Emerging Trends of Teacher Education in India: To Address the 21st Century Demands

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Abstract

Teacher is the heart of teaching learning process. Teachers are fostering hope for the future. Now everything is changing very fast in our society so, teaching learning process is no exception from them. There are various emerging trends in the field of teacher education of 21st century India to address the need of the hour. It is clearly mentioned in National Education Policy 2020 that teacher needs to have training in high quality content as well as in strong pedagogical knowledge. For this purpose, pedagogies which are followed by the other countries and among those which are suitable and meaningful in our country require to be collected and practiced in our education system. This is the time when teacher have to understand about different aspect of technology as well as blended learning because it places a very crucial role for productive output. Teachers are not only taught but also involved in continuous research process for the development of education system. At present situation inclusive education is the demand of our society and a teacher must be inclusive in attitude and aptitude. To address the plurality of our nation a teacher needs to be multilingual and aware and empathetic towards multicultural aspects. Today's the trends of teacher education to create a connectivism approach in education and improving the critical thinking and problem-solving skills among the teachers. So, the objective of the paper is to explore the various trends of teacher education in Indian context.

Keywords: *Teacher Education, Multicultural Approach, Transformative Pedagogy, Vocational Education.*

Introduction

Due to the rapid advancement of technology and the shifting values of students, teacher education is currently in a transitional phase. To understanding the underlying dynamics of teaching and learning concepts used by students in the era requires considerable efforts. The progress of the society shaped through the wheel of education where teachers are the key facilitator. Modern society urgently needs high-quality education, which can only be provided by qualified and enthusiastic educators. In the age of globalization, gratifying the constantly evolving educational needs and demands of the knowledge-based society is gradually more considered as dependent on the competence of a teacher (Pushpanadham, 2020). Teaching is the

most important aspect of education. For preparing a quality teacher, it is very crucial to create an updated teacher education program. There must be a variety of approaches like use of technology, suitable pedagogy the process of learning and unlearning, how to learn that's very crucial part in the field of teacher education, so that every prospective teacher can be competent to address the need of the learners. An effective teacher education program is rational and efficient to focus on some specific pedagogical concerns. This has necessitated the improvement of the system of teacher education so as to prepare quality teachers.

Teacher education is at a turning point and about to undergo a metamorphosis in order to adapt to the shifting needs of society. There are new requirements for education today, with a particular emphasis on the teachers who serve as the facilitator of a high caliber of instruction. Modern society is technologically evolved, and the present worldwide issue is 'quality education'. The transformation of education can only be accomplished by effective educators who serve as teacher and educational leaders on the front lines (Hans & Aktar, 2013). In order to learn more about the background study of the emerging trends in teacher education and their developments, we have looked into it.

Objectives of the Study

1. To explore the current trends of teacher education in India.

Method of the Study

The present study conducted based on the secondary data collected from the different resources for instance books, journals, articles, magazines, web resources etc. the methods are followed here exploratory in nature.

Some Current Emerging Trends of Teacher Education

Teacher education programs over the years have undergone developmental changes due to the technological, economic and cultural forces (Pushpanadhan, 2020) and those changes has prompted the need for new competencies for teachers. In response to the changing educational landscape and the dynamic challenges of the twenty-first century, teacher education has undergone dramatic changes to better prepare educators with the skills and competences required for effective teaching. UNESCO report of the international Commission on Education in the twenty first century envisages that the rethinking of teacher education is necessary in order to bring future teachers with human

and intellectual qualities that will facilitate a fresh approach to teaching (UNESCO, 1999).Here we explores some of the aspects which are very much need to inculcate in teacher education programme to improve the quality of teaching profession, bring changes and updates to meet the changing needs, to address the preparing teachers for diverse learners in the era of digital literacy.

