

Globalization and New Scenario of Teacher Education

* Dr. J.D. Singh

Asst. Professor, G V(PG) College of Education (CTE)
Sangaria-335063, Rajasthan 09414577875(M): Email:drjdsingh@gmail.com

Received: 28 February 2016; Revised: 15 March 2016; Accepted: 25 March 2016

Abstract

India has one of the largest systems of teacher education in the world. Teacher education is dependent upon the quality of teacher educators. The objective of teacher education should be man making and producing enlightened citizens. This role of teacher education is universally recognized. The purpose of globalization and global teacher education is to develop collaborative work culture and sensitize the youth for understanding the multicultural world and maintaining peace and harmony in the world. Globalization of education lays emphasis on reducing the importance of national borders and helps increase knowledge throughout the world. In that respect teachers and educational institutions can play an important role to improve the quality among people.. Good education of teachers can facilitate improvement of school education by preparing competent, dedicated, committed and professionally well qualified teachers who can meet the demand of the system. In short, in an era of increasing standards and accountability in education, teacher-quality and teacher-training will be more important than ever. Role of modern technology is also very important to bring in huge changes in educational practices. In view of enormous new trends emerging at the global scenario, this article attempts to highlight the present scenario of teacher education in India in context to globalization and sustaining some measures for improving world class quality in teacher education programmes.

Keywords: Globalization, Teacher Education, National Knowledge Commission

Introduction

Teacher education is related with the aspects such as, who (Teacher-educator), whom (Student-teacher), what (Content) and how (Teaching-learning strategy). It refers to the policies and procedures designed to equip prospective teachers with the knowledge, wisdom, attitudes, behaviours, competencies and skills they require to perform their tasks effectively in and outside the classroom, school and community.

The Kothari Commission Report (1964-66) contains that, ‘No people can rise above the level of its teachers and it also criticized teacher education programme being conventional, rigid and

away from reality' The Education Commission (1964-66) submitted its comprehensive report, which served as a basis for establishing a uniform national structure of education covering all stages and aspects of education. It recommended allocation of more funds for teacher preparation, better salaries and improved service conditions for teachers and their educators to attract competent people to the profession. Based on the recommendations of the Commission, the non-statutory National Council for Teacher Education (NCTE) was set up in 1974 by a resolution of the Government of India and it got statutory status in 1995 by the Government for the maintenance of standards and improvement of the quality of teacher education in the country.

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. Universal accessibility to quality education is considered essential for development. 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 resolve conflicts peacefully, to respect each other's dignity and cultures, and to make socially responsible citizens. The quality of education is influenced by the teaching-learning process and if teaching-learning process is effective, quality of education becomes positive. Hence, quality concerns in education are the national priorities for not only our nation but all the nations.

Various Commissions and Committees appointed by the Central and the State Governments in recent decades have invariably emphasized the need for quality teacher education suited to the needs of the educational system. The Secondary Education Commission (1953) observed that a major factor responsible for the educational reconstruction at the secondary stage was teachers' professional training. The National Curriculum Framework (NCF, 2005) and National Curriculum Framework for Teacher Education (NCFTE, 2009) elaborate in this context that teacher education

and school education have a symbiotic relationship and need developments in both these sectors mutually, reinforcing the necessary qualitative improvements of the entire spectrum of

education, including teacher education as well. The community expects teachers to be sufficiently knowledgeable in the subjects they teach and proficient in pedagogy. Therefore, highly educated teachers equipped with modern skills can compete and benefit from exploiting the opportunities created by globalization.

Current Scenario of Teacher Education in India

Teachers' skills and their competencies in the classroom are most important components in supporting a system of quality education. Last thirty years have seen a revolutionary change in the use of information and technology and no wonder that software giants like US & India and hardware giants like China & Japan are global leaders in the present scenario. Information and technology have been given special preference in the general curriculum during the recent years but teacher education centres have not been equipped to cope up with the new realities. Heidi-Hayes Jacobs says - *'Teachers need to integrate technology seamlessly into the curriculum instead of viewing it as an add-on, an afterthought, or an event'*. According to my opinion, encouraging students to *learn how to learn* is the most important aspect of education. Education is the essential foundation of a thriving and innovative society. Institutions of higher education, in the context of globalization, become yet another group of organizations producing and selling goods or services for the global market for profit.

