

Globalization: A Modernised Educational Infrastructure in 21st**Centuary**

Meenu Kumari

M.A, M.Phil, Net-JRF

Department of English & Foreign Languages

Maharshi Dayanand University, Rohtak (Haryana)

Abstract

Globalization is the process of rapid integration or interaction between countries in reference to diverse array of sectors (goods, services, ideas, people, investments and technology). This qualitative study is an attempt to describe the concept of globalized teacher education, effect of globalization on various perspectives of education system and dilemmas of teacher education in reference to globalization. This paper challenges the determinants of educational policy and argues that any country will need to develop its own national approach to modernizing teacher education in light of the global context.

Key Words: Globalization, Methodology, Curriculum, Modernizing.

The term "globalization" means integration of economies and societies through cross country flows of information, ideas, technologies, goods, services, capital, finance and people. Cross border integration can have several dimensions – cultural, social, political and economic. Globalization has made economic life more competitive and demanding, making human expertise development more significant. Only as educated workforce equipped with modern skills can compete and benefit from exploiting the opportunities created by globalization. In the higher education context, too, globalization has many meanings. Many institutions now include the term "global" in their mission statements; most aspire to prepare "globally competent graduates." For some, the terms "globalization" and "internationalization" are interchangeable, for others "international" connotes the nation-state as the unit of analysis, while "global" refers to issues and phenomena that transcend national borders. While the debate about terminology is instructive for the complexity it reveals, more interesting is the question of application of these terms and the resulting institutional strategies.

Though several scholars place the origins of globalization in modern times, others trace its history long before the European age of discovery and voyages to the New World. Some even trace the origins to the third millennium BCE. In the late 19th century and early 20th century, the connectedness of the world's economies and cultures grew very quickly. The term globalization has been in increasing use since the mid-1980s and especially since the mid-1990s. In 2000, the International Monetary Fund (IMF) identified four basic aspects of

globalization: trade and transactions, capital and investment movements, migration and

movement of people and the dissemination of knowledge.

After these general considerations, concerns are narrowed down to the effects of globalization on education in relation to the teaching profession. Teacher education is the brain of all educational disciplines as it delivers education to train the prospective teachers. It is also the mother of all professions. Like all other professions, globalization is also affecting teacher education. Teacher identity will be explored in terms of the role of teachers in a given society and the way specific societies conceive of this identity and adopt criteria to judge teacher success and effectiveness. Given the ascendancy of the global economic model, this discourse includes other agencies that are exerting or are attempting to exert their influence on teacher identities. Teacher education and its evolving nature cannot be isolated from teacher identity. The way globalization is conceived of, and the role one assigns to teachers in relation to it, will definitely bear an influence on the manner in which teacher education is structured.

TEACHER EDUCATION: FUNDAMENTALS & IMPORTANCE

Teacher education refers to the policies and procedures designed to equip prospective teachers with the knowledge, attitudes, behaviors and skills they require to perform their tasks effectively in the classroom, school and wider community. According to Goods Dictionary of Education Teacher education means, —all the formal and non-formal activities and experiences that help to qualify a person to assume responsibilities of a member of the educational profession or to discharge his responsibilities more effectively. Although ideally it

should be conceived of, and organised as, a seamless continuum, teacher education is often divided into these stages:

1. Initial teacher training / education (a pre-service course before entering the classroom as a fully responsible teacher);
2. Induction (the process of providing training and support during the first few years of teaching or the first year in a particular school);
3. Teacher development or continuing professional development (CPD) (an in-service process for practicing teachers).

The question of what knowledge, attitudes, behaviours and skills teachers should possess is the subject of much debate in many cultures. This is understandable, as teachers are entrusted with the transmission to learners of society's beliefs, attitudes and deontology, as well as of information, advice and wisdom, and with facilitating learners' acquisition of the key knowledge, attitudes and behaviours that they will need to be active in society and the economy.

Generally, Teacher Education curricula can be broken down into four major areas:

- Foundational knowledge in education-related aspects of philosophy of education, history of education, educational psychology, and sociology of education.
- Skills in assessing student learning, supporting English Language learners, using technology to improve teaching and learning, and supporting students with special needs.
- Content-area and methods knowledge and skills—often also including ways of teaching and assessing a specific subject, in which case this area may overlap with the first

("foundational") area. There is increasing debate about this aspect; because it is no longer possible to know in advance what kinds of knowledge and skill pupils will need when they enter adult life, it becomes harder to know what kinds of knowledge and skill teachers should have. Increasingly, emphasis is placed upon 'transversal' or 'horizontal' skills (such as 'learning to learn' or 'social competences', which cut across traditional subject boundaries, and therefore call into question traditional ways of designing the Teacher Education curriculum (and traditional school curricula and ways of working in the classroom).

