

Title: The Challenges of Teacher Education in the Globalized World

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Abstract: Education and globalization reciprocally influence each other. Education plays a crucial role in promoting and enhancing globalization. It brings up skills that are necessary for global understanding. On the other hand, globalization ushers various changes in education in congruity with the requirements of the globalized world. Teachers mold the minds and characters of the people of a nation. They must acquire knowledge, skills, attitudes, beliefs in the changing context since they transmit the changes through education of people. On the one hand, globalization has brought about knowledge explosion, drastic changes in information and communication technology; on the other hand there is a dire need for changes among people from value crisis to value based society; from social and religious conflicts to peaceful coexistence; from nationalism to universalism; from technologically divided world to technologically united world. Therefore teacher education faces various challenges in the globalized world. This paper discusses the challenges of teacher education in this context. The challenges are inclusive education, value based teacher education, quality assurance, professionalism, use of technology, employability, national development and world peace. **Key words:** Teacher Education, Globalization.

Introduction

Globalisation is a continuous process that links people, cities and countries and influence one another. The entire world has become a global village by means of the process of globalisation. The term 'globalization' is defined as "the intensification of the world wide social relations which links distant localities in such a way that local happenings are shaped by events occurring many miles away and vice versa." (Burbles and Torres, 2000). The term, globalization derived from the word 'Globalise' in its present meaning was first used as noun in a book entitled "Towards New Education" in 1930. Actually, the process of globalization started with the invention of steam engine and industrialization in England. It is primarily an economic process of exchanging goods, services, resources, information and technology internationally. Migration, global warming, climatic changes throughout the globe are also parts of globalization. At present, there is no aspect of human life which is not influenced by globalization and education is no exception. The shrinkage of space and time has brought together nations, cultures, and economics in mutual respect for one another. To cope up with the advancement in the field of science, technology, art, culture, commerce, economics and education of the developed countries, the developing and under developed countries must bring about changes in the field of education because only education can bring about changes in all aspects of human life. Therefore, teachers must equip themselves with desired skills that can bring changes in respect of globalization. Here in lies the challenge for teachers as the impact of globalization in rural and urban areas is not homogenous. Jimmy Carter, the former USA President pointed out, "Globalisation as defined by rich people like us is a very nice thing...you are talking about the internet, you are talking about cell phones, you are talking about computers. This does not affect two-thirds of the people of the world." (Jimmy Carter Quotes & speeches).

Globalisation and Teacher Education:

Jack Delors, et. al in a Report to the UNESCO International Commission on Education for the Twenty First Century, entitled "Learning, The Treasure Within" commented, "Teachers have a crucial role to play in preparing the learners not only to face the future with confidence but to build it with purpose and responsibility. The importance of the role of the teacher as an agent of change, promoting understanding and tolerance, has never been more obvious than today. It is likely to become even more in the twenty first century. The need for change from narrow nationalism to universalism, from ethnic and cultural prejudice to tolerance, understanding and pluralism, from autocracy to democracy in its various manifestations, and from a technologically divided world where high technology is the privilege of a few to technologically united world, places enormous responsibilities on teachers who participate in the molding of characters and minds of new generation."

In this respect we may also quote from NCF 2009 about the scenario of teacher education in its present context: "institutions of teacher education have become breeding grounds of academic stagnation and resistance to change. The training of teachers happens in insular, intellectually impoverished environments that are severed from ground realities as well as the aims of education they espouse. Such an intellectual isolation actively discourages educational theorization and the growth of disciplinary and interdisciplinary enquiry." (NCF 2009)

Therefore, teacher education should be a subject of continuous research for its development and to get rid of 'stagnation and resistance to change'. In this respect it is necessary to explore appropriate skills that need to be integrated in teacher education programme in the context of globalization. Some of the twenty first century globalization skills include:

Communication skill:

In the globalized world the ability to communicate successfully is a challenge. Communication is necessary for man to express himself and to understand others. A gap in communication can create a chaos. Even two individuals speaking in the same language may face difficulty in understanding because of cultural difference. Therefore, a teacher should have good communication skill in respect of cultural diversities in the localities where the school is situated.

Negotiation skill:

Methodically, negotiation is a process to settle dispute, difference in opinion, beliefs and attitudes. As school is a miniature form of society, pupils come from various cultural ethos and different lingual families. Occasionally, there arises difference in opinions among students. Teachers should take a leading role to negotiate the differences.

Cultural competency:

In a country like India where various cultural and ethnic group live harmoniously, cultural competency is one of the most essential skills. The term, cultural competence is used to describe a set of skills, values and principles that respect and work towards interaction between the individual and the various cultural and ethnic groups.

Multi- culturalism:

Multi-culturalism is a mixed ethnic community area where multiple cultural traditions exist. It promotes the nurturing of each cultural tradition with distinctiveness.

Multilingualism:

In a multi-cultured society, multi-culturalism is a social phenomenon. With the impact of globalization most people speak at least one language other than mother tongue. Teachers hailed from towns and cities face difficulty in understanding the language of some students coming from remote rural areas or using local dialect. The problem becomes acute when students face difficulty in understanding teacher's language. Therefore, multi-lingualism is a challenge for a teacher to overcome.

