

The Changing Context of Teacher Education: A Global Perspective

Dr. M. Soundararajan,

Professor and Head, Department of Value Education & Registrar i/c, Tamil Nadu Teachers Education University, Chennai.

Dr. AR. Saravanakumar,

Assistant Professor, Department of Education, DDE, Alagappa University, Karaikudi. E Mail.

Abstract

The function of the teacher as a mediator in the curriculum's transmission is becoming more important. Future generations must be taught from gender-equitable viewpoints, global perspectives that cultivate values for peace, respect the rights of all, and perspectives that appreciate and value labour if they are to promote equitable and sustainable development for all parts of society and respect for all. Educating teachers is a worldwide profession with specific cultural nuances that need to be addressed. To succeed in this field, it is crucial to understand the profession as a whole, to speculate about its near-term future, and to use the most cutting-edge theoretical frameworks and pedagogical practises. In today's world, where human progress and evolution are propelled by a wave of innovative initiatives, the need for effective educators is great and growing. It is because of these changes and improvements that 21st century educational standards will be superior to those of the previous century. Therefore, in order to thrive in the classrooms of the twenty-first century, educators will need a broader set of generalized and discipline-specific knowledge and abilities.

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

Introduction

The former president of India, Dr. A.P.J. Abdul Kalam says "the whole purpose of Education in a country is to develop and enhance the potential of human research and progressively transform it into a knowledge Society". The UNESCO International Commission on education for 21st Century has identified four pillars of learning such as learning to know, learning to do, learning to be, learning to live together. To fulfil this purpose of education, teacher has a very significant role. (Soundararajan M., et.al., 2022) India's long-standing culture of education has weathered difficult times without losing its core strength. Intensive work to improve and expand teacher training began in the years after independence. Significant efforts have been undertaken to adapt and update the teacher education curriculum to local demands so that it better meets the unique requirements of India. (Saravanakumar AR., 2014) The function of the teacher as a mediator in the curriculum's transmission is becoming more important. Future generations must be taught from gender-equitable viewpoints, perspectives that cultivate values for peace, respect the rights of all, and perspectives that appreciate and value labour if they are to promote equitable and sustainable development for all parts of society and respect for all. (Subbiah S., et.al., 2012) Teachers are being trained to recognise whether the use of technology is beneficial or harmful to students' growth and development. Educating teachers is a worldwide profession with specific cultural nuances that need to be addressed. (Jazeel A.M., & Saravanakumar AR., 2016) To succeed in this field, it is crucial to understand the profession as a whole, to speculate about its near-term future, and to use the most cutting-edge theoretical frameworks and pedagogical practises. In today's world, where human progress and evolution are propelled by a wave of innovative initiatives, the need for effective educators is great and growing. It is because of these changes and improvements that 21st century educational standards will be superior to those of the previous century. Therefore, in order to thrive in the classrooms of the twenty-first century, educators will need a broader set of generalized and discipline-specific knowledge and abilities. (Jazeel A.M., & Saravanakumar AR., 2015). The curriculum should reflect the dynamic nature of society's demands, the realities of globalisation, the rapid development and spread of technology. A change in the learner's nature and, consequently, in the learning process, also results in a change in the teacher's nature for the twenty-first century. (Kalaiselvi R., et.al., 2012) In the classroom contact cycle, the teacher is crucial. Additionally, when the general learning environment develops, changes in the nature and function of a teacher are inevitable. One of the earliest and most prestigious occupations, teaching has gained international recognition and recognition. Teachers have always been necessary, but their jobs, responsibilities, and even educational requirements have changed dramatically throughout the years. Because of historical shifts and societal demands, traditional methods of training educators have had to evolve.

Changing Context of Teacher Education in India

India's long-standing culture of education has weathered difficult times without losing its core strength. Intensive work to improve and expand teacher training began in the years after independence. With the rise of Education programs and the need to make primary school available to everyone, the system of training new teachers has been put under significant strain. When India gained its independence from Britain in 1946, it inherited a foreign model of teacher preparation. Since then, however, significant efforts have been undertaken to adapt and update the teacher education curriculum to local demands so that it better meets the unique requirements of India. (Saravanakumar AR., & Padmini Devi K.R. 2020) "To improve the quality and efficacy of pre-service and in-service programmes for serving teachers throughout the country, the existing system of teacher education is supported by a network of national, province, and district level resource institutions working together".

