



NEW PARADIGM IN TEACHER EDUCATION

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Abstract

The impact of globalization, international competition, and local social-political demands has induced rapid changes in nearly every society. As key actors in education, teachers have to face up to numerous new changes, expectations, and uncertainties in the internal and external environments in which they discharge their professional duties. One of the serious defects in teacher education in India is the overemphasis on theory and inadequate attention to the practical aspect of a teacher's preparation. The teaching has to be made progressive and the monotonous and stereotyped image of teacher education should be changed. A comprehensive practical training in all dimensions of teacher education is essential. major issues in teacher education includes quality concern, lack of technopedagogic skills, lack of suitable curriculum, working of the teacher education institutions, etc. The futuristic teacher education programs should emphasize on digital literacy, developing technopedagogical skills in the students, imparting life skill education, developing in them the teaching competencies for inclusive classroom and encourage them to take up action research. There is an immediate need to find ways out to orient student teachers towards the new trends in education

Key words: Teacher education, problems, issues, trends.



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Introduction:

Teachers are the backbone of the education system and interface between young mind and world of knowledge that awaits them. Teaching is one of the oldest and the most respected profession and the roles, functions and preparation of teachers undergo changes from time to time. The impact of globalization, international competition, and local social-political demands have induced rapid changes in nearly every society. In such an era of fast transformation, education reforms have been become inevitable and paradigm shifts in school education have been initiated in many countries with a hope to meeting various challenges and pursue a new future in the new millennium. As key actors in education, teachers have to face up to numerous new changes, expectations, and uncertainties in the internal and external environments in which they discharge their professional duties. In addition to teaching, they are often required to take up expanded roles and responsibilities related to school management, curriculum planning and development, new teacher mentoring, staff development, school-based action projects, and working with parents and outside leaders and professionals. How teachers can be prepared and empowered to take up new roles and effectively perform teaching to meet the challenges and expectations raised from education

reforms and paradigm shifts in school education is a crucial concern in policy and implementation of teacher education.

Problems In Teacher Education:

For almost as long as there have been institutions dedicated to the preparation of new teachers, the endeavor has come in for criticism. Teacher education has long struggled both to professionalize and to fully integrate itself into mainstream academia. At the core of this struggle was a perception that there was no body of specialized knowledge for teaching that justified specialized training.

The teaching profession in India does not attract the best kind of students. The teacher education students with the kind of academic incompetencies and experience are often ill-equipped and ill-prepared to carry out their new roles as student teachers. The majority of teacher education students look teacher education programs as a mere passport to join schools. Therefore, most of them lack their motivation to take it seriously and drift through it to acquire a certificate at the end.

One of the serious defects in teacher education in India is the overemphasis on theory and inadequate attention to the practical aspect of a teacher's preparation. The teaching has to be made progressive and the monotonous and stereotyped image of teacher education should be changed. A comprehensive practical training in all dimensions of teacher education is essential. They should be involved in construction of curricula, preparation of syllabi, and choice of texts, keeping cumulative records for scholastic achievement and personality development of the students and also interpreting them.

The teaching inabilities of a student-teacher may be to some extent due to lack of some aspects of practice teaching. Current practices in teacher education take the school curriculum and textbooks as 'given' and train teachers to adjust to the needs of the existing schools system through fastidious planning of lessons in standardized formats, fulfilling theoretical or delivering the required number of lessons. Theory courses have no clear articulation with the practical work and ground realities.

Studying Teacher Education explains the disconnect between what teacher educators believe is the right way to prepare a new teacher and the unhappy schools on the receiving end of that effort. It happens that the job of teacher educators is not to *train* the next generation of teachers but to *prepare* them.

Issues Concerning Teacher Education:

Science And Technology: The world has become interdependent and is turning gradually into a global village .But educational programs for teachers or teacher-education has not made full use of their development skill the teachers with the knowledge of latest technological advancement are not being produced who are expected to use these upcoming techniques.

Working Of Teacher Education Institutions The National Council for teacher education (NCTE) is a regulatory body which controls the functioning of these institutions and prevent them from becoming commercial institutions, but because the country is so diverse with innumerable institutions, it sometimes get difficult to monitor all the institutions. Some unscrupulous institutions have become simply money making centre and produce certified but incompetent teachers which is a matter of great concern because incompetency of teachers can harm the system of education.

