

# Mutual Dialogue and the Praxis Skill Gap: A New Vision for India's Education Sector

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## Abstract

India is going through a major shift in the field of education. Teachers face new demands in their classrooms yet many still find it hard to link theory with real practice. This gap affects the quality of learning in schools. It also slows down efforts to build a strong and confident teaching workforce. Mutual dialogue offers a meaningful way to address this gap. It gives teachers and learners a chance to share ideas with respect. It helps them understand problems from many angles. It supports reflection and joint action. Mutual dialogue also encourages teachers to develop habits that improve their daily practice.

This article explains how dialogue can reduce the praxis skill gap in India. It studies the roots of this problem and shows how the history of education has shaped present challenges. It discusses the values and methods of dialogue based practice. It looks at the role of technology, community and policy in shaping professional growth. The article also presents examples that show how dialogue can improve real classroom work. The aim is to offer a clear and simple framework that supports teacher development. This framework can guide teacher education towards better practice and a more inclusive learning culture across the country.

**Keywords:** Mutual dialogue, Praxis, Skill gap, Teacher education, Reflective practice.

## Introduction

Quality education grows from the ability of teachers to turn knowledge into meaningful action. Teachers may learn many ideas during their training yet they often face difficulty when they try to use these ideas in real classrooms. This distance between what teachers know and what they can do is known as the praxis skill gap. It affects teaching across many levels of the education system in India. It also limits the growth of students who depend on teachers for guidance and support.

India now needs a fresh and practical vision to address this gap. Schools and teacher education institutions must build environments where teachers can think, reflect and improve their practice. Mutual dialogue offers a strong pathway to achieve this goal. It creates a safe space where teachers and learners can share their thoughts with respect. It allows them to question their own understanding. It supports honest reflection. It helps teachers learn from each other through active engagement.

Dialogue also promotes collaboration. Teachers become partners in learning rather than isolated individuals. They gain confidence as they test ideas and adapt them to classroom needs. This process makes theory more meaningful. It helps teachers turn knowledge into skills that improve daily teaching. With mutual dialogue teachers can build habits that support continuous improvement. This makes education more responsive to the needs of students and the demands of a changing society.

## Theoretical Foundations of Praxis

Praxis is a term that links thought with action. It means using knowledge in a way that brings real change. In education praxis helps teachers move beyond memorised theory. It encourages them to test ideas in real situations

and learn from the results. Praxis grows when teachers think about their work, try new methods and reflect on what happens in the classroom.

Many thinkers in education have explained praxis as a cycle of learning. A teacher first understands an idea. The teacher then applies that idea in practice. After that the teacher reflects on the outcome and makes changes based on what was learned. This simple cycle helps teachers build strong professional habits. It also helps them respond to different needs in the classroom.

Praxis is not a fixed set of rules. It is a living process that grows through experience. It asks teachers to stay open to new ideas. It asks them to see teaching as a creative and thoughtful activity. It also invites them to work with others so that improvement becomes a shared journey.

Mutual dialogue strengthens this process. Dialogue gives teachers a chance to discuss their actions and reasons. It brings many viewpoints into the conversation. It helps teachers understand how theory connects with the real world. When teachers use dialogue they learn to question their assumptions. They also gain the confidence to try new approaches.

A strong foundation in praxis prepares teachers to handle complex classroom situations. It helps them make decisions with care. It supports their growth as reflective practitioners who learn not only from books but from daily experience. Praxis therefore becomes the bridge that connects theory, action and reflection in meaningful ways.

### **Roots of the Praxis Skill Gap in India**

India has a long and rich tradition of learning through conversation. In ancient times the gurukul system encouraged open discussion between teacher and student. Learning took place through dialogue, observation and shared experience. This approach helped learners connect knowledge with daily life. It supported the growth of practical wisdom. It also strengthened the bond between teacher and learner.