Impact of National Policies

Since India's independence, the country has achieved significant strides in terms of Education programs, including increases in literacy, school infrastructure, and enrolment. With the passage of the Right to Education Act, the government is now required to offer free and obligatory education to almost 20 crore children between the ages of 6 and 14 up until the eighth grade. The Act stipulates a timetable for the operation of schools, which includes a teacher-student ratio of 1 up to a student population of 200 in the elementary level. The need for trained primary school educators would skyrocket as a result. (Saravanakumar, AR., & Subbiah S. (2012) In the next years, the government will need to address the issue of providing a significant number of highly educated teachers with professional training.

Changing Role of the Teacher

The existing education system places excessive stress on students. Experts in the field of education believe that the problem stems from seeing information included in textbooks as a "given," or something that exists independently of the student. As a product of human thought and experience, knowledge is dynamic and ever-evolving. According to the NCF 2005, a teacher's primary role should be that of a facilitator, guiding students as they work to build their own bodies of knowledge. There is more to teaching than just dispensing knowledge, and education is not a one-way street. The function of the teacher as a mediator in the curriculum's transmission is becoming more important.

Challenges in Teacher Education

Recent years have seen an unprecedented growth in the number of schools and programmes dedicated to teacher preparation. There was a logical rise in demand for teachers in response to rising school enrollment and the introduction of pan-Indian primary education development programmes including "Operation Blackboard, District Primary Education Programme, Sarva Shiksha Abhiyan, and Universalization of Elementary Education". Furthermore, existing institutional capacity was put under intense stress due to the large number of untrained instructors in the system and the indispensability of preservice teacher certification for employment as a teacher. (Saravanakumar AR., 2018) The market has driven an extraordinary increase in the number of teacher education institutes throughout the nation, as the demand for qualified educators has far outpaced the supply. Reforming teacher education should be a top priority. (Saravanakumar AR., 2018) The degree, length, and structure of teacher preparation and ongoing professional development need to become more congruent across the board. Given the importance and complexity of the teaching profession, it is crucial that all aspects of teacher education be elevated to the university level, with corresponding increases in course length and rigour.

Research and Innovation

More studies are needed that critically record reflective and analytical activities, whether in large-scale educational initiatives or in the classrooms of individual teachers. Such studies must be conducted by academic departments and research labs. It is also important to experiment with new approaches to training future educators. (Rajeswari M., & Saravanakumar AR., 2013). The ability of an institution to innovate and create is crucial in its pursuit of greatness. Consequently, in the current context, research has been given a great deal of priority. In many institutions, faculty members in the field of education are urged to participate in some kind of research.

Equitable and Sustainable Development

Future generations must be taught from gender-equitable viewpoints, perspectives that cultivate values for peace, respect the rights of all, and perspectives that appreciate and value labour if they are to promote equitable and sustainable development for all parts of society and respect for all. Kids need to be taught to rethink their relationship with the environment and their consuming habits in light of the current ecological catastrophe, which is fuelled by highly consumerist and competitive ways of living. (Kalaiselvi R., et.al., 2012) Anxiety in today's fast-paced world is causing an uptick in bullying, school shootings, and other violent acts, and it's also causing youngsters to become more polarised and violent. The value of education in spreading peaceful values based on mutual regard for oneself and others cannot be overstated. This is an aim also shared by the NCF 2005 and its following curriculum development.

ICT in Schools and E-Learning

There has been a rising need for the incorporation of ICT into formal education since the advent and spread of such tools. Teachers are being trained to recognise whether the use of technology is beneficial or harmful to students' growth and development. In addition, it should train educators to effectively utilise ICT for their own career growth.

Role of Community knowledge in Education

Connecting students' formal education with their local knowledge is crucial for both their conceptual growth and the practical application of what they learn in the classroom. The National Curriculum Framework (NCF) 2005 emphasizes the need of tailoring both curriculum and teaching methods to meet the unique needs of each community.

