



IMPACT OF GLOBALIZATION ON INDIAN EDUCATION

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ABSTRACT

Globalization has had a significant impact on various aspects of the Indian economy and society, including the education system. The aim of this paper is to analyse the impact of globalization on the Indian education system and to explain the prospects of Indian education. The Indian education system has undergone significant changes since the introduction of globalization. The increasing integration of the Indian economy with the global economy has led to a shift towards a more market-oriented education system, with a focus on producing graduates who are better equipped to meet the demands of the global job market. The education system has also become more competitive, with private institutions and foreign universities entering the Indian education market. The findings of this research will be useful for policymakers, educators, and other stakeholders in the Indian education system. The research will contribute to a better understanding of the impact of globalization on the Indian education system and provide insights into how the education system can be improved to meet the needs of the global economy while ensuring access, quality, and equity for all students.

Keywords: Globalization, Education, School Education, Teacher Education

Introduction

Globalization refers to the changes in societies and economies due to increased trade and cultural exchange. It has a significant impact on education, making the world a "Global Village." Teacher education, which is the brain of all educational disciplines, is affected by globalization. Policymakers emphasize the importance of teacher education, but challenges persist in the post-independence era, such as teaching methods, professional attitude development, lack of values, and poor academic backgrounds. Teachers are crucial for quality teaching.

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 teachers 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 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.

Globalization and Teacher Education:

Globalization refers to the integration of economies and societies through cross-border flows of information, ideas, technologies, goods, services, capital, finance, and people. It has made economic life more competitive and demanding, making human expertise development more significant. To compete and benefit from these opportunities, an educated workforce equipped with modern skills is needed. Teacher identity is explored in terms of the role of teachers in a given society and how specific societies conceive of this identity and adopt criteria to judge teacher success and effectiveness. The way globalization is conceived and the role assigned to teachers in relation to it will definitely influence the manner in which teacher education is structured. The quality of a nation depends on the quality of its citizens, and the quality of their education depends more than any single factor. Teacher preparation needs to shift from training to education to make a positive influence on curriculum transaction, pupil learning, and social transformation. Emphasizing the length of academic preparation, subject matter knowledge, pedagogical skills, commitment to the profession, sensitivity to contemporary issues, and motivation is essential for teacher education. Teacher candidates must critically examine their beliefs and values as they relate to teaching, learning, and subject matter, and form a vision of good teaching to guide and inspire their learning and work. Teachers must be aware of the many ways in which student learning can unfold in the context of development, learning differences, language and cultural influences, and individual temperaments, interests, and approaches to learning. Teacher performance is the

most crucial input in the field of education, and significant changes are needed in pre-service teacher education programs to select and prepare a new generation of teachers equipped with the knowledge, skills, and values to help culturally different and socially disadvantaged students learn, resolve conflicts peacefully, respect each other's dignity and cultures, and become socially responsible citizens.

The direction and culture of educational research must change to reform policies, curricula, and teaching materials to facilitate intercultural learning and address disadvantages and discrimination in education and society. The 21st-century research agenda focuses on the impact of exchange programs, citizenship education, interactive multimedia packages, and the web on intercultural sensitivity and acceptance of difference. Schools must prepare students for future social roles, particularly in the modern democratic society, and equip them with knowledge and skills to compete for positions in the labor market.

Challenges of Teacher Education in Globalization

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.

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.

Adaptability and Professionalism: The standard of education will improve if all the teachers have a global perspective, well prepared and provided with ongoing professional development and appropriate support. Teachers need to be adapted to the socio-economic and cultural diversities of the students in order to compete in the international sphere.

Quality Education: High-quality teacher education requires staff patterns, infrastructure, effective technique assessment, and learning outcome assessment. Globalization widens the gap between globalized and non-globalized individuals, necessitating the development of skills and long-side knowledge. Teaching interdependence, respecting pluralism, mutual understanding, and peace is crucial for fostering a harmonious learning environment.

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 an instruction tool. The extent to which a teacher is prepared to infuse technology into curriculum and instruction is a major contextual factor.

The Need to Favor the Development of Skills Long Side Knowledge: The phenomenon of globalization has helped to widen the gap between those who are globalized and those who are not 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 spirit of respect for the value of pluralism, mutual understanding and peace.

Changing Context of Teacher Education in the Global Scenario: Teacher education is a global profession that requires understanding and adapting to the 21st century's higher learning standards. Teachers need to acquire additional knowledge and skills to survive and succeed in the 21st century school environment. Education is crucial for individual and national success, with teacher abilities being particularly critical for student learning and progress in economic, social, and political spheres.

Dynamic Teacher Education and Training in the 21st Century Globalised World: In the 21st century, teacher education and training institutions must design programs that help prospective teachers understand teaching and learning in diverse contexts. They must also design programs that transform teaching settings for both novice and experienced teachers.

The enterprise must engage with schools and educate policy makers and the public about effective teaching, including necessary knowledge and skills, and school contexts.

Structure of a Globalised Teacher Education and Training Curricula: 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 21st 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.

Emerging Trends in Teacher Education

Teacher education is a continuous process that equips prospective teachers with the knowledge, attitudes, behaviors, and skills needed to perform their tasks effectively in the classroom, school, and wider community. It is divided into stages such as initial teacher training, induction, and teacher development or continuing professional development (CPD). The term "teacher education" is losing ground in our country due to the rapid change in technology and student values. Teacher education courses should incorporate the learning and teaching psychology of students and teachers, as well as the developmental stages of pre-service teachers. These courses should develop social consciousness and reform mindset among teachers, allowing them to teach confidently in their domain using new pedagogical approaches and be critical, compassionate, and socially engaged knowledge imparters.

Conclusion

India's education sector is crucial for its growth and socio-economic development, as it positions itself as a knowledge economy in a globalizing world. A well-balanced education is essential for building a just and democratic society. However, India faces challenges in providing quality education due to the lack of physical infrastructure and resources. Private schools are utilizing resources to express themselves, while government schools struggle with administrative hurdles and lack of physical infrastructure. The priority is to improve the quality of education, making it effective, enjoyable, and relevant to children, regardless of caste, religion, gender, or disability. This will enable India to achieve its potentials in a globalized world.

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