The situation changed during the colonial period. Education became more rigid. Teaching turned into a process of reading, writing and memorising fixed content. The aim of schooling shifted toward examinations. This shift reduced the role of discussion and reflective thinking. It placed the teacher in a position of authority and limited the active role of the student. Teacher training also became formal and distant from real classroom practice. As a result new teachers often learned theory but did not learn how to apply it with confidence.

These historical influences continued to shape Indian education even after independence. Many schools still follow textbook based methods. Many teachers feel pressure to complete the syllabus. They focus on tests rather than understanding. This increases the gap between what teachers know and what they can do. It creates a cycle in which theory stays separate from practice.

Recent reforms such as the National Education Policy 2020 have tried to change this pattern. The policy encourages learner centred methods. It supports creativity, problem solving and active learning. It also recognises the need for stronger teacher education programmes. Yet the praxis skill gap remains a major concern. Teachers still need opportunities to connect ideas with classroom needs. They need time, support and guidance to become reflective practitioners.

The roots of this gap lie in history, culture and long standing practices. Understanding these roots helps us see why change is challenging. It also shows why mutual dialogue is important. Dialogue can help rebuild the link between theory and practice. It can guide India toward a more thoughtful and effective system of teacher preparation.

### **Role of Reflective Practice**

Reflective practice plays a central role in the growth of praxis. It asks teachers to think deeply about their actions, choices and results. A teacher may plan a lesson with care yet every classroom brings new situations. When teachers reflect they look back at what happened. They try to understand why something worked or why it did not work. This habit helps them learn from experience in a steady and meaningful way.

Reflection also supports personal growth. It helps teachers become aware of their strengths and areas that need improvement. It encourages them to ask honest questions about their methods. It also gives them the courage to try new ideas. Teachers who reflect on their work become more confident because they understand the reasons behind their actions.

Reflective practice is not a onetime activity. It is a continuous cycle. Teachers think before teaching. They observe during teaching. They reflect after teaching. This cycle strengthens the link between theory and classroom reality. It also helps teachers stay flexible because they learn to adjust their approach based on what they discover. In teacher education reflective practice prepares student teachers for the complex world of real classrooms. It guides them toward thoughtful and effective professional behaviour.

### **Teacher Professional Identity**

Teacher professional identity refers to the way teachers see themselves in their role. It shapes how they think, act and make decisions. A strong professional identity gives teachers a clear sense of purpose. It helps them understand their responsibilities. It also supports their commitment to continuous learning.

This identity does not grow in isolation. It develops through interactions with students, colleagues and mentors. It also grows through reflection and dialogue. When teachers share their experiences they discover new perspectives. They gain insights that shape their values and beliefs. These insights influence how they teach and how they respond to challenges.

Mutual dialogue plays a key role in building professional identity. It gives teachers a space to express their thoughts without fear. It helps them connect their personal experiences with wider ideas in education. It allows them to think about their role in a deeper way. As teachers engage in dialogue they become more aware of the impact they have on learners. They understand that teaching is not only about knowledge. It is also about empathy, guidance and care.

A strong teacher identity improves praxis. Teachers with a confident identity are more willing to try new methods. They are better able to connect theory with real practice. They also become positive role models for their students. In teacher education programmes the growth of professional identity is therefore essential. It prepares future teachers to meet the demands of a changing education system.

### **Understanding Mutual Dialogue**

Mutual dialogue is a form of communication in which every participant is treated with equal respect. It is not a one sided exchange where one person speaks and others only listen. It is not a lecture or a strict set of instructions. Mutual dialogue is a shared effort to understand a topic or a problem. It invites every voice into the conversation. It encourages honest expression without fear or judgement.

In a dialogue each person listens with care. Listening becomes as important as speaking. This kind of listening helps teachers see different points of view. It helps them understand how students think and what they need. Dialogue allows teachers to explore ideas that may not appear in textbooks. It gives space for lived experience which is an important part of real learning.

Mutual dialogue also opens the mind. It helps teachers question their own assumptions. They learn to look at familiar problems from new angles. This process strengthens reflective thinking. It guides teachers toward deeper understanding. When teachers reflect through dialogue they gain insights that improve their practice.