The Teacher Education Policy in India has evolved over time and is based on recommendations contained in various Reports of Committees/Commissions on Education. The important ones being the Secondary Education Commission (1953), Kothari Commission (1966), National Commission on Teachers (1983), Chattopadhyay Committee (1985), National Policy on Education (NPE 1986/92), Acharya Ramamurthi Committee (1990), Yashpal Committee (1993), National Curriculum Framework (NCF, 2005), National Curriculum Framework for Teacher Education (NCFTE, 2009) and Justice Verma Commission (JVC, 2013). The National Commission on Teachers (1983) studied in depth the problems of teacher education and the status of teachers in society. Its main recommendations were directed at enhancing the period of training, change in the selection procedure of teachers, making the pedagogy of teacher education meaningful, leading to enrichment of the theory courses and practical work. It suggested changes in the structure of M.Ed. programme also. Teachers' training is an important

component of teacher education. Practice at classroom teaching or at some other form of educational practice usually supervised and supported in some way, though not always. It can take the form of field observations, student teaching or internship.

In pursuance of the NPE-1986 and PoA-1992, a major step was taken by the Central Government to enhance the professional capacity of large number of teacher education institutions. Being responsible for the coordination and maintenance of standards in teacher education, NCTE issued a Curriculum Framework for Quality Teacher Education in 1998. Before issuing it, the Council sought and ensured a national consensus in its favour. Colleges of Teacher Education (CTEs) and Institutions of Advanced Study in Education (IASEs) have been given the responsibility of introducing innovations in teacher education programmes at the secondary and higher education levels. The National Knowledge Commission's final report unfolds that "The training of teachers is a major area of concern at present, and because both the pre-service and in-service training of school teachers are extremely inadequate and also poorly managed in most states" (NKC, 2009), it is imperative to take care of them. Presently, India has nearly 18000 teacher-education institutions for teachers' training and more than 2 lakhs student-teachers get training every year from different teacher education colleges/departments. Recently, NCTE has decided to make teacher education programme for two years at B.Ed. and M.Ed. levels from 2015-16 for quality improvement in secondary teacher education. Due to this, the number of student-teachers may be doubled from the session 2016-17 in these education colleges/departments.

During the last decade, new thrusts have been posed due to rapid changes in the educational, political, social and economic contexts at the national and international levels. A large number of teacher training institutions do not practice what they preach. It has been observed largely that teacher educators are not professionally committed and their overall competency is not what it is desired.

The integration of theory and practice and consequently curricular response to the requirements of the school system still remains inadequate. The system still prepares teachers who do not really become professionally competent and committed after the completion of their initial teacher preparation programmes. Their familiarity with latest educational developments remains

inadequate and several of the skills and methodologies taught are rarely practiced by them in actual school system.

Some Major Problems and Challenges in Indian Teacher Education

Teacher education is a global profession that needs to be understood properly. Although globalization has been changing the size, nature and quality of human environment, but the present education system in India is inadequate in respect of both, quality and content. Most of the teacher training institutions are not equipped with modern technological equipment. The high cost of setting up new connections, low levels of technological awareness etc. are some of the obstacles towards strengthening the teacher education system in India. Presently, teacher training has been more commercialized than professionalized. Neither physical facilities nor teaching staff of training institutions are adequate. It is a big challenge for teacher education sector to sustain in future due to lack of availability of appropriate and well qualified faculty. A section of teachers does not even involve themselves with the formal lectures and generally dictate from fragile notes.

The courses of study are theory oriented and out-dated and do not meet the present day needs. Besides, in the absence of an agency or a body for evaluation and resetting standards for teacher education, the standards gradually have been going down in the absence of external controls on quality of teacher preparedness. With every increasing demand for a large number of teachers, many new teacher education institutions have been established during the last ten years. They go on running without paying proper attention to the requisite physical and educational infrastructure and the required number of qualified teacher educators. Certain institutions are being run with motives other than educational. In certain areas, the supply of teachers far exceeds the demand while in some others, there is an acute shortage of qualified teachers. The manpower planning is practically absent in teacher education.

