

Role of Teacher Education in the Context of Sustainable Development in India

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Abstract

Just as running water is necessary for clean water, similarly it is essential to keep changing it to develop education. Teacher education is an instrument of change in education to achieve sustainable development. There are three major components that require special attention in the achievement of sustainable development pedagogy, teaching practice, and curriculum. Therefore the aim of this study is to describe the role of pedagogy, teaching practices, and curriculum of teacher education for educational development. Result concluded that curriculum provide objective to be achieved, pedagogy is an art of teaching to be inculcated and teaching practices is a positive attitude to be developed for the development of education and to rejuvenate Indian education system. The study has implications for a new generation of students, teachers, parents, other stakeholders, administrators, and policymakers. Therefore this study is a genuine attempt to contribute to the Sustainable Development Goals on the national and international sides.

Key words: Curriculum, Pedagogy, Teaching Practices, Teacher Education

I. INTRODUCTION:

Teacher plays the most vital role in any education system. “A teacher is not the mere provider of knowledge and lessons in the classrooms but moreover he is a person involved and interested in the wholesome development of students; he is accordingly supposed to have some qualities and characteristics like proficiency in the subject, moral health, physical and mental fitness, professional training and devotion to the profession, for becoming an impressive and ideal person for his students.” Kakkar (2001). With time, reformation in all aspects of human life, acquisition of knowledge, and development in the fields of science and technology, global changes in the pattern of social and economic life, and growing aspiration for higher knowledge, educational reform has been felt inevitable from the middle of the preceding century. To keep pace with the changed scenario much improvement in teacher competence is essential.

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II. OBJECTIVES:

The objectives of the study can be stated out as-

1. To explore some theoretical concepts of the role of pedagogy towards sustainable development.
2. To understand teaching practices and curriculum of teachers “Education for sustainable development”.
3. To identify the scope of “Education for sustainable development” in the existing curriculum.
4. To give some possible recommendations for sustainable development so that the role of the teacher can be accomplished effectively.

III. PREVIOUS POLICIES:

In this globalized world of the 21st century, the contribution of education to the development of nations has become important. It is almost impossible to think about physical and human

development without a sound and quality programme of education. It is said rightly that “Good Education Demands Good Teachers.” The goals of education can only be successfully realized if the teachers understand and perform their role in an expected manner. Education demands teachers who are aware of the latest development in curriculum transaction strategies and teaching techniques.

Therefore, it is very important to understand that education is the real asset that has the power to develop an individual as well as an entire nation. Some committees and commissions expressed the importance and significance of education in their reports and statements—

Kothari Commission (1964-66) states that “**A sound program of professional development of teachers is essential for qualitative improvement of education**”

‘National Policy of Education (1986)’ declared that “Teacher education is a continuous process and its pre-service and in-service are inseparable. As the first step, the system of teacher education will be overhauled. District Institutes of Education and Training (D.I.E.T.) will be established with the capability to organize pre-service and in-service courses for Elementary school teachers and the personnel working in non-formal and adult education.”

National curriculum framework (2005) focused on joyful learning experiences and removing stress from children. It emphasized on child-centered approach and promotion of universal enrollment and retention up to the age of fourteen.

National Education Policy (2016) pointed out that poor teacher preparation and low-quality education directly contribute to the poor quality of school education. Particularly in metropolitan India, our students no longer choose teaching as a vocation, which was once thought of as a respectable profession.

Right from the beginning, education has been important in human society but in the present context in the 21st century, education becomes much more important because we are living in a knowledge society.

IV. INDIA’S NATIONAL EDUCATION POLICY 2020

Since before independence, every education policy has been extremely crucial in the growth of India's educational system. India's new "National Education Policy 2020" replaced the old "National Policy on Education (NPE) 1986", which had been in effect for 35 long years. By improving both school education and college education for increasing its capacity to make it more "holistic, flexible, multidisciplinary, appropriate" to fulfill the needs of 21st-century education, and focus on each student's unique and different abilities, this policy, that is based on the major fundamental pillars of "Access, Equity, Quality, Affordability, and Accountability", is aligned with the Agenda of 2030 for Sustainable Development. India is to be transformed into a thriving knowledge society and a superpower in the world of knowledge.