Dialogue creates a supportive learning community. Teachers learn from students and students learn from teachers. Teachers also learn from each other. This shared learning builds professional strength. It prepares teachers to face complex situations in the classroom. It encourages them to try new methods with confidence.

Mutual dialogue is therefore an important tool in teacher education. It moves teaching away from mechanical routines. It brings teaching closer to real human interaction. It builds skills that help teachers connect theory with practice. It also promotes trust and cooperation which are essential for meaningful learning. Through dialogue teachers grow not only in knowledge but also in understanding, empathy and professional wisdom.

## Characteristics of Mutual Dialogue in Education

Mutual dialogue in education is built on openness. Participants enter the conversation with a willingness to share their thoughts. They also show readiness to listen to the thoughts of others. This open attitude creates a safe space where ideas can grow. It reduces fear of judgement and encourages honest expression.

Trust is another key feature of mutual dialogue. Teachers and learners must feel that their voices matter. Trust grows when each person listens with care. It grows when people respect different opinions. Trust also gives teachers the confidence to discuss their doubts without hesitation. This strengthens professional relationships and improves learning.

Mutual dialogue also requires patience. Meaningful discussion cannot be rushed. Teachers and students need time to explore ideas. They need time to reflect on what was said. Patience helps the group reach deeper understanding. It also supports calm and thoughtful communication.

A major strength of mutual dialogue is its ability to include diverse views. Every participant brings unique experiences that shape their thinking. Dialogue invites these different viewpoints into the conversation. This diversity helps the group understand complex issues. It helps teachers see that classrooms are full of varied needs and perspectives.

Mutual dialogue connects theory with personal experience. Teachers often study methods and concepts in training sessions. Dialogue allows them to relate these ideas to real situations. It helps them make sense of theory in practical ways. This connection is important for building strong praxis.

Reason and reflection also guide mutual dialogue. Participants think carefully about the ideas shared. They question assumptions. They look for meaning behind actions. Reflection helps teachers understand why certain methods work and why others do not. It supports growth in judgment and decision making.

Another important characteristic is empathy. Dialogue encourages teachers to understand the feelings and challenges of students. It teaches them to listen beyond words. This helps them create supportive classroom environments. It also strengthens the bond between teacher and learner.

In teacher education mutual dialogue helps student teachers see the classroom from many angles. It shows them that teaching is not only about delivering lessons. It is about understanding learners and adapting to their needs. Dialogue builds confidence in student teachers. It helps them find their professional voice. It prepares them to become reflective and responsible educators.

## Role of Technology in Dialogue Based Learning

Technology has become an important part of education in recent years. It offers new ways to support dialogue based learning. Modern tools make it possible for teachers and students to communicate in flexible and creative ways. These tools help extend dialogue beyond the limits of the classroom. They also make learning more interactive and inclusive.

Digital platforms allow teachers and learners to share ideas at any time. Online discussion forums give space for thoughtful exchanges. Students who may feel shy in a physical classroom often feel more confident when they express their views online. This helps build a richer dialogue where more voices can take part. Audio and video tools also allow learners to present ideas in different formats. This makes dialogue more dynamic and accessible.

Technology also supports reflection. Teachers can record lessons and review them later. Students can watch lectures again to understand concepts better. Digital journals and blogs allow learners to write about their experiences. These tools help teachers and students think more deeply about their practice. Reflection becomes easier when technology provides a record of learning.

Collaborative tools such as shared documents help groups work together. Learners can edit, comment and build ideas collectively. Teachers can guide discussions without controlling them. This creates an environment where dialogue grows naturally. It also helps teachers see how students think and how they approach problems.

Technology can also connect teachers with global communities. Online workshops and webinars bring experts into the learning process. Teachers can learn new methods and share their own experiences. This supports continuous professional growth. It also exposes teachers to diverse perspectives which strengthen dialogue and praxis.

In teacher education technology allows student teachers to observe classrooms through digital recordings. They can analyse teaching methods and reflect on what they see. This bridges the gap between theory and practice. It gives them opportunities to learn from real situations even when they are not physically present in schools.

