



REGIONAL, NATIONAL AND INTERNATIONAL TRENDS IN TEACHER TRAINING PROGRAMME

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ABSTRACT :

However, the experiences of academic teachers and practitioners show that there are many enthusiasts among us regarding transformation, innovators who prove that change, albeit slow, is possible. The strategies we adopt may be slow, involving multiple years and be gradual, systematic, and peaceful, or they may be violent processes that dynamically break with the old model (see Boyd, 2014; Mias, 2011). Recognizing that changing the model of working with children requires a change in the education and training of teachers and, above all, a modification of the educational philosophy of future students, we must discuss the need to revise and update requirements. In recent years, a number of publications have described changes in academic culture, primarily related to the professional development of academic teachers (e.g., Boyd, Szplit & Zbróg, 2014; Vaz-Rebelo et al., 2015), the academic education of future teachers (e.g., Bałachowicz & Adamek, 2017; Boyd & Szplit, 2016) and the professional development of teachers and practitioners (Adamek & Bałachowicz, 2013; Day & Gu, 2014; Fullan & Langworthy, 2014; Boyd, P., Hymer, P. & Lockney, 2015; Prain et al., 2015). The author of this paper identifies the conditions for such changes and their consequences.



KEYWORDS : Global socioeconomic and cultural , classrooms and teaching.

INTRODUCTION

Global socioeconomic and cultural change poses new challenges for schools and the preparation of children for living and working in a constantly changing world. It is therefore extremely important to have professional teacher training that will help teachers to be open-minded about new paradigms and create adequate educational practices. During the last decade, new thrusts have been posed due to rapid changes in the educational, political, social and economic contexts at the regional, national and international levels. Curriculum reconstruction has also become imperative in the light of some perceptible gaps in teacher education. Teacher education by and large, is conventional in its nature and purpose.

Today, the duty of the teacher is challenging due to the knowledge explosion. System of Teacher Education should be reorganized, revitalized giving emphasis to techno informative skills.

However, the level of commitment to improve the quality of teaching and increase the ability of children to learn is very high among teacher-trainers and primary school teachers themselves. Following their involvement with the teacher education program and their introduction to new tools and methodologies, they are very enthusiastic to integrate these into their classrooms and teaching to increase student learning.

TEACHER TRAINING PROGRAMME

Teacher is an integral part of any educational system, more so the school education. Teacher in school plays a very vital role in laying a good foundation of learning among children. A good teacher will develop a good student who would be good citizen of the country. In the words of Humayon Kabir, "teachers are literally the arbiters of a nation's destiny. It may sound a truism but it still needs to be stressed that teacher is the key to any educational reconstruction". Teacher's influence is everlasting. He shapes the destiny of future citizens. The Secondary Education Commission (1952) rightly pointed out: "we are convinced that the most important factor contemplating educational reconstruction is the teacher-his personal qualities, his educational qualifications, his professional training and the place that he occupies in the school as well as in community."

TRENDS IN TEACHER EDUCATION

State and central governments have done a lot for the betterment of teachers and teacher education. In 1961 the government established National Council for Educational Research and Training (N.C.E.R.T). It was the first positive step for the development of education. The achievements of the N.C.E.R.T through its various units are really commendable and the new era in Indian education has been proclaimed by the N.C.E.R.T.

The State Institutes of Education (SIE), Regional English Institutes, Science and Language Institutes under the auspices of the N.C.E.R.T provide opportunities for the prospective teachers.

The emerging trends and developments of education identified above are all firmly rooted in the past since they are partly the outcome of what has already occurred in world. Perhaps countries in the region should engage in a type of 'futurology' exercise in which are identified the developments in education they would like to see emerge in the future in their own particular countries. In light of such thinking, they may then be able to plan innovations and initiatives in teacher education which foreshadow rather than lag behind such developments. With these considerations foremost, this report will now review studies and reflections on the future of education in countries.

There are many studies and reflections on the future of education in world. These raise crucial ideas that might be utilized as building blocks for developing alternative regional future scenarios for education. These depend on the economic, political and socio-cultural contexts of education in different countries, which vary a lot and are factors to reckon with in any consideration of the future of education.

The interaction between societal forces and patterns of educational development at the national, community and individual levels are obviously very complex. Some of the main issues that need to be resolved, because of their substantial impact on the development of future scenarios for schooling and teacher education.

REGIONAL TRENDS IN TEACHER TRAINING PROGRAMME

The emerging trends and developments of education which relate to particular subject areas in the curriculum. In addition to these specific areas of schooling, there are other important questions and issues which apply to the education *to particular* areas of activity and policy making; these have important implications for the development of the systems of teacher education in the region. They include:

The need to recognize that the pursuit of learning is a lifelong process;

- Increasing the individualization of education and instruction;
- A reexamination and reorientation of teaching-learning strategies;
- The possible tensions created by the desire for a national core curriculum, while simultaneously attempting to democratize education through such measures as greater community involvement in the design, execution and monitoring of education programmes;
- Decentralization of decision making, as regards the content of education programmes;