Changing Context of Teacher Education in the Global Scenario

Educating teachers is a worldwide profession with specific cultural nuances that need to be addressed. To succeed in this field, it is crucial to understand the profession as a whole, to speculate about its near-term future, and to use the most cutting-edge theoretical frameworks and pedagogical practises. In today's world, where human progress and evolution are propelled by a wave of innovative initiatives, the need for effective educators is great and growing. It is because of these changes and improvements that 21st century educational standards will be superior to those of the previous century. Therefore, in order to thrive in the classrooms of the twenty-first century, educators will need a broader set of generalized and discipline-specific knowledge and abilities.

Teacher Education in the 21st Century Globalized world

Institutions providing teacher education and training in today's worldwide world must create curricula that enable future educators acquire in-depth knowledge and understanding if they are to be effective. A myriad of issues related to education and its many cultural and societal manifestations. They also need to be able to put these ideas into practise while dealing with a varied group of pupils in a variety of challenging classroom situations. If the 21st century teacher is to succeed in this endeavour, teacher education and training institutions must continue to design programmes that alter the types of contexts in which novice and seasoned instructors instruct and become competent.

Globalized Teacher Education and Training Curricula

The structure of teacher education and training programmes and the certification categories into which programmes are allegedly assigned have been the subject of great controversy throughout the globe as a result of reform and innovation activities by country. The curriculum should reflect the dynamic nature of society's demands, the realities of globalisation, the rapid development and spread of technology, and the trend toward distance and virtual education at the expense of in-person instruction. Consideration should be given to the modern classroom while developing curriculum. (Parimala Fathima M., & Saravanakumar AR., 2012). Modern technology and software will be standard in 21st century classrooms, and teachers should be prepared to use them. Technology education should include not just optical technology but also telecommunications, satellite access, networking, the internet, videoconferencing, and digital components. The modern educator will be able to relax and concentrate on their students with the help of these technological advancements in the classroom of the future. Alterations to the global job structure are still another possibility. In the 21st century, the already vast number of occupations in the contemporary world are only expected to grow. In light of these shifting demands, it is imperative that educators rethink how they educate future teachers so that they can confidently meet these problems in the classroom. Giving educators the tools, they need to succeed is the only way to raise the bar for students everywhere. One that merits special attention is the challenge faced by instructors in the modern classroom: how to deal with disruptive student behaviour that gets in the way of learning and often even threatens the safety of both students and teachers. Problems of this sort may expand in scale in schools in the twenty-first century; as a result, teacher education and training institutes should provide teachers with managerial knowledge and skills to enable them to solve such problems effectively and efficiently. (Saravanakumar AR., & Subbiah S., 2011). It is important that teacher preparation programmes be diverse and that they place an emphasis on topics such as lifelong learning, technological innovation, and alternative solution creation. The importance of upholding democratic norms and values cannot be overstated. Teachers will have a more global perspective on the importance of education in instilling democratic principles, skills, and behaviour as a result of democracy's institutionalized.

Models of Teacher Education and Training for the 21st Century

The new actions to be taken will need to address existing paradigms for training educators. The present models are in need of reform and innovation, and new models would have to be devised to help educators easily adjust to new circumstances. To avoid creating "learned monsters" instead of "learned thinkers," the new models must place a premium on both doing and thinking. The training of teachers via collaborative efforts is crucial. Students-in-training for the teaching profession are expected to take an active part in this approach. They should have a voice in determining what they need to learn, what challenges they face on the job, and what skills and information are passed on to them. Teacher autonomy and professional development are key to the participative approach. (Jazeel, A. M., & Saravanakumar AR. 2012) Training must be based entirely on introspection and reflection. They need to identify the issues, duties, and responsibilities, as well as study and assess the existing difficulties. There has to be more of an emphasis on genuine, hands-on experiences gained when interacting with pupils. Trainers should facilitate teachers' group examination and analysis of their implications. Neither instructors nor their future pupils should underestimate the potential of technological advancements in the classroom. When educators have received enough training in these tools and have fully realized their potential, then will technology really transform the classroom. Teachers might help pupils develop into more human, creative, and productive adults if they acted as role models for the behaviours they were supposed to learn.

