

**RESEARCH PAPER****Globalization and Paradigm Shift in Teacher Education: Challenges of Teacher Education in 21 Century****Mukesh Tiwary**

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Email: Mukeshtwri78@Gmail.ComReceived: 18th March 2019, Revised: 25th March 2019, Accepted: 30th March 2019**ABSTRACT**

Teacher is the part of formal education. Teacher education, as it exists today, can be divided into two stages, pre-service and in-service. Pre-service education includes all the stages of education and training where as inservice training, teacher receives after the beginning of his career. Through decades, teacher education has been the subject of much debate over what should be the purpose in the development of skill based knowledge in the field of education. Teacher quality has produced voluminous studies that line many a research library. Discussion on what it is, how it is developed, and its connection to student achievement have become the feature of educational slang in the 21st century. These seek to look at teacher quality in a way in which it brings: as a means to review how the terms excellence and quality are shaped by policy, identify how educators perceive teaching quality and to review how quality is cultivated in teachers. Within this scope, this article provides an overview of teacher education and evaluation in India and lastly we discuss about issues and challenges in teacher education. The challenges of teacher education such as, Indian idealistic view in curriculum, tradition, modern teaching system, teaching model, teaching strategies, conservation of culture, environmental & population education, teaching technology, uses of teaching skill in education, the political nature of education, and practice of education. Several studies related to classroom environment and teacher behavior in selected subjects are referenced. The results from different papers and articles and some interview with teachers from different schools and colleges indicate that some items may be irrelevant in the Indian context (e.g., physical characteristics), while more items may be needed to reflect good teaching in India (e.g., questioning skills). In addition, the potential use of teacher profiles to drive staff development and academic improvement is explored. Opportunities can be placed in the context of the following areas: consensus on the knowledge of education leading to a paradigm towards alignment, the utility of knowledge in the practice of the profession to establish their scientific effectiveness and research of education policies.

Key words: Challenges, Education, Opportunities, Quality, Teacher

INTRODUCTION

In 21st century, we live in an interconnected world where globalization, Information Communication Technology and knowledge explosion have shrunk the world into a global village. Education, ICT, innovation and science technology are the main pillars of knowledge society. Technology is shaking the world. For developing countries, globalization has proven to be more of a transformative force than anything else. Millions of people in our country have risen from poverty to form an enormous middle class. In fact the process of globalization has challenged the existing structures and processes and opened opportunities for increased international collaboration. Technology is an enabling force behind, knowledge work based on education. Innovation, rapid dissemination, accumulation and effective application of knowledge on a large scale enable a nation to be globally competitive. In a digital world, no organization can succeed without incorporating technology into every aspect of its everyday practices. Technology has become an integral part of life and learning patterns in the 21st century.

In the digital era technology has made it possible to access world's best subject experts and specialists in any part of the world allow them to use the world's most brilliant methods of interactive multimedia communications, and make it easy to teach anyone anything in a way that suits each person's lifestyle. Society is changing at an alarmingly accelerating pace but schools remain lethargically stuck with structures that took place in the 19th Century. Many of the

developing countries have average levels of education in the 21st century that were achieved in many Western countries by the early decades of the 20th century (Schleicher, 2015). Many of these countries are struggling to change their pedagogical practices mainly because of politico-social beliefs and lack of resources. Schools teach obsolete skills that are not needed in the digital era. Too many children are leaving school without mastering a minimum set of cognitive and non-cognitive skills. In 21st century challenges for education systems are many folds. With rapid advances in knowledge, technology and skills are becoming the key drivers for development. Knowledge economy is the generator of most wealth jobs and citizens will be needed with the capacity to identify problems, work in multi-disciplinary teams to identify solutions to manage complex and multidimensional tasks, to synthesize ideas and to communicate effectively. In knowledge society, crucial challenge for a nation's education is to align curriculum and learning to a whole new economic model based on an emerging global knowledge based workforce (Dede, 2008). To accomplish this, it is imperative to transform children's learning processes in and out of school and engage them in acquiring 21st century skills and knowledge.

METHODOLOGY

For the present research paper the information has been collected the secondary sources of information. In this method, different books, articles in journals by same learned persons, weekly, Periodicals as well as some information from internet have been studied. In 21st century knowledge has replaced industrial organization as the major source of productivity. Education, ICT, innovation and science technology are the main pillars of knowledge society. Teacher's prominent role in the digital age is that of a lead learner. Teachers need to understand the role of technology in the learning process and the principles behind integrating it in a way that promotes learning without being a distraction. When innovative teachers integrate technology in their teaching student learning is greatly enhanced. Educational technology initiatives are about enabling students to achieve their maximum potentials. Transformative use of educational technology requires changes to pedagogy, curriculum, assessment policy, ICT and funding. The new paradigms for education in 21st century demands a holistic transformation of education-guiding a comprehensive roadmap that covers curricular and assessment reform, new teacher recruitment and training strategies, leadership development and the integration of collaborative technologies. In 21st century graduates will "need a capacity for inventiveness and the ability to respond effectively to novelty. The new world will require them to have a thirst for continuous learning, for updating their knowledge and skills in information literacy. The term 21st century skills refer to broad set of knowledge, skills, work habits, and character traits that are critically important for success in today's world. Literacy and numeracy, ICT skills, learning to learn, evaluating and problem solving, interpersonal and civic competencies, cultural awareness, flexibility, adaptability, working independently, critical thinking and self-directed learning are some of the crucial skills are the required attributes of 21st century.

