



## Teacher education in present scenario

Kompal Wadhawan

Principal, Universal College of Education Lalru, Mohali, Punjab, India

### Abstract

Globalization is a methodology of incorporating the country states by uprooting or minimizing the confinements on the development of material assets, budgetary assets, labour, innovation and thoughts. Education assumes a key part to overcome numerous difficulties and to keep up peace in the globe. Worldwide and global difficulties that impact all regions of human life on the planet are conditions that are regularly going ahead as the result of the quick improvement of science and innovation. It is difficult to dodge yet must be confronted by utilizing assets with excellent particularly human assets. A vital segment of globalization in connection to education is the requirement for delivering higher quality workforce that can effectively confront the competition on the earth. Teacher's competence is the pivotal word for safeguarding the nature of training. Qualified skilled teachers won't have the capacity to complete their task professionally without the conditions that help their tasks. In this period of globalization we have to make the arrangement of teacher education more imaginative and cutting edge to react to the changing requests of the general public and society. To keep up the benchmarks and to overhaul the nature of teacher education we oblige duty and preparing of individuals concerned. The present paper talks about the challenges of teacher education in the time of globalization. Teacher's qualities, learning of innovation, educational program curriculum are the imperative difficulties confronted by teacher education in the context of globalization. It also provides an overview of globalization and teacher education and changing context of teacher education in the global scenario.

**Keywords:** teacher education, globalisation, teacher competence

### Introduction

Education is the most important factor which plays a leading role in human development. It promotes a productive and informed citizenry and creates opportunities for the socially and economically underprivileged sections of society. Numerous empirical studies conducted by social scientists have established a strong correlation between education and national development; all attach utmost importance to education as an effective tool in reducing poverty by building a viable workforce capable of competing in an increasingly competitive and global economy. It is imperative that people in the developing countries have access to basic education, health and other relevant facilities. It is an acknowledged fact that universal played a significant role in the phenomenal advancement of the United States and other western countries in almost every field.

The aim of education is to achieve overall development and enlightenment of mind, broaden the vision, and character-building which can be beneficial to the individual himself and to the society and nation at large. To achieve this goal the role of teacher and teacher educator is important. . In the age of globalization, change is so rapid that the educational system has to keep itself abreast with the latest developments. (Pandey, 2001) <sup>[8]</sup>.

The impact of globalization on teacher education and the manner in which the System should respond to the needs of globalization can be studied under the following heads-

- Content
- Equity and Excellence

### Content of Education

The fast developing stock of knowledge and the need for its continuous updating has also initialled. No longer is education confined to a particular period of life. A key to the twenty first century, learning throughout life will be essential for adapting the evolving requirements of new generation and for better mastery of changing time from the rhythms of individual existence.

### Equity and Excellence

An important component of globalization in relation to education is the need for producing quality manpower that can successfully face the competition in the world. This would imply selecting the best possible human material and giving them education of the highest quality. (Gandhe, 2005) <sup>[9]</sup>.

Quality and excellence have become the watchwords of the new millennium everywhere. Importance of teacher education in making an educational system work more efficiently and effectively is the important factor of it. No system of education can rise above the level of teachers'. Teacher must be trained and educated properly. Quality teacher education must, therefore be our primary concern. (Chaurasia, G. and Roy, N. (Eds.) 2006) <sup>[11]</sup>. It is in this context that education of teachers becomes most important in any country.

### Teacher Education

Teacher education refers to the policies and procedures designed to equip prospective teachers with the knowledge, attitudes, behaviours and skills they require to perform their

tasks effectively in the classroom, school and wider community. It 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. It is well known that the quality and extent of learner achievement are determined primarily by teacher competence, sensitivity and teacher motivation. No nation develops beyond the quality of its education system, which is highly dependent on the quality of its teachers. Teachers should be given the most appropriate tools during and after their training, including content knowledge and skills as well as teaching methodology to be able to do their work professionally. The globalization concept, if taken into account, would require that teachers and teaching should be recognized like all other professions and should require stringent training and acquisition of knowledge and skills and professional registration under a global council of unified teacher registration body to allow for easy mobility of teachers across national boundaries.

Effective teacher education prepares new teachers for a role which is both complex and demanding. Accomplished teaching simultaneously involves command of subject matter and how to teach it to diverse students. Putting all this into practice on a daily basis is extremely demanding in the age of globalization. (Kaur, 2010) <sup>[10]</sup>.

#### **The Basic Role of Teacher Education Is To**

- Train teachers to teach pre-school children.
- Train teachers to teach primary school children.
- Train teachers to teach secondary school children.
- Train teachers to teach higher secondary children.

At all these levels besides having mastery over the subject to be taught the teachers also require different skills like – identifying the needs of the learner, selecting appropriate methods of teaching and learning aids etc. Besides these they also need to have catered to the all-round development of children. The role of teacher education hence has a very vital role to play as its products go and work right from the grass root level of the society.

#### **Globalization**

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. Globalization is an economic phenomenon that brings the producers and consumers of different continents and regions into functional relationship through the free exchange of goods, services and capital. Three factors are mainly responsible for converging the world: first, the introduction of scientific and technological innovations in the field of communication has removed all the boundaries which earlier blocked the process of coming closer of the nations of

the world.

