

# CHANGING CONTEXT OF TEACHER EDUCATION IN THE INDIAN AND THE GLOBAL SCENARIO

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## Abstract

*The role of the teacher as a mediator in transmitting the curriculum is increasingly gaining significance. It is imperative to educate future generations from perspectives that embrace gender equality, global outlooks fostering peace and respect for all, and viewpoints that value labor and recognize its importance in promoting fairness and sustainable development across all segments of society.*

*The field of teacher education is an international profession marked by distinct cultural intricacies that require consideration. To excel in this domain, a comprehensive grasp of the profession, anticipation of its imminent trajectory, and the incorporation of state-of-the-art theoretical frameworks and pedagogical approaches are essential.*

*In today's dynamic landscape, characterized by innovative initiatives propelling human progress and evolution, the demand for proficient educators is substantial and continually expanding. These advancements are driving 21st-century educational standards to surpass those of the previous century. As a result, educators must equip themselves with a broader array of comprehensive and subject-specific knowledge and competencies to thrive in the classrooms of the twenty-first century. This paper highlights the changing context of the teacher education in the Indian and global scenario.*

**Keyword:** Teacher Education, Changing, Context, Equitable, Sustainable, Global

## Introduction:

According to former Indian President Dr. A.P.J. Abdul Kalam, the primary aim of education in a country is to foster and enhance human potential and progressively transform it into a knowledge-based society. The UNESCO International Commission on education for the 21st Century has identified four fundamental pillars of learning: learning to know, learning to do, learning to be, and learning to live together. To achieve this educational objective, the role of teachers is pivotal (Soundararajan M., et.al., 2022).

India's enduring educational culture has endured challenges while preserving its fundamental strength. Substantial efforts have been invested post-independence to enhance and expand teacher training programs. The curriculum for teacher education has been adapted and refined to cater to local needs, ensuring it aligns with India's distinctive requirements (Saravanakumar AR., 2014).

The function of teachers as intermediaries in transmitting the curriculum is becoming increasingly critical. To promote equitable and sustainable development throughout society, future generations must be educated from perspectives that uphold gender equality, peace, respect for all, and an appreciation for labor. Teachers are now being prepared to discern whether technology is beneficial or detrimental to students' growth and development. Teacher education is a global profession with unique cultural nuances that necessitate attention (Jazeel A.M., & Saravanakumar AR., 2016). To excel in this field, it's essential to grasp the entire scope of the profession, forecast its imminent future, and adopt advanced theoretical frameworks and pedagogical practices. The demand for effective educators is burgeoning due to the innovative wave driving human progress and evolution. These advancements contribute to 21st-century educational standards surpassing those of the previous century. Consequently, educators need a broader spectrum of general and discipline-specific knowledge and competencies to thrive in 21st-century classrooms (Jazeel A.M., & Saravanakumar AR., 2015).

The curriculum should mirror the dynamic demands of society, globalization, and the rapid advancement of technology. Changes in learners' nature and learning processes inherently bring about a transformation in the

teacher's role for the 21st century (Kalaiselvi R., et.al., 2012). Within the classroom context, teachers remain vital, and as the broader learning environment evolves, the teacher's role and nature inevitably evolve as well. Teaching, one of the earliest and most esteemed professions, has gained international recognition. While the necessity of teachers remains unchanged, their responsibilities, roles, and even educational requisites have evolved considerably over time. Historical shifts and societal needs have necessitated the evolution of traditional teacher training methods.

## MEANING OF THE TEACHER EDUCATION

The level and quality of learner achievement are widely acknowledged to be primarily influenced by the competence, sensitivity, and motivation of teachers. The National Council for Teacher Education has defined teacher education as a comprehensive program encompassing education, research, and training designed to prepare individuals to teach across all education levels, from pre-primary to higher education.

Teacher education constitutes a structured initiative aimed at fostering teacher proficiency and competence. This preparation empowers educators to fulfill the demands of their profession and effectively tackle the challenges they encounter. As per Goods Dictionary of Education, teacher education encompasses a range of formal and informal activities that equip individuals to either assume the responsibilities of an educational professional or enhance their existing capabilities.