Curriculum: Curriculum of teacher education program in India has been criticized much. Some educationists feel that it does not fully address the need of contemporary Indian Schools and society and it does not contain relevant contents for teachers who are to impart quality education in schools.

Quality Concern: Quality in education relates to the quality of the work undertaken by a teacher, which has significantly effect upon his or her pupils. Teacher education has not come up to the requisite standards. Teachers are not able to think critically and solve the issues related to teaching methods, content, organizations etc. more knowledge of theoretical principles is emphasized and teachers are not able to these principles in actual classroom situations.

Developing Life Skills -Life skills are certain skills which are essential for personal development and growth. These skills enable man to deal with the life's difficulties and adversities more effectively. These skills are (a) Thinking Skills (b) Self Awareness, Problem Solving, Creative Thinking, Decision making and Critical thinking (b) Social Skills – Interpersonal relations, effective communication and empathy (c) Emotional Skills – Stress Management.

Main issue is that teacher-education is memory based i.e. there is no active involvement of students, so we are lacking in the development of life skills among the students, which are essential for all round development of students.

Changes Needed In Future Teacher Education

In the book *Teaching 2030* by Barnett Berry and 12 classroom experts, the authors pinpoint specific skills educators will need to teach in the schools of tomorrow. They say teachers must be prepared to find and adapt new technologies to engage the digital generation, as well as work across traditional subject areas using project learning. They must be able to use data and evidence to inform their practice and know how to work in both virtual learning environments and brick-and-mortar schools. And they'll need to collaborate with community-based organizations and work in schools that provide all kinds of other services for students and their families. Along those lines, Berry has outlined five changes he believes need to be made to the future of teacher education.

a. Informed by need. University-based education schools currently produce about 170,000 graduates every year — but only 70 percent of those actually enter teaching. One reason is the mismatch between production and market demand. In some “teacher surplus” states, universities graduate far too many teachers prepared for subjects and areas in low demand (such as elementary, physical education, social studies), while math, science, and special education vacancies continue to frustrate school leaders as well as parents and because of the way education schools are funded, most universities offer just about every kind of teacher education major, irrespective of the local needs of area districts looking for new recruits. In the future, as long as we have the right policies in place, education schools should recruit and prepare those who are needed — and use the cost savings to recruit the right teachers who can teach the right subjects — as well as invest more in the right kind of pedagogical training.

b. Investments in clinical training. Most university-based teacher education programs, unlike those in engineering, architecture, and nursing (and of course medicine), have few resources to prepare recruits in clinical, or real-life, contexts. Future teachers have had little opportunity to learn how to teach in schools under the tutelage of master teachers and college

faculty who can closely supervise them and ensure they pass muster on rigorous (and more expensive) performance assessments. Teachers must also learn how to work effectively in both virtual networks as well as in community-based organizations that serve student learning in 24/7 venues. Policymakers must do their share by investing in the clinical training of future teachers, who can learn how to teach by interning in the places and with the people with whom they work in order to serve students effectively.

c. Changing the context of content. Most education schools have taught teachers how to know things and think about things. But they've never had the chance to practice implementing high-level strategies, like communicating with parents and eliciting student thinking around subject areas. How do you teach someone to unpack a student's thinking around specific subjects, in physics, social studies, literature? How do you build, create, and score assessments? How do you communicate student progress to not just parents but also policymakers? How do you give homework that's meaningful? How do you help students, who are growing up on virtual reality games and Google figure out how to determine the accuracy of content and how to use it in solving problems? Universities must help future teachers understand and capitalize on the changing context of content in teaching diverse learners to meet high academic standards.

d. Seamless connections between pre-service education and professional development. With an explosion of diverse students in chaotic school environments (and growing numbers of those with special needs or whose first language is not English), it's that much more difficult for novice teachers to be fully prepared. The teacher education system needs to ensure that pre-service teachers learn crucial skills *in settings similar to those in which they will teach*. They must go through performance assessments to determine their strengths and weaknesses, and this information must be used to craft plans for their future development as educators. With virtual communities like Teacher Leaders Network, and new outlets like the Teaching Channel, teachers can learn from each other, while schools and school districts can find ways to capitalize on these connections. Doing all of this will require that policymakers fuse the resources of universities and school districts in creating seamless connections between pre-service training and on-going professional development.

e. Learning and leading in historical context. In preparing all students to work in the global economy and participate in our complex, evolving democracy, public schools need to capitalize on the untapped potential of teacher leaders. Our education schools need to prepare this new generation of teacher leaders, who know how to spread their pedagogical expertise to colleagues and administrators and can communicate effectively with policymakers and parents. Doing so requires not just teachers who have technical skill in connecting good ideas with the right stakeholders and constituents, but who also have a deep understanding of how historical imperatives shape future prospects for the profession that makes all others possible. Educators who train teachers must cultivate a critical mass of teacher leaders, or teacherpreneurs, who continue to teach but have knowledge and skill to lead the transformation of teaching and learning.

