

CHANGING OF TEACHER EDUCATION IN THE GLOBAL SCENARIO

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Abstract

Teacher education has recently been described as having entered a 'new era'. Although there exists much consensus amongst academics, politicians, parents, teachers and other educational stakeholders that quality teaching is important in order to improve pupil learning. It is well known that the quality and extent of learner achievement are determined primarily by teacher competence, sensitivity and teacher motivation. The National Council for Teacher Education has defined teacher education as – A program of education, research and training of persons to teach from pre-primary to higher education level. Teacher education is a program that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein. Pupil come to teacher education with beliefs, values, commitments, personalities and moral codes from their upbringing and schooling which affect who they are as teachers and what they are able to learn in teacher education and in teaching. Helping teacher candidates examine critically their beliefs and values as they relate to teaching, learning and subject matter and form a vision of good teaching to guide and inspire their learning and their work is a central task of teacher education, so teachers need to know how to take the steps necessary to gather additional information that will allow them to make more grounded judgments about what is going on and what strategies may be helpful. More importantly, teachers need to keep what is best for the student at the center of their decision making. So, teacher education like any other educational intervention, can only work on those professional commitments or dispositions that are susceptible to modification. While we can't remake someone's personality, we can reshape attitudes towards the other and develop a professional rather than a personal role orientation towards teaching as a practice. This paper throws its light on the importance, issues and measures to be taken to maintain the quality of teacher education.....



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Introduction

Teachers are an extremely important asset for any society as they are the one who educate the youth of society who in turn become the leaders of the next generation of people and play an important role in developing their country as a good citizen of any nation. Teachers educate the kids in their most impressionable years, which stay with these kids for

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the rest of their lives. APJ Abdul Kalam said “A teacher is a beacon light that acts as a lighthouse to guide the stranded students in the sea of life and they should work as the role model for their students in order to achieve the all-round development of the children”. Teachers are the real nation builders who enrich a young generation of children so that the future is a safe, secure and great place to live in for every person in the society. Teachers have the key to provide a good environment for the students. It is essential and crucial for teachers to be prepared because the first years of school are very important for the students. The future education success of the students depends on their first years. Teachers need to show respect, caring, become role models, make a pleasant environment, treat students right, instructs them but not be totalitarian, and guides them through the road of success. Thus, the teacher has to build a rapport with the student and be simultaneously approachable and authoritative. The Teachers are the dynamic force of the school without them school is just like a body with no soul, a skeleton without flesh and blood, a shadow without substance. Thus, it has been rightly said that ‘children are the future of any country’ and teachers play an important role in shaping their bright future. We should respect them for all what they do for us and understand the Importance of Teachers in our life. Henceforth teacher education is the process of providing teachers and potential teachers with the skills and knowledge necessary to teach effectively in a classroom environment. Quality of education plays important role in the process of development of nations. Hence, quality concerns in education are national priorities for all nations.

Teacher education

Teacher education refers to the policies and procedures designed to equip prospective teachers with the knowledge, attitudes, behaviors, and skills they require to perform their tasks effectively in the classrooms, school and wider community. It aims at imparting professional skills and techniques to the teachers under training. Various Commissions and Committees appointed by the Central and the State Governments in recent decades have invariably emphasized the need for quality teacher education suited to the needs of the educational system. The Secondary Education Commission (1953) observed that a major factor responsible for the educational reconstruction at the secondary stage is teachers' professional training. The Education Commission (1964-66) stressed that 'in a world based on science and technology it is education that determines the level of prosperity, welfare and security of the people' and that 'a sound program of professional education of teachers is essential for the qualitative improvement of education.'

Importance of teacher education

Teacher education is more important today than it has been in half a century. Education policy and practice are being radically transformed in American education, and teacher preparation programs in colleges and universities are being pressured to fall in line with the marketization and privatization of K-12 schools. In teacher preparation this is evident by looking at proposals to privatize or deregulate the education of teachers, in the increasing reductive entry and exit tests for prospective educators, in differential funding to those teacher preparation institutions whose students score higher on high-stakes examinations, and the increasing growth of home schooling because of various reasons, but perhaps the desire to reject formal schooling and indeed professionally educated teachers (Apple, 2008).