The comprehensive scope of teacher education combines teaching skills, robust pedagogical theories, and specialized professional aptitudes, which can be represented as Teacher Education = Teaching Skills + Pedagogical Theory + Professional Skills.

Teaching Skills encompass the training and practice required to master various techniques, methods, and strategies that assist teachers in planning and delivering instruction, offering suitable reinforcement, and conducting efficient assessments. This category also includes skills in effective classroom management, preparation and utilization of instructional resources, and proficient communication.

Pedagogical Theory incorporates philosophical, sociological, and psychological aspects that provide teachers with a solid foundation for implementing teaching skills within the classroom. This theory is customized for specific stages of learning and draws from the distinct needs and characteristics of those stages.

Professional Skills encompass techniques, strategies, and approaches that facilitate teachers' personal growth as well as the advancement of the teaching profession. This facet encompasses an array of skills such as soft skills, counseling expertise, interpersonal abilities, computer proficiency, information retrieval, management skills, and, most importantly, the capability for lifelong learning.

The fusion of teaching skills, pedagogical theory, and professional skills is instrumental in fostering a comprehensive understanding, a constructive attitude, and the requisite abilities among teachers, thereby fostering holistic development.

## CHANGING CONTEXT OF TEACHER EDUCATION IN THE INDIAN SCENARIO:

The long-standing tradition of teaching and learning in India has maintained its inherent strength, even in challenging circumstances. The period following independence witnessed substantial endeavors to nurture and transform teacher education. The process of preparing teachers has encountered significant challenges due to the expansion and development of school education, driven by endeavors to achieve universal elementary education.

At the time of independence in 1946, India adopted a foreign model of teacher preparation from Britain. However, significant efforts have been undertaken to modify and modernize the teacher education curriculum to align with local requirements. The aim has been to create a contextually grounded, adaptable, and vibrant curriculum that effectively addresses the unique needs of India.

The present framework of teacher education operates through a network of national, regional, and district-level resource institutions. These institutions collaborate to enhance the quality and efficacy of teacher preparation programs, both in the pre-service phase and through in-service initiatives for practicing educators across the India.

The well-established tradition of teaching and learning in India has maintained its strength even in challenging circumstances. Since gaining independence, India has made significant strides in school education, including improvements in overall literacy rates, infrastructure, and achieving universal access and enrollment in schools.

Two recent developments have played a significant role in shaping the present reform in teacher education:

- The political recognition of Universalization of Elementary Education, which led to the Right to Education Bill in 2008.
- The formulation of the National Curriculum Framework for school education in 2005.

The Right to Education Act, passed by the Parliament, mandates free and compulsory education for nearly 20 crore children in the 6-14 age group up to class 8. This legislative act sets a teacher-student ratio of 1:30 for a student population of up to 200 students at the primary stage, increasing the demand for qualified elementary school teachers.

The launch of the SarvaShikshaAbhiyan in 2002 and recent financial commitments to universal elementary education underscore the importance of adequately preparing teachers to meet the growing demand for quality education.

Despite these advancements, challenges persist in school education. While 82% of children aged 5-14 are enrolled in schools, a significant dropout rate exists, particularly before completing class 8. Disparities based on region, socio-economic status, and gender pose new challenges. These challenges add to the complexities that prospective teachers will face in implementing the Right to Education Act.

The role of the teacher has evolved within the current schooling system. Instead of being information dispensers, teachers are now expected to facilitate children's learning and assist them in constructing their knowledge. The changing landscape of education requires teachers to play a crucial role as mediators between curriculum and students.

The expansion of teacher education institutions and programs in recent years has been substantial, driven by the increasing demand for teachers due to higher school enrollments and nationwide education initiatives. However, this expansion has led to quality issues, including infrastructure, faculty, learning resources, and student profiles.

Comprehensive reform is necessary in teacher education, with a focus on bridging the gap between professional preparation and continuing development. Research, innovation, inclusive education, and integration of technology are areas that demand attention to enhance the quality of education and meet the evolving demands of the education landscape.

