

Role of Globalization and NCTE in bringing Paradigm change in Teacher Education

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Abstract

Globalization has completely changed the face of the world and it also has great impact on education. Teacher education is the base of all educational disciplines as it provides education to prepare the future teachers. Like all other professions, globalization has direct impact on teacher education. Therefore there is inclusive paradigm change in teacher education. The main purpose of this was to explore the role of Globalization and NCTE in bringing paradigm change in teacher education. Globalization has brought various changes in education. The global requirements identified for education include promoting life-long education, re-emphasizing the quality of learners experience, reorganizing subjects into key learning areas so as to develop a broad knowledge-base among pupils as well as the ability of thinking in a critical way and innovate and promotion of global awareness and outlook, and rising levels of professionalism among teachers. The NCTE is making every effort to improve the quality of teacher training in the country. The quality of teacher education not only depends on competently sound and related curriculum, but also on the way the curriculum is put into practice in teacher education institutions. This, in turn, depends on the proficiency of the faculty and its quality and the infrastructural and instructional facilities provided in the Institutions. Here, an attempt has been made by the researcher to make a systematic investigation into the steps taken by the NCTE to prepare professional teachers and their effectiveness towards a paradigm change in teacher education. Various steps have been taken by the NCTE for paradigm changes in teacher education. These changes include, increase in duration of teacher education programmes, standard curriculum, stability in theory and practice, shift from teacher to student, quality assurance and change in evaluation procedures.

Keywords: Globalization, NCTE, and Teacher education.

Introduction

Globalization has brought various changes to human life not only in economic issues, but also in, social, cultural and political issues. The effect of Globalization can be positive, or negative, depends on the quality of human resources. To produce human resources with high quality, we need education with high quality too. In fact, according to the demand of facing global challenges, we need to improve the quality of education and develop education standards that contain global and international issues (Jusuf 2005). According to Jarvis and Holford (2005) globalization may positively influence education, since it may bring together different peoples, ideas and resources. The whole world is becoming a global society; media and cyber culture are becoming more widespread. This is providing new opportunities for research and interaction to people who previously had no access to major libraries or research institutions (Kellner & Douglas 2005). Technological tools and developments can be applied to good use, so as to serve the needs of students across the world. For education to improve, all the teachers must have a global perspective, well prepared and provided with ongoing professional development and appropriate support. During these years, large scale and far reaching developments as well as changes have taken place on the national and international scenes in social, economic, cultural, scientific and technological spheres as well as in information and communication technologies. Global changes are being incorporated in the curriculum of teacher education. These developments have affected education, including teacher education necessitating review and reform of Indian teacher education.

Education has been continuously evolving, diversifying and increasing its coverage since the dawn of history. Every country is developing its system of education to endorse its unique socio-cultural identity and also to meet the challenges. These words of the National Policy on Education (NPE) 1986 subsequently revised in 1992. The policy further emphasises that the Government of India will also review this policy after every five years, the progress made and recommend guidelines for further development. In the light of the aforementioned statements, the National

Council for Teacher Education (NCTE), a statutory body was established by the Government of India for the maintenance of standards and improvement of the quality of teacher education in the country, came out with a Curriculum Framework for Quality Teacher Education (Curriculum Framework hereafter) in 1998. An independent endeavour in evolving a teacher education curriculum framework by the NCERT was brought out in 2005 and a joint Curriculum Framework came out by NCTE in coordination with NCERT in 2006. In order to concretize the imperatives of NCF - 2005 and also to fulfil the concerns of RTE Act 2009, the NCTE brought out the latest National Curriculum Framework for Teacher Education (NCFTE) 2010. The mandate given to the NCTE is very broad and covers the whole gamut of teacher education programmes including research and training of persons for equipping them to teach at pre-primary, primary, secondary and senior secondary stages in schools, and non-formal education, part-time education, adult education and distance education courses.

NCTE has adopted a two way strategy to ensure quality in teacher education. The first approach involves development of curriculum guidelines through nationwide consultations and then persuading and supporting the State Governments and Universities to undertake reconstruction of their teacher education curricula. The second strategy involves development of norms and standards in respect of various teacher education programmes, assessment of activities of new institutions, offering Teacher Education Programmes as well as continuous monitoring and supervision of recognized institutions and, taking action if necessary, against the institutions found violating the prescribed Norms and Standards. Taking a serious note of these developments, agencies responsible for education from nursery to tertiary and professional education have reviewed their programmes and courses of study. Comprehensive assessment and evaluation techniques are used to measure the professional abilities of the students.