Emerging Trends For Futuristic Teacher Education

The change brought by technological, economic, and cultural forces in the early twenty first century was very fast. These changes were mostly pronounced in the developed world. But their effect was also apparent in the developing world. Societies across the world were

rapidly changing in fundamental ways, especially with regard to the availability and easy way to access to digital information and communication technologies. But, teachers and their predominant classroom practices rather remained traditional in this era of rapid change. It was content focused, teacher directed and didactic instruction focused on content delivery and reproducing the same remained the rule of the pedagogy. Jacques Delors Commission in its report “ Learning, The Treasure Within” (UNESCO, 1996) highlights challenges that are to be responded to by teacher and teacher preparation system. The programs of teacher education for various stages need to be restructured and modernized in their input to make the system quality oriented.

a. Digital literacy: It embodies the abilities to appropriately access, synthesize, and utilize both analog and digital information sources to achieve a defined teaching purpose. Digital literacy includes the abilities to communicate and collaborate effectively through modern technological aids and methodologies suitable for upcoming generation. Digital literacy should be understood as requisite set of skills extending beyond a traditional teacher’s pedagogical skills. Digital literacy cannot be fully acquired in isolation while preparing traditional written reports, but be obtained through a transformative process of authentic and contextual utilization through modern teaching aid (Sachs, J., 1997). Experience is the most powerful teacher, and has no substitute when it comes in developing and refining the skills of digital literacy or any other type of literacy among mentors and teachers. The digital literacy will enable the teacher to use the following teaching strategies for the learners-

- Blended learning
- e-content development
- e-learning resources
- CAI and CAL
- Multimedia approach
- Computer Based Testing
- m-learning
- Project Based Learning
- Distance learning and virtual classrooms
- Video conferencing.
- Game based learning

b. Focus on Technopedagogic skills: This is the hybrid method of teaching in which ICT is being used for teaching learning situation. The main applications of the techno-pedagogy is teaching and learning (Vajargah, Jahani and Azadmanesh, 2010). The prospects can be categorized as the aspects relating to role of techno-pedagogy, such as it helps to

- Enhance linguistic abilities
- Develop teaching learning process
- Improve to develop study materials
- Design multi-grade instruction
- Plan specific pedagogy
- Support in Distance Education through e-learning
- Guide and Counsel for career choices
- Stimulate Self Learning ability
- Enhance enrolment and examination process
- Assist in research activities
- Reinforce for cognitive learning
- Development of life skills
- Develop aesthetic sensibility

c. Life Skill Education: Teacher Education for preparing humane & professional teachers needs to be holistic. Along with content & methodology there is a need to integrate emotional competencies, such as, self-awareness and self-management, social sensitivity and social management. There is a need to integrate life skills, such as, self-awareness, empathy, interpersonal relationship, effective communication, critical thinking, creative thinking, decision making, problem solving, and coping up with emotions and stress

d. Teacher Competencies for Inclusive Classrooms: The teacher educators should inculcate the following skills and competencies in student teachers to prepare them for inclusive classroom.

- Teaching basic skills
- Classroom management and classroom climate
- Professional consultation and communication
- Referral
- Individualized teaching
- Interaction skills
- Identification and assessment of children
- Goal setting
- Adjusting the curricula
- Resources managing
- Evaluation and monitoring

Teacher should recognize and take into account the diverse needs of their pupils, adapt to different styles of teaching to provide quality education.

e. Research: Action research should be undertaken by the educators and student teachers for qualitative improvement in the classroom teaching.

Conclusion:

The role and shape of teacher education is easy to visualized but difficult to accomplish. There is a gap between theory and practice. So we need to develop such type of teacher training program which can fulfill the requirement of the society. There is an immediate need to find ways out to orient student teachers towards the new trends in education. It can be feasible only when teachers realize the exact expectations of school curriculum and syllabus. Certainly, appropriate steps need to be taken urgently in this regard if we truly want to empower our teacher education.

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