Multidisciplinary Approach in Teacher Education

Teacher preparation is an activity that requires multidisciplinary perspectives and knowledge, formation of dispositions and values and development of practice under the best mentors (National Education Policy, 2020). Multidisciplinary curriculum is studying a topic from the viewpoint of more than one perspective and solving a problem using a different disciplinary approach (Klaassen, 2018).So, preparing teacher through the lens of multidisciplinary approaches is vital because multidisciplinary approach removes the barriers between various disciplines, and it integrates them in order to produce or construct comprehensive and innovative sets of knowledge in order to meet the demands of the emerging societal needs (Roy, 2022). In this approach educators and trainee teachers will illustrate a lesson using their experiences from various disciplines. As a result of the multidisciplinary approach's emphasis on cooperation, critical thinking, and adaptability, instructor are more equipped to deal with the complex dynamics of today's classrooms and meet the diverse needs of 21st century students.

Connectivism in Teacher Education

The concept of connectivism as a pedagogical theory emerged in reaction to the extremely quick development of information and communication technology, which influencing the current educational system (Smidt, &Abhari, 2017). Connectivism emergence as a theoretical framework in teacher education is a reflection of the necessity to modify pedagogical methods for the digital era. Siemens (2005) introduced the term "connectivism," which holds that learning is a process of linking information nodes and that being able to navigate these networks is an essential skill in today's information-rich environment. The ability to learn what we will need for tomorrow is more significant than what we know today in the modern day. Teacher Educators encourage this learning process by connecting learning networks and acting as a participant rather than a leader in the learning process. Connectivism learning occurs in teacher

education when peers are connected and share their opinions, viewpoints, and ideas through a collaborative approach.

- *Continuous Professional Development in Teacher Education:* According OECD – Teaching and Learning International Survey (Talis, 2009), CPD can be defined as "the one which involves those activities that develop an individual's skills, knowledge, expertise and other characteristics as a teacher." It ensures the professional responsibilities of a person. National Education Policy acknowledged that teachers will be given continuous opportunities for self-improvement and to learn the latest innovations and advances in their professions (NEP, 2020). National Professional Standard for Teachers has been developed by NCTE in support with the experts as a set of guidelines for determining attributes of teachers at different levels of their career path (NPST, 2021). CPD prepare the teacher educators and teachers with up-to-date knowledge and updated development in the education field (Srinivascharlu,2019). Teachers can equip themselves with ever-changing skills and competences in the teaching learning process and satisfy the needs of 21st century learners through

continual professional development. Teachers will be trained in learner-centered pedagogy as well as how to develop high-quality content using online teaching platforms and technologies.

- *E-Learning in Teacher Education:* E-learning can be utilized as an educational instrument that is instructive, contextualizing, constructive and communicative (Behera, 2013). E learning is crucial to the teaching learning process for raising the standard of teacher preparation. Therefore, each and every teacher trying to be compatible with the electronic revolution which has become quite essential for other related changes in the field of education. E-training helps in achieving the goals of education effectively and efficiently. Individual variations, such as job analysis and principles of indirect learning have been discovered through study of the e training based on the teacher education programme. Government of India has launched NISHTHA training for the teachers of elementary and secondary level that aims to capacity building for improving quality of school education through integrated teacher training. The NISHTHA effort, which seeks to develop capability, is titled "Improving Quality of

School Education through Integrated Teacher Training." All primary school principals and teachers who participate in it have their skills improved. The inspiration and preparation of instructors to encourage and assist young people's critical thinking is the primary objective of this extensive training programme. A pioneering effort is to provide standardized training modules at the federal level for all states and union territories (Kumar & Gangwar, (2022). Active participation, motivation, and trainer competence are some of the positive effects of using the e-training approach (Siswanto, Sutarto, & Mulyono, 2018).

