

Developing Skilled Teachers with Global Perspectives

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DOI: <https://doi.org/10.51244/IJRSI.2025.120700047>

Received: 06 July 2025; Accepted: 10 July 2025; Published: 31 July 2025

ABSTRACT

Teacher education is a global profession that needs to be understood properly. It is essential to grasp a global perspective of the profession as it is today, to make assumptions about it in the near future and to utilize the best thinking and instructional models available in the present times.

Professionally, powerful teaching is very important and increasing in our contemporary society as a result of the steam of dynamic initiatives of human development and evolution. Due to these developments and evolution, standards of learning would be higher in the 21st century than it has been in the 20th century and the current concerns of teacher education that has been shifted from teacher to learner centric parading. As per concerns of **NCF-2005 & NCFTE-2010** the teachers need to provide **collaborative, co-operative, communicative, constructivist, creative, innovative, resourceful and instructional approaches** for their integrated and holistic development. The teachers must provide the abilities encourage the students, to be critical, reflective, flexible problem-solvers and decision makers, including the ability to resolve conflict in creative & nonviolent ways. Teacher education needs to prepare teachers to face the changing technological contexts for better forms of student learning. The use of information and communication technology and internet in particular has opened new vistas for making education process effective. A student has to face a lot of increasing competition in every walk of life. So the process of education needs to empower the teachers to emerge victorious in this battle. The teachers need to be related to **employability skills** (life skills) which include **decision making, empathy, fearlessness and sociability** etc. Modern techniques emphasized group work among students as a method of attaining learning objectives effectively. The teachers need to be trained to use it with ease and confidence. In the present paper the investigator discussed on the expanded role of teachers in the field of education and the skills that should be developed in teachers with global perspective.

Keyterms:- collaborative, co-operative, communicative, constructivist, creative, innovative approaches, employability skills.

INTRODUCTION

The current system of schooling poses tremendous burden on children. Educationists are of the view that the burden arises from treating knowledge as a 'given', an external reality existing outside the learner and embedded in textbooks. Knowledge is essentially a human construct, a continuously evolving process of reflective learning. Education is not a mechanical activity of information transmission and teachers are not information dispensers. Teachers have to increasingly play the role of crucial mediating agents through whom curriculum is transacted.

In the opinion of **Dr .A. P. J. Abdul Kalam**, the former president of India, "the whole purpose of education in a country is to develop and enhance the potential of human resource and progressively transform it into a knowledge society".