OBSERVATION

1. In India, this period is of one year after the graduation-the effective session being of six to seven months. The main purpose of teacher education programme is to develop health attitude, value and broad based interest. It is not possible during the short duration.
2. The current training programme does not provide proper opportunities to the student teachers to develop competency because the organizers of teacher's training programme are not aware of the present problems of schools. So there should be a close matching between the work schedule of the teacher in the programme and school adopted for teacher preparation in a training college.
3. Inspire of all kinds of elaborate arrangements regarding practice in teaching, student teachers are not serious to the task of teaching, deficient in sense of duty indifferent to children, irresponsible, aimless, lacking innovative measure in teaching which are great obstacles in the development of pedagogical skills.

4. The teacher training programme does not emphasize the knowledge of the basic subject. The whole teaching practice remains indifferent with regard to the subject knowledge of the student teacher.
5. In India teacher educators are averse to experimentation and innovation in the use of teaching methods. Their acquaintance with modern class-room communication devices is negligible.
6. The teacher education has become isolated from schools and current development in school education has been observed by education commission. The schools consider the teacher education department as an alien institution and not a nursery for the professional development of school teacher. These departments not caring for the sounders of pedagogy involved in the procedure but only observe the formality of finishing the prescribed number of lesson.
7. The supervisory organizations for practice teaching aims by using various techniques and practical skills in teaching at bringing improvement in the instructional activity of the student teachers and help them to develop confidence in facing the classroom situations.
8. Research in education has been considerably neglected. The research conducted is of low quality. Before undertaking any research, the teacher programmes are not studied properly.
9. Most of the programmes are being conducted in a routine and unimaginative manner. Even towards development of a sound professionalization of teacher education in the country the association of teacher educators has not contributed anything.
10. Mostly candidates do not have the requisite motivation and an academic background for a well-deserved entry in the teaching profession.
11. The teacher education programme is being given a step motherly treatment in India. The teacher education institutions are being run in rented buildings about 20 percent without any facility for an experimental school or library or laboratory and other equipments that is necessary for a good teacher education department. There are no separate hostel facilities for student teachers.
12. The State Education Department has no data on the basis of which they may work out the desired intake for their institutions. There is a considerable lag between the demand and supply of teachers. This has created the problems of unemployment.

DISCUSSION & RESULTS

Secondary Education in 21st Century:

Primary and secondary education is clearly the bedrock on which any subsequent learning is based. The focus of knowledge in 21st century has moved to a great extent from the teacher to internet. Current research has demonstrated that teacher quality is the key determinant of student success. The issue of teacher quality is currently one of the most pressing concerns identified by educational policy makers. Ensuring that all students have access to highly qualified teachers is of paramount importance. In recent years, few educational issues have received more attention than the problem of ensuring that elementary and secondary classrooms are all staffed with quality teachers.

The countries that have demonstrated excellence in teaching and learning have ensured to raise the status of teaching as a career and made concerted efforts to attract quality graduates for teacher training. Teachers with a passion for teaching develop high-level knowledge of their subject and they use high level of pedagogical teaching and learning practices. A successful change strategy requires professional development, feedback and support for teachers along with well-researched mentoring and valuation. It is critically important to attract good teachers, support and encourage their professionalism, continue to invest in them, and align assessment and rewards to support innovation in teaching. In their teacher training program, prospective teachers need to be equipped with command of critical ideas, skills and capacity to reflection, evaluate and learn from their teaching so that it continually improves. With increased use of technology in education and expectations from stakeholders teachers are expected to demonstrate that they are making difference in student outcomes. Mode of teaching and learning is undergoing big changes and the domain of academic literacy is spreading beyond reading and writing. Focus of teaching is

becoming to prepare students for modern learning and developing qualities to be global citizens. Thus the demand from teachers and schools is to transform the learning landscape, bring fundamental change in student outcomes, measured by their ability to think critically, work collaboratively, solve problems and become lifelong learners.