- *Transformative Pedagogy:* The goal of transformative pedagogy is to help students establish new epistemologies, centre of multiple ways of knowing, and gain a feeling of critical recognition and agency. It does this by empowering them to critically analyze their ideas, values, and knowledge with reflection. Transformative pedagogy has been defined as an educational philosophy that combines social constructivism and critical pedagogy (Tinning, 2017). Transformative pedagogy believed in the learning with engagement. It believes that a relevant education goes beyond the four walls of the classroom and attempts

to place the subjects in their social and physical context. Khedkar & Nair conducted a study and they found that the faculties mainly felt that experience as a teacher would help them to adopt the methods of transformative pedagogy and also expressed that there is a need to adopt transformative pedagogy so as to stop the routines mechanical environment, for dropping the competition among the students can be exposed to various subjects, linking students learning through diversified professionals and changing tradition of existing employment marketplace (Khedkar & Nair, 2016). Listening, talking, acting and reflecting are all parts of a problem-solving approach of teaching. A reform in the country's educational pedagogy is urgently needed (Nishant, 2021). It is time to think about moving away from an examination-based educational model to skill-based education through the practicing transformative pedagogy in teacher education programme.

- *Vocationalization in Teacher Education:* Vocational education will be gradually included into all institutions of school learning and higher learning over the decade. The

National Education Policy 1986 that modified on 1992 states that "the introduction of systematic, well planned and rigorously implemented programmes of vocational education is crucial in the proposed implemented educational reorganization". The 12th five-year plan (2012-2017) projected that only less than 5% that is very small percentage of Indian workforce in the age group 19-24 received formal vocational education and numbers only underline the urgency of the need to accelerate the spread of vocational education in our country. Vocational education will be integrated into all school and higher education institutions in a phased manner over the next decade (NEP,2020). Due to the employment crises and skills mismatch between employment market needs and training provided by general and vocational education and training provision is a significant, even expanding, part of the national education system and any skill development agenda. New education policy also addressed that by 2025; at least 50% of learners through the school education and higher education system shall have exposure to vocational education, for which a clear action plan with targets and timelines will be developed (NEP, 2020).So, providing vocational exposure to the young learners it is very critical to preparing a vocationally skills teacher who can transact the general education with the flavor of vocational education.

- *Continuous Research in Teacher Education:* At time when teacher education is under the active development across the nation, an important question for all those seeking to improve the quality of teaching and learning how to boost the research to inform the design, structure and content of teacher education programme. The research knowledge is needed for local curriculum planning and development of teaching and school practice as well as for the assessment of teaching and learning (Lavonen&Jari, 2018). Teacher educators are now doing action research on teaching-learning process for improving the teacher's professional development that's very crucial to understand the real classroom situation so that teachers

can able to solve educational problem in school environment.

- *Multicultural Approach in Teacher Education:* Multicultural education has become crucial in the twenty-first century due to the diversify status of society. Teachers must be prepared in terms of philosophy, pedagogy and curriculum to deal with the challenges of a gradually more diverse population and actively to work on behalf of equity issues in their schools and communities (Chou, 2007, Page-141). This is an approach to teaching that considers the unique cultural backgrounds of youth (Emdin, 2011). The last five decades focusing on the rhetoric and reform in teacher education showed the importance of multicultural education while training the teachers to meet the basic requirements of the students regarding education. Challenging multicultural education through state policy initiatives is created on two conjectures which include that the preserving teachers do not have any awareness regarding multicultural education and secondly the higher level of multicultural awareness coincides with the pedagogical ability.

- *Blended Learning in Teacher Education:* Due to the growing demand for curricula and the need to provide pertinent, interesting training, teacher educators are under pressure to evaluate and change their programmes. Many have viewed the prevalence of online education as a potential solution to a constantly expanding problem; however, accreditation with reference to course content and competencies is crucial (Kumar, G., & Gangwar, 2022). Blended learning transforms the teacher's position from that of a knowledge supplier to that of a coach and mentor. This shift does not imply that teachers are less important or play a passive role in their students' education. On the contrary, using Blended Learning teachers can have an even greater influence and effect on their students' learning. Classroom education has traditionally been teacher-directed, top-down, and one-size-fits-all, with some differentiation thrown in, but with Blended Learning it is becoming more student-driven, bottom-up, and individualized, with differentiation as a primary element. (UGC, 2021). It can broaden the

spaces and opportunities available for learning. Promoting digital learning and education the importance of face to face in person learning is fully recognized by the National Education Policy 2020 (NEP 2020).

