

Globalization and Excellence in Teacher Education

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ABSTRACT

This paper draws out some of the profound implications of globalization for education and the work of educators. As part of this we also look at some of the issues surrounding the increased presence of corporations and branding in education. Globalisation is result of human innovation and technical progress. Hence teacher education in particular need to be revitalize job opportunities, transmission of culture, sharing experiences etc. are the strongest proponents for the globalization of education. The result of this incursion by commerce, and the widespread seeping of managerialism, market-thinking and consumerism into the orientation of educators is a basic inability within many schooling systems and agencies of informal education to address critically questions around globalization, branding and consumption. To Produce human resources with high quality, we need education with a high quality. In fact according to the demand of he global challenges, we need to improve the quality of education and develop educational standards tha t contain global and interantional issues. Globalization- the growing integration of economies and societies around the world - has been one of the most hotly-debated topics in international economics over the past few years. Rapid growth and poverty reduction in China, India, and other countries that were poor 20 years ago, has been a positive aspect of globalization. But globalization has also generated significant international opposition over. Golbalization is the major aspect of the changed world environment. It challenges our established views on “Knowledge Production” and removes learning from a traditionally stable position to a far some flexible idea of the “accumulation of new knowledge”. Both globalization and the flexible accumulation of knowledge have been made possible through two main interrelated historical occurrences. Education that once represented a sacred trust and sacred asset has lost its value today.

Introduction:

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. They have shrunk geographical frontiers, national organizations, individuals, business and commercial corporations are integrated by globalization. Even the scientific community is becoming a world community. The

scientific community shares concepts, exchanges ideas, collaborates on projects and uses international standards and benchmarks. “The Era of Globalization” is fast becoming the preferred term for describing the current times. Just as the Depression the Cold War Era, the Space Age, and the Roaring 20’s are use to describe particular periods of history; globalization describes the political, economic, and culture atmosphere of today.

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To allow the market mechanism to be the sole director of the fate of human beings and their natural environment, indeed, even of the amount and use of purchasing power, would result in the demolition of society. Robbed on the protective covering of cultural institutions, human beings would perish from the effects of social exposure; they would die as the victims of acute social dislocation through vice, perversion, crime and starvation. Nature would be reduced to its elements, neighborhoods and landscapes defiled, rivers polluted, military safety jeopardized, the power to produce food and raw materials destroyed.

Such is the nature and complexity of the forces involved in globalization that any discussion of its impact upon education raises fundamental issues and is a matter of considerable debate. The forces associated with globalization have conditioned the context in which educators operate, and profoundly altered people's experience of both formal and informal education. The impact and pervasiveness of these forces of globalization also means that they should be a fundamental focus for education and learning - but there are powerful currents running against honest work in this area.

Purpose of the Study:

In this paper we will explore some of what we believe to be the more significant aspects with regard to the practice and experience of education. These include:

- Commodification and the corporate takeover of education.
- The threat to the autonomy of national educational systems by globalization.
- De-localization and changing technologies and orientations in education.

- Branding, globalization and learning to be consumers.
- Physical and intellectual development of child.
- Aim of Self and social knowledge.

Analysis of the study:

To begin it is helpful to distinguish between the rise of the market, 'with its insidious consumer-based appropriations of freedom and choice and its impact on education and globalization. As we have already seen, they are wrapped up - one with another - but it has been possible to talk of the marketization of education without having to refer to delocalization and the activities of multinationals. Now, that is increasingly difficult. As we know, commercial concerns look constantly for new markets and areas of activity. In the last quarter of the twentieth century, and particularly in those states where neo-liberal economic policies dominated, there was strong pressure to roll-back state regulation and to transform non-market and 'social' spheres such as public health and education services into arenas of commercial activity. The massive increase in university enrolment was, however, less a consequence of government policy, than the impact of changing perceptions of the labour market.

There has also been a transformation of the labour force in India higher education - and a growing orientation to profit generation. Salary levels have decreased significant relative to other key groupings; increased bureaucratization and pressures on universities to reduce costs have reduced the time for 'scholarship and disinterested learning' and the doubling in the numbers of students per lecturer has led to a progressive decline in the quality of teaching and the satisfaction it gives to learners and teachers.

