

Modern Trends of Teacher Education: An Overview

Dr. Nandini Banerjee

1 Assistant Professor, Department of Education, Kazi Nazrul University,
Asansol – 713340, W.B.

Suman Ghosh

2 Research Scholar, Department of Education, Kazi Nazrul University,
Asansol – 713340, W.B.

Abstract

Since ancient times, India has been famous in the field of education. People can only benefit by the developments and the changes in the society if they have the power to take them and education is the only medium for providing this power. In this period of globalization, along with all round development of student teachers, blended learning approach is necessary. Now a days the field of education is not only limited with books but has broadened in various horizons. Pre - service and In- service teacher education programs have shown paradigm shift. The main purpose of this article is to indicate the main and important changes that has put place in teacher education in India. Teachers performs a major role in education of children, their own education becomes a matter of serious concern. The aim of the qualitative paper is to discuss about the modern trends, practices, scopes, barriers of teacher education. The present study is based on secondary data. For this many journals books, magazines, newspapers, articles has been analyzed and noted. The current study depicts the picture that blended learning, proper uses of technology are necessary and there are immense scopes in future analysis on this.

Key words: Teacher education, Trend, Curriculum, Innovation

Corresponding Authors: Dr. Nandini Banerjee Assistant Professor, Department of Education, Kazi Nazrul University, Asansol – 713340, W.B.

nandinibanerjee11@gmail.com, 8250990832 (M)

Suman Ghosh, Research Scholar, Department of Education, Kazi Nazrul University, Asansol – 713340, W.B. sgskghosh1984@gmail.com , 9153744805 (M)

Introduction

Teacher is the main catalytic agent for proper implementing of free and compulsory education for all. All the necessary attempts are to be made for encouraging the

teachers to become industrious and innovative. The purpose of the present paper is to discuss the trends, some issues in teacher education in recent time. The profession of teaching is considered the noblest among all profession. India has a large educational system. Near about 4.52 million teachers are serving the country, about whom a huge number of teachers are untrained or under-trained. As the education system of India is changing rapidly proper quality control and execution of plans by policy makers are to be done properly and practicably. A teacher is an education leader who can bring effective and positive changes in his/her pupil. For this reason the teachers need to follow and practice the recent developments in order to improve their efficacy. The changing context of teacher education in the Indian perspective as well as global perspective is highly important. There have been changes in the perceptions of education in current years and this has been particularly due to the new flows of information and teacher resources which can be found in the form of the internet. Because of how our financial, economical, social situation is brittle and because of all the challenges which remain in our culture, society. There are many arguments regarding whether or not teaching should be professional and whether or not this is good or value for money. Those who dedicated in the world of education now believe that you need to have so much more if you are going to be an effective teacher. Teaching lessons to the student is no longer enough because of how do you spend time in a classroom with students are expected to look out for a number of different matters. Personality is one of the major issues in students, signs of abuse in some serious circumstances.

Objectives - The objectives of this study are to identify the modern trends, emerging issues in teacher education and find out some probable solutions to answer the challenges. The findings will also provide useful strategies and help pre- service and in- service teacher's in future teaching learning process.

Methodology - This study is based on secondary data. For this qualitative study many journals, books, magazines, newspapers, articles have been analyzed and noted.

Improving Teachers' Skill and Role of Research - The art of teaching has gone a long way from the ancient, traditional lecturer-listener system. In recent time, teachers are not just lecturers but they are friends, guides. Equally students and not just mere listeners but explorers. Therefore education has become more interactive and experiential for both teachers and students. Thus teaching skills have also involved more with the use and practices of technology. There is one method that helps a

teacher see the aspects of her/his teaching that need improvement. This method is research, particularly Classroom Action Research (CAR). Those teachers who do their own research on the topic they teach instead of depending on textbooks can grab and explore much better understanding of those topics. As a result, they can be more effective in sharing the knowledge with classroom students. Classroom Action Research is truly helpful for teachers to find out what the student's basic needs and what their requirements in learning process. Classroom Action Research is more concerned on the teaching process, and it is specific to the need and process of teaching. Classroom Action Research helps teacher to identify the step towards better teaching and the process of better understanding the students.

E- Learning:

Information technology has affected a lot in the education system. It is without any doubt that schools have begun using computers during classes whether for basic tasks such as student report, presentations, or for crucial activities like exams. With the help of computers the use of the internet, classroom innovation comes an endless world of possibilities for both teachers and students. Notes can be recorded, shared, uploaded, some classes even utilize social networks for communications, as evident in online communities there are also more substantial school activities done the internet. Many major projects also required the use of online channels and blogs for documentation and the presentation. There are even those that experiment with the creation and maintenance of websites for the modern use of the class in a school. New generation is going through a journey to gather knowledge with blended methodology.

