

GLOBALIZATION IN TEACHER EDUCATION

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ABSTRACT

Teachers ought to prove their worth in infusing, enkindling and fostering the education of the beyonding of consciousness that promises the beyonding of man. The major objective of Theoretical base of education is to build up the efficiency of student teachers to start their carrier by applying the philosophical and sociological theories and principles. The student teachers should understand the significance of education for conscientization of people, and plan their teaching to develop student's skill to work in future for the welfare of the society and social cohesion by achieving economic stability and creating new knowledge. Globalization has brought fundamental changes in the ways in which societies are forming educational policy and practice and its impacts are threefold. Globalization requires young people to learn how to coexist with others in diverse and often conflict ridden real and virtual public spaces.

Key words: Globalization, Conscientization, Theoretical base

INTRODUCTION

The closing decade of 20th century saw major social, political and economic transformations on a global level. The developments, combined with increasingly rapid advances in the nature of and impact of information and communication technologies have had a powerful influence on all nations, societies and cultures worldwide. All this has intensified globalization. The system of higher education in India is one of the largest in the world and is continuing to expand. Many universities are burdened with unmanageable number of affiliated colleges, because of which many of the reputed universities and colleges have lost their eminent positions. Only a few manage to maintain their status and dignity in an environment of complex socio-economic pressures and worldwide changes in approaches to the educational process. In the Tenth Plan the University Grants Commission (UGC) indicated a vision for higher education making it more flexible in diversity of programmes, in its structure, its curricula in its delivery systems and in its use of innovative use of information and communication technologies. It was proposed to identify colleges and universities with potential and fund them for achieving excellence in teaching and research with greater academic, administrative and financial autonomy. It was thought that delinking colleges from affiliating universities would give them academic and operative freedom as well as credibility. As a result the question of 'autonomy' has recently received considerate attention in the main stream education. Autonomy is thus considered as an important tool for quality improvement of education. Successful implementation of the concept requires willing and honest participation of students, teachers and management in the educational process and their openness for scrutiny and audit. Besides, dependence on UGC or the State institutions also require some financial autonomy to mobilize resources.

CONCEPT OF GLOBALIZATION

Globalization is a much talked about term today and has become a phenomena, which is greatly affecting the society in general and different nations in particular. Globalization is the integration of economic, political and cultural systems and trends across the world for economic growth, prosperity and democratic freedom. It pursues liberal or free market policies in world economy for economic liberalization. It aims at realizing one single unified world community where no social conflicts exists calling for social and cultural integration. Globalization entails privatization and marketization of economic and political structures in which ability of the state to control all the activities within its borders is becoming limited. Simply put, globalization in fact is a combination of free exchange of goods services and capital. Globalization is the tendency of any entity, activity, and technology to acquire a dimension that grows beyond any "frontier" that would be imposed by such criteria as geography, religion, gender, age and the like. Anything or anybody can have a worldwide impact. Globalization seeks to deal with relations that go beyond the confines of the nation state or country boundaries. Historically globalization dates back to the international trade in the middle ages. During the second half of the 19th century it was highlighted by the Industrial Revolution as result of colonial exploitation. The continuous modernization of the international exchange process during the 20th century and its ramifications during the international agreements, for example The General Agreement on Trade and Tariffs (GATT) have maintained and given pace to increasing globalization of the society. However, in the past few years there has been acceleration in this trend. This acceleration can be characterized by three essential factors:

1. Extent of economic trend which is spreading world wide
2. Increase in technological innovations especially in the areas of communication and transportation and

3. Interdependence between people and nations.

Contemporary social theorists and analysts such as David Harvey (1989, 1999), Giddens (1990), Held, McGraw, Goldblatt and Perraton (1999) also associate globalization with three aspects.

Detritization which has increased possibilities for action between and among people where geographical space is immaterial to social and economic activity. E-commerce and television allow people situated anywhere to do business and see the impact of war, famine, floods, fire and accidents.