The result has been a drive towards to the achievement of specified outcomes and the adoption of standardized teaching models. The emphasis is less on community and equity, and rather more on individual advancement and the need to satisfy investors and influential consumers. Education has come to resemble a private, rather than public, good. As might be expected, such marketization and commodification has led to a significant privatization of education in a number of countries.

Globalization Trends:

Globalization broadly refers to the expansion of global linkages, the organization of social life on a global scale, and the growth of a global consciousness, hence to the consolidation of world society. Such an ecumenical definition captures much of what the term commonly means, but its meaning is disputed. It encompasses several large processes; definitions differ in what they emphasize. Globalization is historically complex; definitions vary in the particular driving force they identify. The meaning of the term is itself a topic in global discussion; it may refer to “real” processes, to ideas that justify them, or to a way of thinking about them.

The range of human development in the world is vast and uneven, with astounding progress in some areas amidst stagnation and dismal decline in others. Balance and stability in the world will require the commitment of all nations, rich and poor, and a global development compact to extend the wealth of possibility to all people. People around the globe are more connected to each other than ever before. Information and money flow more quickly than ever. Goods and services produced in part of the world are increasingly available in all parts of the world. International travel is more frequent. International communications

commonplace. This phenomenon has been titled “globalization.”

Globalization is not a phenomenon. It is not just some passing trend. Today it is an overarching international system shaping the domestic politics and foreign relations of virtually every country, and we need to understand its such. As thoughtful people concerned about world affairs our job is to pick up “globalization,” examine it from all sides, dissect it, figure out what makes it tick, and then nurture and promote the good parts and mitigate or slow down the bad parts. Globalization can be incredibly empowering and incredibly coercive. It can democratize opportunity and democratize panic. It makes the whales bigger and the minnows stronger. It leaves you behind faster and faster, and it catches up to you faster and faster. While it is homogenizing cultures, it is also enabling people to share their unique individuality farther and wider.” Globalization has dangers and an ugly dark side. But it can also bring tremendous opportunities and benefits.

Globalization will always have cheerleaders who are blind to the destruction globalization can cause. And it will always have strident opponents blind to the way globalization gives some people their first opportunity to fulfill basic aspirations. As with most issues, the majority of people will be in the middle. They will see globalization not as something to worship or demonize. Instead, they will see it as something to mold, shape and manage for the betterment of everyone.

Globalization and the governance of education

Globalization has impacted upon the nature of the agencies that ‘school’ children, young people and adults. The question we are facing now is, To what extent is the educational

endeavor affected by processes of globalization that are threatening the autonomy of national educational systems and the sovereignty of the nation-state as the ultimate ruler in democratic societies? At the same time, how is globalization changing the fundamental conditions of an educational system premised on fitting into a community, a community characterized by proximity and familiarity. At first glance it would seem that national governments still have considerable freedom to intervene in education systems. Indian government, for example, has significantly increased the scale of central direction and intervention through the use of national curriculum requirements, special initiatives and other, institutional means.

The more overtly and the more directly politicians attempt to organize education for economic ends, the higher the likelihood of waste and disappointment. What marks from their international counterparts is simply the speed with which, in our hugely centralized system, they launch one educational broadside after another. In the process we have almost forgotten that education ever had any purpose other than to promote growth. While there is some direct intervention in the governance of national educational systems by trans-national agencies such as the IMF and World Bank, the impact of globalization is most felt through the extent to which politics everywhere are now essentially market-driven. 'It is not just that governments can no longer "manage" their national economies', he comments, 'to survive in office they must increasingly "manage" national politics in such a ways as to adapt them to the pressures of trans-national market forces. The initiation, or acceleration, of the commodification of public services was a logical result of government's increasingly deferential attitude towards market

forces in the era of the globalized economy. A good deal of what was needed was accomplished by market forces themselves, with only periodic interventions by the state, which then appeared as rational responses to previous changes.

De-localization and changing technologies and orientations in education

As well as conditioning the political context, globalization has found expression in some very direct ways - via , for example, the de-localization of schooling. Since the 1990s, there has been a degree of 'parental choice; within state schooling. It has been possible to choose which schools to apply to at both primary and secondary levels.

