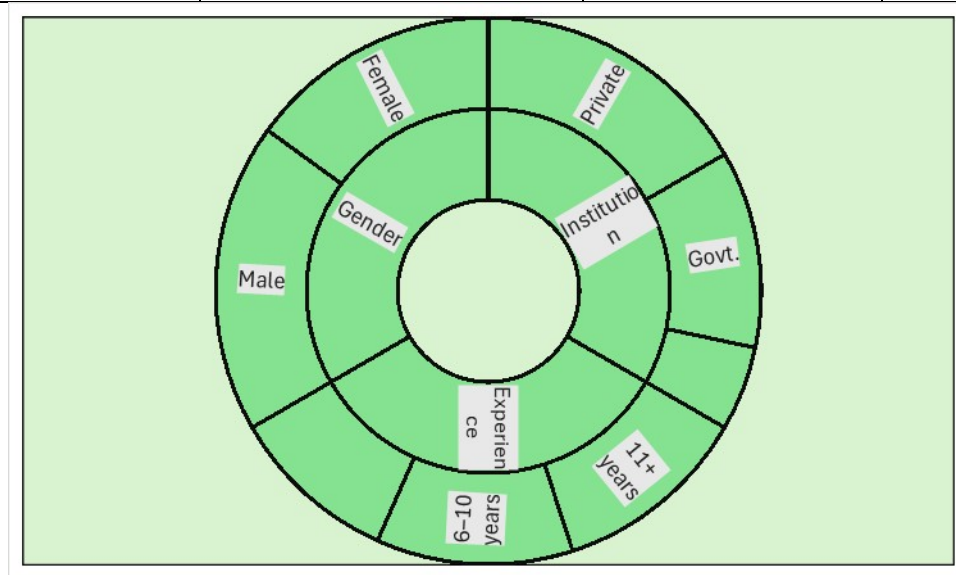
4.4 Statistical Techniques

- Descriptive statistics (Mean, SD, %).
- Reliability (Cronbach’s Alpha).
- Correlation.
- Regression analysis.

5. Results and Analysis

5.1 Profile of Respondents

Variable	Category	N	%
Gender	Male	110	55%
	Female	90	45%
Experience	0–5 years	60	30%
	6–10 years	70	35%
	11+ years	70	35%
Institution	Govt.	70	35%
	Private	100	50%
	University	30	15%