## **CHANGING CONTEXT OF TEACHER EDUCATION IN THE GLOBAL SCENARIO**

Teacher education is a global profession that requires consideration of specific cultural nuances. To excel in this field, a comprehensive understanding of the profession is essential, along with anticipation of its immediate future and the integration of advanced theoretical frameworks and pedagogical practices. In the contemporary world, marked by a surge of innovative endeavors driving human progress and development, the demand for skilled educators is substantial and continually growing. These advancements and transformations are poised to elevate 21st-century educational standards beyond those of the previous century. Therefore, to thrive in twenty-first-century classrooms, educators must possess a broader range of both general and discipline-specific knowledge and competencies.

### **Teacher Education in the 21st Century Globalized world**

Institutions In the global context of today's education, institutions offering teacher education and training are tasked with designing curricula that facilitate prospective educators in acquiring comprehensive knowledge and profound comprehension for their effectiveness. These curricula must address a multitude of issues associated with education, considering its diverse cultural and societal aspects. Additionally, educators need to adeptly apply these concepts in real-world scenarios, managing diverse groups of students across challenging classroom environments. To ensure the success of 21st-century teachers in these endeavors, teacher education institutions must consistently innovate programs that reshape the instructional contexts for both novice and experienced educators, enhancing their competence and adaptability.

### **Globalized Teacher Education and Training Curricula**

The configuration of teacher education and training programs and the categorization of certification that these programs are assigned have stirred considerable debate worldwide due to ongoing reforms and innovative initiatives pursued by various countries. The curriculum should be attuned to the dynamic nature of society's evolving needs, the impacts of globalization, the rapid advancements and dissemination of technology, and the rising prominence of distance and virtual learning over traditional in-person instruction. In curriculum development, it is essential to take into account the contemporary classroom environment and its demands (ParimalaFathima M., & Saravanakumar AR., 2012).

In the 21st century classroom, modern technology and software are expected to be integral, demanding teachers' preparedness to effectively employ them. Technology education should encompass not only optical technology but also encompass telecommunications, satellite connectivity, networking, internet utilization, videoconferencing, and digital components. These technological enhancements will empower educators to focus more on their students, creating an enriched learning environment for the future. The evolving job landscape worldwide is yet another facet to consider. The myriad occupations that already exist are anticipated to expand in the 21st century's contemporary world. In light of these shifting dynamics, educators must reimagine their approach to preparing future teachers so that they can adeptly address these challenges within the classroom. Equipping educators with the necessary tools is essential for elevating educational standards for students globally.

A significant challenge faced by modern educators is disruptive student behavior that impedes learning and even poses threats to safety. These issues may intensify in schools in the 21st century. Consequently, teacher education institutes should equip teachers with managerial skills and knowledge to effectively handle such situations (Saravanakumar AR., & Subbiah S., 2011).

Diversity and a focus on topics like lifelong learning, technological innovation, and alternative problem-solving should be integral to teacher preparation programs. The importance of upholding democratic norms and values cannot be overstated. Teachers, with a global perspective, must understand the role of education in instilling democratic principles, skills, and behaviors (based on the institutionalization of democracy).

### **Models of Teacher Education and Training for the 21st Century**

The forthcoming initiatives should address the prevailing paradigms governing educator training. The existing models require reform and innovation, necessitating the creation of novel approaches to assist educators in seamlessly adapting to new contexts. It's imperative that the new models strike a balance between practical application and critical thinking to prevent fostering "learned monsters" and instead cultivate "learned thinkers." Collaborative endeavors play a pivotal role in teacher training. Aspiring educators should actively engage in this process, contributing their insights to determine their learning needs, anticipate job-related challenges, and ascertain the essential skills and knowledge. This participatory approach underscores teacher autonomy and continuous professional growth (Jazeel, A. M., & Saravanakumar AR. 2012).

Training should be centered on introspection and contemplation. Participants need to identify their responsibilities, obligations, and roles, along with investigating and evaluating current challenges. Real-world, experiential learning encounters gained through interaction with students should take precedence. Facilitators should encourage group deliberation and analysis among teachers to explore implications. The transformative potential of technological advancements in the classroom should not be underestimated by either educators or future students. Only when educators are proficient in these tools and fully comprehend their capabilities can technology genuinely revolutionize the classroom. Acting as role models for the behaviors they aim to instill, teachers have the potential to guide students toward becoming more humane, imaginative, and productive individuals.

