

Navigating Global Dynamics in Teacher Education: A Comprehensive Overview

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Abstract

In the emerging time of the new National Education Policy, the current scenario of the education system demands multiple changes for the sustainable future of the nation, and the present and upcoming generations. The present education system is good enough to increase the literacy rate, however, a state like Kerala has a hundred percent literacy rate compared to any other state of India; yet for employment and education, a major part of the population of the state migrates to various states or countries. The high literacy rate is no more a concern of time; people are quite aware of the social things around them without formal education, due to social media or the revolution of technology. However, the recent trends in every field need an upgraded version of formal education. The fourth goal out of UNESCO's sixteen SDGs focuses on quality education for a better future. The present research paper discusses the current situation of the Indian education system and the implementation of the new approaches required for a strong education policy through the newly emerging NEP for the welfare of the progeny and the country, which also supports UNESCO's SDGs for global welfare. The research is developed on secondary data with critical analysis and exhaustive reading.

Besides this abstract provides a concise overview of the key global dynamics shaping the field of teacher education in the 21st century. In an era characterized by rapid technological advancements, cultural diversity, and evolving educational philosophies, teacher education faces complex challenges and promising opportunities. This paper explores the multifaceted landscape of global dynamics in teacher education, including policy harmonization, technology integration, inclusivity, 21st-century competencies, professional development, research-based practices, sustainability, public-private partnerships, teacher shortages, and crisis preparedness. This abstract underscore the critical importance of addressing these global dynamics in teacher education to meet the evolving needs of learners and societies worldwide. Policymakers,

educators, institutions, and researchers must work collaboratively to navigate these challenges and seize the opportunities they present, ultimately shaping a brighter future for education on a global scale.

Keywords: Approaches, NEP, Fourth SDG, upshot-based learning, skill base Education, Self-reliance.

Introduction:

India is still considered a progressing country compared to the western countries which are called developed countries. The growth of the country is not always dependent on the education system of the nation but on the available resources and the knowledge to utilize them skillfully of the important factors that play a vital role. Educating the population of the country to deal with the required skills for the progress of the nation is also an important contributing factor in such cases for developed countries. However, for progressing countries like India, apart from the basic knowledge, a formal academic degree; like higher education does matter to get employment along with the required skill set. Hence major part of the population of India is very much educated with professional academic degrees, yet many of the degree holders do search for

employment. Taking formal academic education has become a challenge now, as most of the professional courses are quite expensive and unfordable. Still, most people prefer to go for such courses in the view of better employment. In the view of enrolment of the population for such a formal academic education for learning scientific ways to enhance skills, the current education system needs multiple new approaches to be implemented, to uplift the quality of education that meets the modern requirement of the highly educated population to earn the better employment.

Global dynamics in teacher education refer to the various factors, trends, and influences that impact the field of teacher education on a worldwide scale. These dynamics encompass a wide range of elements, including policy frameworks, technological advancements, cultural diversity, educational philosophies,

teaching methodologies, and societal expectations. Understanding and navigating these dynamics is essential for preparing educators to meet the evolving needs of diverse learners and societies.

Understanding and addressing these dynamics are dominant for patrons in teacher education, from policymakers and educators to institutions and researchers. Global efforts to standardize policies and guidelines aim to ensure consistent, high-quality teacher preparation. Meanwhile, the integration of technology underscores the importance of preparing educators to effectively leverage digital tools in the classroom. Inclusive education and diversity initiatives strive to equip teachers with the skills to cater to diverse learners and promote equity. Furthermore, fostering 21st-century skills and a commitment to lifelong learning prepares educators and students for the challenges of the modern world.

Additionally, teacher education must embrace a research-oriented approach and evidence-based practices. The infusion of sustainability principles into teacher preparation programs aligns with global goals for sustainable development. Public-private partnerships offer collaborative

solutions to enhance teacher education through innovative models and resource sharing. Teacher shortages remain a pressing concern, necessitating strategies for recruitment and retention. Finally, crisis preparedness and resilience training are essential to ensure educational continuity in the face of unforeseen challenges.

1. Trained Teachers

Qualified teachers and trainers are the most important factors of the time in today's education system. Doesn't matter how many academic degrees are earned by the teachers or trainers but utilizing that knowledge to train the students or the trainees is an essential skill that every educator must possess. The current situation of the education system generates lots of pressure on the students to prove themselves by scoring almost a hundred percent in every subject. The competitive nature of the current academic field has not only damaged the mental peace of the learners but also created disappointment in them leading them to make extreme decisions like giving up life by committing suicide and whatnot.