- An examination of the extent to which educational institutions should be autonomous, and a consideration of the social and economic costs and benefits involved when greater autonomy occurs; the immediate impact and long-term implications of the redistribution of educational funding between: different types of schools - primary/secondary (vocational) and pre-school/special education; formal and non-formal teaching and learning strategies; the primary and secondary school sectors, compared to the post-secondary sector; education of the average child compared to education for those who are exceptional (both intellectually and physically handicapped and talented children); and education of the socially, culturally and/or economically disadvantaged in comparison to education for the general population;
- The reform and expansion of teacher education as a vital step towards the rejuvenation of public education;
- A concern with improving continuity between different levels in the school system to reduce the chasm that currently exists in some countries between each level of schooling. These issues and developments have implications for the future of education, including teacher education and possible new reorientations and tasks that need to be initiated to prepare education systems for the twenty-first century.

NATIONAL TRENDS IN TEACHER TRAINING PROGRAMME

"In Indian thinking, a human being is a positive asset and a precious national resource, which needs to be cherished, nurtured and developed with tenderness and care, coupled with dynamism." It hardly needs stressing that stereotyped instructional approaches are not conducive to realize this goal. "India's political and social life is passing through a phase which poses the danger of erosion to long accepted values.

The goals of secularism, socialism and professional ethics are coming under increasing strain. To make teachers aware of this menace, teacher education needs to devise new strategies for enabling teachers to address this task. Teachers serve education which is an effective instrument of man-making. The teachers learn this art through pre-service teacher education programme. A weak programme of teacher education cannot serve this purpose. "The status of teachers reflects the socio-cultural ethos of a society; it is said that no people can rise above the level of its teachers." It is with the objectives of raising the professional status of teachers, developing among them greater commitment to society, their students and their profession, increasing their professional competencies and performance skills and empowering them to face new challenges that the National Council for Teacher Education has brought forth this document.

Teacher education plays a crucial role in structuring the present system of society and shaping the future of the nation. It has been rightly said that the quality of education and the development aspects in all sectors of a country depend much upon the quality of its teachers. Teacher education institutions are responsible for supplying good quality teachers to the educational system of the country. The quality of training imparted to the teachers would determine their ability to handle the new challenges. Thus, quality training of teachers in the teacher education institutions is quite important in the present context. It will help them to impart quality schooling and to improve the standard of education. With a view to keep pace with expansion of education facilities at the school stage, there has been considerable expansion of facilities for teacher training in the country during the past 50 years or so. Despite this tremendous quantitative expansion, the secondary teacher education system in the country has not shown any significant improvement in its quality till eighties.

Considering this fact, the National Policy on Education, 1986, Its POA, 1990 and 1992 called for an overhaul of the teacher education system in the country. A similar thought is also highlighted in the following statement of the international commission on education for the 21st century: "The commission believes that a rethinking of teacher education is necessary, in order for it to bring out in future teachers, precisely those human and intellectual qualities that will facilitate a fresh approach in teaching." It aimed at providing right type of teachers to schools. The quality of teacher education depends on the quality of its input, process and output. It needs to attract good students to this profession and provide training with a

high quality of curriculum which can provide a high quality of output. Apart from this, it needs more retention and less dropouts.

The National Council of Teacher Education (NCTE), being a statutory body in teacher education, has been given the responsibility to improve the quality of teacher education system in the country. It has thus recognized the need to pay serious attention to the functioning of teacher training institutions. Presently, NCTE is trying to make teacher education programme more logistic, more professional, more value oriented and stronger in terms of theory and practice. It would be quite fruitful to increase the quality of teacher education programme particularly the B.Ed. if the programme is to be implemented successfully. Though there is tremendous improvement in the quality of teacher education programme after the active functioning and relentless efforts of NCTE in streamlining the system of teacher education in its norms, criteria and curriculum framework, more steps are needed to give a real professional look to teacher education programme.

INTERNATIONAL TRENDS IN TEACHER TRAINING PROGRAMME

There are three main concerns in the professional training of teachers: the inculcation of a value system appropriate to a career in teaching; the imparting of specific new skills and knowledge; and the retraining of teachers to enable them to keep pace with new trends in education through in-service education.

As regards the first concern, the move has been to increase the entry requirements of teacher training and increasingly take into account attitudinal and personality factors (along with examination results) when selecting trainee teachers. In terms of imparting new specific skills required of present-day teachers, there has been a trend in curriculum and programme development to integrate theory and practice and increase the use of such alternative means of training as using resource, curriculum development, research and educational technology centers.

A linking of these centers as support services to teacher training institutes is also occurring. As regards in-service training which endeavors to update a teacher's professional knowledge throughout his or her career, policy guidelines have emerged to link promotion criteria and procedures with periodic in-service teacher training, and to develop multi-media training packages for in-service training for all categories of teachers. Distance education programmes-involving television, radio and correspondence courses-for in-service teacher education are also widespread. An important issue involving in-service education currently being addressed in many countries in the region concerns the need to make this approach more systematic. Other trends and developments include:

- Curriculum changes which place increased stress on producing a 'high quality' teaching service, a shift from a theory-oriented curriculum to one that is task oriented, concern for the overall training and education of teachers and, through the dissemination of information about programme content, a breaking down of barriers that sometimes occur within local communities;
- Attempts to upgrade the status of teaching as an occupation in terms of its social standing, level of remuneration and conditions of service- the extent to which teaching can recruit talented people is dependent on the status given the occupation by society (which in turn is closely linked to levels of remuneration); and
- Consultation with professional teacher organizations when seeking to achieve improvements and developments.

