

## Details of Module and its structure

Module Detail	
<b>Subject Name</b>	Education
<b>Paper Name</b>	Perspectives, Issues and Research in Teacher Education
<b>Module Name/Title</b>	21 <sup>st</sup> Century Teacher
<b>Module Id</b>	e-PGEDN 10.26
<b>Pre-requisites</b>	The learners have knowledge of <ul style="list-style-type: none"> <li>• Teacher Education Curricula, Approaches of Transaction &amp; Evaluation.</li> <li>• Educational Skills &amp; Teaching Competencies.</li> <li>• problems of Teacher Education in India.</li> </ul>
<b>Objectives</b>	After going through this topic the learners will be able to <ul style="list-style-type: none"> <li>• discuss the attributes of 21<sup>st</sup> Century Teachers.</li> </ul>
<b>Keywords</b>	info-savvy, wholistic, techno-pedagogic, absolute identity, constructivism, connectivism, teaching galaxy

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## **1. Introduction**

There are many expectations from the 21<sup>st</sup> Century Teacher. This teacher has to be a blend of both, the old & the new. Teaching has been a very noble profession. The teachers have been respected everywhere in India since ages. The 21<sup>st</sup> century teacher is facing many a challenges, such as, to be up to date with the latest information by becoming info-savvy. At the same time a teacher has to be a techno-pedagogue. The teacher needs to struggle to sustain the cultural heritage of India & prepare for the present & future. This module presents the absolute identity of teacher, galaxy of teachers, the challenges being faced by the teachers, teaching expectation & expression, constructivist & connectionist teacher, ICT skilled teacher, Action Research Teacher, humane & professional teacher, attributes of 21<sup>st</sup> century teacher, e-teacher & e- PATHSHALA, and Teacher with multiple intelligence & universal outlook.

## **2. Deeply Rooted Teacher**

The 21<sup>st</sup> Century Teacher has to be deeply rooted into the Philosophical, Psychological, Sociological, and Historical Foundations of Education. The teacher ought to have a clear vision & mission with strong determination & action. Rather than stereotyping he has to be quintessentially innovative. He has to have full self & social sensitivity.

## **3. Well Informed Teacher**

The 21<sup>st</sup> century teacher is expected to be well informed in this age of information explosion and media implosion. To be abreast with most recent information a teacher has to be on the World Wide Web that is the fully connected network of networks. Not only being on the worldwide web the teacher ought to have numerous surfing skills. The teacher is expected to be information experts, that is, info-savvy having competency in various info- savvy skills namely, Asking, Accessing, Analysing, Applying, and Assessing. For addressing any problem the teacher ought to be in a position to formulate and flag valid questions and search their answers on the web by employing various surfing skills, such as, skimming, scanning, skipping, hyper – linking, switching and full immersion. Then after gathering the information the teacher should be in a position to analyse whether it is complete or incomplete, authentic or non – authentic, fact or opinion, old or up to date, credible or incredible, innovative or primitive. Also he should be capable of inter relating the data and establishing relationship to inform timely. Having access to information and having analysed it thereof it should be

applied to the questions raised. Now the teacher can find that whether the problem has solved fully, partly or not at all.

#### **4. Well Skilled Teacher**

The teacher has to be fully skilled on Taxonomy of Educational Skills, such as, self development skills, social skills, life skills, creative & critical thinking skills, Thinking Training Skills, Research Skills, Constructivist & Connectionist Skills, Systems Thinking Skills, Information Age Skills- Info-savvy Skills, Techno-pedagogic Skills, Digital Age Skills, Open Education Resourcing Skills, Leadership, Administration & Management Skills, Spiritual Development Skills, Yoga Skills, Wholistic Development Skills, Inclusive Education Skills and Universal Becoming Skills.

#### **5. Wholistic Teacher**

A teacher though well founded, fully informed, highly skilled has to be wholistic, where from, the ideas spring, feelings flow, motor muscles create, the soul controls & the self resonates & relates with all unconditional and fully liberated. The teacher ought to be physically fit, mentally alert, emotionally stable, spiritually strong having interrelation & interdependence with the universe.