Henceforth teacher education institutions need to be sustained as autonomous from social and political centers, which would turn teacher preparation toward their own interests. The social and political context that we find ourselves in today has implications for science teacher educators, and especially if the focus of teaching is on experiential learning. As teacher educators, we need to think about how these realities influence our work: the polarized political climate, the educational assessment and accountability movements, and challenges to schools of education (Robertson, 2008, Cody, 2012, Hassard, 2012).

Problems of teacher education

Present teacher education is inadequate in respect of both quality and content. The teacher-student relationship is far more complex and demanding than ever before. The implication of this more diversified role for the teacher is what impelled a new view of the process of teacher education and training. Quality of teaching also depends on certain physical resources such as provision for power point presentation, separate cubicle or room for each teacher and facility for internet browsing, taking print out, Xeroxing therein. Availability of such facilities motivates the teachers to become more effective that upgrades the level of curriculum transaction. India possesses one of the largest systems of teacher education. Besides, the university departments of education and their affiliated colleges, government and aided institutions, private and self-financing colleges and open universities are also engaged in this venture. The programs are almost identical but the standard varies. Certain institutions are being run with motives other than educational. In certain areas, the supply of teachers far exceeds the demand while in others there is acute shortage and unqualified teachers are working under different names. The manpower planning is practically absent in teacher education.

During the last two decades, the teacher education curricula have received severe criticism and their weaknesses have been well exposed. The students are not exposed to the realities of school and community. Internship, practice of teaching, practical activities and supplementary educational activities are not paid proper attention. The curriculum, pedagogy and evaluation of teacher education need improvement and radical transformation. Some educationists and social activists call it vapid, irrelevant because they do not prepare teachers who can impart quality education in our schools. One often hears that there is little difference between the performance of trained and that of untrained teachers because of the outdated and defective curriculum. Apart from all this the duration provided for teacher's training is less which leads to incompetency of students and teachers also. Practice teaching which is more important is neither adequate nor properly conducted. We can also observe lack of subject knowledge, faulty teaching methods and more over our teacher's education department is isolated. We also have supervision problem of teaching, inadequate empirical research work due to lack of facilities which is leading to poor academic performance background of student teachers. All this may be the reason for not having sufficient demand towards teacher education. In this situation we can highlight that there is poor standards with respect to resources for colleges of education which is also having negative attitude of managements towards development of both human as well as material resources. We can also consider that feedback mechanisms are lacking and objectives of teacher education are not clearly understood which also proves that there is lack of dedication towards their profession.

Few Measures for Improving Quality of Teacher Education

Quality of an institution or a program is generally considered on the basis of placement of its products. It is ascertained from quality of material and human resources. Various factors that affect quality are: finance, sincerity of faculty and students and management, skills of management, skills of teaching of faculty members, and quality of brain of students. In order to accelerate qualitative improvement in higher education, recommended establishment of 30 new Central universities, course credits, regular syllabi revision, incentives for faculty, strong linkage with industry and research institutions, no affiliated colleges, outsource nonteaching functions The main indicator of the quality of teacher education can be visualized in terms of its products the learners achievement both in scholastic and co-scholastic areas i.e. the performance in various subjects of study and habits, attitudes, values and life skills necessary for becoming a good citizen. The need of teacher man power planning has resulted in

mushrooming growth of teacher education throughout the country. The following measures may be helpful for improving quality of teacher education:

- To provide professional development for practicing in-service teachers by updating their knowledge and skills
- Effectiveness of the new initiatives curricular reforms
- Intensive use of ICT for school education and also involvement of the community
- To adopt innovative Teaching strategies in teacher education and Improving educational administration practices
- To evolve strategies to enhance professional competency in teacher education
- To provide expert advice to local schools upon request
- To analyze the future of teacher education institutions
- To provide Infrastructure facility in teacher education
- Teacher education and professional competence of teacher educators
- Spreading sense of ethical values in teacher education and
- Modern and latest communication and knowledge management for quality teacher education.
- Internship should be of sufficient time (six months) and student teachers must be exposed to the full functioning of the school.
- Evaluation Teacher education, like technical education and higher education must be the responsibility of the central government.
- Teaching days to be increased.
- Among teacher education institutions uniformity must be ensured and maintained in terms of timings of the program, curriculum and duration.
- Low standards Institutes should be reformed.
- Affiliation condition should be made strict.
- On a continuing basis curriculum development to keep pace with current trends.
- Teacher education should be increased to two years duration.
- Government should look after the financial requirements of the institutions.
- Teacher education privatization should be regulated.
- Refresher course should be organized for teacher educators frequently.
- Research in teacher education should be encouraged.
- Teacher educators must be experienced and well qualified with language proficiency.
- Selection procedure must be improved and interviews, group discussions along with common entrance test.
- Teacher educators to be trained in the use of ICTs.
- Regular inspection by NCTE should be done on a regular basis.
- Professional development of teacher educators as ongoing ritual.
- On practice teaching more emphasis should be given till mastery is reached with appropriate feedback.
- Teacher pupil ratio should be ideally 1:8.