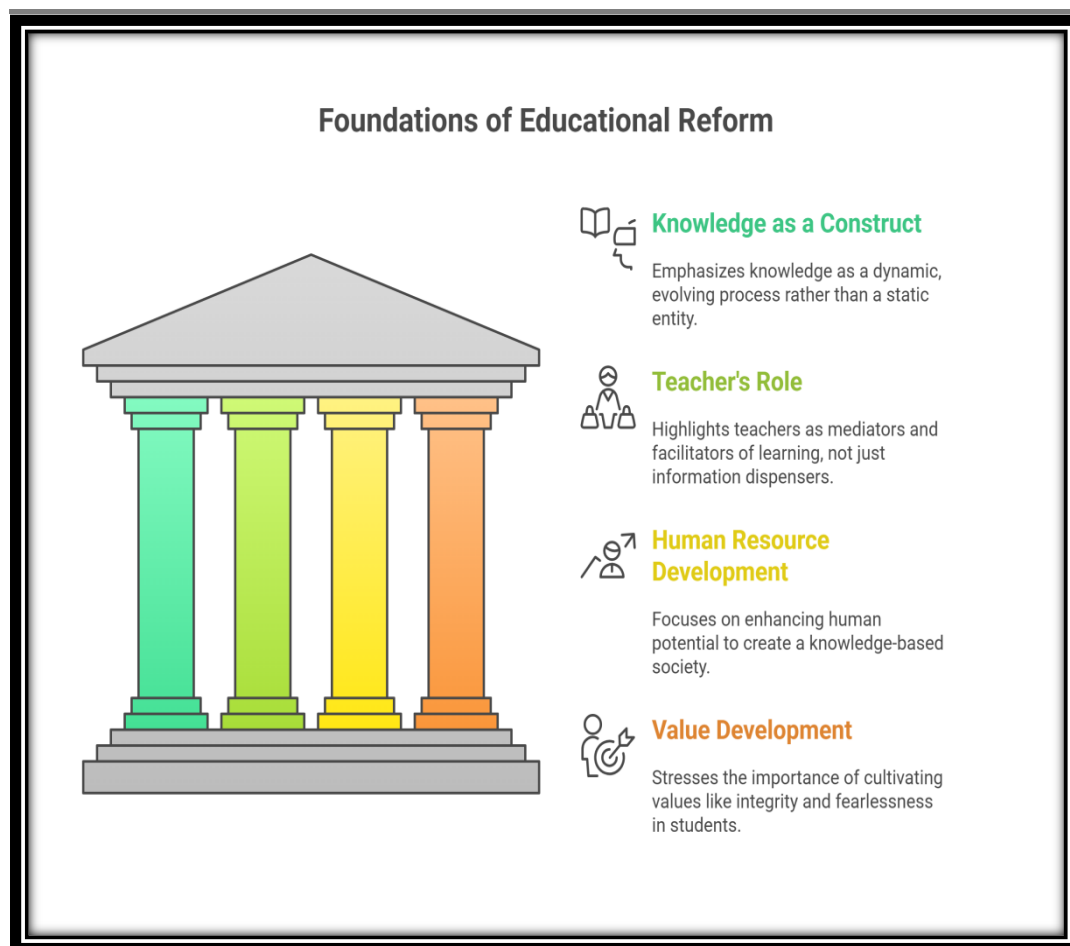


Figure 1.1-Foundation of Educational Reform

Since the inception of **University education commission (1948-1949)** under the chairmanship of eminent educationist **Dr. Sarvapalli Radhakrishnan** stated that “the aim and objective of education was to discover new knowledge and develop certain values like fearlessness of mind, strength of conscience and integrity of purpose for the welfare of the teachers and countrymen. As far back as **Secondary Education Commission (1952-53)** recommended that, “we are convinced that the most important factor in the contemplated educational reconstruction is the teacher, his personal qualities, his educational qualifications, his professional training and the place that he occupies in the community.” (Pp. 144-149). Laying emphasis on the role of teachers the **Indian Education Commission (1964-66)** has observed that "of all the different factors which influence the quality of education and its contribution to the national development and the effectiveness of teachers and their character are undoubtedly the most significant". To fulfil this purpose of education, teacher has a very significant and non replaceable role.

The **UNESCO international commission** on education for twenty first century has identified **four pillars of learning**-learning to know, learning to do, learning to be, learning to live together. This can be achieved with the help of teachers. In the field of education, the one which influence the life of students is the teacher. There is a phrase ‘as is the teacher so is the child’.

Teacher centred approach to learner centred approach in the education system

In the previous system of education, teacher was the principal role. But in the new approach the learner occupies the centre of the education system. The needs, interests, level, age and potentials of the child are taken into account. Now the process of education is not the process of inputting something to the head, but drawing out from the child. Teachers assess the nature of the students, watch their natural interests, encourage potential in them and inspire them to bring out the best in them. Contents and evaluation systems are upgraded and developed. The modern teacher depends on encouragement, suggestion and sympathetic ways. The modern teacher encourages questions by learners.

The main characteristics of constructivism are:

- (A) All knowledge is human construction
- (B) Learning is an internal process and that occurs in the mind of an individual
- (C) Experience or interaction is required to create knowledge
- (D) Follows the principle off collaborative and cooperative learning strategies.

Thus in the new approach, the traditional role of teachers as providing knowledge to the student is totally changed.