#### **6. Techno-Pedagogue Teacher**

In this age of Technology, any 21<sup>st</sup> Century Teacher has to be skilled with principles of technology and that of pedagogy, that is teaching- learning and should be in a position to integrate or interweave these compatibly with contents of teaching- learning. The various integrations thus obtained could be:

- Message Media compatibility, that is, to what extent a message is medium suitable & vice-versa.
- Spatial & Temporal Contiguity of Various Message Forms, that is, various messages in the view composition, such as, audio, video, text ought to be in the geographic proximity. Closest are these better it is.
- Message Credibility & Media Fidelity, that is, the message which is being mediated ought to be credible or authentic & culturally suitable and the media should be HiFi, whether WiFi or Point to Point.
- Media Neutrality, that is, the medium which mediates the message ought to be neutral, that is, it ought not interact with the message & let it pass as it is.

- Media Language Proficiency, that is, the presenter ought to be fully proficient in the language of the medium or media being employed. It is because every medium has its own language, that is, radio has its own language, TV has its own language, computer has its own language, mobile cell and tablets have their own language. The language structures are different, expressions are different, speed of delivery is different & reach is different.
- Message Theme, Form & Communication Control, that is, before sending or communicating, the taxonomy of the text or the message validity, be it in any form, has to be ascertained. There has to be full control that the message is not released unless its essence is ascertained.
- The message, media and modes of communication need to be well integrated. Whether a message is to be communicated one way directly, through interactive mode or talkback has to be decided by exercising various system design considerations.
- There has to be one to one correspondence amongst sender, message, medium, receiver & reach. This correspondence needs to be ensured.
- Media Implosion & Media Choice, that is, in this age of information explosion & media implosion the media choice has to be exercised very carefully in such a way that rich & civilised media culture is observed.
- Credibility & compatibility of the depositories & repositories of Educational Resources needs be ascertained for their creation & utilisation. Before one gets lost in the media crowd the credibility & compatibility of each resource needs to be examined & ensured.

## **7. Humane and Professional Teacher**

A teacher should profess the subject area and be in a position to deploy his knowledge easily, precisely, and efficiently. Teachers cannot be mechanistic howsoever hostile the conditions may be. The 21<sup>st</sup> century teacher has to be humane and professional for this there are many expectations of the teacher, such as, emotional maturity, that is, self awareness & self management, social awareness & social management. The teacher should be competent to arrive at the solutions of the problems through creative & critical thinking & timely decision making. He should be in a position to easily cope up with the stress & emotions. He is expected to be socially sensitive & thoroughly aware of the reality. A teacher has to be the embodiment of all the values & virtues. A teacher is expected to be knowledgeable, skill-full & emotional, wholistically healthy & balanced. Humane and Professional teachers are rarely found these days. Our Indian ethos is degenerating. Our values, customs, traditions and

culture are fading. We rarely observe the cultural heritage. Orientation in humanistic education is required to enhance the self concept, instructional mastery, social relationship & creativity of the teachers. Teachers should be humane & professional, both.

### **8. Absolute Identity Teacher**

“Guru Brahma, Guru Vishnu, Guru Devo Maheshwaraha”, that is, Guru is creator and preserver, transmitter of knowledge and destroyer of ignorance. We have been constructed through the patience, competence and struggle of our teachers. Our schools have been and are the learning organizations in the prayer, in the classroom, in the corridor, in the library, in the laboratory, in the play fields, in the dispensary, in the community, everywhere in every sphere. Teacher is the mother root for all the professions and professionals. Education the occupation, religion & profession of teachers is the mother of all the disciplines. All the disciplines emerge from Education and merge into Education. Saint Kabir has said that “Teacher and God both are standing before me, whom should I pay obeisance? I bow to you my Teacher, who guided me to God”. Alexander the great who wanted to conquer the world said, “I owe my birth to my father but life to my teacher”. The influence of teacher never ends because it affects the eternity. A teacher affects throughout life. The influence is like a helical spiral, neither we know its origin nor do we know where it ends. Its spread is infinite.

### **9. Researcher, Constructivist & Connectionist Teacher**

A teacher has to be a dedicated researcher, because, it is expected that the teaching is research based. He is expected to reason out the never ending cause & effect relationship and arrive at specific knowledge and comprehensive knowledge base. Along with Researcher a Teacher has to be a constructivist & connectionist. He should germinate novel ideas & facilitate germination, incubate, innovate, create, construct & connect. Every teacher is expected to innovate. Our teachers ought to be pioneers of their fields. They should strike an equation between uploading & downloading. They should be producers as well as consumers. Information and Communication Technology has revolutionized the society, the living style of each and everyone is being affected by ICT. Education field is not an exception. There is added advantage of ICT in Education. The teachers must be aware of all the possible ICTs and know the integration of ICT in education, for teaching, learning, experimenting, sharing, discussion, inclusive education, remedial teaching and evaluation. The teachers must be holistic by their philosophy and practicality. The learners must be prepared for the life not for the examination sake. They must be prepared to design their own solutions and to upload

the original productions. Teachers must be creative & constructive at the same time connective.