- Practice at classroom teaching or at some other form of educational practice—usually supervised and supported in some way, though not always. Practice can take the form of field observations, student teaching, or (U.S.) internship.

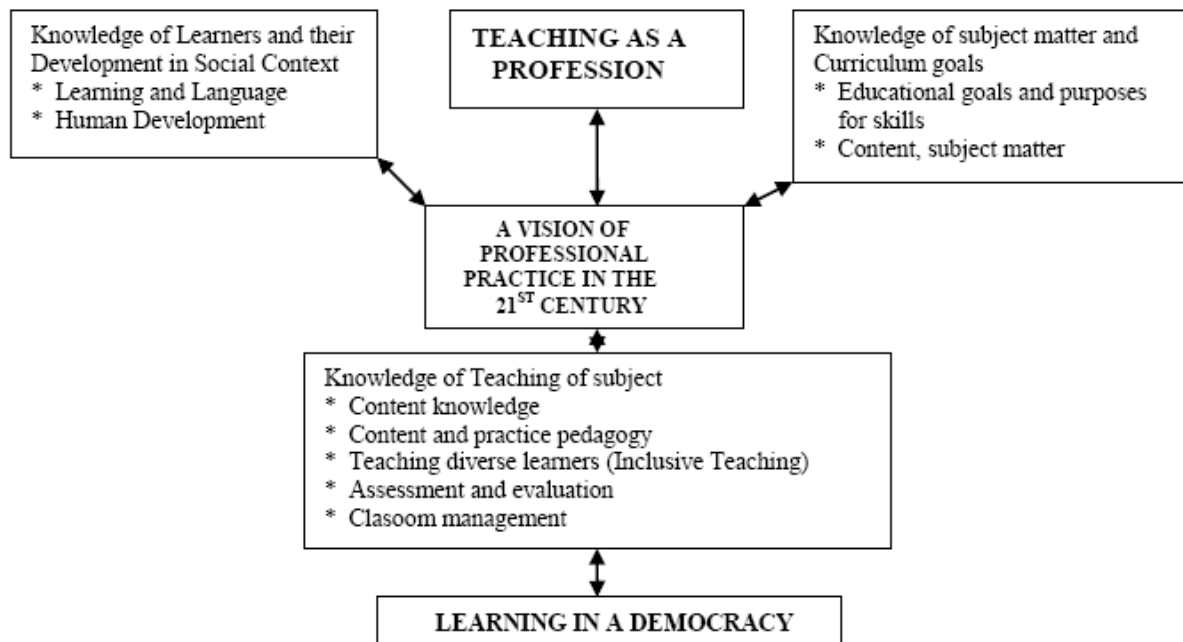


Figure 1: Dimensions of teacher education in 21st century

The American Commission on Teacher Education rightly observes,

“The quality of a nation depends upon the quality of its citizens.

The quality of its citizens depends not exclusively, but in critical

measure upon the quality of their education, the quality of their

education depends more than upon any single factor, upon the

quality of their teacher.”

The need for teacher education is felt due to the following reasons; It is of common knowledge that the academic and professional standards of teachers constitute a critical component of the essential learning conditions for achieving the educational goals of a nation. The focus of teacher preparation had to shift from training to education if it had to make a positive influence on the quality of curriculum transaction in classrooms and thereby pupil learning and the larger social transformation. The aspects that need greater emphasis are; the length of academic preparation, the level and quality of subject matter knowledge, the repertoire of pedagogical skills that teachers possess to meet the needs of diverse learning situations, the degree of commitment to the profession, sensitivity to contemporary issues and problems and the level of motivation. This is not possible if teacher preparation focused only on training. Holistic teacher building is necessary and therefore teacher education needed more emphasis than mere training.

In his Call for Action for American Education in the 21st Century in 1996, Clinton indicated that:

“Every community should have a talented and dedicated teacher

in every classroom. We have enormous opportunity for ensuring

teacher quality well into the 21st century if we recruit promising

people into teaching and give them the highest quality

preparation and training”.