Interconnectedness can be seen as distant events, forces and decisions impacting local and regional endeavours through exchange of ideas in cyber space through the internet. Interconnectedness also creates feelings for humanity.

Speed and Velocity of social and economic activity has been largely due to proliferation of high speed transportation, communication and information technologies which have blurred all boundaries, geographical and territorial as well as social and economic. Movement of people, information, capital and goods is at amazing speed. There are two contradictory emerged as a result of globalization, standardization and diversification.

Standardization of eating habits, clothing, lifestyles, communication and language tend to produce similarities in living conditions of societies. On the other hand **diversification** strives to preserve the multi facets of the society by promoting access to diverse features of the world heritage. There is a great desire in people to preserve, defend and protect their cultural identities and thereby promoting a resistance to uniformity.

FEATURES OF GLOBALIZATION

- Growth of transnational corporations and multinational corporations/organizations.
- International division of labour.
- Encouragement of markets rather than government central planning.
- Growth of offshore finance and telecommunication that can link banks, stock markets, companies and organizations together in a global network.
- The growth of media by satellite that ensures programs to be beamed across the globe regardless of national boundaries.
- Growth of national and international Non-Governmental Organization (NGOs).using migration of peoples within and across national boundaries in search of work.

GLOBAL EDUCATION

The purpose of globalization and global education is to develop a 'global perspective' and sensitize the youth for understanding the multicultural world and maintaining peace and harmony in the world. People in general and the youth in particular has to be aware of the global happenings and issues and the interdependence of people. Global perspective means *sharing and cooperation* with others allowing them to use whatever resources are available to attain individual as well as common goals. Further, *empathy* towards others, i.e. understanding and sharing feelings, *communication ability* in order to express and exchange thoughts, feelings and information and *resolving conflicts* by finding satisfactory ways of dealing with disagreement or argument between people, groups, societies or nations.

CAPACITY BUILDING IN TEACHER EDUCATION IN CONTEXT OF GLOBALIZATION

Teacher is considered to be the backbone of the society, a nation builder who plays an important role for the development of the nation. The progress of the nation depends upon the strengthening of education system. Teaching is a profession which lays the foundation for preparing the individuals for the all the other professions. Liberalization, privatization and globalization have impacted upon agencies, school children, young people and adults. The teachers therefore, need to be professionally equipped with competence, commitment and determination to perform at their best.

Today the world needs more better and more committed teachers to meet the challenges of LPG along with ICT in educational sector. The teachers have to be multifarious and multidimensional. To meet the challenges of 21st century teacher education needs a total change. The curriculum and contents are to be revised. The aims and objectives of teacher education are to be revised.

As we are moving towards the hi-tech society there is increase in ICT, EDUSAT and so many multimedia packages. Therefore, the future learner will need to acquire critical thinking, decision making and communication skills. The teacher now is no longer a transmitter of knowledge rather he is considered to be a catalyst and a facilitator of knowledge.

Due to onset of globalization, education has been commercialised and privatised as a result made education a profitable trade. To meet this challenge teacher education should be made more effective.

According to the approach paper prepared by NCERT four alternative models for the professionalization of secondary school teachers are- (a) one year of professional and education leading to B.Ed degree after graduation, (b) 4-5 years integrated professional courses after higher secondary leading to B.Ed/M.Ed degrees, (c) two years of professional education after graduation leading to M.Ed degree, (d) Correspondence-cum-contact programme for graduate teachers in service leading to B.Ed degree.

INCORPORATION OF INFORMATION TECHNOLOGY IN TEACHER EDUCATION

Today is the era of e-education, e-business and e-administration. The world has become interdependent and is turning gradually into a global village. Nowadays one has to think globally and act locally. There is a necessity of integrating technology in teacher education. Each teacher need to be proficient in the areas of technical competencies required for chats, websites, data bases, audio and video links, electronic conferences, e-mail etc. Learning to use computers and the internet is a relatively simple task but mastering ICT use as an effective tool to improve teaching and learning is considered a difficult one. Teachers need training in computer literacy and how to use this in improving teaching and learning. The institutions must fulfil the requirements of the availability of selected ICT. Moreover, well qualified and experienced technical staff should be appointed to take care of the ICT labs.