While technology cannot replace human interaction it can enrich dialogue and make it more meaningful. When used with care it becomes a strong support for mutual learning. It makes education more open and collaborative. It helps teachers and students grow together in a shared digital space.

### **Community Engagement and Praxis**

Community engagement plays an important role in shaping strong praxis in education. Schools do not work in isolation. They are part of a larger social environment that includes families, local groups and cultural traditions. When teachers engage with the community they gain a deeper understanding of the needs and experiences of their learners. This understanding helps them apply theory in ways that make sense in real life.

Community engagement creates a bridge between the classroom and the world outside. When teachers talk to parents and community members they learn about the challenges that children face at home. They learn about social and economic conditions that influence learning. This insight helps teachers plan lessons that are meaningful. It helps them choose methods that support the growth of every learner.

Dialogue with the community also strengthens reflective practice. Teachers begin to see learning as a shared responsibility. They understand that education is not only the work of schools. It grows through the active support of families and community groups. When teachers reflect on community interactions they develop a more holistic view of their role. They see themselves as partners who guide and learn rather than as the only source of knowledge.

Engaging with the community also enriches classroom teaching. Local stories and traditions bring life to lessons. Community experts can share skills and experiences with students. This makes learning more practical. It also helps children connect what they learn with the world around them. Teachers who use these resources are better able to turn theory into practice.

Community engagement also supports the development of teacher identity. When teachers become part of community life they gain respect and trust. They understand the cultural values of the people they serve. This builds empathy and encourages teachers to act with care and responsibility. A strong teacher identity helps reduce the praxis skill gap because it motivates teachers to continue improving their practice.

In teacher education programmes community engagement provides valuable learning experiences. Student teachers who visit local schools and interact with families learn important lessons that cannot be learned from books alone. They see diverse realities. They learn to adjust their teaching methods based on context. These experiences prepare them to become thoughtful and responsive educators.

Community engagement therefore enriches praxis. It supports meaningful dialogue. It brings teachers closer to the lived experiences of learners. It helps build an education system that values participation, reflection and shared growth.

### **Comparative Analysis**

Comparing traditional education with dialogue based education helps us understand why the praxis skill gap exists and how mutual dialogue can reduce it. Both approaches aim to support learning yet they differ in philosophy, method, curriculum design, teacher student relationship and overall purpose. These differences shape the way teachers think and act in the classroom.

## ***Philosophy***

Traditional education is based on authority. Teachers deliver information and students receive it. This creates a one way flow of knowledge. Dialogue based education follows a different philosophy. It values partnership between teacher and learner. It invites both to think together and explore ideas. Knowledge is seen as something that grows through interaction. Dialogue therefore supports a more democratic learning environment. It treats learning as a shared journey.

## ***Method***

Traditional teaching depends mainly on lectures and memorisation. Students repeat information rather than understand it. Dialogue based methods encourage active participation. Teachers ask questions that make students think. Students take part in reflection circles and guided discussions. These methods allow teachers to test ideas in real situations. They also help students connect knowledge with experience. Dialogue makes the learning process more dynamic and meaningful.

## ***Curriculum***

A rigid curriculum focuses on fixed content. It leaves little room for creative thinking. It expects students to learn facts even when these facts do not relate to life outside school. A dialogue based curriculum is more flexible. It supports reflection and practical engagement. It gives teachers the space to adjust lessons to the needs of their students. It also helps learners see how knowledge connects with real life situations. This makes learning more relevant and useful.

## ***Teacher Student Relationship***

In traditional models the teacher stands at the centre. The teacher controls the classroom and directs all learning. Students follow instructions with limited freedom. Dialogue based education changes this relationship. The teacher becomes a mentor and guide. The student becomes an active partner in the learning process. Both share responsibility for understanding. This relationship builds trust, respect and a sense of shared purpose. It also supports the growth of confidence in students.