Consequently, the situation at some elementary and secondary school levels in certain states is terribly dismal as comparable to international standards, even though DIETs, CTEs and IASEs are making tangible impact on pre-and in-service teacher education. The most acute weakness harassing India's teacher education, is the crisis of governance.

Thus, India has been facing a deep crisis in the field of teacher education. The teacher education curricula have received severe criticism and their weaknesses have been well exposed several times. Teachers' familiarity with latest educational developments remains insufficient. Organised and stimulatory learning experiences whenever available, rarely contribute to enhancing teachers' capacities for self-directed lifelong learning. The system still prepares teachers who do not necessarily become professionally competent and committed at the completion of initial preparation programmes. The student-teachers are not exposed to the realities of school and community. No proper attention is paid towards internship, practice of teaching, practical activities. Supplementary educational activities are also not paid proper attention. Some educationists and social activists call it insufficient, irrelevant because they do not prepare such teachers who can impart quality education in our schools. To some extent, these charges may be somewhat exaggerated but often they seem to be right.

Teacher education in India by and large, is conventional in its nature and purpose. A growing challenge in education is, establishing and implementing strategies to develop the skills and knowledge necessary for the teachers to use technology as an instruction tool. Education of teachers needs to strengthen and stress upon the main attributes of a profession, such as, the systematic theory, rigorous and smart training over a specified duration, ethical code and culture, generating knowledge through research and specialization. Under these circumstances, education in general and teacher education in particular, need to be revitalized. Teacher education must, therefore, create necessary awareness among teachers about their new roles and responsibilities.

Few Measures for Improving World Class Quality in Teacher Education

Globalization is a process, which has affected many areas of human life, one of those being education. The process of globalization in India has commenced along with new economic reforms in 1991 and influenced all walks of life including education. Education and especially teacher education is undergoing rapid and constant changes under the influence of globalization. However, teacher education as a whole still needs urgent and comprehensive reform. Quality of an institution or a programme is generally considered on the basis of placement of its products. Various factors that still affect quality in teacher education programmes are: finance, sincerity of intentions to bring positive changes in faculty and students, help improve management. In order

to accelerate qualitative improvement in higher education, UGC recommended establishment of department of teacher education in all central universities for providing world class education. For dynamic teacher education and training in the 21st century globalised world, teacher education and training institutions must design programmes that would help prospective teachers. Therefore, teacher education must create necessary awareness among teachers and teacher education institutions about their new roles and responsibilities. Some of these are:

- Teachers (Educators) should be given most appropriate tools during and after their training. The training should include content knowledge and learning of skills as well as teaching methodology so that they may be good professionally. Most of teacher educators are working under pressure on a very low salary in private institutions. Their salaries and service conditions should be improved as per UGC rules to attract competent people to the profession.
- The role of modern technology is very important to bring in huge changes in educational practices. On line submission of forms, using teaching aids like LCD and making preparation for online examinations should be a part of long term policy. Teacher education should be well equipped with the practical knowledge of e-governance and other administrative matters.
- The teacher curriculum-courses should look futuristic and implement e-governance as one of the basic content of the curriculum. It is an urgent need to come up with quality based teacher education system.
- As the need of teacher /man power planning has resulted in mushrooming growth of teacher education throughout the country, it is the right time that every educator should take care so that quantitative expansion should not slip the quality.
- Teacher education institutions have an important role to play in developing effective partnerships with schools and other stakeholders. Those responsible for educating teachers should possess practical experience of classroom teaching practice and possess good knowledge, attitudes, behaviour, competencies and skills that are demanded of teachers.

