

ROLE OF TEACHER EDUCATION IN THE CONTEXT OF GLOBALIZATION

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Abstract :

Globalization is a process wherein geographic distance becomes a factor diminishing importance in the establishment and maintenance of cross border economic, political and socio-cultural relations. There are many aspects to play a role for teacher education in the context of education globalization. This paper discusses the quality assurance, teacher commitment, value based teacher education, teaching as profession, ICT for future teachers, employability, in-service teacher education and national development.

Key Words : Teacher Education, Globalization.

Introduction :

Globalization is a recent phenomenon with its root in trade and commerce. Globalization is a process of free exchange of goods and capitals across globe. The advancement of science and technology, revolution leading to the INTERNET, fastest means of transportation etc. have made the whole world a “global village” and globalization a new impetus. This means that globalization is a process wherein geographic distance becomes a factor of diminishing importance in the establishment and maintenance of cross border economic, political and socio-cultural relations. There is an emergence of global mass culture or a single world civilization. It has created a knowledge based society. There is a shifting from a “real” community to a “virtual” community. The impact of globalization on teacher education is quite obvious.

UNESCO - Commission on the development of education (1972) rightly, observes in its memorable report, Learning to be “Rigid distinction between different types of teaching,

general, scientific, technical and professional must be dropped and education as from primary and secondary levels must become theoretical, technological, practical etc. the same time”. In this sense education is not narrowly conceived particularly which relates to nation, Now a days it needs to conductive globally because of impact of globalization.

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The present paper emphasizes a multidimensional role of teacher education out of which some of them can discuss here.

1. Quality Assurance
2. Teacher Commitment
3. Value based teacher education
4. Teaching as a profession
5. ICT for future teachers
6. Employability
7. In-service teacher education
8. Teacher education and national development

1) Quality Assurance :

The NCTE in its curriculum framework for Quality Teacher Education (1998) summarizes the teacher education system as “Teacher education is an integral component of the educational system. It is intimately connected with society and is conditioned by the ethos, culture and character of a nation. The constitutional goals, the directive principles of the state policy, the socio economic problems and the growth of knowledge, the emerging expectations and the change operating in education etc. call for appropriate response from a futuristic education system and provide the perspective within which teacher education programmes need to be viewed.”

The most significant quality perspective is the need to realize the importance of the teacher preparation programmes to ensure professionalism in the process and practices. The professionalism can be achieved only by total commitment, devotion and continuous efforts on enhancing quality in transaction. Teacher preparation programmes need to be built on the

four pillars Viz. 'Learning to know', 'Learning to do', 'Learning to live together', and 'Learning to be' with in built framework of reference in the following areas:-

- a) Global and the local
- b) Tradition and modernity
- c) Competition and equality opportunity
- d) Spiritual and material dimensions
- e) Universal and the individual
- f) Knowledge explosion

Quality is not merely a measure of efficiency. It also has value dimension. Quality in education includes a concern for quality of life in all its dimensions. Therefore, teacher education should focus on the issues such as the right leadership, expertise and effective transformation of knowledge into wisdom.

Quality Assurance makes the system relevant for its consumers. The quality of teacher education has shown signs of deterioration as professional commitment and overall competencies of teacher leave much to be desired. For providing the releventness and social acceptance, the teacher education programme has to maintain the quality as well as quantity.

2) Teacher Commitment :

In the era of globalization urgent need of the day to have competent and committed teachers, who internally develop learners as competent and committed.

Teaching is a noble profession assumes every teacher to stand committed to it, for which certain competencies will have to acquired and put to actual use in transactions with the learners and the society, to attain excellence of performance.

The teacher standing at the verge of new millennium has every demand for the acquisition of updated knowledge, skills and motives for effective functioning. The teacher, to exhibit an outstanding performance should at least possess a countable number of competencies possession of mere competencies also is insufficient for showing renewed performance. Only when the competencies are operated optimally, then only the teacher can deliver maximum output. The stage where competencies are operated or processed to produce performance is called commitment.

Competencies would be input, while commitment is the process variable for producing the performance as output.

Commitment may be viewed as a processing capacity of an individual to generate maximum performance from what he has been endowed with. The committed teacher is an indication for bringing quality in school education, committed teacher is a symbol for qualitative education.

3) Value based teacher education :

The value oriented teacher education should have values related to social systems rather than spiritual and religious values. They should emanate the areas of communication, work, service and citizenship, besides the curricular, co-curricular activities should made value oriented and strengthened. A draft report of the working group in university education for VII plan suggested that value orientation in education should constitute a special thrust since the teacher in our society plays a multidimensional role as.

- (i) In our society, teacher is considered as fountain head of knowledge and source of great ideals. Hence people seek his council in all socio-economic activities. Thus if a teacher has a keen sense of values and faith in higher purpose of life he can be resourceful guide to the whole nation through his visible personality.
- (ii) Our students are not turned to independent study and look upon to the teacher to impart knowledge and they seldom dare to question in authority. Thus all the good ideas and values that are to be imparted or inculcated to the students should flow from the teacher.
- (iii) The overall society looks to the teaching community for the welfare and progress of the children. Hence values and ideals that the teacher spreads attain social significance.
- (iv) In the 21st century the home environment has become more mechanical, the children spend a lot of their time at school with the teachers. Thus if a teacher is committed to contain values in his day to day life the children will pick them soon up in their early years.

Due to this it is necessary for teachers under training to be thoroughly exposed to human values in their college of education.

Good teacher make good school, Good schools make good students, Good students make good citizens, Good citizen make good nation. So teacher education is a nation building activity and a generation moulding institution which always strives to accommodate itself in the era of globalization.

4) Teaching as a profession :

At present teaching profession has not yet been able to organize itself into a dynamic, forward looking professional organization. A profession requires certain specific qualifications, skills and abilities for its performance. There is a need to understand the difference between education as a discipline and education as a profession. It requires an urgency to see teaching grow as a real profession.

5) Information and Communication Technology for future teacher :

In 2000, NCTE decided that 'Information and Communication Technology Literacy' should be compulsory for B. Ed course.

The objectives of ICT literacy in pre-service teacher education are-

- i) To create awareness amongst teacher trainees about ICT and its use in teaching learning
- ii) To acquaint teacher trainees with parts of computer system and their functions
- iii) To develop vocabulary of ICT amongst teacher trainees
- iv) To develop competency and encourage teacher trainees in using INTERNET for improving school teaching and for personal academic growth
- v) To develop competency amongst teacher trainees of using off line electronic resources and on line resources

6) Employability :

Indian teacher are in demand throughout the globe. It has to be revamped to enhance its employability by ensuring its quality product

7) In-service Teacher Education :

The in-service teacher education must be viewed as an extension of pre-service teacher education. Programmes have been made for in-service teacher and teacher educators. They are as follows-

- a) Orientation courses
- b) Refresher courses
- c) Seminars, workshops, symposium etc.
- d) Paper Reading programme
- e) Pedagogical enrichment courses
- f) Grants teacher for research and innovation

8) Teacher Education and National Development :

Teacher education is an important means of national development. There is a need to develop vocational competencies and skills for creating new work culture. It should seek solution to the burning social evils like casteism, communalism, regionalism, child labor and sex discrimination etc. which are weakest point in the national development.

Concluding Remark :

Education system of nation is influenced by the political, economic all and cultural aspects of the society. Tremendous changes are brought due to globalization.

Globalization has brought changes in the field of education. Teacher education too cannot remain immune to these global changes. Hence teacher education is to be revitalized in the context of discussed aspects in this paper

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