## ***Purpose***

The main aim of traditional education is the transmission of knowledge. Students are expected to store facts and recall them in examinations. Dialogue based education has a wider purpose. It encourages learners to think critically. It supports creativity and problem solving. It prepares them for social change and responsible action. Dialogue strengthens the link between what students learn and how they use it. It makes education a tool for personal and social growth.

This comparison shows that dialogue based education offers a richer and more meaningful approach to learning. It values participation. It builds understanding through shared thought. It prepares learners for real life challenges. Traditional education still has value in structure and discipline yet dialogue adds depth, reflection and human connection. Together these insights help teachers understand why mutual dialogue is important for strong praxis in Indian education.

## ***Policy Implications for India***

The praxis skill gap in India cannot be addressed by teachers alone. It requires strong policy support. Policy makers play a key role in creating conditions that help teachers link theory with practice. They shape the structure of teacher education institutions. They influence curriculum design. They decide how much time teachers get for training and reflection. Clear and supportive policies can guide the education system toward meaningful reform.

The National Education Policy 2020 recognises the importance of practical learning. It encourages active methods that help students think and understand. This policy also highlights the need for better teacher preparation. It calls for strong internships and longer periods of school based training. These steps move teacher

education closer to real classroom needs. They also support the development of reflective habits which strengthen praxis.

Policy must also promote ongoing professional development. Many teachers do not get regular opportunities to improve their practice. Workshops and in service programmes often focus on theory without connecting it to classroom work. Policies that encourage mentoring and peer learning can change this. They can create a culture where teachers grow through collaboration. Such policies can support dialogue circles, reflection groups and shared problem solving.

Teacher education institutions need clear guidelines that promote dialogue based practice. These institutions must help student teachers observe, reflect and discuss. They must give time for practicum experiences. Policies should ensure that teacher educators are trained in reflective methods. Without this support student teachers may struggle to apply what they learn in theory classes.

Policies can also use technology to strengthen praxis. Online platforms can support continuous dialogue among teachers. Digital resources can help teachers reflect on their lessons. Policies that promote access to technology make it easier for teachers to learn from each other. They also help teachers reach communities that need support.

Assessment policies must also change. Current systems often reward memorisation. They do not always value creativity or practical understanding. When assessment focuses on real learning instead of rote work it supports teachers in using dialogue based methods. It gives teachers the freedom to explore new approaches.

Policies must also recognise the importance of community engagement. Schools cannot work alone. When policies encourage partnerships with parents and local groups they help teachers understand the backgrounds of their students. This knowledge improves teaching practice. It also builds trust between schools and communities.

Strong policy support can therefore guide India toward a more thoughtful and effective approach to teacher education. It can help bridge the gap between theory and action. It can prepare teachers who are confident, reflective and ready to meet the needs of a diverse society.

### **Case Illustrations**

Case illustrations help show how mutual dialogue and strong praxis can improve real teaching practice. These examples are simple but they reflect common situations in Indian classrooms. They also show how teachers can use dialogue to connect theory with action.

In one case a student teacher faced difficulty while teaching a lesson on environmental protection. The students were not interested. They did not respond to questions. The student teacher felt stressed and unsure of what to do. After the class the mentor invited the student teacher to a dialogue session. They discussed what happened in the lesson. They explored the reasons behind the lack of interest. The student teacher realised that the lesson did not relate to the daily life of the students. Together they planned a new approach that used local examples of waste management. The next lesson was successful because it connected theory with real experience. Dialogue helped the teacher reflect and improve.

In another case an experienced teacher wanted to introduce group work in a crowded classroom. The teacher worried that students might become noisy or unfocused. During a staff dialogue meeting the teacher shared these concerns. Other teachers shared their own experiences with group activities. They discussed simple strategies such as assigning roles and setting clear expectations. With this support the teacher tried group work with confidence. The activity went well and the students enjoyed learning from each other. This case shows how dialogue builds professional courage and practical skill.

