

TEACHERS EDUCATION IN THE 21ST CENTURY: ISSUES AND CHALLENGES

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Abstract

The main obstacle facing teacher education in a world where society is becoming more interconnected is training educators who can work well under the pressure of standards and accountability while serving as role models and motivators for their pupils to be globally aware, creative citizens. However, the global demographic shifts, particularly in India, have compelled schools to prioritize the acquisition of fundamental skills and minimum capabilities for sizable portions of the populace. The No Child Left Behind (NCLB) Act's standards and testing environment must therefore be considered when designing teacher education programs. This is necessary to ensure that graduates can effectively teach students the cultural sensitivity, knowledge, curiosity, critical thinking, communication, and problem-solving abilities that are necessary for both creative innovation and global citizenship. Implementing promising reform ideas in a policy context that is becoming more prescriptive and critical of the entire educational system, from preschool through college (including teacher education), will therefore be the biggest issue facing teacher education in India.

Keywords: [Role of Education, Global Education, Teacher Qualifications Interpersonal Communication, Problem Solving, Skill Development, Educational Policy.]

Introduction:

Teaching is a broad profession that necessitates accurate identification of social development indices at all times. Teachers must always seek out the most recent knowledge in a variety of life domains, including the newest techniques, knowledge, and innovations. An ongoing debate concerning what should make up the majority of a teacher training program-the knowledge of what to teach or how to teach it-was sparked by concerns about the quality of teachers. It's an asset that needs to be updated all the time. Enhancing programs for teacher education is an international concern, with developing nations receiving particular attention because no nation's system of education can surpass the caliber of its instructors. Schools attempt to support innovative approaches to teaching and learning as we approach the tenth anniversary of the turn of the century, and then assess the degree to which their efforts have produced outcomes. A challenging external environment makes it even harder for teachers to enhance their talents. A lot of pressing problems confronting the education industry right now include teacher retention, the availability of permanent positions, quality, and maintaining teachers' skill sets.

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Discussion: -

Teacher Education Programme:

"Encouraging the spirit of inquiry and creativity in teachers, and providing them with the intellectual and professional background that will be adequate for their assignments and also make them adaptable to changing situations" is one of the objectives of teacher education. Specific institutions must provide professional training for instructors to carry out the professional training. Among them are:

- Universities' faculties and institutes of education train secondary (high) school teachers by providing Bachelor of Education degree programs to both recent graduates and senior secondary school teachers with National Certificate in Education (NCE) credentials. Additionally, they provide education master's and doctorate programs.
- Colleges of Education: these institutions provide post-secondary NCE training programs, which prepare teachers to teach at elementary and junior secondary education levels. To prepare teachers for the pre-primary level of education, a few colleges also provide NCE pre-primary courses.

- The National Teachers' Institute (NTI) was founded to offer upgrading and refresher courses to currently employed educators, plan conferences, workshops, and seminars, and develop policies and programs aimed at raising the standard and scope of education in the nation.
- Polytechnic Schools of Education: provide certificate programs to prepare teachers for technical and vocational colleges.

"School", "Teacher", "Learner" and "Curriculum" for the 21st Century

These days, teaching is becoming more and more difficult and complex. Students are becoming less patient while being more impolite, argumentative, disobedient, and easily agitated. Is it because of the competitiveness, stress, and availability of other knowledge sources such as the internet, or is it because of the violence depicted in movies, TV shows, and video games? Then, one query comes up.

In the world of the twenty-first century, how should education be organized to satisfy the demands of students? What do the terms "school," "teacher," "learner," and "curriculum" mean now?

We propose new definitions of "school," "teacher," and "learner" that are suitable for the twenty-first century:

Schools: will transform from "buildings" to "nerve centers," with translucent and porous walls that link educators, learners, and the community to the world's vast reservoir of knowledge.

Teacher: This position shifts from being primarily one of information providers to one of learning coordinators, assisting pupils in transforming information into knowledge and knowledge into wisdom.

Not only will information transmission be insufficient in the twenty-first century; schools must cultivate a "culture of inquiry."

Learner - Learner: In the past, a learner was a young person who attended school, completed a set number of hours in a given course, graduated, and obtained passing

marks. We now need to view students in a different light. Firstly, we need to keep students' attention by showing them how the material they are studying can benefit them in the real world.

Second, while fostering curiosity is essential to lifelong learning, we must do so.