Today's youth is judged on the scale of social success rather than the happiness and well-

being of their mental status. A sense of alienation makes them feel lonely and misleads them to go through the wrong ways of life. Thinking about their safety, they need to be protected and guided by the teachers or the trainers. Hence qualified teachers are the most important approach that today's education system should consider. A teacher, along with being a subject expert should also be a good counselor to be connected to students' lives than merely being a professional tutor. Most institutions appoint psychologists to provide sessions for needy students, considering their job is done; but the fact is none of the students like to go for the sessions with the common acknowledgment of such sessions. Students get connected to teachers through the time they spend in the classes rather than in the formal sessions arranged for them to be in a closed room to discuss the small details of life, which they don't tend to share with the counselor. Hence, along with the required degrees, a qualified teacher who can handle the students with good counseling without the knowledge of students getting counseled would benefit the upgraded NEP in terms of positively transforming young lives.

2. Instructional Resources

Due to the competitive nature of the education system, students are forced to excel in every subject which is not needed to pursue the field of specialization. Average scoring in non-interested subjects becomes the hurdle for the students to go ahead in the field that they desire. In the recent past, technology has made a few of the subjects learn quite easily. The audio-visual presentation of the topics makes the complicated concepts understandable without any difficulties. If all the subjects are taught in such a way, maybe students will be able to understand them effectively and happily.

Trained and qualified teachers must make some efforts to generate effective study material that makes happy and easy learning for learners and that may enhance the quality of education along with the students' confidence in exhibiting and developing their skills. Apart from the audio-visual study material, pictorial printed material without verbose effect can make a good study guide for learners making happy learning.

3. Implementing contemporary subjects

As NEW-NEP discusses skill-based education, theoretical subjects are required to be precise and concise to create some space for new and updated subjects. The classical subjects of the relevant streams are studied typically since the courses are taught. However, the current situation demands modification in the presently available subjects to upgrade the syllabus and the education. Modern subjects that give the scope for enhancing the existing skills will be appreciated and studied by the students with interest. Increasing the higher rate of learning with efficiency.

4. Cultivating team work

Due to nuclear families, students are connected to technologies more than required, resulting in their preference for working in isolation or individually rather than working in groups. This has impacted their social life, they are uncomfortable with the crowd, reluctant to make friends and work in teams; unwilling to the extent the helping hands to others, and many more. The basic qualities that a child learns in schools like cooperation, collaborative behavior, patience, and morality are missing from their lives. The kids are turning more

of being self-catered and unable to adjust to others. Common sense and morality are missing factors from their lives. Hence developing an approach in the current education that will make this generation work in teams rather than in isolation will cultivate good qualities in them that the former education had once cultivated in our previous generations. Seeing the condition of today's generation, the education system needs to be changed for the better learning and safe future of our peelers of the nation.

5. Enactment and prerequisite-based learning (Assessment)

For the assessment of the students for their learned course, the present education system conducts the examination wherein students are expected to write down the papers for a certain time in the exam hall answering all the questions asked in the question paper, with ample amount of scope for malpractice. Such kind of summative assessments are not always trustworthy, generating only several degree holders without obtaining sufficient skills. Hence, the assessments should be modified and transformed in a way that performance and practical skill sets will be assessed for honoring the degrees, considering real

education satisfying the objectives of education.

6. Concrete Approach

A concrete approach toward education is more important than blindly following the partial outcome of formal education. Along with the skill-based subjects, the all-round development of the students is really important to make formal education fruitful. The practical approach towards education; in every subject is the need of time as fast evolving time demands the upgraded version of the skillset along with the theoretical knowledge. Practical subjects, like math's, and other science subjects are assessed on the practical conducted in the Lab, but the languages are assessed only on a theoretical basis, the passing score is considered sufficient to promote the students, which results in a lack the thorough knowledge of the language for its functional use.

7. Participation

Most of the students are quite passive learners. Hence the learning is limited to just passing the examination and getting the degree certificates. However, the time, Money, and most importantly the efforts

taken by the educators go in vain in such cases. Hence if every subject in academics creates the scope for participation base work and assessment by designing a syllabus accordingly the objectives of the education and the course would be rightly justified.

8. Upshot-based learning

According to the new education policy the syllabus is supposed to be designed considering the skills which may generate employment. Well in that case if the subjects and syllabus are designed accordingly it would be generating outcome-based learning. Every student possesses one or the other skills, a student's interest in a particular task may help him/her to focus on self-evaluation by participating in such a task. A positive approach may enhance the quality of the education and skills that students exhibit throughout their actions.

This approach scientifically will analyse the need for the learners' level of knowledge and the measurement of the skillset to improve.

9. Emerging self-reliance in the student

In today's time, learners are quite knowledgeable. Technology has made most of the information available in one click. But

when it comes to presentation, most of the students are not confident enough owing to the habit of being alone in modern times. The practical approach, along with teamwork and moral support from the teacher may help the students gain confidence in themselves.