Teacher Education Aims

- To achieve planned and coordinated development of teacher education system throughout the country.
- To regulate and properly maintain the Norms and Standards in the teacher education system and for matters connected therewith.
- It aims at training individuals for equipping them to teach pre-primary, primary, secondary and senior secondary stages in schools, non-formal and part-time education, adult education and distance education.

NCTE Towards New Paradigm of Teacher Education

Different initiatives have been taken by NCTE to bring constructivism in teacher education program because of the below mentioned reasons:

- i. Learning helps the individual in analysing new skills through his own experience.
- ii. Learning is inner development.
- iii. Learner is totally active in learning process.
- iv. Changes in behaviour come due to personally interpretation of facts, concepts and generalization.
- v. Learner-centered teaching-learning process.
- vi. The process of learning is more important than learning outcome.

At Primary level courses are designed around key concepts and research from Psychology, Philosophy, Sociology, Child Psychology, Social Anthropology, Child rearing Practices, Process of Physical, Mental, Emotional, Aesthetic, Language, Social and Moral Development, Self-expression, Health and Hygiene, Art of observation and Nature study are persuaded in the curriculum frameworks. The stable transaction of the teaching-learning processes from concrete stage to abstract reasoning process and changeover of teaching-learning strategies from one stage to another are stressed on. Depending on this, NCTE has also taken various initiatives in bringing change in the curriculum frameworks.

At secondary level teacher education programme are equipped with theory, practice teaching in school and practical work in the light of contexts, concerns, profile of teachers and general and specific objectives. The higher secondary stage is important as it offers a choice of subjects to students. They may choose either specialized academic courses or job-oriented vocational courses. According to NCF the subjects should not be grouped into separate streams, and students should be given freedom to choose subjects or courses according to their need, interest and aptitude.

The curriculum of teacher education programmes is flexible enough to adopt and accommodate the global paradigm shifts and changes. The curriculum of the teacher education at the vocational stage may comprise Indian culture, contemporary Indian society, economic problems and development, occupational and educational psychology, marketing, managing financial resources and machinery, fixation of price, accountancy, history, states, problems and issues in vocational education, management and organizational problems of vocations. The theoretical component in the curriculum of Physical Education may include Indian heritage and emerging Indian society, foundations of physical education, yoga, regional games and sports, physiology and sports medicine, rules of games and sports, science of training and coaching, education of athletes and developing training competencies and evaluation techniques for physical education. NCTE emphasizes the need of shifting the focus from teacher centric to learner centric flexible process. Shifting from teacher's direction and decision to learner's autonomy was given importance by NCTE. Learner's autonomy and initiative should be given a priority regarding taking decision. The role of the teacher would be a helper and a guide. In this paradigm the role of the teacher is as a facilitator, supporter who encourages the learner in learning also. The teacher remains generally the hub of knowledge and experienced person in the classroom, but the goal is for students to move toward and perhaps even beyond for exceeding themselves.

Conclusion

Teacher education should offer opportunities to the becoming teachers for understanding themselves and others, developing the ability of self analysis and self judgment and understanding and developing oneself as a trained. International and global standards of education are being met through the curriculum of teacher education. Duration of courses of teacher education programmes has been extended to meet the global challenges and trends. Globalization has completely changed the face of the world and it also has great impact on education. The whole world is becoming a global society; media and cyber culture are becoming more widespread. This is providing new opportunities for research and interaction to people who previously had no access to major libraries or research institutions. Teacher education is the base of all educational disciplines as it provides education to prepare the future teachers. Like all other professions, globalization has direct impact on teacher education. Therefore there is inclusive paradigm change in teacher education. The teacher education is teacher training mixed with the theoretical framework and philosophical foundation in the field of education. A constant contact through internship would help teachers to choose, design, organize and conduct meaningful classroom activities. Teacher education curriculum has to incorporate and combine them into a composite whole. The reinstatement of teacher education curriculum has become a need of the hour. The NCTE has looked into the matter with a practical and professional approach.

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