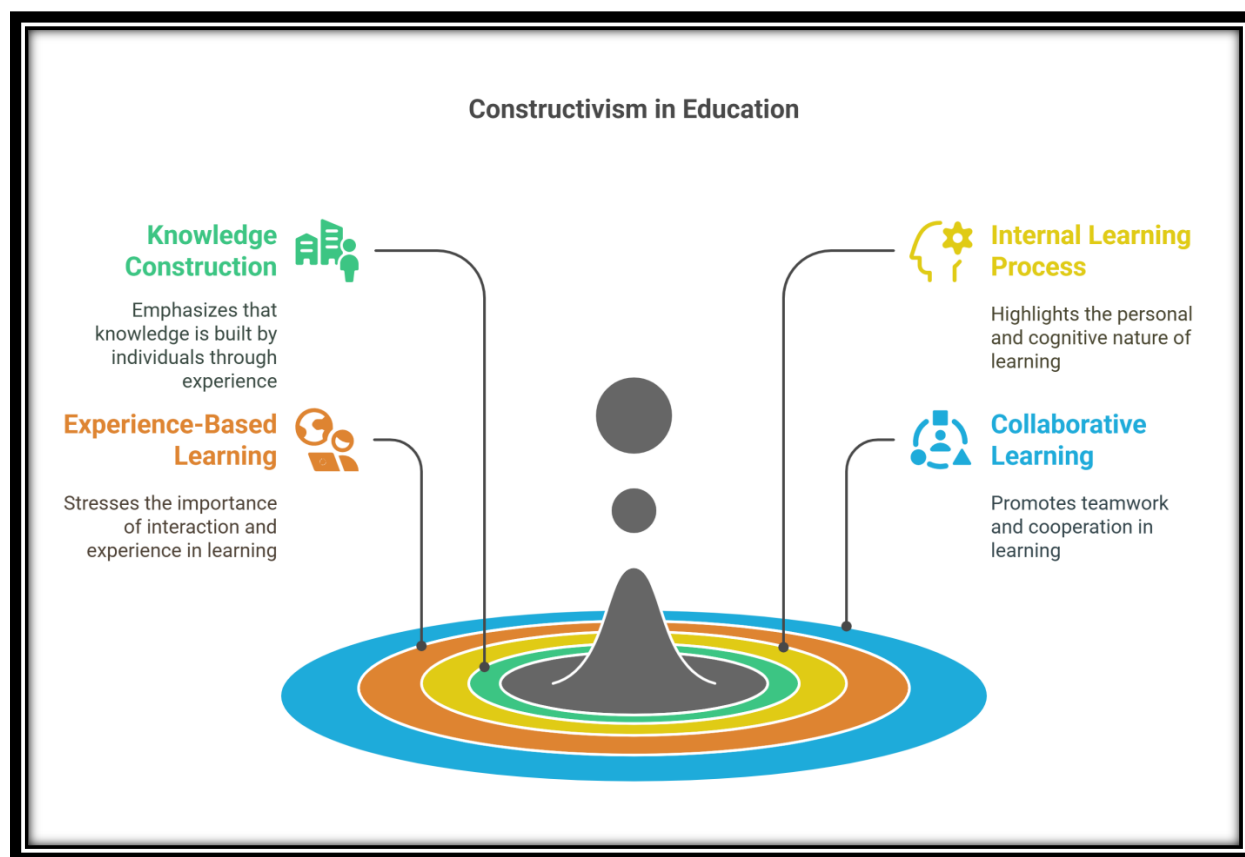


Figure 2.2- constructivism in Education

Role and importance of teachers in the new approach

The learner centred approach doesn't reduce the importance of teachers. In the new approach the role of the teacher become more complex. In the modern system, the teacher has to implement the following factors in his mode of teaching.

- A) Encourage - pair work, group work activity, group discussion, assignment, project work etc
- B) Encourage the use of library, self study and mass media
- C) Encourage learner's participation, welcome questions
- D) Develop self development, resource material for self learning
- E) Maintain- a portfolio-all the necessary things like charts, audiovisuals etc
- F) Let the students think and arrive at the solutions

G) Play the role of a facilitator

Role of teachers in the twenty first century

The new century is an era of globalization, knowledge explosion, technological innovations and enormous scientific growth. The field of education is undergoing changes miraculously. Changes like virtual classrooms, global communications, distance learning, global economies, telecourses, corporate classrooms, increased competition among social agencies for scarce resources etc. comes. In this situation, in addition to the role of teachers as knowledge provider, he has to perform a number of roles. These roles can be summarized as follows.

1. Teacher - role model

This is the most important role of teacher. A role model is a person whose behavior is imitated by others. The seven characteristics of a positive role model are the following.