INDIA'S POSITION IN TODAY'S GLOBAL MARKET

During 2004, there were 1,10,1000 Indian students studying abroad nearly 75,000 in the US, 14,000 each in the UK and Australia and 5,000 in Canada and New Zealand. What are the factors that are making the USA, UK and Australia favourite destinations of international students? Some of the significant factors prevailing are the recognition of the degrees internationally, job opportunities in the country of study, better living conditions, good policies for student visas, low cost of quality education that is scholarship options and teaching assistance ships provided by foreign universities. What would be India's potential in attracting international students? Education in India will be much cheaper for international students and living expenses too can be within the reach of all the foreign students when compared with developed countries. In order to meet the challenges in global market, we have to keep our competitiveness in good repair. Our position is today is nowhere near being satisfactory. We lack in a quality education as we have few institutes of higher education that met the international standards that are IITs, IIMs, IISc, AIIMS and TIFR. If the quality of education in higher educational institutions is enhanced, then the gap in the quality of students graduating from other institutions and world-class institutions could be reduced and more students with quality could be prepared.

Higher education in India has successfully resisted all attempts for reform that was:

- Contemplated in the two National policies (1968, 1986)
- Recommended by the Higher Education Commission 1948, headed by Dr. S. Radhakrishnan and numerous commission and committees thereafter.

This approach should be avoided if we want India as the next destination of higher studies for international students. India is one of the leading exporters of the best brains. **Prof. Arindam Chaudhury** in his article "India: The Future is here" avers that India is already the biggest future fear for the native workers across the US and Europe.

A PARADIGM SHIFT IN TEACHER EDUCATION

Young (1998) identifies four themes in recent teacher education n policy:

- The shift away from courses based on educational discipline to courses based on the effective delivery of national curriculum project.
- The shift away from University based to school based approaches to give more attention to subject based pedagogy and less to theory.
- The emergence of more centralized forms of accountability involving a national curriculum for teacher education, test in basic skills, more inspection of departments of education and establishment of a general teaching council.
- The head teachers and governors of teacher education institutions are given powers to shape the professional development of their teachers. Courses of continuing professional development become more focussed on the short-term needs of schools rather than the long-term professional needs of the teachers.

GLOBAL CITIZENSHIP EDUCATION

The introduction of citizenship education in teacher education curriculum provides opportunities for the education of teachers as global citizens. Teacher education should explore students currents levels of political literacy regarding local, national, and global issues and should develop courses on citizenship education that reflect their moral concerns and those of young people in schools. Teacher education should explore the challenges and opportunities of educating teachers for a postmodern post-national world characterized by globalization and the increased significance of global politics and citizenship so that global citizens are able to exercise democratic control over global structures, processes and institutions. Student teachers should have an understanding of political globalization, the recent restructuring of nation states and the continuing development of a global political community. They should study the impact of globalization upon educational policy and curriculum formation in other nations. They should consider alternative meanings of teacher professionalism and effectiveness and link these with alternative theories and practices of global citizenship education.

MULTICULTURAL EDUCATION

It is a progressive approach for transforming education that holistically criticizes and addresses current shortcomings, failures and discriminatory practices in education. It is grounded in details of social justice, educational equality and a dedication to facilitating educational experiences in which all students reach their full potential as learners.

LIFELONG EDUCATION

The UNESCO Conference (1998) has greatly inspired by the paradigm of Lifelong Education (LLE) that holds the key that allows us to cross the threshold of the 21st century. It aims to (1) constitute a continuous process of forming whole human beings their

knowledge and aptitude, as well as the critical faculty and ability to act (2) enable people to develop awareness of themselves and their environment and encourage them to play their social role at work and in the community.

The curriculum for LLE should aim at providing scope for vast flexibility, reflecting needs in curriculum for change, broad basing of skills, business knowledge, behavioural skills and more mobility etc. The learners should develop competencies needed for successful performance in industry/user system.