Challenges of Teacher Education in the Context of Globalisation:

This paper specifically focuses on the following challenges of Teacher Education:

Inclusive Education.

Value Based Teacher Education.

Quality Assurance.

Professionalism.

Use of Modern Technology.

Employability.

National Development.

World Peace.

Inclusive Education:

In a vast country like India where 2.19 crores people with special needs live as per 2001 census, inclusive education should be given due importance in order to actualize the slogan "Education for All". The objective of SarvaShikshaAbhiyan (SSA) is to bring all children between 6-14 years to school for free and compulsory education. SSA takes zero rejection policy so that no child is left out from the arena of elementary education (class I-VIII) irrespective of their kind, category and degree of disabilities. In inclusive education differently abled children or children with special needs attend regular classroom with normal children. Therefore, it is a great challenge for a teacher to design teaching-learning materials for both normal and differently abled children. Teachers need to realize the educational, social and emotional needs of the children with special needs. They should work in collaboration with the Head of the institution, colleagues, special educators and parents. They should all jointly find out the barriers of learning and effective ways of presenting teaching-learning materials to reach the goal of Education for All.

Value Based Education:

With the impact of globalization people of developing countries, in some cases, blindly follow the cultures and manners of the western countries. In doing so people, sometimes, lack a humanitarian approach. Hence value based education is necessary to transform students from being self-centered to be responsible global citizens. Value based education inspires students to realize the SELF and to feel for people of the world. Teachers should be trained to create an ambience in schools where students learn values of empathy, honesty, respect, unity, collaboration, co-operation and co-existence.

Quality Assurance:

The National Knowledge Commission (NKC) observed that the country faces acute shortage of qualified and motivated school teachers. NCF 2009 comments, "The teachers must be equipped not only to teach but also to understand the students and community of parents so that children are regular in schools and learn. The Act (Right of Children to Free and Compulsory Education) mandates that the teachers should refrain from inflicting corporal punishment, complete the entire curriculum within the given time, asses students, hold parents' meetings and apprise them as part of the school management committee, organize the overall running of school." Teachers need to be efficient in constructing knowledge among students; to provide themselves for the students in a manner that students get utmost benefit for their academic and sociological purposes from them. Teacher Education should focus on emerging quality teachers for twenty first century. Therefore, Teacher Education programme needs to be prepared on the four pillars- learning to live together, learning to know, learning to do and learning to be.

'Learning to live together' is the greatest challenge we face in the twenty first century. In the one hand, we are the citizens of the globalized village; on the other hand we have our own culture, religion, tradition and history. Therefore teachers should play a crucial role to find effective ways for peaceful co-existence.

'Learning to be' is the fullest development of an individual's potentialities. Teachers should inspire students to draw out their inherent qualities and manifest them in full form through the process of self-awakening.

In a knowledge-based society, 'Learning to know' is an approach to learn and to create an attitude of love of learning while 'learning to do' is the application of knowledge in novel settings. They should encourage students to imbibe these four pillars of education as a Mexican proverb says, "A teacher is to students what rain is to the field."

Professionalism

Professionalism in teaching can be achieved by total devotion to teaching-learning process, commitment, and respect for the profession as teaching being a noble profession. What is more, teaching should be considered as service to nation. Professionalism demands teachers' continuous efforts in improving and innovating class-room teaching.

Use of Modern Technology:

Technological innovations have brought about a drastic change worldwide in the field of education. Technology opens the world of knowledge to everyone. Besides being a source of information and knowledge, technology helps teachers to present instruction design in a meaningful way. Teachers should be prepared to use internet, computer, and various social media such as Facebook, YouTube and other learning & library apps. The use of technology by teachers for constructing purpose inspires students to do so.

Employability:

The more efficient a teacher becomes, the more chance of employability opens. In the globalized world teachers should not confine themselves to their regional boundaries. They should equip themselves with professional degrees, trainings, knowledge, skills, attitudes and beliefs in due standards to become a global teachers.

National Development:

Education develops human resources. Teacher Education should be framed to develop skills and competencies among students so that a nation progresses towards economic prosperity and the existing social menaces, evils and vices diminish.

World peace:

The Declaration and Agenda for Action Strengthening the UN for the 21st Century of the Peoples Millennium Forum, UN Headquarters, May 22-26,2000 envisaged, “our vision is of a world that is human-centered and genuinely democratic, where all human beings are full participants in their own destinies and are members of one human family, in all our diversity, living in one homeland, sharing a just, sustainable and peaceful world, guided by universal principles of democracy, equality, inclusion, voluntarism, non-discrimination and participation by all persons, men and women, young and old, regardless of race, faith, disability, sexual orientation, ethnicity or nationality.”(Matriano, 2001). This notion of universal peace has been preached and sought from the dawn of the civilization but still remains an unrealized vision. This can only be reached through proper Teacher Education. Teachers will spread the ideals of peace through their pupils. Students will be the messengers of peace. They will actualize the so long unrealized vision of peace in the world.

Conclusion:

- [1] Globalisation ushers changes in social, political, economic and other fields of human activities. It has also presented us in front of some challenges to overcome. Education is the only medium through which we can overcome the confronting challenges. As teachers are pioneers and transmitters of changes in society, teacher education programme should be framed in congruity with the global demands.
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