Teacher education reaches teachers at all levels of education, namely Pre-primary, Primary, Elementary, Secondary, Higher Secondary and the Tertiary. The needs and requirements of students and education vary at each level. Hence level and stage specific teacher preparation is essential. Teacher education also helps in the development of teaching skills in teachers of professional institutions. The teachers in professional institutions have only the theoretical and practical knowledge of their respective subjects. They require specialized teacher training inputs to deal with students entering their professions. Teacher education also reaches special education and physical education. Thus where there are teachers, there would be teacher education.

The objectives of teacher education would therefore be to,

- Provide opportunities to observe and engage with children, communicate with and relate to children
- Provide opportunities for self-learning, reflection, assimilation and articulation of new ideas; developing capacities for self directed learning and the ability to think, be self-critical and to work in groups.

- Provide opportunities for understanding self and others (including one's beliefs, assumptions and emotions); developing the ability for self analysis, self-evaluation, adaptability, flexibility, creativity and innovation.
- Provide opportunities to enhance understanding, knowledge and examine disciplinary knowledge and social realities, relate subject matter with the social milieu and develop critical thinking.
- Provide opportunities to develop professional skills in pedagogy, observation, documentation, analysis, drama, craft, story-telling and reflective inquiry.

STATUS OF TEACHER EDUCATION IN INDIA

India has made considerable progress in school education since independence with reference to overall literacy, infrastructure and universal access and enrolment in schools. Two major developments in the recent years form the background to the present reform in teacher education- The political recognition of Universalization of Elementary Education that led to the Right to Education Bill, 2008 and The National Curriculum Framework for school education, 2005.

The Bill has been passed by the Parliament and the Right to Education Act has come into being making it mandatory for the state to provide free and compulsory education to almost 20 crore children in the 6-14 age group till class 8. The Act mandates a schedule for the functioning of

schools which includes a teacher-student ratio of 1:30 till a student population of 200 students at the primary stage. This would increase the demand for qualified elementary school teachers many times. The country has to address the need of supplying well qualified and professionally trained teachers in large numbers in the coming years. The launch of the massive Sarva Shiksha Abhiyan in 2002 and the recent financial commitment and education cess to augment the universal elementary education mission have underscored the need to adequately prepare teachers to address the growing demand for quality education.

An educational institution performs a significant function of providing learning experiences to lead their students from the darkness of ignorance to the light of knowledge. The key personnel in the institutions who play an important role to bring about this transformation are teachers. As stated by NCTE (1998) in Quality Concerns in Secondary Teacher Education, —The teacher is the most important element in any educational program. It is the teacher who is mainly responsible for implementation of the educational process at any stage. The National Council for Teacher Education has defined teacher education as – A programme of education, research and training of persons to teach from pre-primary to higher education level. Teacher education is a programme that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein. Indian teacher education system has been strengthened a lot during the past couple of years. The NCTE Regulation 2007 were revisited and modified by the NCTE and notified in 2009. The Elementary School Teachers' qualifications were worked out and notified in August 2010. The TET inclusion in qualifications has been widely appreciated, wherein, it was provided that even after obtaining the necessary qualifications the teacher will have to obtain

at least 60% marks in TET. Norms and Standards for Two Year Diploma in Performing and non-performing Art Education were worked out by the Council and notified in August 2009. Teacher Education New Curriculum Framework was designed and released during March 2010. The Study of Demand & supply of trained teachers in States and Union Territories at primary, upper primary, and secondary levels was completed by the Council in 2010 and was published in 30 volumes. The recognition of sizable number of below standard Teacher Education institutions was withdrawn. A large number of Teacher Education institutions have shifted to their own premises. Bridge courses have been introduced to strengthen Teacher Education, where found wanting. Online applications and self-disclosure drives were introduced. Persons of integrity and competence were included in the Visiting Team Panels. A manual has been designed on the structure & functioning of the labs. A volume has been published by the NCTE (2009), namely, Teacher Education, which contains Reflections towards Policy Formulation.

TEACHER EDUCATION IN REFERENCE TO GLOBALIZATION

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. According to Heil (2003), ‘. . . a key role for higher education institutions must be to graduate future teachers who think globally, have international experience, demonstrate foreign language competence, and are able to incorporate a global dimension into their teaching’.