The curriculum for LLE programme shall consist of hierarchically organized modules namely set of core modules, set of area specific core modules, set of optional modules.

PROFESSIONALIZING THE TEACHER AND TEACHER EDUCATION FOR GLOBAL WORLD

There are many challenges before the teaching profession. Firstly, teachers need to radically adapt to the new skills, techniques, methods and demands and secondly a change in the mind set to take up new responsibilities. It is only then that the teacher can be professionalized. Teaching is a profession with competing demands. In spite of a high demand for teachers the profession has not attracted the best with adequate qualifications, training and desire the world over. As such, the following steps will help in professionalize the profession and the teacher.

- No devaluing of teacher functions
- Good salaries
- Good working conditions
- Flexible hours
- Individualized training to meet the needs of heterogeneous group of teachers catering to heterogeneous students.
- Constant training in use of new methods of teaching, counseling, meeting curricular demands, computers, finding and interpreting information
- Autonomy to teachers in classroom management, teaching strategies, arrangement of furniture and work spaces,
- Standardize the skills and their certification, to be acquired by a teacher enabling it to be used world over.

In order to prepare the new age teachers the system of teacher education has to adapt to and adopt new challenges faced by the system. Systemic changes have to be made to prepare the global teacher. These could be in the form of infrastructure, facilities, selection, recruitment and retention of competent human resources, adopting and training in new technologies, and upgrading the curriculum. Globalization is the integration of economic, political and cultural systems and trends across the world for economic growth, prosperity and democratic freedom. It pursues liberal or free market policies in world economy for economic liberalization. Acceleration in this trend can be characterized by three essential factors, economic activity spreading worldwide, increase in technological innovations especially in the areas of communication and transportation and interdependence between people and nations. Globalization can be associated with three aspects, deterritorialization, interconnectedness and speed and velocity. Globalization has also resulted in the emergence of two contradictory phenomena, standardization and diversification.

INTERNATIONALIZATION AND GLOBALIZATION

The processes of Internationalization and Globalization have become salient features of the contemporary world. Though particularly prominent in the economic sector, these processes are by no means restricted to economic exchange relations, scientific and technological competition, communication media and tourism. They obviously also apply to the field of education and educational reform. There are various reasons for arguing that internationalization will become increasingly important in higher education. There are 3 widely recognized arguments which have so far served as main driving forces for internationalization:-

- Academic and professional requirement for graduates increasingly reflect the demands of the globalization of societies.
- The recruitment of foreign students has become a significant factor for institutional income and of national economic interest.
- The use of new ICT in the delivery of education and the involvement of private sector in this mean that national borders and the role of national governments in education become blurred.

To understand the emergence of globalization and internationalization of higher education, we must go back in its genesis which took shape in the creation of **General Agreement on Trade and Tariffs (GATT)** in 1947 to manage the information trade. In 1966 developed and developing countries including India signed the **General Agreement on Trade and Services (GATS)** and covered services of international trade. Education is also one service under the agreement. WTO perceives education as a huge market in the context of GATS.

THREATS OF GLOBALIZATION IN HIGHER EDUCATION

In nutshell following are the threats:

- The WTO initiatives pose a severe threat to the university as well as to the national control of education.
- The developing countries have the greatest need for academic institutions that can contribute to national development, produce research relevant to the local needs and participate in strengthening of civil society.
- Internationalization of higher education will lead to the creation of three different classes of educated students those educated in foreign universities, those from costly private domestic institutions and those from government funded institutions. This will lead to social tension.
- Shortage of the faculty in universities.
- Growing political pressure of reservation on higher education will adversely affect the quality of education.

No doubt there are some threats of internationalization of education to the local needs, but more of them are only in hesitation and vacillation: in our rules, checks and balances. Opportunity is what higher education market offers.

CONCLUSION

The success of any educational system depends largely on quality teachers. The strength and quality of educational system depends largely upon a sound programme of teacher education and quality of teachers, hence the threats and thrust areas of teacher education must be checked up for quality enhancement.

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