- Positive choice making:
- Think out loudly:
- Apologise and admit mistakes:
- Follow through:
- Shows respect:
- Be well rounded:
- Demonstrate confidence

A teacher will be role model if he/she has:

- Quality of life
- Responsibility,
- Commitment and dedication
- Value based life
- A friend or guide rather than a commander
- Integrated personality

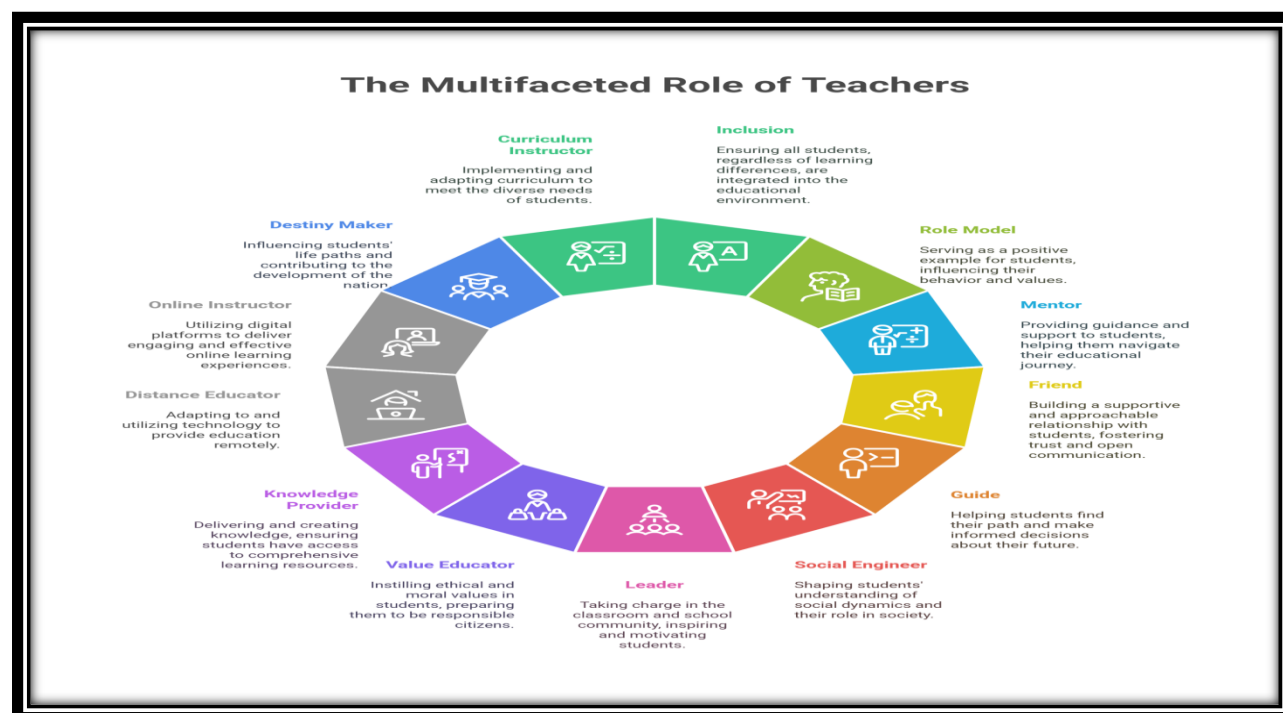


Figure 1.3 Role of teachers in the twenty first century

2. Teacher as a guide

A guide is one who directs another in his course of life. In the early years of child the teacher has to function as guide. He has to walk with the students and to deliver the answers to his students. A teacher who is a real guide to his students will feel with them, suffer with them and struggle with them till he achieves the goal.

3. Teacher as a friend

In the early childhood of one the role of teacher is to function as a friend to the student. **Swami Vivekananda** says, “The true teacher is one who can immediately come down to the level of the student and transfer his soul to the student and see through and understand through his mind”. The relationship of a student to teacher involves trust, guidance, encouragement etc. Teachers need to make a good rapport with the students.

4. Teacher as a mentor

In the early teenage of a child teacher can take the role of a mentor. He can help the individual to bring out his hidden talents and interests which has a great influence on his future. Teacher can provide him values like punctuality, morality and perseverance.

5. Teacher as a facilitator

In the new approach of education, teachers have to function as a facilitator of learning. The teacher has to motivate the students and encourage discussing and debating. The teacher has to interact with them but the interaction has to follow the children as a whole. Techniques and methods like laboratory work, field trips, discussions, seminars etc should be developed among students with the purpose of producing good interaction among them.

