

CHAPTER 7

CHALLENGES OF 2020 TEACHER EDUCATION: A REFLECTION

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Abstract

The changing impact of globalization, ICT and knowledge explosion has led to phenomenal changes in modern society, which have challenged every aspect of our modern lifestyle. To cope with these run-away changes, we need to prepare the workforce with the skills to handle a range of electronic technologies that characterize this digital era as the Standards for learning are now higher than they have ever been before, as citizens and workers need greater knowledge and skill to survive and succeed, and they are now expected to prepare virtually all students for higher-order thinking and performance skills, that teacher educators, as professional trainers, need to work more intently to build new generation students. Thus, the Teacher Education area needs much more care in all aspects. This paper examines what the major developments, shifts which have happened in Teacher Education in the recent period are. Moreover, what will be the future of the new Teacher Education episode.

Keywords: *Teacher education, Training, Curriculum*

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, schools and wider community. It has been said that no educational system can rise above the quality of its teachers (National Policy on Education, 2004). No society can be more dynamic than its system of education, and no system of education can be more dynamic than its teachers. The quality of an educational system depends upon the quality of teachers who operate it. This statement shows that teachers play a key

role in the success of any educational programme. The most important factor affecting student learning is the teacher. Even though their result shows a wide variation in effectiveness among teachers, effective teachers, they found, are effective with students of all achievement levels, regardless of the level of heterogeneity in their classrooms. Thus the immediate and clear implication of their finding is that more can be done to improve education by improving the effectiveness of teachers than any single factor. It clearly brings out the role teachers play in the success or not of educational programmes. It, therefore, follows that to adequately prepare today's youths to meet the 21st-century challenges explained above, the teachers involved in the training must themselves possess the skills aimed.

Teacher education encompasses teaching skills, sound pedagogical theory and professional skills. (W.H. Kilpatrick)

Teacher Education = Teaching Skills + Pedagogical skills + Professional skills.

Types of Teacher Education Programmes

1. Pre-primary teacher education [higher secondary, one year]
2. Primary teacher education [higher secondary, two years]
3. Secondary teacher education [graduation, one year]
4. Higher education programmes [One-year M.Ed. Course, Two-year M. A in Education, Two-year PhD course after M.Ed./M.A.]
5. Vocational Teachers Training [One-year Diploma in Physical Education (DPE).
6. Training courses to prepare teachers of Music, Dancing, Painting and Fine Arts, { One-year training course to prepare teachers for Home Science, Certificate courses in Arts & Crafts]

Major Changes of Teacher Education Curriculum: During the 19s

1947-1990s

- With Indian independence in 1947, several educational reforms were made in the system and also made changes for the education of teachers' in India.
- The first steps were establishing the University Education Commission, which happened in 1948 and regulated the educational requirement of teachers in India.

- Later in late 1960, the commission emphasized the necessity of a professional training course in order to improve the education system.
- During the same time, the National Council of Educational Research and Training (NCERT) was also formed, and this body reviewed and regulated the education of teachers.
- In 1974, the National Council for Teacher Education was established; (NCTE) this non-statutory body was a part of NCERT.
- Gradually by 1990s, this profession had become popular with the opening of several private schools and colleges and improved salary structure in both Government and Private schools.

During the 20s

- A lot of planning and resource has been spent on education in India and at the same time for improving the quality of education
- Much stress is there on the teacher training course in India; unfortunately, there are several loopholes in the system and many times, incompetent teachers get recruited. Without these some shifts like,
 - There was an Entrance examination for admission.
 - The course was one year up to 2014
 - In 2015 the course extended to 2 year
 - Now waiting for new Integrated Teacher Education Program-ITEP

The reason for the shift in curriculum says many reasons as the new-gen teachers have to be uplifted into a different perspective to guide new learners. Another argument for advocating for improvements in teacher preparatory programs is that the world is facing an exponential increase of readily available information and new technologies that are constantly changing amid the societal challenges. In many countries of the world, today's students have been referred to as "digital natives" and today's educators as "digital immigrants". Teachers are working with students whose entire lives are immersed in the 21st-century media culture. Today's students are digital learners; so the teacher must be equipped with new methodologies & techniques.

As per NPE 2017, the new model of ITEP is going to implement; it establishes a new way of the curriculum which can mould digital learners of tomorrow. The concept behind the event is,

If teacher education is to improve and reach the levels of integrity and credibility required to restore the prestige of the teaching profession and thereby attain a successful school system, such substandard institutions will have to be

closed immediately while good institutions with positive intent strengthened. The Policy gives a very clear in the mandate to do this, and it stresses that this action will have to be implemented with energy and will, in the face of every resistance. It must be carried out urgently because the future of the nation is truly at stake on this matter. If we let such fake colleges remain functional, the fundamentals of our schools and the integrity and credibility of the teacher education system cannot be restored. Teacher education requires multi-disciplinary inputs and a combination of high-quality content and pedagogy that can only be truly attained if teacher preparation is conducted within composite multi-disciplinary institutions. The importance of providing such a holistic and complete education to our teachers is yet another important reason that all higher education institutions must themselves become places for holistic and multi-disciplinary learning so that such holistic and multi-disciplinary learning can be attained by teachers. Integrated programmes of teacher preparation for all levels of education, and in all areas of the curriculum, must be launched across the higher education sector, while single-stream programmes must be phased out. All large multi-disciplinary universities including all public universities as well as all Model Multidisciplinary Colleges must aim to establish, develop, and house outstanding education departments which, aside from carrying out cutting edge research in various aspects of education, will also run B.Ed. Programmes to educate future teachers in collaboration with other departments.