The second factor, which has brought radical changes for globalization, is the dismantling of the Eastern Bloc and the emergence of new regional economic blocs like the ASEAN, the EU and SAARC. The third is the dominance of an ideology of market-led regulation, initially applied to economic and financial exchanges, and now applied to a variety of other sectors of human activities including health and education. Globalization is a catchphrase which has entered discussion in various fields and branches. What follows is a critical review of contrasting perspectives on globalization as it relates to education. In each section, after these general considerations, concerns are narrowed down to the effects of globalization on education in relation to the teaching profession. 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.

#### **Need of the Present Study**

The quality of pre-service and in-service teacher education also needs to be upgraded. Teacher education is stepping stone in the building of future teacher and tries to in build qualities in teacher. Hence there is urgent need to develop new models of teacher education. Hence researchers have thought about needs and challenges in teacher education. The views of teacher educators were studied regarding the teacher education in the context of globalization.

#### **Globalization and Teacher Education**

The Delors report, 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 21<sup>st</sup> 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. The globalization process requires the school to prepare students to play future social roles, and in particular for effective functioning in a modern democratic society, with special emphasis on effective functioning on the labour market. The point is to make them able to compete for a position with other potential candidates, not only from their own country, but from any country. The school should equip students with suitable knowledge and skills that must be perceived as understanding the reality through personal experience and emotional reactions with the surrounding world of objects and specific situations. Such knowledge should be preceded by appropriately designed and organized learning process – learning that brings about substantial changes in the perspective of individual vision and perception of the world.

### **Challenges of Teacher Education in Globalization**

- 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 relationship, technology mediated education, quality in education, interactive education, Inclusive education, practice teaching school etc.
- 2. 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 components listing of most important objectives to be mastered and competencies which every student should be able to demonstrate often instruction is completed. Competency based lesson, which change the students in activities designed to apply learning with an increased emphasis on higher order thinking skills. Students are evaluated not only on knowledge, but also primarily on their ability to perform tasks associated with knowledge acquired.
- 3. Adaptability and Professionalism:** The standard of education will improve if all the teachers have global

perspective, well prepared and provided with on-going professional development and appropriate support. Teachers need to be adapted to the socio-economic and cultural diversities of the students in order to complete in the international sphere Quality Education: Today we are now more interested in the quality in teacher education. High quality teacher education is one more challenge which is successes caters to the following conditions without any bias such as staff pattern as prescribed by NCTE, Infrastructure catering to the needs of teaching learning situations, effective technique assessment and effective learning outcome assessment.

- 4. The need to favour the development of skills long side knowledge:** The phenomenon of globalization as helped to widen the gap between those who globalized and those who are globalized of the process at the local, national, regional and International levels. Teaching to live together is synonymous with developing an understanding and appreciation of interdependence in sprit of respect for the value of pluralism, mutual understanding and peace.
- 5. 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.

### **Changing Context of Teacher Education in the Global Scenario**

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. Professionally, powerful teaching is very important and increasing in our contemporary society as a result of the steam of dynamic initiatives of human development and evolution, standards of learning would be higher in the 21<sup>st</sup> century than it has been in the 20<sup>th</sup> century. As a result teachers would need to acquire additional knowledge and skills, both general and specific, to be able to survive and be successful in the 21<sup>st</sup> century school environment. Education has increasingly become important to success of both individuals and nations. Growing evidence demonstrates that, among all educational resources, teacher's abilities are especially critical contributors to student's learning and consequently the success of a nation to advance in its economic, social and political spheres.

### **Dynamic Teacher Education and Training in the 21<sup>st</sup> Century Globalised World**

For dynamic teacher education and training in the 21<sup>st</sup> century globalised world, teacher education and training institutions must design programmes that would help prospective teachers to know and understand deeply; a wide array of things about teaching and learning and in their social and cultural contexts. Furthermore, they must be able to enact these understandings in complex classroom situation serving increasingly diverse students. If the 21<sup>st</sup> century teacher is to succeed at this task, teacher education and training institutions must further design programmes that transform the kinds of settings in which both

the novices and the experienced teachers teach and become competent teachers. This signifies that the enterprise of teacher education and training must venture out further and further and engage even more closely with schools in a mutual transformation agenda with all the struggles involved. Importantly, the teacher education and training institutions must take up the charge of educating policy makers and the general public about what it actually takes to teach effectively both in terms of knowledge and skills that are needed and in terms of the school contexts that must be created to allow teachers to develop and use what they know on behalf of their students.

### **Structure of a Globalised Teacher Education and Training Program**

Throughout the world, reform and innovation initiatives by nations have triggered much discussion about the structures of 18 teacher education and training programmes and certification categories into which programmes presumably fit. Building stronger models of teacher preparation in the 21<sup>st</sup> century would require adequate and progressive knowledge content for teaching as well as knowledge content for the subjects that the teacher would be required to teach. In this respect, the - what of teacher education and training should be the focus of the curriculum.

### **Conclusion**

Globalization is a term used to describe the changes in societies and world economy that are result of dramatically increased trade and cultural exchange. Globalization is today a trend, not just in economics, commercial and technological fields, but also in education. Globalization indicates “Inter connectivity of Technologies”. These technologies have rapidly made the world a “Global Village”. No county can live in isolation without seeking impact of global trends and a change in all field of life. Education is the most important tool in national development. So this age of knowledge has great impact on education. 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.

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