A third case involves the use of technology. A teacher struggled to help students understand a science concept. The students found the textbook difficult. During a school level dialogue session the teacher explained the problem. A colleague showed how short videos and digital animations could make the topic clearer. The teacher tried this method in the next class. Students understood the concept better and participated with interest. Dialogue helped the teacher see new possibilities for practice.

In teacher education programmes case illustrations play an important role. They allow student teachers to compare different situations. They learn to reflect on actions and outcomes. They see how thoughtful dialogue can lead to positive change. These examples show that mutual dialogue is not limited to theory. It is a practical tool that supports real progress in classrooms.

## **Challenges and Opportunities**

The use of mutual dialogue in teacher education offers many benefits yet it also brings several challenges. These challenges affect how teachers learn and how they apply new ideas in real classrooms. Understanding these barriers is important because it helps identify opportunities for improvement.

One major challenge is the pressure to complete the syllabus. Many teachers feel that they do not have enough time to hold meaningful discussions. They worry that dialogue will slow down the pace of teaching. This pressure often pushes teachers toward lecture based methods. It limits the space for reflection and active learning.

Large class sizes also create difficulty. Teachers must manage many students at the same time. In such settings it becomes hard to listen to each student. Dialogue needs attention and calm communication. Crowded classrooms make this process difficult. Teachers may avoid dialogue because they fear noise and confusion.

Another challenge is the lack of training. Many teachers have not learned how to use dialogue as a teaching tool. They may not know how to guide discussions or how to create a safe environment for sharing. Without training teachers may rely on memorised theory rather than practical methods. This affects their ability to close the praxis skill gap.

Limited resources in some schools also create barriers. Schools may not have enough space for group discussions. They may not have digital tools that support dialogue. These limitations reduce opportunities for collaborative learning.

Despite these challenges there are many opportunities. Digital technology offers new ways to communicate. Online discussion groups and learning platforms make it possible for teachers and students to share ideas outside the classroom. These spaces support reflection and dialogue even when physical space is limited.

Teacher training institutions can also play an important role. They can redesign programmes to include workshops on dialogue based teaching. They can encourage peer learning and mentoring. They can give student teachers more time for practicum work. These steps help build skills that support strong praxis.

Schools can create learning communities where teachers meet regularly for discussion. These meetings help teachers solve problems together. They also help teachers feel supported. Such communities build confidence and encourage continuous improvement.

Policy reforms also provide opportunities. Recent policies emphasise active learning and reflective practice. They support teacher development and encourage the use of modern methods. With proper implementation these policies can help reduce the praxis skill gap.

Challenges may slow progress yet they also show where improvement is needed. Opportunities open pathways for growth. When teachers receive support and training they can use mutual dialogue effectively. This leads to better teaching practice and a stronger education system.

## **Future Pathways**

Future pathways for strengthening praxis in India's education system depend on the combined efforts of teachers, institutions and policy makers. The aim is to build a culture where theory and practice work together. This requires long term commitment and clear steps that guide professional growth.

One important pathway is the redesign of teacher education programmes. Courses must include more practicum experiences. Student teachers should spend more time in real classrooms. They should observe experienced teachers and practise teaching under guidance. This helps them connect theoretical ideas with real situations. It also prepares them for the complex demands of school life.

Another pathway is the promotion of continuous professional development. Teachers need regular opportunities to update their skills. Workshops should focus on reflective practice and dialogue based methods. Teachers should receive mentoring that supports them as they test new strategies. When teachers grow through experience they become more confident and effective.

Schools can also serve as centres of learning. Future pathways must include strong professional communities within schools. Teachers can meet in small groups to share challenges and build solutions. These groups help create a culture of collaboration. They also help teachers see learning as a shared journey rather than an individual task.

Technology will continue to play a key role. Digital tools can support dialogue and reflection. Online platforms allow teachers to discuss ideas and learn from a wider network. Virtual classrooms and digital resources help teachers experiment with new methods. When used with care technology expands learning beyond traditional boundaries.

Future pathways must also include stronger links between schools and communities. Teachers who understand the social and cultural context of their learners can connect theory with practice more effectively. Partnerships with local groups, parents and organisations can enrich classroom teaching. They also support the holistic development of students.