Higher Education in 21st Century:

Keeping in view the pace of technological changes and globalization institutions of higher education in many countries have made it their top priority to produce quality graduates. Institutions of higher education in many countries have made it their top priority to produce quality graduates. Teacher training institutes in many countries have started to modernize their teacher training practices in an effort to provide quality education from the foundation level (primary and secondary) to tertiary level. High quality and responsive education system is vital to increase skills which in turn boost labor force participation and productivity.

The scope and impact of higher education has changed drastically in the last few decades. Tertiary institutions are much more diversified and include new types of institutions to cater for labor market needs. There is a diversification of funding sources for universities and public funding has been increasingly tied to competitive performance. There is a growing focus on accountability, performance and quality assurance. Universities are much more connected with the wider world through regional integration, formation of networks, research collaboration, student and staff mobility and transnational education (ibid). While universities have historically been critical to the development of research and innovation though their autonomous freedom to pursue research for its own sake without a commercially motivated purpose, today's universities are increasingly encouraged to pursue applied research which can be commercialized. Higher education has an obligation to advance, create and disseminate knowledge through research and scholarship. Institutions of higher education in many countries have made it their top priority to produce quality graduates. Role of our institutions of higher education should be to continually review the pedagogical practices and train the pre-service teachers who would ignite the passion and zeal for teaching in order to create intrinsic as well as extrinsic interest in learning. There is quite a lot to be done at tertiary level to produce quality educators, administrators, educational leaders and quality teachers. Teacher training institutes must adopt a dynamic view of providing necessary tools to incoming graduates. University provides opportunities to develop critical thinking in order to test new ideas and theories. This intellectual excitement takes place in a vibrant and embracing social context.

SUGGESTIONS

Some suggestions here to improve the condition of teacher education:

1. Evaluation Teacher education, like technical education and higher education must be the responsibility of the central government.
2. Among teacher education institutions uniformity must be ensured and maintained in terms of timings of the programme, curriculum and duration.
3. On a continuing basis curriculum development to keep pace with current trends.
4. Government should look after the financial requirements of the institutions.
5. Teacher education privatization should be regulated.
6. Refresher course should be organized for teacher educators frequently.
7. Research in teacher education should be encouraged.
8. Teacher educators must be experienced and well qualified with language proficiency.
9. Selection procedure must be improved and interviews, group discussions along with common entrance test.
10. Teacher educators to be trained in the use of ICTs.
11. Regular inspection by NCTE should be done on a regular basis.
12. Professional development of teacher educators as ongoing ritual.
13. On practice teaching more emphasis should be given till mastery is reached with appropriate feedback.
14. Teacher pupil ratio should be ideally 1:8.

15. Several types of co-curricular activities in the curriculum should be included.

The most common ground among these nations is the importance of keeping excellent teachers in the classroom, continually building teachers' pedagogical knowledge and skills, and recognizing and awarding expert practice. These education systems engage teachers to set their own teaching and learning targets and teachers crafting productive learning environments. A major aim of these education systems is to develop teachers as professionals and experts in their area of teaching. Exemplary teachers are rewarded for their dedication and professionalism. Successful education systems set high expectations for all students and provide high degree of support for each student. They focus on attracting high caliber teachers and support their professionalism, continue to invest in them, align assessment and reward innovative teachers.

CONCLUSIONS

Education that interests our students and gets them deeply engaged in their own learning and what they need to be successful in 21st century. We need to change what we teach and how we teach. When we believe that succeeding in our current education is what is important for today` and tomorrow's students, we are putting students at a huge disadvantage in these fast changing times. When our educational leaders think that the job of educators is to recreate the old education better and more effective for today's students, they deny our students the means to cope and thrive in 21st century. Education must continue to innovate and it must empower students to succeed in future that we cannot anticipate. Challenges for teacher training institutes and teachers in Indonesia are immense. Measured on global competitiveness Indonesian education system is not performing as well as it should do. Some of the stumbling blocks are embedded in the poor quality of teacher training, out dated pedagogy of teaching and learning, lack of teaching resources, follow up professional development of recently certified teachers, lack of quality control on graduates who enter teacher training courses, and lack of rigor in teacher training program.

There is a mistaken belief that economic growth alone might result in a happier society. But current inequalities in economic development, resulting in a huge gap between the rich and the poor across the globe, as well as within the nations, are a source of tensions and practical problems. The failure of humanity depends on the adoption of positive mental attitude by the current generation. This is why education is important. Knowledge is like an instrument, and whether that instrument is put into use in a constructive way depends on motivation.

Modern education is very sound, but it seems to be based on a universal acceptance of the importance of developing the brain. Not enough attention is given to the development of the person as a whole, and to encouraging a clear sense of values and warm heart. It is important to address moral questions related to the whole life of an individual.

Parents have a special responsibility to introduce their children to the benefits of basic good human qualities such as love, kindness and warm heart. An agitated mind usually provides some physical imbalance. Younger generations have a great responsibility to ensure that the world becomes a more peaceful place for all.

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