- Internship in teacher education should be objective, reliable and valid.
- Several types of co-curricular activities in the curriculum should be included.

Teacher education in the globalized scenario:

Teacher education is a global profession that needs to be understood properly. It is essential to grasp a global perspective of the profession as it is today, to make assumptions about it in the near future and to utilize the best thinking and instructional models available in the present times. Professionally, powerful teaching is very important and increasing in our contemporary society as a result of the steam of dynamic initiatives of human development and evolution. Due to these developments and evolution, standards of learning would be higher in the 21st century than it has been in the 20th century. As a result teachers would need to acquire additional knowledge and skills, both general and specific, to be able to survive and be successful in the 21st century school environment. Education has increasingly become important to success of both individuals and nations. Growing evidence demonstrates that, among all educational resources, teachers' abilities are especially critical contributors to students' learning and consequently the success of a nation to advance in its economic, social and political spheres (Darling-Hammond, 2006).

Another scenario is the changing pattern of world employment. There are so many professions in our modern world and this will multiply in the 21st century. The new directions in teacher education and training should take cognizance of this so that teachers are prepared to play multiple roles and take their rightful positions in the teaching-learning environment to face these challenges confidently. We can only improve the quality of education worldwide for our students if we provide our teachers with the required skills, knowledge and experiences. One which deserves mention is the ability of the 21st century teacher to control disruptive behaviour of students in the classroom which makes it impossible for the teacher to work efficiently and effectively and even in some instances puts the security of both students and teachers at risk. Problems of such nature may multiply in magnitude in schools in the 21st century and for this reason, teacher education and training institutions should equip teachers with knowledge and skills in management to be able to address such problems effectively and efficiently.

Conclusion

Quality issues in teacher education will therefore, revolve around the quality of infrastructure and support services, opportunity time, teacher characteristics and teacher motivation, pre-service and in-service education of teachers, curriculum and teaching-

learning materials, classroom processes, pupil evaluation, monitoring and supervision etc. Indeed improvement of quality in these parameters and its sustenance is a matter of grave concern for the whole system of education. Academic and professional skills are not independent of each other. Teacher Education curricula have to integrate and blend them into a composite whole like the curricula of medical sciences. The reconstruction of teacher education curricula has, thus, become a pressing need of the hour. It has to be transformed from information based to experience based. The government has made attempts to regulate the functioning of private institutions. However, present laws are not sufficient guarantee against teacher exploitation. Therefore, selection procedures, probation period, promotion, job security, emoluments and salaries, leaves and professional development of the teacher educators need to be taken care of. UGC has stipulated in all these aspects. It is important that they are followed in spirit and action leading to a satisfied faculty. Since the teachers play a major role in education of children, their own education becomes a matter of vital concern. The National Council for Teacher Education has to initiate suitable measures to make teacher education at various levels responsive to such developments as well as to quality concerns in future. Teacher education must, therefore, create necessary awareness among teachers about their new roles and responsibilities. Finally, I would like to conclude that no nation develops beyond the quality of its education system, which is highly dependent on the quality of its teachers. Teachers should be given the most appropriate tools during and after their training, including content knowledge and skills as well as teaching methodology to be able to do their work professionally. The globalization concept, if taken into account, would require that teachers and teaching should be recognized like all other professions and should require stringent training and acquisition of knowledge and skills and professional registration under a global council of unified teacher registration body to allow for easy mobility of teachers across national boundaries.

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