The quality of education provided by the public sector in Pakistan has been poor due to low levels of teacher competence, lack of classroom-based support for teachers, poor quality of textbooks and learning materials, lack of systems to assess student-learning outcomes, uneven

supervision, insufficient resources for critical teaching and learning materials, and weak sector governance and management (World Bank, “Third Punjab Education”, 2006). Research indicates that teacher quality, and supportive school organization and management, significantly influence School improvement, and eventually pupil learning. Literature also suggests that the quality of a teacher is generally dependent on the quality of his/her education, training, and availability of post-training support (AKF, 1998).

For education to improve, all the teachers must have a global perspective, well prepared and provided with ongoing professional development and appropriate support. All teachers have to fulfill the standards of professional teacher. For this purpose, we need standards with international scope and know how to achieve these standards. The Competency-Based Curriculum represents an approach to instruction which emphasizes the application of knowledge in a manner which may be observed or measured. Competency-Based Curriculum guides focus on a comprehensive view of each course of study which is delineated into its essential components, a listing of the most important objectives to be mastered, and the competencies which every student should be able to demonstrate after instruction is completed. Competency-Based lessons require students to engage in activities designed to apply learning with an increased emphasis on higher order thinking skills. Students are evaluated not only on knowledge, but primarily on their ability to perform tasks associated with the knowledge acquired. The technology base is more concerned with giving a broad overview of the various technologies available, the functions they can perform and their advantages and constraints. In addition to studying the current capability of a technology, students should be given some insight into how that technology might develop in the future.

According to Cradler (2002), ‘. . . a growing challenge in education is establishing and implementing strategies to develop the skills and knowledge necessary for teachers to effectively use technology as instructional tools. The extent to which teachers are prepared to infuse technology into curricula and instruction is a major contextual factor’.

In education, the changes brought on by globalization have been manifested through various channels and mechanisms as reforms of structures, modes of financing, administration and curriculum. The global requirements identified for education include promoting life-long education; re-emphasizing the quality of pupil’s experience; reorganizing subjects into key learning areas so as to develop a broad knowledge-base among pupils as well as the ability to think critically and innovate and fostering of global awareness and outlook, and rising levels of professionalism among teachers.

The Delors report (UNESCO, 1996) sets out an agenda for the future which implies that significant changes are needed in pre-service teacher education programs if we are to select and prepare a new generation of teachers equipped with the knowledge, skills and values to help their culturally different and their socially disadvantaged students to learn, to resolve conflicts peacefully, to respect each other’s dignity and cultures, and to become socially responsible citizens. What emerges from the research is that teacher education which follows the ‘Do as I say, not do as I do model’ has to be replaced by one which sees learning to teach as a deeply personal activity in which includes activities designed to develop sensitivity to cultures, languages and lives of children coming from different social and cultural groups, and which provides constant and significant support, working with cohort groups, and a systematic long-term message which provides guidance and direction for personal development. The direction

and culture of educational research must also change if we are to reform educational policies, established practice, curricula and teaching materials in ways which facilitate intercultural learning and ameliorate the problems created by disadvantage and discrimination in education and society. For example, there is a great deal that we do not know about the impact of international and government policies what is happening in our multicultural schools and universities; about the content and processes of education in traditional and contemporary cultural contexts; about the conditions under which intercultural learning and conflicts are resolved peacefully in different settings; about how best to select, prepare and support teachers and communities to cope with the realities and contradictions created by shifts in population, technology and policy; about the effectiveness of different approaches to combating violence, racism, substance abuse and suicide in our schools and universities. Another research agenda for the Twenty-first century relates to the impact of different types of student and faculty exchange programs, citizenship education, interactive multimedia packages and the web on intercultural sensitivity and the conditions under which various types of learning experiences transfer into acceptance of difference and tolerance in one's own community, school or university.

CONFRONTS AHEAD OF TEACHER EDUCATION IN GLOBAL DIMENSIONS

1) Research in Teacher Education:- Enhanced scope of Teacher education requires researches and studies to visualize scope of teacher education in the context of globalization. Research must

respond to the area of policy issues, curriculum issues, evaluation systems, classroom practices, training strategies, value inculcation, school community education, Inclusive education, practice teaching school etc.

2) Technology and Competency based Curriculum:- The competency based curriculum represents an approach to instructions, which emphasize the application of the knowledge in a manner, which may be observe or measured. Competency based curriculum guides focus on a comprehensive view of each course of study, which is delineated into its essential

3) Professionalism:- The education standard will improve if all the teachers have global perspective, well prepared and provided with on going professional development and appropriate support.