6. Social engineer

An engineer is one who prepare plan, design a blue print of a task to be completed. The teachers prepare the blueprint of the social development. As a member of the society he has to work for the development of the society. He is the social engineer who makes use of the human materials of the nation to construct a stable structure.

7. Teacher-leader

The person who has own knowledge and practice the ideas where needed can be termed as leader. He has to monitor the system, plan, organize and lead the activities to a sustainable development.

8. Classroom teacher

The responsibility of a teacher in the classroom is very significant. There is a saying like this; “an ordinary teacher tells; a good teacher demonstrates; the best teacher inspires”. The role of a teacher in the classroom is:

- A) Creator and provider of knowledge
- B) As a classroom manager
- C) Instructional designer
- D) Mediator of culture

9. Value educator

Role of teachers in value education can be summarized as follows: Teacher should (a) develop a nationalistic feeling among students (b) create an awareness about the modern problems related to food, water, energy,

environment etc. (d) eradicate illiteracy (e) ensure social equality and justice (f) develop the qualities of character and strong leadership (g) organize field activities among the marginalized with the students.

10. Role in inclusion of pupils with learning differences

Inclusion of pupils with learning differences is a stepping stone to achieve the goal, ‘universal education’. It involves changes and modifications in the content, approaches, structures and strategies. Inclusion assumes that all children are part of the regular school system. It demands high level of teaching competence and organizational changes.

11. Role of teacher in curriculum instruction

Teacher is the most important factor in the construction of curriculum. The teacher –student interactions in the classroom and the method of teaching etc influences the outcomes of learning.

The teacher can influence the curricula in developing values among students. The values transmitted through these interactions become the real curricular values. The learning outcome depends not only on the content but also the method of teaching.

12. Destiny maker and nation building

According to the **Kothari commission report (1964-1966)** “the destiny of India is being shaped in her classrooms”. Teacher is a maker of man. He is the foundation of all education and thus of the whole civilization of mankind. Teacher can be called as ‘nation builder’ since the future of the nation is built through education. The teacher influences the minds of the youth and helps them to be proud of their culture, national character and national emblem and ornament themselves with societal conducts. Thus teacher has to play a vital role as nation builder.

13. Role in distance education

According to some research findings, the roles of a teacher in distance education

based on Constructivistic approach are:

- a) Teacher encourages learner autonomy and is aware of individual differences
- b) Teacher constantly reaches the curriculum and provides up-to-date examples
- c) Teacher gives importance to the thoughts of students and encourage student research, discussions etc.
- d) When designing course materials teacher take into consideration the individual differences
- e) Teacher initiates student –teacher interactions, communication and technological skills to effectively implement distance education
- f) Students are responsible for learning and contacting when needed
- g) Teacher provides environment, materials and guidance for collaborative learning, discussion groups, individual learning and research
- h) Teacher provide feedback to students to facilitate learning

14. Online instructor

In the modern era teachers have to take the role as online Instructor. He has to take responsibility of keeping discussions on track, share special knowledge and insights, maintain group harmony, weaving together various

discussion threads, suggesting a human relationship, developing group unity, helping members to work together in a mutual cause are all critical to success of any online activities.

In the United States, the **National Academy of Education Committee** on Teacher Education adopted a framework that is organized on three intersecting areas of knowledge found in many statements of standards for teaching which would be applicable for consideration in the 21st century teacher education and training curricula. The list is represented in figure.1 diagrammatically.

Knowledge of learners and how they learn and develop within social contexts, including knowledge of language development. Understanding of curriculum content and goals, including the subject matter and skills to be taught in the light of disciplinary demands, student needs and the social purposes of education; and Understanding of and skills for teaching, including content knowledge of specific subject, content pedagogical knowledge for teaching diverse learners, as these are informed by an understanding of assessment and of how to construct and manage a productive classroom.