Third: We need to adapt the way we teach.

Fourth, to encourage students to continue learning outside of the scheduled school day, we need to inspire them to become even more inventive.

Issues and Challenges:

- When it comes to learner-centered education, constructivist learning, and incorporating technology into the teaching and learning process, the nation's teacher training curriculum falls short of recognizing the modern classroom environment. The curriculums of the schools and teacher education programs are not appropriately connected.
- There is a disconnect between the curricula that teacher candidates are taught and the actual conditions seen in classrooms. These realities include crumbling educational facilities, a dearth of student writing supplies and texts, occasionally packed classrooms, etc. These can occasionally overwhelm recently certified instructors, particularly when they have to take on many duties to address these problems. In essence, teacher preparation courses are considered unduly theoretical and detached from the actual difficulties.
- " Another major danger to quality is the preference for certification, exams, and information distribution over actual learning. The present pedagogical and assessment framework precludes the use of creativity, innovation, and research—all critical components of lifelong learning. Additionally, education is perceived as an intellectual endeavor separate from the real-world experiences of students, and gaining education credentials at any level is largely dependent on

dishonest methods.

- The only subject in the NCE curriculum that specifically aims to prepare students for primary school teaching in an integrated and targeted manner is Primary Education Studies (PES). Nonetheless, just 10% of college students pursue Primary Education Studies, with the other 90% choosing single or double major programs.
- Since students rely on the notes that they have copied from the blackboard, learning materials are not always available. As a result, written materials do not provide a consistent and widespread foundation for the development of the professional knowledge, abilities, and attitudes necessary to be an effective teacher.

- " There are insufficient chances for lecturers' professional growth as a result of inadequate planning and hiring practices. Furthermore, the majority of basic education teachers' in-service training comprises programs that offer certification or upgrading through remote "sandwich" courses.
- " As a result, teachers lack the same degree of education and training as other occupational groups as well as the cohesiveness associated with well-established professions.

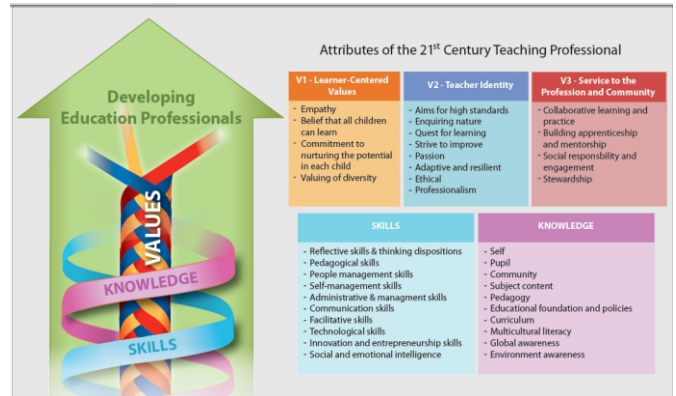
What are 21st-century skills?

In a knowledge-driven economy propelled by globalization and ongoing technological progress, the phrase "21st-century skills" has raised awareness throughout the world of the necessity for every nation to continuously modernize its labor force to equip it for the future. The Partnerships for 21st Century Skills (2008) list the following as examples of 21st-century skills in response to the question:

- A combination of illiteracies, specialized skills, and content understanding;
- Critical thinking, problem solving, inventiveness, adaptability, successful teamwork and communication, and self-directed learning as the foundation for fundamental academic knowledge;

- Capabilities essential for living and working in a global society that is becoming more complicated and changing quickly, as well as for maximizing the use of rapidly evolving technologies.

New Values, Skills, and Knowledge Model in the 21st Century:



Conclusion

In the Information Age, students must be able to purposefully access information from a variety of sources, analyze and evaluate the information, and then integrate it to construct a personal knowledge base from which to make intelligent decisions. To foster these capabilities, educators must re-examine their assignments and teaching strategies. We must recognize and accept the fact that knowledge is changing so fast that no traditional curriculum can sufficiently supply students with the fact-based learning needed for the challenges they will face. This is a seminal moment in history for education and competitiveness. The fundamental shifts in the economy demand bold and creative policies. Formalizing the connection between education and competitiveness with an agenda focused on 21st-century skills-which are widely acknowledged and supported by voters, employers, educators, researchers, and thought leaders-is the starting point.

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