- Teacher education department/ college should be connected with real life situations of classrooms so that the teacher educators and pupil teachers both get acquainted with different problems of classroom situations.
- Refresher courses, orientation programs, seminars, webinars, conferences, workshop, symposium should be encouraged for the professional growth of teacher educators. Educators should be oriented with new developments, changes, innovations in the field of education.
- The admission procedures of B.Ed. should be completely restructured and systematised so that only those who have aptitude of teaching are able to take admission in this course.
- The practising schools should be taken into confidence. The training or the teaching practice of student-teachers held in the school should be closely associated with teaching staff of education colleges in planning the content to be covered and method to be used by the pupil teachers. The teaching practice should be supervised by the teachers and teacher educators in a systematic way so that it fulfils the objectives of preparing high quality teachers.
- According to JVC report, the NCTE should set up an institutional platform in close coordination and collaboration with UGC, State Governments, and Universities etc. and take decisions on standards, procedures and quality parameters, concerning teacher education.
- Now-a-days, the number of self- financing colleges is mushrooming like shops and they have made it as their money making factory which is damaging education of the country. Therefore, regular inspection should be done to ensure high quality in teacher education. The affiliating bodies for teacher education should frame such parameters which can enhance the teacher education programme in qualitative aspect rather than quantitative aspect.
- It should be made mandatory that a teacher education department should have a demonstration school which should have certain facilities such as laboratories, libraries and other important audio-visual equipment. The professional attitude should be

developed by conducting various types of activities like school assembly, surveys, field work, social work, laboratory and other co-curricular activities in real situation.

- There is a need for high level of funding for research, including contractual research. The teacher education college/department should conduct research on teaching curriculum and evaluation procedure in the regular university departments. So such programs should be sponsored by government and universities so that different academicians from different disciplines can contribute in the qualitative development of teacher education.
- It is important that international experience would certainly add more weight to the quality of teacher education system of India. Extension programs and Exchange programs with different universities within India and outside India should go on regularly to enrich the teacher education programmes.

Conclusions

Globalization has a multi-dimensional impact on the system of education. It promotes new tools & techniques in this area like e-learning, flexible learning, distance education programs and overseas training. In the 21st century, education systems face the challenge of equipping students with the new knowledge, skills and values needed to be competitive in a global market. The task of bringing qualitative change in the teacher education system in itself is a huge and challenging one. Quality issues in teacher education go around the quality of infrastructure and support services, teacher motivation, pre-service and in-service education of teachers, curriculum and teaching-learning materials, various classroom processes, proper students' evaluation, monitoring

and supervision etc. Since the teacher is the pivot of the entire educational system and he/she is the main catalytic agent for introducing desirable changes in the teaching learning process. In the present times education needs to be able to respond to additional demands of a rapidly globalizing world by raising awareness towards environment, cultural and social diversity, peace, increased competitiveness etc. In that respect NCTE, NAAC, universities and other relating agencies are not doing appropriate jobs for developing quality and standards in teacher education system.

Selected References

- *Academic Ranking of World Universities (ARWU)*. Retrieved from <http://www.arwu.org/>

- *International Network of Quality Assurance Agencies in Higher Education*. Retrieved from <http://www.inqaahe.org/index.php>
- Chapman, D. & Adams, D. (2002). *The Quality of Education: Dimensions and Strategies*. IIEP, Paris.
- Delors Jacques (1996). *Learning: The Treasure Within*. Report of the international Commission on Education for Twenty-first century. Paris: UNESCO.
- NAAC (2005). *National Assessment and Accreditation Council*. A profile. Retrieved from <http://www.naac-india.com> Accessed 15 March 2015.
- Focus/February_2009/Globalization_opens_new_doors_for_Indian_students_7692/
- Nigavekar, A. (2005). *Ensuring Quality Higher Education for All*. Country Report: India. [www.unesco.or.kr/kor/activity/ed/data_wche/ CountryReportIndia.doc](http://www.unesco.or.kr/kor/activity/ed/data_wche/CountryReportIndia.doc). Accessed 11 July 2015.
- National Knowledge Commission (2009). *Final Report (2006-09)*. Govt. of India, New Delhi.
- National Council for Teacher Education (1998). *Curriculum Framework for Quality Teacher Education*. New Delhi: NCTE. Retrieved from [http:// www.ncte-india.org/pub/curr/curr.htm](http://www.ncte-india.org/pub/curr/curr.htm)
- NCERT (1978, 88). *Teacher Education Curriculum: A Framework*. New Delhi: NCERT.

Corresponding Author: Dr. J.D. Singh
Assistant Professor, G V (PG) College (CTE) Sangaria-335063, Rajasthan
09414577875 (M); Email: drjdsingh@gmail.com