10. Co-teaching/ Peer Teaching- Learning

This is one of the approaches that is mentioned as one of the aids of teaching-learning methods in pedagogy. Considering the above-mentioned approaches co-teaching will automatically come into the scenario. Teamwork and participation-based learning will lead to co-teaching among students. Though this approach is mentioned in the science of teaching it's hardly been seen in the competitive field of education; leading to partial understanding and missing the connection with classmates.

The above discussion is for the need of time for the betterment of Teacher-student welfare.

Here are some key global dynamics in teacher education:

11. Policy and Standards Harmonization:

Efforts to align teacher education policies and standards across countries or regions to

ensure a consistent and high-quality preparation of teachers. Organizations like UNESCO play a vital role in promoting global standards and guidelines.

12. Technology Integration:

The integration of technology into teacher education programs enhances teaching and learning, improves instructional methods, and prepares teachers to use educational technology effectively in the classroom.

13. Globalization of Education:

The globalization of education includes the exchange of ideas, best practices, and educational reforms across countries. This includes collaboration on research, curriculum development, and professional development for educators.

14. Inclusive Education and Diversity:

Fostering inclusivity and diversity in teacher education to prepare educators to effectively teach students from diverse cultural, linguistic, and socioeconomic backgrounds. This includes understanding and addressing issues related to equity, access, and social justice.

15. 21st Century Skills and Competencies:

Preparing teachers to develop skills and competencies necessary for the 21st century, such as critical thinking, creativity, collaboration, communication, and digital literacy, to better prepare students for the modern workforce and society.

16. Professional Development and Lifelong Learning:

Promoting continuous professional development and lifelong learning for educators to keep up with advancements in pedagogy, subject matter knowledge, and educational technologies.

17. Research and Evidence-Based Practices:

Encouraging a research-oriented approach to teaching and learning, integrating evidence-based practices into teacher education programs, and fostering a culture of research and inquiry among educators.

18. Education for Sustainable Development (ESD):

Infusing sustainability principles, environmental awareness, and social responsibility into teacher education to prepare educators who can contribute to

sustainable development goals and address global challenges.

19. Public-Private Partnerships:

Collaboration between public and private entities to enhance teacher education through shared resources, innovative models, and funding opportunities.

20. Global Teacher Shortages and Retention:

Addressing the global shortage of qualified teachers and developing strategies to attract and retain educators in the profession through improved working conditions, professional growth opportunities, and competitive compensation.

21. Crisis Preparedness and Resilience:

Equipping teachers with the knowledge and skills needed to respond effectively to crises such as pandemics, natural disasters, and social disruptions, ensures the continuity of education.

Conclusion:

Understanding and adapting to these global dynamics in teacher education is crucial for policymakers, educators, and institutions to

ensure that teacher education programs remain relevant, effective, and responsive to the evolving needs of learners and societies worldwide.

In conclusion, the global dynamics in teacher education present a multifaceted landscape that necessitates strategic adaptation and foresight. Acknowledging the intricate interplay of policies, technological advancements, inclusivity imperatives, and the call for 21st-century competencies is essential for effective teacher preparation. The endeavor to standardize policies globally and integrate technology into education is an ongoing process that demands cooperation and synchronization on an international scale. Inclusivity and diversity considerations underscore the significance of equipping educators to cater to a heterogeneous student population, promoting fairness and equity.

The 21st century demands a paradigm shift in the skills and competencies teachers must possess, emphasizing critical thinking, creativity, collaboration, communication, and digital literacy. This shift calls for a dynamic and research-oriented approach to teacher education, where evidence-based practices form the cornerstone of

pedagogical strategies. Additionally, education for sustainable development and fostering resilience in the face of crises represent vital components of modern teacher education.

Public-private partnerships offer a promising avenue for collaborative efforts to address teacher shortages and elevate the profession's status. Despite the challenges posed by teacher shortages and retention issues, there are tangible opportunities for attracting and nurturing educators through improved conditions and professional growth prospects.

Along with the various approaches, moral and value education should also be considered to be imparted effectively reducing the stress, mental instability, depression, and suicide rate among the new generation. Making happy learning is a possible project that the teaching fraternity should plan & advance for.

In navigating these dynamics, a concerted effort from policymakers, educators, institutions, and researchers is crucial. By working together, they can collectively shape a future where teacher education is responsive, adaptable, and aligned with the global goals of education, ultimately empowering educators to prepare students for a rapidly evolving world. This collective effort will ensure that teacher education remains a cornerstone of progress,

fostering generations of learners equipped to tackle the challenges and opportunities of the contemporary era.

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