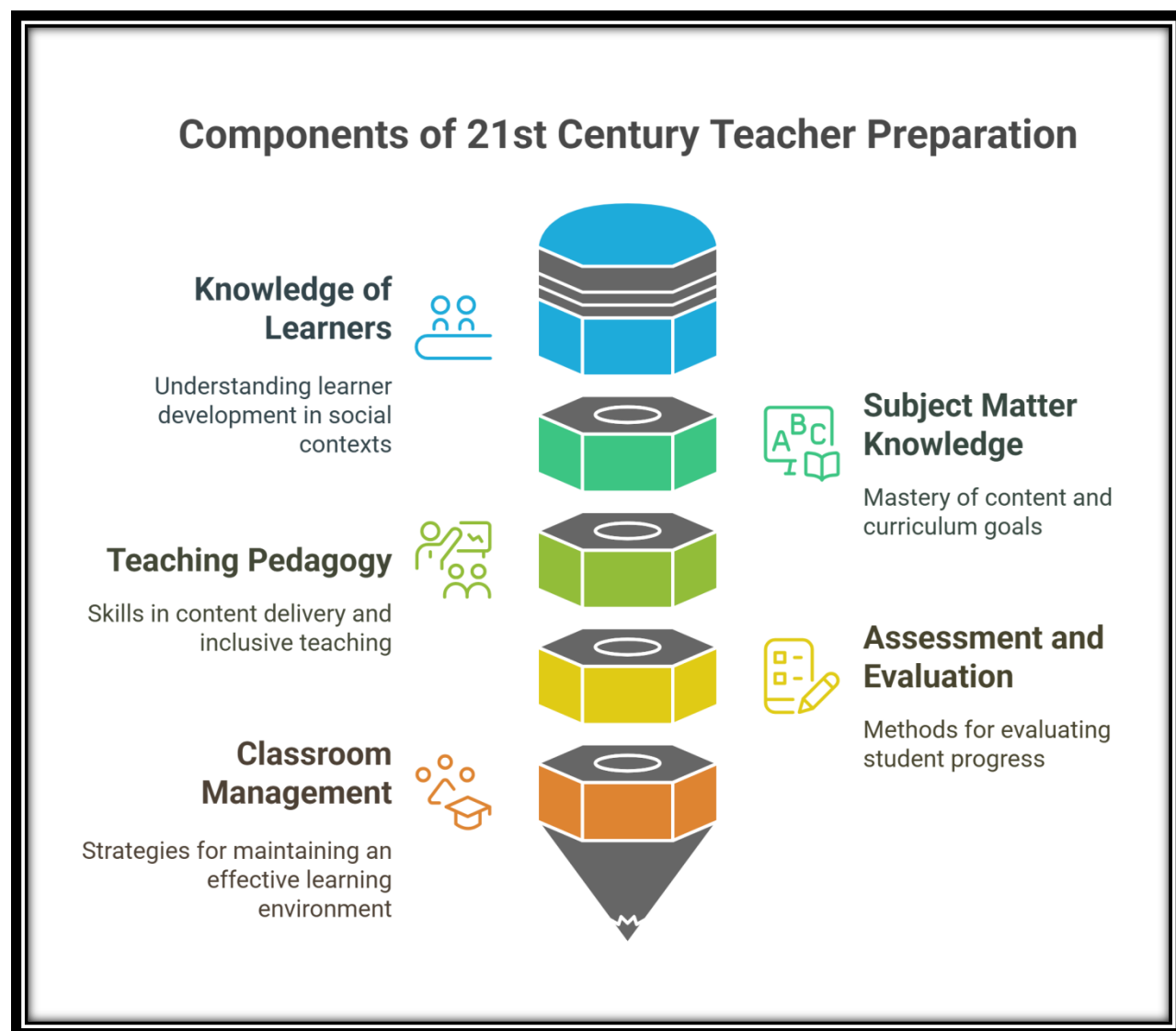


Figure 1.4 Preparing Teachers for the 21st century

CONCLUSION

In this modern era teaching is a complex process and the role of teacher is also complex, multidimensional and challenging. They have to play roles ranging from simple classroom teachers to role model. It is not a simple task; but a time-consuming process and need constant concentration of mind. To play these roles effectively teacher has to face great challenges and needed to use technological applications, improved ways of teaching

and more than that, he or she should be a continuous learner. They should have good mind and attention to gain all the qualities needed for an efficient teacher. In the age of knowledge explosion also teacher is a must for student's wellbeing.

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