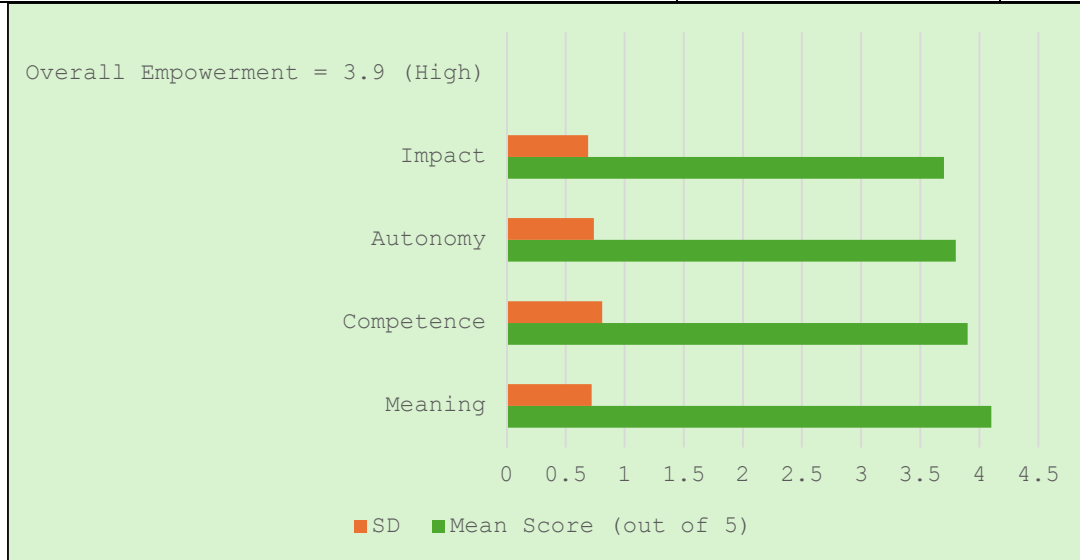


5.2 Empowerment Level

Dimension	Mean Score (out of 5)	SD
Meaning	4.1	0.72



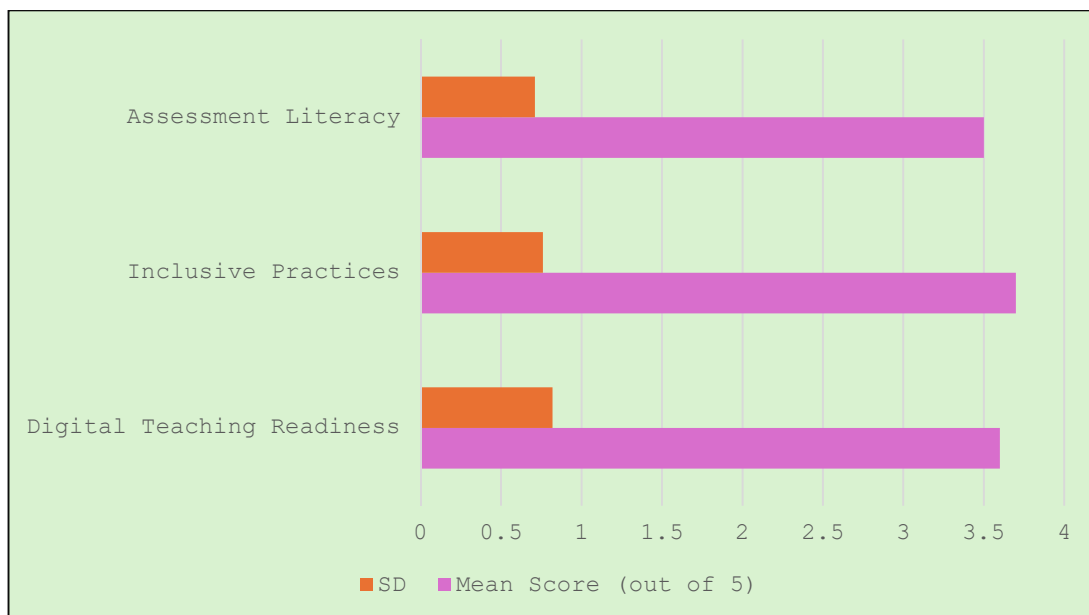
Competence	3.9	0.81
Autonomy	3.8	0.74
Impact	3.7	0.69
Overall Empowerment = 3.9 (High)		



5.3 Readiness for Tomorrow

Variable	Mean Score (out of 5)	SD
Digital Teaching Readiness	3.6	0.82
Inclusive Practices	3.7	0.76
Assessment Literacy	3.5	0.71

Interpretation: Teacher educators in Raipur are **moderately ready** for tomorrow.





5.4 Correlation Matrix

Variables	Empowermen t	Digital Readiness	Inclusive Practices	Assessment Literacy
Empowerment	1	0.64**	0.59**	0.56**
Digital Readiness	0.64**	1	0.51**	0.47**
Inclusive Practices	0.59**	0.51**	1	0.54**
Assessment Literacy	0.56**	0.47**	0.54**	1

Note: $p < 0.01$ (significant).

5.5 Regression Analysis

Dependent variable = Future Readiness (combined score)

Predictor	Beta	t-value	p-value
Empowerment	0.61	9.21	0
Gender	0.07	1.11	0.268 (ns)
Experience	0.12	2.01	0.045*

$R^2 = 0.44$ → Empowerment explains 44% of readiness.

Interpretation: Empowerment strongly predicts readiness for tomorrow. Experience also matters.

6. Discussion

- Teacher educators in Raipur feel highly empowered.
- Their readiness for digital, inclusive, and assessment practices is moderate.
- Empowerment is the strongest factor influencing readiness.
- Institutions that give freedom and support create more future-ready teacher educators.
- Challenges: lack of proper infrastructure, too much workload, and limited training in AI/digital tools.

7. Recommendations

1. **Regular FDPs** on digital teaching and AI tools.
2. **Workshops on inclusion** for diverse classrooms.
3. **Assessment training** for better rubrics, online exams, and feedback.
4. **Mentoring systems** to guide junior faculty.



5. **Government supports** digital infrastructure in Raipur colleges.

8. Conclusion

Empowerment is the key to preparing teacher educators for tomorrow's challenges. Teacher educators in Raipur show good empowerment but need stronger support in digital readiness and assessment literacy. By giving more training, resources, and mentoring, institutions can create future-ready educators who will shape the quality of education in Chhattisgarh.

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