

Role of Teachers in 21st Century: Opportunities and Challenges

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Abstract

Country needs effective teacher where teaching learning process activated in a comprehensive way involving all the stake holders of the state. In that sense we have to look into the modalities more comprehensively in a digital learning environment to strengthen our professional ethos. Globe is facing a wide number of problems for various centuries and the list being quite similar today. Almost all of them have in some way or other to do with education management solutions. It is a fact that we live in a highly converse, specific skills to address them to enhance technology and to innovate foundations to develop knowledge. The challenges of education going through in the 21st Century have to examine the role and opportunities of teachers in this changing global scenario more effectively than before.

Keywords: Digital learning environment, Education, Professional skills and 21st Century etc.

Introduction

“The challenge facing education schools is not to do a better job at what they are already doing, but to do a fundamentally different job and they are now in the trade of preparing teachers for a planet.”

– A. Levine, 2006

Wealth (economy) of the 19th century and untimely 20th century was based chiefly on the industrial system. Although, modern times economy share little resemblance to the industrial based economy of the past. At present economy is knowledge based financial system based on the exploitation and communication of knowledge. Knowledge is growing at students necessitate the skills to efficiently find, analyze, and communicate this knowledge. Knowledge to solving problems that has taken axis stage. Education is strongest in those societies which worth and holds their teachers and public education systems. Teachers and education are of vital significance in preparing societies for the future. Teachers ought to also gain knowledge of all through life and build up new skills if they are be valuable in education others to learn to know, to do, to be and to survive jointly.

Vision for 21st century skills into Teacher preparation:-

- Teacher training programs will organize their alumnae to own, teach and evaluate 21st century skills.
- Fresh teachers will be ready to develop into amend agents for embedding 21st century skills in all areas.

- All teacher groundwork programs will develop a 21st century design for transforming itself.
- Teacher research programs will be predictable as sources of headship in rising 21st century learning strategies.
- Teacher homework programs will be at the evaluation of 21st century education.

21st century thoughtful of academic content at much higher level themes:

- ✓ **Universal Awareness:** Sympathetic international issues, new cultures and further nations.
- ✓ **Economic and Entrepreneurial Literacy:** Significant how to build trade and industry choices, indulgent the responsibility of the financial system in society.
- ✓ **Public Literacy:** Erudition how to partake successfully in civil verve and exercising the obligations of citizenship.
- ✓ **Wellbeing Literacy:** Indulgent vital health information and appreciative protective physical and mental health measures.
- ✓ **Ecological Literacy:** Signifying awareness of the atmosphere, taking individual and collective deed towards addressing ecological challenges.

Learning and Advance Skills in the 21st century

- **Vital thoughts and Hitch solve:** Solve dissimilar kinds of non-familiar problems in both conservative and pioneering customs.
- **Communiqué:** Coherent view effectively using oral and written communication skills in a array of contexts.
- **Teamwork:** Reveal skill to work efficiently and reverentially through varied teams.
- **Vision and Modernization:** Utilize a spacious vary of idea creation techniques to create new ideas.

In sequence Literacy, Mass Media and Mechanism Skills in the 21st century

- **In sequence Literacy:** Access information proficiently and run of information from a wide variety of sources.
- **Mass Media Literacy:** Create media products by understanding and utilizing the most appropriate media creation tools.
- **Mechanism Literacy:** Utilize machinery and skill as a tool to do research, estimate and communicate knowledge.

Dream of 21st century skills of positive learning results:

- Aligning technologies successfully is developing the ability to use technologies creatively and to meet specific needs.
- Standards that personify 21st century skills,
- Paired intentionally with project-oriented teaching methods.

- Applying child development knowledge to teacher preparation and education policy.
- Evaluation of student performance and differentiated instructions.
- Proficiency within an educational area by the means of coaching, mentoring, knowledge and team teaching.
- Performing as mentors and examine coaches with beneficiary teachers.
- Embracing career-long erudition as a professional ethic.

Education and Teaching Strategies for 21st century:

- ✓ Provided that high-class substitute routes to teaching.
- ✓ Edifice on personal and civic partnerships that split universal sets of thoughts in advancing education.
- ✓ To prepare candidates to teach in urban areas.
- ✓ Playing a superior role with charter and other experimental educational areas.
- ✓ To build the teacher workforce.
- ✓ Educational areas designed after the representation of clinical training.

Review of Literature

G., W., G., F., and Heimann (2002), It is a study of various factors that the number of years a teacher and principal have worked together; the number of years a teacher has been teaching; a teacher's tenure status; and the participatory nature of the school climate.

Fullan (2001), It examine that "they are the most prone to study impressive from group who conflict with them than they are from public who concur. We have some ideas that valor missed are crucial when it comes to the political opinions of achievement".

Evans (1996) states that there is lack of attention paid to the lived realities of the teachers who must accomplish change or to the practical problems of institutional innovation. To be successful in any innovation or reform, the teachers must face professional obstacles.

Objectives of the study

Objectives 1: To track out the importance of education and teachers in preparing young people and societies for the future.

Objectives 2: To find out the value and support their teachers and public education systems in the establishment of Education in societies.

Objectives 3: To tack out the teachers' roles and responsibilities: they must be lifelong learners and help others to learn to knows, to do, to be and, especially, to learn to live together.

Hypothesis of the study

Hypothesis 1: Education and teachers play a significant role in the preparation of young people and societies.