Policy support will remain essential. Policies should encourage innovation and provide resources for training and development. They should protect time for reflection and dialogue. Policies must value teacher autonomy and professional growth. When policy aligns with classroom needs it becomes easier to reduce the praxis skill gap.

These pathways point toward a future where teachers become reflective practitioners. They show how India can build an education system that values inquiry, empathy and practical wisdom. Such a future will strengthen teaching and support the growth of a more inclusive and thoughtful society.

## **Recommendations**

Several steps can help reduce the praxis skill gap and strengthen dialogue based learning in India. These recommendations aim to guide teachers, institutions and policy makers toward practical and meaningful improvement.

Teacher education programmes should give more space to practicum work. Student teachers need regular time in real classrooms where they can observe, teach and reflect. This helps them connect theory with classroom needs. Institutions should also encourage student teachers to keep reflection journals. These journals help them think about their actions and understand their growth.

Schools should create small dialogue circles for teachers. These circles can meet once a week. Teachers can discuss challenges and share ideas. They can also reflect on lessons that went well and lessons that need improvement. Dialogue circles help teachers feel supported. They build a sense of community and collective learning.

Mentoring systems should be strengthened. New teachers often feel unsure when they enter the classroom. Mentors can guide them with experience and care. Regular conversations between mentors and new teachers help reduce stress. They also support practical skill development.

Training workshops should focus on reflective practice. Teachers need guidance on how to ask questions and how to listen with attention. Workshops should include role play, discussions and real examples. This prepares teachers to use dialogue confidently in schools.

Technology should be used to support learning. Online forums can help teachers share experiences. Schools can use digital platforms for reflection activities. Short videos and recordings can help teachers review their own lessons. These tools can expand opportunities for professional growth.

Community participation should be encouraged. Schools can invite parents and local experts to share knowledge with students. Teachers can visit communities to understand the background of learners. This supports inclusive teaching and helps teachers apply theory in practical ways.

Policy makers should protect time in the school schedule for reflection and dialogue. Teachers need space to think about their work and plan improvements. Policies should also support research on teacher development. This helps institutions design better programmes that address real classroom issues.

These recommendations show clear steps that can help build stronger praxis. When teachers receive support and guidance they develop confidence and skill. When institutions create room for dialogue they build a culture of shared learning. These actions can bring meaningful change across India's education system.

### **A New Vision for Praxis**

A new vision for praxis in India's education sector must focus on the deep connection between knowledge and action. Teaching should not remain a task where teachers repeat information from textbooks. It should become a thoughtful and creative process where teachers understand ideas and apply them with purpose. This vision calls for teachers who think, reflect and act with confidence. It also calls for schools and institutions that support this growth.

The new vision sees teachers as reflective practitioners. A reflective practitioner does not follow methods blindly. Instead the teacher looks at the classroom, observes the needs of learners and plans actions that match those needs. This process makes teaching more meaningful. It also helps teachers grow through experience. Reflection becomes a tool that guides every step of professional work.

This vision also highlights the role of dialogue. Mutual dialogue helps teachers learn from students, colleagues and the community. It brings many perspectives into the classroom. It helps teachers understand the reasons behind their actions. Dialogue supports empathy and builds trust. When teachers use dialogue they create spaces where everyone learns and everyone contributes.

A new vision for praxis also promotes collaboration. Teaching becomes richer when teachers work together. They can share strategies, discuss challenges and celebrate success. Collaboration reduces isolation. It helps teachers feel connected and supported. This connection is important for building strong professional identity.

Innovation becomes another important part of this vision. Teachers must feel free to try new approaches. They must explore new methods that support active learning. They must adapt theory to match the diverse needs of students. Innovation does not mean replacing tradition. It means combining traditional wisdom with new ideas that improve learning.

The new vision looks at the larger purpose of education. It sees education as a path that prepares learners for life. It encourages creativity, problem solving and social responsibility. Praxis becomes the link that brings these aims into daily teaching. When teachers understand their role in this wider mission they act with greater care and commitment.