To these developments must be added changes in educational technology - especially the use of the internet and other computer forms, and the growth of distance learning. At one level these can be seen as an instrument of localization. They allow people to study at home or at work. However, they usually involve highly individualized forms of learning and may not lead to any additional interaction with neighbours or with local shops, agencies and groups. They also allow people from very different parts of the world to engage in the same programme - and student contact can be across great physical distance.

Branding, globalization and learning to be consumers

As George Monbiot put it, there are many ways of making money from formal education, 'but the most widespread is the use of the school as an advertising medium'. The attraction is obvious - schools represent a captive market. Through the use of teaching packs, sponsored videos, advertisements on school computer screen savers and the like, large companies are able to bring their brand directly

into the classroom. In so doing they are looking to gain a certain legitimacy as well as the raising general brand awareness. Schools also have the distinct advantage for corporate of organizing their students along key demographics such as age and supposed academic ability - so it is possible to target advertising and marketing. The shortfall of funding for key aspects of schooling such as computing, sport and recreational and eating facilities: fast-food, athletic gear and computing companies have stepped in. However: they carry with them an educational agenda of their own. As with all branding projects, it is never enough to tag the school with a few logos. Having gained a foothold, the brand managers are now doing what they have done in music, sports and journalism outside the schools: trying to overwhelm their host, to grab the spotlight.

Many teachers and their managers remain 'deeply ambivalent' about the movement of commerce and advertising into schools. There is a belief that children need at least one 'commercial-free zone'. Commenting on the Australian situation, Kenway and Bullen argue that schools have found themselves in a problematic situation. High ideals tend to fade away as State-provided finances decline and as the State 'encourages' closer partnerships between education and industry. Educationally sound and attractively packaged curriculum materials fill the hole in the resources budget of schools and offer technologically sophisticated 'solutions' to the pedagogical problems of overworked teachers. These pressures have created a conflict of interest between schools' mandate to educate, and their moral and ethical duties to protect children from exploitation by consumer culture. Challenges Ahead of a Teacher Education in Globalization

Challenges Ahead of a Teacher Education in Globalization

1. **Professionalism:** The education standard will improve if all the teachers have global perspective, well prepared and provided with on going professional development and appropriate support.
2. **Competency & Technology based Curriculum:** The competency-based curriculum represents an approach to instruction, which emphasizes the application of the knowledge in a manner, which may be observed or measured. Competency based Curriculum guides focus on a comprehensive view of each course of study, which is delineated in to 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 lessons, which engage 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. **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 areas of policy issues, curriculum issues, evaluation systems, classroom practices, training strategies, value inculcation, school community relationship, technology mediated education, quality in education, interactive education, etc.
4. **Use of Integrated Technology:** According to Gradlen (2002) 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 instructional tool. The extent to which teachers are prepared to infuse technology into curriculum and instruction is a major contextual factor.

5. Mobility of the Teachers across the Globe:

There is an increased demand for Indian teachers in many countries. The teachers need to be trained to be competent in the global market.

6. Adaptability: Teachers need to be adapted to the socio-economic and cultural diversities of the students in order to compete in the international sphere.

Global challenges that influence all areas of human life in the world are conditions that are naturally going on as the consequence of the rapid development of science and technology. It is impossible to be avoided but have to be faced using resources with high quality especially human resources. Teacher's quality is the key word for ensuring the quality of education.

Conclusion:

Globalization in education has already made its presence felt in India. A nation has definitive choices in deciding about the type of change it wants to make. The participation of people and people centric policies and democratization of education is required even in a globalized world. Peoples choices matter more so in a globalized world. Quality consideration in education take care of the individual goal even against a larger context of social goals. Education of masses in the ultimate is the responsibility of the nation then that of globalization and the nation rise to it.

Modern man is alienated from himself, from his fellow men, and from nature. He has been transformed into a commodity, experiences his life forces as an investment which must bring him the maximum profit obtainable under existing market conditions. It is a form of education that looks to 'having' rather than 'being'. Just what is needed to push back and undermine this pernicious process is fairly clear. We need, for example, to adopt ways of thinking about, and acting in, the world that have at their core an informed commitment to human flourishing in its fullest sense.

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