### **10. Valuable Teacher**

Every teacher is expected to be aware of the self strengths & weakness. The teacher should go on evaluating his performance continuously. There is no end to knowledge & perfection. The teacher should go on employing regulatory mechanisms for transformation. We as a nation have gone blind to the Teacher Education Norms- Input, Process & Output. Norms & Regulations of Teacher Education are being revised again & again. Despite Committees & Commissions the Teacher Education has resulted into degeneration. There are TATs & TETs, SLETs & NETs questioning the credibility of Teachers at all levels. Why? Very simple. We have started disowning the degrees conferred. There is little quality control on Education. The Academic Performance Indicators (APIs) are questionable. We constitute Expert Committees over & above APIs. The entire Teacher Education right from ECCE to Higher Education & Continuing Education has entered into a vicious circle. Teachers should be decent professionals. Nobody should dare dictate them. Education in India has to revive its identity. There should be decent convergence amongst Education, Society, State & Judiciary.

### **11. Galaxy of Teachers**

“In the era of KRTA, teacher punishes the student, the student accepts it as a blessing (MAHAPRASADM), in the Era of TRETAKA, teacher rebukes the student, the student accepts it as a blessing, in the Era of DWAPRA, teacher requests the student, the student accepts it as a blessing, whereas, in the present era, that is, KALIYUGA, teacher stoops at the student, the student accepts it as a blessing. Guheshwara I am surprised to see these ends.” (By Allamaprabhu- 12<sup>th</sup> Century Mystic Saint & Vachnakara (Poet)). The process of recoil of the Teacher Taught Relation needs a lot of research and development.

### **12. Challenges Faced and Met by the Teachers**

Today there are many a challenges in teacher preparation, such as, Manpower Planning, Developing knowledge base, Bridging the gaps between expected teaching skills & competencies & practiced, expected curricula & practiced curricula, matching teaching styles with learning styles, integration of Taxonomy of Educational Objectives & Skills, preparation for inclusive education, specialization in emerging areas, such as, peace education, value education, yoga education, ICT in Education. There is an immediate need to groom a lifelong

autonomous learner and to evolve child inspired and not merely a child centred approach, Choice Based Credit System, not only out of given, but, also out of desired & demanded. The Teachers are prepared with the past curriculum, and expected to prepare the present children for the future, the process itself looks illogical, and there is mismatch between expected and practiced. During Pre-Service and In-service training the teachers fight mentally to get adjusted with the newly developed methods and currently running methods. Pre-Service Teachers were found to be confused initially to find their niche between University Prescribed lesson designing, and the Researcher introduced approach that is ICT Aided Constructivist Learning Approach. (Ganiger & Goel, 2014).

The present era needs very competent teachers, for that, the Teacher Education should be strengthened. The present Pre-Service Teacher Education System is expected to provide teachers who are capable of dealing with the learners of the highly technical globalised world. Quality Education demands Skilled & Competent Teachers. Education is becoming more and more commercial. Educational values and ethos rarely find expression. The commercial people are using the educational institutions for their business. They have little concern for quality education, teachers and learners. There is mismatch between the subjects taught and the degrees of the teachers. There are parallel private coaching classes. The parents are mad after English Language Proficiency. The teachers are not update. The teacher education programmes are also not keeping pace with the changing world. Teachers are unaware of the changes taking place in the educational sector. The mismatches between the qualification and current profession are causing severe damages. At the same time a teacher is expected to fit everywhere.