- *Internationalization in Teacher Education:* Today's teacher education influenced by global practice and it benchmark with internationally. Now we need to have best teacher education program so that teacher can deal effectively with beyond the country. Internationalization of teacher education has the potential to have an impact not just on the global community, but also on the local communities where teachers work. (Mikulec, 2014). Global education is defined as an approach to education which seeks to enable young people to participate in shaping a better shared future for the world. The global perspective of teacher education is a unique approach that prepares today's prospective teachers all over the world to function in a global setting under the supervision of intellectually and professionally organized teacher educators. Teacher education programs should understand the

leadership roles to facilitate integration of international education issues, practices, and concerns in school level curriculum (Roberts, 2007). Teacher education programme can prepare teachers for global engagement through learn the abroad education system as well as by incorporating different models and curriculum frameworks for global education.

Discussion

Teacher education is a programme that focuses on teacher competency and competence in order to prepare them to deal with new difficulties in the classroom. Education is no longer limited to books, but has expanded into a variety of new frontiers (Rani, 2016). Changes in education have had an impact on teacher education. When the outside world enters the classroom and schools open to the outside world, we need to prepare instructors with new viewpoints. The emphasis on globalization and individualization in pre-service and in-service teacher education programmes has resulted in a paradigm change. Organization for Economic Co-Operation and Development (OECD, 2005) report assert that "Teacher Matter'' and calls for a greater emphasis on luring, fostering and keeping

excellent teachers. "The destiny of India being shaped in its classroom" (Kothari Commission, 1964-66) so; lots of effort should be taken to advancement in the field of teacher education for being right shaped to our future generation. Teachers are the powerful and meaningful role models for students at all levels, and the way the act influences both learning and motivation (Pushpanadham, 2020 & Bandura, 1989). The current trends in teacher education in India are in line with the demands of the twenty-first century. These changes underline the importance of adaptability, innovative thinking, and student-centered approaches in pedagogy. Teacher education in India is on the edge to create a new group of educators equipped to navigate the complexities of the modern educational landscape and prepare students for success in an ever-changing world by embracing technology, promoting inclusivity, focusing on competency-based education, prioritizing professional development, and fostering interdisciplinary collaboration. National Education Policy has suggested there is an urgent necessity to start integrated teacher education programme throughout the country and to convert all academic institutions and places into the multidisciplinary centers for holistic development (NEP, 2020). Information communication technology has revolutionized every industry and each component of our society as well as our culture. In the present day's technology need to be integrated with tomorrow's technology to achieve the best synergy in quality of techno-pedagogy. So our teachers and teacher educators must be well prepared to work on such future technological and pedagogical development.

Conclusion

On the basis of above discussion, in conclusion we can summarized that the emerging trends in teacher education in India hold the potential to transform the education system to meet the demands of the 21st century era. These trends reveal a broader shift towards student-centered learning, adaptability, inclusivity and experiential learning. A key goal of teacher education in India is to produce high-quality, professional, skilled and passionate teachers through the excellence teacher education programme. Today's teachers will deal with our future generation therefore we should organize our teacher education programme such a manner where our current approaches must be decorated. As we all may aware that now we are living with a click generation where everyone can access

all the information just through a single click, so now the role of teacher to transformation the society not just transfer the information. 21st century education needs to process collaboration based rather than the competition-based education. So, today's most challenges task of teachers is - information transform into knowledge and knowledge transform into action and everything will be possible when we inculcate the modern approaches of teacher education in our education system.

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