Besides, all currently existing genuine teacher education institutions must aim to become multi-disciplinary higher educational institutions by 2030. It is the major transformation of teacher education that will bring back high quality to the system in accordance with the true multi-disciplinary requirements of modern education.

Substandard and dysfunctional TEIs that do not meet basic educational criteria will be closed. This effort will be launched in a mission mode by MHRD with strong political will, positive administrative intent, and an effective implementation strategy. All TEIs will be held accountable for adherence to the basic criteria of approval of their programmes; after giving one year for remedy, if any breaches are found, they will be shut down if the breaches are not remedied. There must be a sound legal approach developed to make sure this enforcement is carried out effectively. By 2023, India should have only educationally sound teacher preparation programmes in operation, developing professionally competent teachers - all others must be shut down. Moving teacher education into multi-disciplinary colleges and universities.

Most current teacher preparation programmes build very little perspective or capability - curriculum and classroom processes are mostly outdated and distanced

from the reality of the schools. Curriculum and pedagogy in teacher education must provide for the rigorous theoretical understanding of educational perspectives, subjects, and pedagogy, along with a strong theory-practice connects. Teachers must engage deeply with education - its history, aims, connect with society, and its ethical moorings. They need to have an appreciation of issues around child development and the social context of learning in addition to the conceptual understanding of the subject matter and learning how to teach.

Even though there are lots of worries & tension in implementation, execution, & administration, but it brings some advantages as,

- Teachers are given the highest quality training in content, pedagogy, and practice
- Teacher training - grounded in Indian values, ethos, knowledge, and traditions and school complexes to work within proximity
- The curriculum will include grounding in sociology, history, science, philosophy, psychology, early childhood education, foundational literacy and numeracy, knowledge of India and its values/ethos/art/traditions, and more
- Admission based on university entrance examinations and aptitude test
- An estimate will be made annually every year for the next ten years and provided on priority
- Raise standards and restore integrity, credibility, efficacy, and high quality to the teacher education system
- Contributes to growing developmental imperatives of this country
- Creating a justified equitable society
- All higher education institutions become places for holistic and multi-disciplinary learning
- Isolation of faculty members of teacher education institutes can be reduced
- Appreciation of issues around child development and the social context
- Corruption due to commercialization and selling degrees for a price can be reduced
- Each higher education institution will have a network of government, private schools
- Student teachers are developing liberal spaces with access to a full range of academic resources, including libraries, internet and extracurricular activities
- Teachers would be able to interact with peers from other disciplines
- The fundamentals of our schools and the integrity and credibility of the teacher education system can be restored

- Bringing efficacy and high quality of teacher education system
- Restoring integrity to teacher education by the closure of substandard and dysfunctional teacher educational institutions
- Rigorous monitoring and review of clean up
- Ensure that teachers are given the highest quality training in content pedagogy and practice by moving to multi-disciplinary colleges and universities
- Creation of substantial new teacher preparation capacity
- Government funding for teacher education will be increased
- Careful and comprehensive planning exercise will be undertaken by RSA.
- Departments of education include diverse faculty
- Offer programmes that are blended, evening, online and part-time for the working teachers
- Research-based teacher preparation
- Interdepartmental collaboration for special subjects
- Making up a well-rounded faculty
- Faculty members will have an understanding of social diversity
- Exposure of pedagogy during PhD programmes
- Sustained focus on facilitating the work of teachers and higher education faculty members

So as the program can bring many changes concerning updation&revamping new teacher educators but it would be better if including below criteria's of,

- ✓ Integrated and interdisciplinary pedagogy aspects
- ✓ Student-centred approaches
- ✓ Project-based and Research-driven methodology
- ✓ Relevant, Rigorous and Real-world content
- ✓ Technologies and Multimedia mediated learning
- ✓ Global classrooms and Globalized syllabus
- ✓ Financial literacy
- ✓ Media literacy
- ✓ Ecoliteracy
- ✓ Cyber literacy
- ✓ Social/Emotional literacy.

Conclusion

Teacher and education are very significant aspects of any nation. It gives a new shape to the individual and the nation as well. It is a well known saying that teachers are the nation builder. Thus the quality of teacher education programme needs to be upgraded. Nevertheless, Teacher education has not come up to the requisite standards. Teachers are not able to think critically and solve the issue related to teaching methods, content, organisation. As noted by some authors, many colleges and universities are already revamping their Faculties of Education and educational programmes to include an emphasis on content knowledge, increased use of educational technologies, creation of professional development schools and innovative training programmes. Teacher development at all stages of a teacher's career is vital to the success of their students and job satisfaction. With this in mind, the teacher education programmes should change to inculcate high social and community role because they need to be sensitive to the needs of students and environment, recognize individual differences and collaborative work among educators. The students are being trained to live in a 21st-century society. Therefore teachers also attain skills which they can impart and it must be those relevant for survival in the society they live. Unfortunately, still, there are several loopholes in the system. We can dream that the new programme must bring many changes with respect to Quality & Sustainability as a new Curriculum can mould committed generations of 2020 Era.

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