### **Globalizing the Teaching Profession**

The prevailing international norm entails that each country establishes its own teaching council, responsible for ensuring that adequately trained educators are authorized to teach in classrooms. Across different nations, the standards for certification and registration of professional educators can vary. Even within the same country, obtaining teacher certification can be a time-consuming process, as evident in regions like the United States, Australia, and the United Kingdom. In the United States, teachers are required to undergo registration with their state's respective teaching council before commencing their teaching careers. A critical examination of this scenario highlights that when teacher shortages are prevalent within these countries, teacher mobility from one state to another can become challenging or delayed.



For teaching to evolve into a globally mobile profession, a multinational teaching council for the 21st century is imperative. This council should collaborate with other organizations responsible for educator preparation to establish a standardized set of prerequisites for teacher training programs. The establishment of a Teacher Professional Registration Council is recommended. This council's role would involve granting professional teaching licenses that hold global recognition, streamlining and facilitating the process for teachers to transition from one region or country to another with ease and enthusiasm.

### **21st Century's Teacher Education Programme**

Views the student as an active participant within the learning journey, wherein their capabilities and potential are perceived as dynamic attributes that can evolve over time. This perspective doesn't regard knowledge as a fixed entity confined to books, but rather as an entity shaped through engagement with the surroundings. Knowledge emerges through shared endeavors aimed at evaluating, elucidating, drawing comparisons, and highlighting distinctions. In this approach, the educator's role is to support and encourage student learning by acting as a facilitator.

### **Twenty-First Century Teacher in India**

The evolving nature of learners in the twenty-first century brings about a corresponding shift in the learning process, consequently influencing the role and attributes of educators. In the cycle of classroom interaction, the teacher's significance is paramount. Furthermore, as the overall learning environment progresses, changes in the teacher's nature and role are inevitable (Saravanakumar AR., 2020). The formal education system in India was established and expanded by the British around 1600, with the intention of encouraging people to pursue education and acquire English for service in the ruling class. This led to the establishment of official schools across the nation, creating centers for teacher education and training. This laid the foundation for the existing network of teacher education services.

The fundamental responsibility of teachers is to facilitate and enhance learning, as highlighted in the National Curriculum Framework for School Education (2005) and the National Curriculum Framework for Teacher Education (2009). An effective teacher inspires students to realize their potential and conveys personal and contextual experiences that are relevant to the nation as a whole. The National Curriculum Framework for School Education (2005) emphasizes that in learner-centered environments, the curriculum evolves rather than being predetermined. This evolution encompasses various aspects such as knowledge, cognitive abilities, analytical skills, empathy, reflection, and an understanding of the evolving needs of both the learner and the developing society.

The National Policy on Education (1986–1992) recognizes the importance of teachers' ability to innovate, employ effective communication techniques, and align with the needs, capabilities, and interests of society. The approach relies heavily on students and aspiring teachers to engage in independent learning and contribute to a robust curriculum. It accentuates learning as a process in which the learner actively participates within the broader social contexts of their immediate environment and the wider community and nation.

### **Conclusion**

The changing nature of learners in the twenty-first century leads to a corresponding transformation in the learning process, consequently prompting a shift in the characteristics of educators. Within the cycle of classroom interaction, the role of the teacher is paramount. Furthermore, as the broader learning environment evolves, the teacher's role and characteristics undergo inevitable changes. Teaching, one of the earliest and esteemed professions, has garnered international recognition and prominence. While teachers have always been indispensable, their roles, responsibilities, and even educational prerequisites have undergone significant transformations over time. Historical shifts and societal needs have necessitated the evolution of conventional methods for training educators.

These challenges could intensify within the schools of the twenty-first century, underscoring the importance for teacher education and training institutions to equip educators with the managerial expertise and skills necessary to effectively and efficiently address such challenges. It is imperative for teacher preparation programs to embrace diversity and emphasize areas like continuous learning, technological advancement, and the exploration of alternative solutions. The significance of upholding democratic principles and values cannot be overstated. Democracy's institutionalization will imbue teachers with a more global perspective on the critical role of education in instilling democratic principles, competencies, and behaviors.

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