Globalizing the Teaching Profession

The current global standard is for each nation to have its own teaching council whose primary function is to ensure that only properly trained educators are allowed to work in the classroom. Professional educators in every nation are subject to varying standards for certification and registration. Getting certified as a teacher might take time even within the same nation, in places like the United States, Australia, and the United Kingdom. Teachers in the United States are required to register with their respective state's teaching council before they can begin working in the field. An examination of this situation critically indicates that teacher movement from one state to another within the same country becomes a burden if not delayed when teacher-shortages prevail in these nations. A multinational teaching council for the 21st century is required if teaching is to become a globally mobile profession. This council should work with other groups that are in charge of educator preparation to provide a standard set of requirements for teacher preparation programmes. "The creation of a Teacher Professional Registration Council, whose job it would be to give professional teaching licences to teachers that would be recognised all over the world, would make it easy and fun for teachers to move from one region or country to another."

21st Century's Teacher Education Programme

Considers the student to be a participant in the learning process. In other words, his or her abilities and potential are not seen as static characteristics but as malleable ones that can develop with time & does not see knowledge as something that can be found just in books but rather as something that is built by interaction with the world. It develops as a result of collaborative efforts to assess, explain, compare, and contrast. perceives the role of the educator as one of facilitating and fostering student learning.

Twenty-First Century Teacher in India

A change in the learner's nature and, consequently, in the learning process, also results in a change in the teacher's nature for the twenty-first century. In the classroom contact cycle, the teacher is crucial. Additionally, when the general learning environment develops, changes in the nature and function of a teacher are inevitable. (Saravanakumar AR., 2020). The British established and expanded India's formal education system around the year 1600. This was accomplished with the goal of encouraging people to pursue an education and acquire English so they could work for the ruling class. In parallel, official schools were established all over the nation to establish some centres for teacher education and teacher training. The network of services for teacher education as we know it today has been established. Teachers' primary responsibility is to facilitate and promote learning, as noted correctly in the National Curriculum Framework for School Education (2005) and the National Curriculum Framework for Teacher Education (2009). A good teacher is one who inspires students to reach their full potential and expresses their personal and contextual experiences in ways that are appropriate for our nation as a whole. The National Curriculum Framework for School Education (2005) also states that in learner-centered learning environments, the curriculum develops and is not pre-designed. Some of these may include knowledge, cognitive capacity, analytical, empathetic, reflective, as well as understanding and appreciation of the evolving needs not only of the learner but also of the developing society as a whole. The National Policy on Education (1986–1992) recognises that instructors should be able to innovate, create efficient communication techniques, and perform as essential to the requirements, capabilities, and interests of the society. Relies heavily on students' and future teachers' abilities to study on their own and develop a sound curriculum. Putting an emphasis on learning as a process in which the learner plays an active role within the broader social contexts of both the learner's immediate environment and the community/nation at large.

Conclusion

A change in the learner's nature and, consequently, in the learning process, also results in a change in the teacher's nature for the twenty-first century. In the classroom contact cycle, the teacher is crucial. Additionally, when the general learning environment develops, changes in the nature and function of a teacher are inevitable. One of the earliest and most prestigious occupations, teaching has gained international recognition and recognition. Teachers have always been necessary, but their jobs, responsibilities, and even educational requirements have changed dramatically throughout the years. Because of historical shifts and societal demands, traditional methods of training educators have had to evolve. Problems of this sort may expand in scale in schools in the twenty-first century; as a result, teacher education and training institutes should provide teachers with managerial knowledge and skills to enable them to solve such problems effectively and efficiently. It is important that teacher preparation programmes be diverse and that they place an emphasis on topics such as lifelong learning, technological innovation, and alternative solution creation. The importance of upholding democratic norms and values cannot be overstated. Teachers will have a more global perspective on the importance of education in instilling democratic principles, skills, and behaviour as a result of democracy's institutionalized.

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