Collaborative Learning - In the system of collaborative learning, two or more people cooperate in a learning experience to share and contribute to each member's understanding of a topic and to complete a given task. By this, sharing of information and connecting with others whether we know them personally or not has proven to be a powerful tool in the teaching learning process. Students are collaborating with each other through social media in present days to learn, to acquire knowledge more and more about specific subject, to test out ideas, innovations theories. Collaboration is a natural part of our life and should be included in the curriculum. Sometimes teachers will build a lesson design specially to teach collaborative learning and teamwork. There are many games and activities that can be done in a practical classroom situation, so that students work together to complete given task, to solve problem. In this process students can learn just as much as if they were developing and

idea to make the situation on their own and learn collaboration can be beneficial for them in learning process. It is also provide such opportunity to break the monotonousness of lecture method and encourage teamwork. So that our students can be more productive members of society in the near future.

Constructive Learning Theory - The theory of constructive learning is a concept which enhances student's logical and conceptual growth. In it the role of teachers is very important. Without giving a lecturer teacher in this theory function as facilitators whose role is to help the student when it comes to their own understanding.

Improving Critical Thinking Skill - Critical thinking is very important to the development of students and should be the goal of all teachers no matter what subject they teach. Teachers should consider building critical thinking skills in all the rubrics and lesson plans they use in the practical classroom situation. Critical thinking skills can be taught in any classroom and any subject with a little variation, creativity .Some tips for improving critical thinking is like - Deep analysis , Evaluation, Synthesis , Debate. These types of activities can be used in any classroom for any subject in any level of education for enhancing thinking ability of our students.

Global Education - Despite of their unprivileged background, children can get a boost, even footing with global education. It is thinking in a different way for students, young people which could be used in their everyday lives. It will help them to make sense of the different challenges which are faced in the world.

Multicultural Education - The multicultural education allows teachers and students celebrate the diverse cultures that India is based upon. In it a teacher can help to understand and grasp the true meaning of culture. It is all about being open to new thinking's, ideas and sharing this with the children, students. Expert believes that, this kind of education is needed and it is very helpful to give a message among students that they are not unprivileged but they are ethnically diverse.

Inquiry Based Learning - This type of learning is mainly based on involving the learners and leading him to understand. Here enquiry means on the processing skills and attitude of yours, which allows you to ask questions about new resolution and issues while you are gaining new information. Inquiry based learning can be applied on all disciplines which has been confirmed through various researches. Learners have different perspectives of observing the surrounding world like historic,scientific, artistic,

economic etc. The disciplines can be interrelated through enquiry based learning, which ensures the integrity of various disciplines and the world views about them.

Professionalization of Teaching - in the recent years there have been changes in the positions of education and this has been particularly due to the new involvement of information and teachers resources which can be observed in the form of the internet. In present day there are new expectations for education where the focus is on having teachers who can lead from front. The paradigm shift is from teacher dominated classroom practices to that of partnership between the learners and the teacher. Universal accessibility of quality education is utmost important for development. For this quality teacher, quality education, total quality management are very important and professionalization of teaching is very much important to cope the globalization and to meet the demanding situation across the world.

In recent years for better promotion of learning in school a number of strategies have appeared. The issues of better quality in education are very much serious and alarming in all over the world. Especially countries like India where quality and quantity are both the challenging and complex issues in the rapidly changing scenario of society. There is a general conclusion among the all the student teachers, that the B.Ed training is not so much useful after becoming regular teachers in schools.

5. Change in Traditional Teaching Learning Process:

The process of Teaching-Learning has been changed in modern days to meet up the needs of the learner. New methods and techniques have been developed on the basis of research findings. Modern Teaching-Learning Techniques are followed by psychological principles of teaching or psychology of teaching and learning. The important principles are – proceed from simple to complex, from concrete to abstract, general to complex, known to unknown, from induction to deduction and arrange for frequent reinforcement. Various innovative techniques, instructional media, strategies and instructional technology have been developed. Computer-Assisted Instruction, Personalized System of Instruction and Learner-Controlled Instruction has now been developed and practiced as current trends in Teaching-Learning.