TEACHER TRAINING FOR CHANGING NEEDS

The issue of teacher education in Poland was recently investigated by the Supreme Chamber of Control (NIK; *Exercising the profession of teacher ...*, 2017). The latest report shows that teacher education requires a dramatic change and that the teaching profession, as a profession of public trust, should be a

special state concern since teachers are educating the next generation of young people. Many serious allegations in this report indicate that:

There is a lack of mechanisms and tools for screening candidates for a socially responsible teaching profession. There are no recruitment criteria for pedagogical studies, such as professional predispositions or thresholds for admissions (NIK, p. 7). As a result, unqualified postgraduates are increasingly admitted to teaching positions. In addition, pedagogical studies are perceived to be easy (Smak & Walczak, 2015, p. 30).

There is also a lack of procedures during training for monitoring candidates' suitability for training, suggesting a need to change the procedure for obtaining professional qualification by introducing an external state examination to objectively verify that teacher competencies have been acquired. This is especially important now that the number of graduates in teacher education is disproportionate to the needs of schools and kindergartens (NIK, p. 6).

The education of future teachers is carried out by many different institutions (universities, polytechnics, pedagogical academies, economics academies, physical education academies, agricultural academies, music academies, higher education institutions, and teacher training institutions). This raises the risk that the education is of insufficient quality and the cost for public institutions is excessive and disproportionate to the number of educators needed, so that many of the graduates do not have an opportunity for employment in schools and educational institutions.

The process of training candidates for being teachers is not systematically streamlined or perfected. Higher education institutions do not specifically provide for the proper preparation of pedagogical practices (*ibidem*, p. 7). As a result, only slightly more than one third of the students completing first- and second-year studies in the academic year 2015/2016 indicated that they felt prepared to pursue a career in the teaching profession.

An orientation of study programs toward gaining practical skills (28%),

An improvement in psychological preparation (14%),

A pedagogical orientation to work in school (14%), and

The support of practitioners both in the classroom and at university (9.4%; *ibidem*, p.

UNESCO, in general, and UNESCO PROAP, in particular, has very rich experiences in the field of teacher education in Asia and the Pacific. Ever since the formation of UNESCO's Asian Centre for Training of Teacher Educators attached to the University of the Philippines, and especially after the establishment of APEID in 1974, many activities have been undertaken and a substantial number of publications have been produced which relate to the changing status and role of teachers in the Asia-Pacific region, and the implication of these changes for educational innovation, reform and development.

It is recognized that, to assist teachers in adapting to their changing occupational roles in schools and society, much innovation and reform is necessary in the professional training of teachers, in the professional support services available, and in the use of non-formal and informal teacher education methods and distance education. It is only through such innovation and reform that the career-long professional development of teachers is possible. We have noted that all of these new challenges for teachers, which have occurred as a result of significant developments, innovations and reforms in the education systems of Member Countries, have resulted in an increase in the diversity, complexity and responsibilities associated with the teacher's role. They also have far-reaching and challenging implications for changes in the occupational status of teachers, some of which are yet to be fully realized. What is to be worked towards is a situation in which, as the demands and responsibilities of teachers increase, an appropriate advance in status and reward occurs. This increasing status, which should occur at the 'ideas' level, must be accompanied by improvements in teachers' economic and social situations in society. In recognition of the importance of the teacher's function in society in general, and within the school system in particular, there is a need for all of us to Endeavour to ensure that working conditions, remuneration and other material benefits accorded teachers are comparable to other similar professional groups. Unless this occurs, teaching will not be able to attract the qualified and dedicated people it needs to ensure that desired developments and innovations are realized. Unfortunately, there seems to be an inverse relationship

between a teacher's role and status that is, as the teacher's role increases, so the teacher's status Declines, largely due to a low income/salary.

UNESCO's commitment to helping improve the status of teachers is a long-standing one. As early as 1966, UNESCO provided a joint commentary with the International Labour Organization on the subject (ILO/ UNESCO, 1984, The Status of Teachers). Since 1966, UNESCO and the ILO have been jointly responsible for promoting the Recommendation Concerning the Status of Teachers and monitoring its implementation in various countries. The status of the teaching profession depends to a considerable extent on teacher educators and teachers themselves. It is therefore suggested that both teacher educators and teachers seek to achieve the highest possible standards in all of their professional Endeavour's and, in so doing, become professionals, in the true sense of the word.

CONCLUSION

This article provides an overview of the trends, reforms, developments and issues currently occurring and emerging in the education systems of regional, national and international. It has reported the main emerging reforms in education and schooling in the region, the possible future of education, improved quality and efficiency in education as a major concern of nation and world, and the changing status and roles of teachers. Too, it establishes the broad educational context within which the innovations and initiatives in teacher education are occurring.

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