4) Use of Integrated Technology:- A growing challenge in education is, establishing and implementing strategies to develop the skills and knowledge necessary for the teacher to essentially use technology as instruction tool. The extent to which teacher is prepared to infuse technology into curriculum and instruction is major contextual factor.

5) Mobility of the Teachers across the globe:- There is an increase in demand for Indian teachers in a many countries. The teachers need to be trained to be competent in the global market.

6) Adaptability:- Teachers need to be adapted to the socio-economic and cultural diversities of the students in order to complete in the international sphere.

7) Quality Education:- The words use to describe quality are in terms of expense, goodness, beauty, truth, idealness, rarely as per status and positional advantage. Quality is term used to

describe the higher living organism, human being to the non-living things. That is A to Z on earth described in terms of quality.

Lortie (1975) is of the view that accomplishing what has been indicated above requires addressing special challenges in learning to teach. Three interrelated issues are mentioned that learning to teach requires that the 21st century teachers

- Come to understand teaching in ways quite different from their own experiences as students. This, Lortie refers to as the apprenticeship of observation which refers to the learning that takes place by virtue of being a student in traditional classroom setting.
- Learn not only to think like a teacher but also to —act as a teacher. This is termed by Kennedy (1999) as the problem of enactment. Professionally, teachers need to understand and be able to do a wide variety of things simultaneously.
- Be able to understand and respond to the dense and multifaceted nature of the classroom environment, juggling multiple academic and social goals requiring trade-offs from time to time and day to day (Jackson, 1974). In short, the 21st century teacher should learn to deal with the problem of complexity that is made more intense by the changing nature of teaching and learning in the teaching-learning environment.

Currently, every country has its own teaching council with specific objective to register professionally qualified teachers before they can practice. Every country has its own requirements that professional teachers should meet in order to be registered and certificated to teach. Even in the same country, like the USA, Australia and United Kingdom getting registered as a teacher entails delaying. In the USA every state has its own teaching council that registers professionally qualified teachers and certificated with a license to practice. A critical look at this

scenario reveals that teacher transfer from one state to another in the same country becomes a burden if not delays while teacher-shortages abound in these countries. In order to make teaching to become a mobile profession world wide, there is need for 21st century globalised teaching council. The mandate of this council should be to collaborate with institutions and organizations responsible for teacher education and training to develop a common-core teacher education and training curricula as well as the establishment of teacher professional registration council which would be mandated to issue professional teaching licenses for practitioners that would be recognised worldwide to make teacher mobility from region to region and country to country easy and fulfilling.

The effective functioning of families, schools and educational systems is sensitive to the existence of supportive public policies at the community, national and international level: it has been the poor and marginalised cultural groups who suffered the most from the global economic and political ideologies which the led to the imposition of the structural adjustment, privatisation and cost-sharing programs which they could ill afford and which have led to a deterioration in the education available to their children. As the World Education Report 2000 asks: 'If selected economic or other principles are to be given priority over principles which are embodied in one or more of the rights proclaimed in the Declaration, especially the right to education, how can it be convincingly explained to young people that such rights, indeed any of the rights proclaimed in the Declaration, are 'inalienable?' The responsibility for respecting human rights and for setting the framework for the educational reforms needed to actualise a shared national vision of education for the Twenty-first century rests first and foremost with governments. The pattern of public expenditure and taxation does have a significant effect on poverty reduction and on the

quality and inclusiveness of the education available to all groups in a multicultural society. The research (DFID, 1999) does point to the types of international and national educational policies, schools and educational programs necessary to overcome social and cultural disadvantage. While we need more ethnographic research on intercultural learning, we also need to put the research evidence on the table to ensure that governments do assume their responsibilities to ensure a just distribution of the benefits of globalisation within and among nations – otherwise, the rich will get richer (and meaner), the poor poorer (and more desperate), and our world ever more polarised and insecure.

Our common future will depend on the degree to which we all become better world citizens, creating the unity within diversity which stems from an intercultural education which helps us to build strong cultural roots, to understand and respect the cultures of others and to learn to live together harmoniously in multicultural communities.

CONCLUSION

No nation develops beyond the quality of its education system, which is highly dependent on the quality of its teachers. Global challenges that influence all areas of human life in the world are conditions that are naturally going on as the consequence of the rapid development of science and technology. It is impossible to avoid but have to be faced by using resources with high quality especially human resources. Teacher's quality is the keyword for insuring the quality of education. Qualified competent teachers will not be able to carry out their task professionally without the conditions that support their tasks.

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