Some problems related to teacher education -

India has a large educational system. As far as in-service education is concerned the practical situation is not encouraging. The system still prepares teachers who do not necessarily become professionally competent. A large number of teachers training institutions do not practice in reality what they preach. Some alarming and burning problems in teacher education are selection problem, short duration of teacher training programs, superficial practice teaching poor academic background of student's teachers, lack of facilities for professional development narrow scope etc.

Conclusion

Technology has revolutionized every industry and each component of our culture and society. Now, it is revolutionizing the teacher's education in all parts of the world. Revolution is going on with a swift pace. It is important that teachers can be prepared not only to use today's technology but should be able to handle systematically and analytically about what technology is going to come and evolve afterwards. Today's technology need to be integrated from the tomorrow's technology to achieve the best synergy in quality pedagogy. Educators must be well prepared to work on with such future development.

A new teacher education system must evolve by redefining itself in the spectrum of modern age. Getting teachers prepared and getting prospective teachers with mentors into real classroom settings are two important variables in this teacher's education model. There are researches that support such teacher's teaching model. If anyone asks teachers what is most important to them in developing competencies to teach, the number one is that they are acquiring competencies by teaching and secondly they are working with other experienced teachers to bring it to a next level. This indicates the field-based teacher's education model with mentor and teachers.

According to NCTE (1998) teacher is the most important element in any educational process. So, the quality of education mainly depends on the quality of teachers. Kothari Commission has truly said 'The destiny of India is being shaped in its classrooms.' National Council for Teacher Education (NCTE) as a non statutory body has taken several steps as regards quality improvement in teacher education. Due to rapid changes in the educational social, economical, political aspects of the national and international levels the new thrust have been posed during the last decade on education. The changing educational needs of the student and advancement in modern technology has widened the area of responsibilities of the teachers. Now a teacher has to perform various roles to meet the target of overall development of a student. So for better results we need flexible yet practical curriculum. Policy should

be made on the basis of teacher's role and responsibilities in Teachers' education process. To meet the increasing current demand the method should be blended learning, hybrid learning.

References:

Cochran, K.F., King, R.A. & Deruiter, J.A. (1991). 'Pedagogical Content Knowledge: A Tentative Model for Teacher Preparation.' Paper presented at the annual meeting of the American Educational Research Association, Chicago. (ERIC Document Reproduction Service No. ED 340683)

Ghosh, S. (2019). 'Some Issues And Challenges In Teacher Education And Some Probable Solutions', *International Journal of Research in Social Sciences*, 9(1), 828-34

Hans, A., Akhter, S. (2013), 'Emerging Trends in Teacher's Education,' *The Macrotheme Review*, 2(2), 23-31

Joshi. R. B, (2015). 'Emerging Trends in Teacher Education : A Study ,' *International Journal Of Research and Analytical Reviews*, 2(1), 8-12

Kumar, R. (2017). 'Different Aspects of Emerging Trends of Indian Education,' 8(1), 23-28, New Delhi Publishers

Manju. (2017). 'Modern Era Trends in Teacher Education', *International Journal Of Research and Analytical Reviews*, 4(1), 167-169

NCTE (2014). National Council for Teacher Education (Recognition Norms and Procedure) Regulation, 2014, The Gazette of India : New Delhi

Singh, G. (2014). 'Emerging Trends and Innovations in Teacher Education', *Indian Journal Of Applied Research*, 4(5), 166 - 168

Singh, N.K. (2017). 'CONTEMPORARY ISSUE AND TEACHER EDUCATION PROGRAMME', *International Journal Of Development Research*, 7(10), 16058-16061

Smith, R. (1999). The future of teacher education: principles and prospects, Paper presented at the American Education Research Association Symposium, Montreal.

Stuart, C., Thurlow, D. (2000). Making it their own: Preservice teachers' experiences: Beliefs and classroom practices, *Journal of Teacher Education*, 51(2):113.

Su, J.Z.X. (1992). Sources of influence in preservice teacher socialization, *Journal of Education for Teaching*, 18(3):239.

Temmerman, N. (1997). An Investigation of undergraduate music education curriculum content in primary teacher education programmes, *Australia International Journal of Music Education*, 30: 26.

Zeicher, K.M., Laston, D.P. (1990). Theme: Restructuring teacher education, *Journal of Teacher Education*, 41(2):3-20.

<http://www.educause.edu/ers506/>

<http://www.edutopia.org/c-emily-feistritz-teacher-preparation>

<http://www.edutopia.org/ldh-teacher-preparation>

<http://www.edutopia.org/sonia-hernandez-teacher-preparation>

<http://www.lrd.yahooapis.com>

<http://www.speedofcreativity.org/articles/digitaldefiners-teachereducation.pdf>