Hypothesis 2: Value and Support of teachers and education systems, may play a vital role in the establishment of education.

Hypothesis 3: Teachers should take on new roles and responsibilities for learners.

Research Methodology:

In the current study eloquent methods are followed and secondary data has been collected. Data and information has been collected from various books, article, magazines, research journal, e-journal and other websites.

Discussion and Interpretation

All of us will be agree with 21st century teaching carries with it a complicated mix of challenges and opportunities. It issues such as teacher turnover, accountability, changing student populations and student expectations, mounting budget pressures, and intense demand to build skills. This prospect side of the equation, the growing capability, potential, and power of technology-based tools and resources give the education community the ability to address these challenges successfully.

How educations can respond and address Global challenges in 21st century?

Education of knowledge form the basis for meaningful social, human development, and, given that globalization is thoroughly accelerating the pace of change. Success in knowledge based education depends largely on the capabilities of an individual. One can safely wind up that educations and teachers are keys to increase knowledge based educational society.

Administrative challenges in the 21st century

Administrators in educational institutions will demonstrate, the hard costs connected to recruiting, hiring, and training new teachers are just part of the picture. A new data warehousing and logical innovation, qualification is just one part of the way educational institutions are evaluating teachers. Teachers are now often evaluated based on student achievement and teaching practice, supporting the belief that highly qualified teachers also need to be highly effective. Administrators find themselves in a constant state of rebuilding the staff. The impacts are particularly thoughtful in urban and rural institutions in greatest need of highly qualified and effective teachers.

Teachers under pressure in the 21st century

Administrator grapples with the high costs of turnover, recruitment and retention. Meeting stringent licensure requirement and professional development demands. The pressures of the accountability such as increased reporting and additional testing. Parental expectations for thorough communications and rapid response to questions add greater demands to their overflowing workdays. Teachers are committed to their students, enjoy their work and are devoted to their profession and their content areas.

Students need more in the 21st century

Students across the socio-economic spectrum need and deserve motivating, supporting environments, content and the opportunity to learn in settings. Students today live digital life. They use the Internet, text messaging, social networking, and multimedia fluidly in their lives outside of school. There is a disengage between the way students live and the way they learn, and student engagement ultimately suffers.

Focus on Learning in the 21st century

Teachers are taught how to teach. At most, they start their academic careers; they adapt the teaching style of their teachers, which resembles an 18th century classroom. But teaching is too complex and too important a profession to let people do it with no training or experience. Most education instruction in the past few decades has been heavily biased toward sensitive, verbal, reflective and chronological learners.

Educate the Future Teacher in the 21st century

Education tends to emphasize “what” needs to be changed. “How” the change should be driven and “who” should drive the change. Most fundamentally, many educational institutions fail to reach the base: lack of guidelines for the teacher looking for best practices and roadmaps to become a better educator and professional.

Table 1: Educational Teachers 21st Century Skills

S.No	Skills	Description
1.	Mobility	Skill to work in large groups
2.	Influence	Capability to be influential in multiple social contexts
3.	Chink Proportion	Awareness to other people’s requests for rendezvous
4.	Multi Entrepreneurship	Ease in working with dissimilar kinds of capital
5.	Untie Authorship	Creating content for public utilization and alteration
6.	Surface Vision	Knack to prepare surprising results and intricacy
7.	Extensive Boarding	Thinking in terms of lower and higher-level systems
8.	Teamwork Radar	Best collaborators on a particular task.

Future breed of teachers need to be committed global players in the changing scenarios of new world.

- Is capable in his/her own discipline, learning basics and crisis solving
- Is present in his/her research, communicates efficiently and keeps up with trends in his/her discipline.

- Is an effectual teacher, knows about erudition and outcomes assessment, facilitates learning using learner-centered strategies and keeps up with developments in education.
- Envisage the role that the professions have in society globally part of his/her career development as well, participated in forums to endorse policy making and quality in education.

Suggestions

- ✓ Identify the modules and team leaders; establish coherence among the civil society and policy makers for transforming teaching learning program to meet the current trends.
- ✓ Review the parameters in the chart below and use them to generate action oriented discussion among the stake holders.
- ✓ Develop a priority based implementation plan that is drawn from, but is not necessarily limited to, the questions outlined below.
- ✓ Develop a robust group of policy makers and monitoring group within and outside the program to assist with implementation, feedback, and continuous improvement.

Findings

1. Primary and Higher education, in general, is responsible for formally preparing the next generation of leaders, technical and non-technical, government officials and teachers.
2. Proper training modules for teachers will definitely update their insights on latest curriculum for the multi-disciplinary nature of the problems they will face developing a new set of skills.
3. Although this is a difficult task but possible if we properly work out on the policy parameters in a challenging way whatever the problems come through.

Summing up

Recent state of research on the impact of skill acquisition of student achievement is steadily expanding, with current research seeking to document the longitudinal effects of the acquisition of 21st century skills on student success and workforce development. Education plays a significant role in our societal skill development and income generation progression. Modern education must prepare teachers for the multi-disciplinary nature of the problems they will face in the near future. The author lists some of the basic points of modern education which fit into the society's needs: innovate, development the learning experience; spotlight on learning, foster creativity and innovation across the ecology, implement continuous assessment and accreditation to drive excellence and educate the all teacher of the future. These may give the impression possible to accomplish, but as difficult as the grand challenges the world is facing and will continue to face in the future.

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