### **13. Profile of 21st Century Teacher**

The 21st Century Teacher ought to be master of contents, creative, a critical thinker, reflective practitioner, self director, inventor, info-savvy & techno-savvy, and collaborator- a universal becoming & being. The Teacher has to be constructivist & connectionist, collaborator & communicator, globally aware & civically engaged, ICT skilled, and financially & economically literate. The teacher needs to attend to the demands of highly evolved learners- challenging innovators, regulating their energy & power flow, realizing complete adjustment. There is a need to appreciate and inculcate global values. There has to be added focus on input & process norms rather than mainly the output norms. Due to media implosion there is wild aggression. There is a need to develop media culture in this media crowd. Rather than

the degree of degrees we need to focus on the flow of knowledge, feelings & skills. The graduates ought to be Strong Team Builder, Creative & Critical Thinker & Problem Solver, Media Prosumer, techno-savvy, info-savvy, nature-savvy, innovator, constructor & collaborator, proficient writer, reader, speaker, listener & communicator, self directed responsible worker, self realizing global citizen, multi-lingual continuous learner.

The teacher ought to be fully networked with the family, locale & community, sources & media resources, conferences, curriculum documents, social bookmarking, video conferencing, BLOGs, Wikis, Podcasts, Twitters, Social network sites, MOODLE & Flickr. The teacher has to be with multiple intelligence- intrapersonal, interpersonal, visual spatial, musical, linguistic & logical mathematical. The teacher ought to be sensitive, knowledgeable, skilful, pioneer investigator, physical, metaphysical, universal & spiritual. The teachers should have time & space to grow and develop in the present day culture & environment. Teachers should conduct Action Research into the Education problems and find the possible indigenous solutions, through their own sources, resources & methodology to better their professional quality. For that the teachers need to be proficient in research and development.

#### **14. Teacher: Expectation & Expression**

21st Century teachers are expected to be classical cum modern, backbone of the country, architect of the society, closest to the children, self-confident, inquisitive, faithful, dutiful, simple & humble, a role model for the learners, promoter of participatory approach, civilized ideal citizens, and above all friend, philosopher & guide. A teacher ought to be sincere & hardworking, socially sensitive & professionally committed, autonomous & accountable & fast renewing. But, the tragedy is that at times the teachers feel the void of being a teacher and end up the day in non-teaching activities.

#### **15. Teachers & Learners: Roles & Relationship**

With the advent of 21<sup>st</sup> century there is a drastic change in the role of teachers. Rather than purveyor of information, the teacher is now more of facilitators of learning experiences by the learners. Rather than storehouse of knowledge, teacher is expected to know the locations of various sites of information. At times a learner is better informed and skilled than the teacher. So, the 21<sup>st</sup> century demands more of a personalized system of instruction. Gone are the days, when the needs of the learners were limited and static. There are varied learner needs and learning styles. The teacher should be resourceful to ascertain the needs of the learners and



accordingly devise the curriculum and modes of transaction. Also in a class some are audio learners, some are video learners, some audio-video learners, whereas some are kinaesthetic. Some are receivers and accommodators, whereas, others are challenging reflectors. The teachers need to match the teaching styles with learning styles. The 21<sup>st</sup> century teacher is expected to have a highly comprehensive and versatile profile. He is expected to have in-depth knowledge of all the philosophies of education, such as, naturalism, idealism, pragmatism, existentialism, jainism, buddhism and samkhya. Also, the teachers is expected to know child psychology, adolescent psychology, adult psychology, middle age psychology and old age psychology. He should be deeply rooted in the culture and moral values of the society. He should have thorough knowledge of social norms and value system. A teacher should fully understand the level of convergence of the states, society and education for healthy survival

## **16. Summary**

The 21<sup>st</sup> Century teacher has to be rooted in the foundations & core of Education-Philosophical, Psychological, Sociological, Historical, Futurological & Environmental. The teacher should be in a position to devise & develop Teacher Education Curricula & Modes of transaction of curricula. For that the teacher is expected to be info-savvy & technopedagogue. Along with up to date knowledge base, the teacher ought to be highly skilled & emotionally stable. He should be in a position to easily blend the culture & values of the east & materialism of the west. Howsoever, micro specialist, the teacher has to be wholistic. He has to be subject sensitive as well as socially sensitive. Our teachers need to be humane & professional. The identity of Teacher Education needs to be revived. The teacher ought to be continuously aware of the self, evaluate & moderate the self so as to continuously transform the self. The 21<sup>st</sup> Century teacher has to be a dedicated researcher, constructivist, & connectionist. We should full stop doubting the credibility & competency of our teachers. We need to evolve & observe input, process, output, placement & promotion norms for teachers. The nation has entered into the vicious circle of TET, TAT, SLET & NET & over and above that Academic Performance Indicators. Most of these are questionable. We need to do away with these at the earliest. Indian Teachers have their own personality. The world at large aspires to emulate them.