V. EDUCATION FOR SUSTAINABLE DEVELOPMENT- NEED OF PRESENT TIME

Education and sustainable development are interrelated and they both reflect each other. Education is the only medium by which all dimensions of sustainable development can be incorporated to prepare active, aware, and responsible citizens. ESD works in three main facets

1. Learning from the past
2. Experiencing present and improve the quality of life
3. Exploring alternative approaches for Future

Education for sustainable development's fundamental objective is to give everyone the chance to learn the knowledge, skills, attitudes, and values needed to sculpt a sustainable future.

One of the most effective instruments available today for changing the world is education. It aids in the critical thinking development that is important for the growth of a scientific temperament. In the twenty-first century, education is undergoing a paradigm revolution. The transition from the conventional face-to-face classroom to the contemporary virtual classroom has taken place this century. Children nowadays should be able to make decisions, solve issues, and help others, according to the goals of modern education. The goal of education in the current digital age is to provide students with the knowledge and confidence to use their newly acquired abilities to prosper in this new environment. Even if they don't know the answers to problems, students need to graduate from school with the life skills they need to deal with them.

VI. TEACHER EDUCATION AND EDUCATION FOR SUSTAINABLE DEVELOPMENT:

As we know, India has one of the largest systems of teacher education in the world. Many institutions are engaged in teacher education at national and state level. Teacher education believes in the theory that “Teachers are made, not born” contrary to the assumption, “Teachers are born, not made” Education is an effective instrument of man making and the teacher serves for it. Teachers learn this art through pre-service teacher education programs. The teacher is a torch bearer who enlightens the whole life of students. Teacher creates those citizens who can make educated and well-informed decisions about their lives. There are several goals decided by United Nations for Sustainable Development, known as Millennium Development Goals (MDGs) and one of them is to provide Universal primary education to all children. Sustainable development is a future-oriented approach to a better society, economy, and safe environment.

VII. NEW PEDAGOGICAL CHALLENGES IN THE 21ST CENTURY

Societal, cultural, political, and economic transformations are a reality in 21st-century societies. In this situation, the school is expected to teach the present-day citizens. The school is in the midst of a pedagogical revolution as a response to this variegated reality. The reader will discover in this book a collection of cutting-edge research projects from many fields and situations, which have their epicenter in educational institutions like schools and faculties. In a multicultural and global setting, new concerns in pedagogy and education, as well as new roles for teachers and students, are examined. To create the perfect school and teacher, new methodological and formative ideas are also made, starting with the initial and ongoing teacher preparation.

The Curriculum Framework for Teacher Education- Discussion document (N.C.T.E. 1996) mentions the following as specific objectives of the teacher education curriculum.

1. To give educators the necessary theoretical and practical knowledge and abilities.
2. Having a solid grasp of the sociological and psychological concepts that are latent in basic education.
3. To equip teachers with the tools they need to support kids' overall growth.
4. To create the potential for more drive, aspiration, and a commitment to values.
5. To give instructors the tools they need to manage learning materials and plan experiences for stage-appropriate kids with a focus on the bare minimum of learning.
6. To help teachers encourage students' problem-solving skills.
7. To educate them on how to interact with kids who have special needs.

8. To help youngsters develop the abilities they need to become curious, imaginative, and self-assured.
9. To develop communication skills.
10. To foster the desire for lifelong learning.

VIII. CURRICULUM AND PEDAGOGY IN INCLUSIVE EDUCATION:

This original text demonstrates the significance and effectiveness of curricula and pedagogy in creating inclusive practices across a variety of contexts. This Reader brings together an excellent selection of important works and offers approaches to considering inclusive pedagogy and curricula as possible starting points for action, as well as:

- demonstrating how pedagogical choices made by teachers can either make education for diverse learners right or wrong;
 - discussing the importance of ordinary, special, and inclusive pedagogy;
 - displaying examples of teaching that elicits genuine participation and active learning;
 - offering case studies and lessons from students about what constitutes good teaching for them.
- Anyone interested in promoting inclusion will find inspiration in reading Curriculum and Pedagogy in Inclusive Education.