This vision will need support from institutions and policy makers. Teacher education programmes must create learning environments that match this approach. Schools must protect time for dialogue and reflection. Policies must value professional growth and practical learning. With such support India can move toward an education system where teachers are skilled, confident and prepared for the demands of a changing society.

A new vision for praxis is therefore not only about teaching techniques. It is about building a culture of thoughtful action. It is about creating a system where teachers learn every day and guide students with understanding and purpose. This vision can lead India toward a stronger and more humane education system.

### **Summary of Key Insights**

This article shows that the praxis skill gap remains a major issue in teacher education in India. Many teachers understand theory yet struggle to apply it in real classrooms. The roots of this gap lie in historical changes, rigid

teaching traditions and limited focus on practical training. These factors continue to shape teaching practices across schools and institutions.

Mutual dialogue offers a strong way to address this gap. Dialogue builds trust and respect. It encourages teachers to listen, reflect and share ideas. It also creates a learning community where teachers feel supported. Dialogue helps teachers connect theory with lived experience. It strengthens reflective practice and builds confidence.

Reflective practice is central to the growth of praxis. Teachers improve when they think about their actions and learn from their experiences. Reflection guides decision making and helps teachers adjust their methods based on student needs. It also supports the development of strong professional identity.

The article also highlights the role of technology and community engagement. Technology creates new spaces for discussion and collaboration. It helps teachers reflect and connect with wider networks. Community engagement brings real life context into the classroom. It gives teachers a deeper understanding of learners and supports meaningful teaching.

Comparative analysis shows key differences between traditional education and dialogue based education. Dialogue promotes shared inquiry, flexibility and partnership. It encourages creativity and active learning. These qualities make dialogue a powerful tool for improving praxis.

Policy support is essential for lasting change. Policies must promote practical training, mentoring and reflective practice. They must also encourage teamwork within schools. With proper support teachers can grow as reflective practitioners who use knowledge with skill and purpose.

The examples in this article show that dialogue based approaches can lead to real improvement in classrooms. Teachers who use dialogue become more confident. They understand their students better. They develop stronger professional habits.

Together these insights show that a new vision for praxis is possible. This vision values reflection, collaboration and practical wisdom. It prepares teachers to meet the needs of a diverse society. It also strengthens the overall quality of education in India.

## **Conclusion**

The praxis skill gap continues to shape the quality of teaching and learning in India. Many teachers know educational theory yet struggle to apply it in real classrooms. This gap limits the progress of students and creates challenges for teachers who want to improve their practice. The analysis in this article shows that the roots of this problem lie in historical traditions, rigid teaching methods and limited opportunities for reflective learning.

Mutual dialogue offers a strong and practical way to address this issue. Dialogue helps teachers share ideas with respect. It encourages them to listen, reflect and work together. It supports the growth of confidence and professional identity. When teachers engage in dialogue they connect theory with real experience. They develop habits that guide thoughtful action and continuous improvement.

Reflective practice is central to this change. Teachers who reflect on their work become more aware of their choices. They understand the needs of their learners better. They also learn to adapt their methods with care. Reflection becomes a link that joins knowledge with action.

Technology, community engagement and supportive policies also play important roles. They create new spaces for communication. They bring real life context into teaching. They provide structure and guidance for teacher development. These elements help build an education system that values participation and shared learning.

A new vision for praxis must focus on teachers as reflective practitioners. It must support collaboration rather than isolation. It must encourage innovation and thoughtful practice. When teachers are given time, training and trust they can grow into strong professionals who guide students with wisdom and empathy.

The future of Indian education depends on such a vision. Closing the praxis skill gap will lead to more meaningful learning. It will help schools become active centres of inquiry. It will prepare learners for a world that demands

critical thinking and responsible action. By embracing dialogue and reflection India can build a more inclusive and forward looking education system that serves the needs of society with care and commitment.

***“Teaching becomes powerful when knowledge meets reflection and reflection guides action.”***

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