IX. TEACHING PRACTICE AND SUSTAINABLE DEVELOPMENT:

Programmes for teacher education have a strong emphasis on teaching practice (Perry, 2004; Marais & Meier, 2004; Ngidi & Sibaya, 2003; Kasanda, 1995;). The purpose and vision of the institution inform the creation or adoption of teaching practice policies in a variety of institutions and teacher preparation courses. Future educators must be fully aware of the obligations they are going to take on. Ample hands-on practice during teaching practice field experiences is also necessary to fully prepare aspiring teachers for the classroom. Menter (1989) emphasizes literature related to the apprenticeship model to the idea of field/school experience in order to reaffirm the idea that teaching practice is an experiential practice. In a similar vein, Lave & Wenger (1991) noted that regardless of how it may be envisioned, the idea of teaching practice is ingrained in experience-based learning, which Dewey (1938) pioneered, Vygotsky's (1978) social cognitive theory, and situated learning, which it was founded on.

An important factor in student learning is effective teaching practice, which is why higher education institutions strive to achieve this as their main objective. In an effort to give their students the finest learning experience possible, teachers work hard to adhere to the principles of good practice. The most crucial experience in a teacher education programme is student teaching, which is typically based on a nation's National Education policy. For all aspiring student teachers enrolled in an Indian teacher preparation programme, teaching practice is a required course.

So, based on their professional, expert, and domain knowledge of specific students, classroom dynamics, and learning environments, as well as a variety of evidence about their learning and practice, teachers are best suited to decide on learning goals for their students and the best way to achieve them. It is not useful to limit the alternatives for practice available to teachers to certain practices because a variety of practices may be required to accomplish various goals for various pupils. Prescriptive practice damages the specialized knowledge and abilities that are essential to teachers' professional roles in this way.

As a result, a teacher's responsibility is to choose which practices will best help their students reach specific objectives. The prescriptive practice has the effect of limiting teachers' ability to choose classroom activities and learning experiences while taking into account the unique requirements, objectives, and situations of their students in various teaching and learning environments. The teachers should be able to help the children develop the necessary environmental awareness. Students can then demonstrate environmental awareness and tie local and global environmental issues to the book being taught. It is crucial from a pedagogical perspective as well because learning is only exciting when the relevance of the material to everyday issues is highlighted. When teaching is done in a setting that demonstrates the subject's relevance, students' learning experiences become enjoyable and they are inspired to learn. The instruction is anticipated to be improved and implemented for the improvement of the environment when a student is able to recognize the connections between environmental issues/problems and the concepts of science. Students should be able to recognize how they individually contributed to a particular issue (Filgona et al., 2020).

X. CONCLUSION:

Teacher education is an instrument of change in education to achieve sustainable development. Therefore, education and sustainable development are interrelated and teachers have a special

role in this. In this context, education refers to learning about subjects in-depth in order to comprehend the numerous topics that will be relevant to our everyday lives. For the promotion of education for sustainable development in schools, teacher education is a crucial prerequisite. The knowledge, skills, attitudes, and values of the teachers, as well as their interactions with institutional frameworks and curricular structures, play a significant role in whether school-based education processes and the schools themselves can be molded as viable educational institutions.

In order to further the idea of education for sustainable development, there is currently a need for improvement in school structures and curriculum requirements. Therefore, stronger and quicker integration of education for sustainable development into the structures of teacher education and the promotion of education for sustainable development practice should be given more importance in the upcoming years within the context of the Global Action Programme (GAP) on education for sustainable development. Therefore, it is obvious that teachers are a source of enrichment for the ideals of equitable and sustainable development in all spheres of society, making it essential for them to get an education from the perspective of environmental knowledge.

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