

**RESEARCH PAPER****A Study of Impact of Globalization on Teacher Education in India****Asit Kumar Jana**

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Email: kumarasit19@gmail.comReceived: 13th March 2019, Revised: 25th March 2019, Accepted: 30th March 2019**ABSTRACT**

An experienced personality passes his knowledge towards his next generation. Experience person is also a teacher and now Teacher Education occurring various changes on account of its globalization. Teacher Education has been so ancient as mas has been. Teacher Education in India now becomes a popular phenomena as because the vast numbers of teachers are undergoing teachers' training. We pay our respect to our teacher. So it is not a job but also a service. In this regard boys and girls are being motivated to join in this professional course to have good teacher so that they could impart their experience to the next generation. Now a days we live in an idea of globalization, virtually in educational system it is in-vouge with the slogan of liberalization, globalization and privatization. It is fact that education has not any geographical barrier, so the philanthropic idea have introduced in Teacher-Education-system. Now we are exchanging thoughts and ideas with the help of the foreign university. India is also ready to impart education to trainees. Teacher Education is being shaped with a high profile quality and global outlook for the globalization with liberalization. The quality of the teacher is depending upon the quality of Teacher Education. New technology, new methodology, smart classes, modern curriculum in Teacher Education is the result of globalization in Teacher Education. The globalization of higher education also includes Teacher Education it will increase international understanding and to promote outlook of the teachers training and to promote social interaction.

Key words: Teacher Education, Globalization, Impact.

INTRODUCTION

Teaching profession has an extra ordinary features' so that teachers possess an extra important social respect. AsKothari Commission-"The destiny of India is now being shaped in her classrooms.' National Policy of Education just echos the same-"The status of the teacher reflects the socio-cultural ethos of the society; it is said that no people can rise above the level of theirs teachers.' From the above circumstance, it is clear that teacher is a man maker, a mentor, a musician and it is more important of training to a teacher to be successful person. Now the age of technology, we are to connect this profession with the global change and technology. As the result we can reach the teacher education to the best. We could exchange our thoughts and idea with in the country and also other country. Now a day's globalization is a great phenomenon. Globalization is a process by which it holds the whole world with in a grief. By the globalization men become nearer and dearer. Interrelationship is making and economy exchange is going on. As the same time we are understanding our self with in a very safe platform with the idea of globalization. We can catter it into the new idea of globalization on teacher education. According prof. James Mattleman 'Globalization compresses the time and space aspects of social relations.'

TEACHER EDUCATION

In our ancient age there was no formal system of teachers' training in India. But there was a theme of teachers training in ancient India. There was an oral method. So we could not stress directly any instant of teacher training. In Buddha yuge we see that world famous teachers had generally in their monk, as the result the god students were outcome by the hands of upadhyaya. In the middle age at maktab and madrasa also in directly entitled with idea of teacher education. It is clear that teachers had a vital role to connect and to make method of the course. In British age William Carey Sreerampore College had taken an initiative for teachers training after that there are so many

teachers training institution are established particularly in Bombay, Madras, and Kolkata. In Wood dispatch of 1854, they have given more important for teachers' training. In 1882 Hunter commission was set up and they recommended to establish teachers training college to fulfill the needs of local school. Lord Carjon resolved that only the trained teacher is able to impart Education. In the year of 1919 the Sadlar Commission recommended that every teachers training department would have to open with every University. Hartog Committee-1929, advised to develop that teachers training for primary and secondary teachers and also recommended tenure for teaching days. And last steps by this British govt. was taken to develop the teachers' educators under the Sargent commission.] -In the year of 1948, in independent India, university education commission was set up under the chairperson of Sarvapalli Radhakrishnan who gave important on practice teaching of trainee teachers. In the year 1952-53 Mudaliar commission had recommended for two years Teacher Education course and one year Teacher Education course. Two year for madhyamik stage, one year for post-graduate stage. The commission had also recommended the full salary of the trainee teachers' when they are undergoing their B.Ed. course. department and also recommended for refreshers' course, seminar, workshop etc. for the teachers' professional development. In the year 1968 NCERT, SCERT are established with the recommendation of National Educational Policy of 1968 and they also revised the syllabus of teachers training courses. In the year of 1986 our National Policy of Education emphasized a Continuous Comprehensive Education (CCE). Teachers' training and DIET was made by the recommendation of National Policy of Education in 1986. NCTE was established in 1995 and NCF-2005 gave important to teacher education. National knowledge commission emphasized the modern outlook in training to teacher education. They also recommended developing the educational system by the teachers those who are actively engaged with the teaching profession. After that Yaspal committee report (2007) and Justice Verma committee report (2012) recommended the tenure of training and they introduced a new Era in the field of teachers' training institution.

GLOBALIZATION OF EDUCATION

At any stage of development we feel the over influence of globalization. As globalization influence the economic condition of a country, then also globalization wildly influences in the system of education. In global system education is being now internationalized. Curriculum, methodology, technology of teacher education are being globalized. UNESCO in its developmental programme did not bound only economic and supply of equality and sustaining dependency. Globalization is also a social process and education has also a social dimension, both globalization and education are able to make change. But there is some need of research to do say the last word, of the quite impact on globalization in education specially in teacher education.

From the very ancient period, Indian people do believe on "वसुधैव कुटुम्बकम्". A global phenomena was seen in Indian education as we see in christen gospel-'you love yourself and your neighbor.' In Islamic system of education we found a global thought - wide brotherhood and in Hindu culture we also found a global attitude-"आब्रह्मः भुवनः लोकः जगत् तृष्यत्यु". Indian education is the successor of the above global philosophy so in teacher education in India covers the idea of globalization and liberalization from the very ancient period. Indian educational system was in-vogue from the very ancient period with a chorus voice of the student teacher-

"अयं निजः परो वेति गणना लघुचेतसाम्
उदारचरितानां तु वसुधैव कुटुम्बकम्।।"

IMPACT OF GLOBALIZATION ON TEACHER EDUCATION

Now teacher education is global, liberal and private. There are numerous institutions for teacher education. Huge numbers of students are undergoing this course. Now it has shaped an international matter. Teacher education should not be limited with in the specific country. Its outlook is universal, its mission is widely extended. Naturally an impact of globalization is seen in teacher education. As the result teacher education is an extension of internal facilities of current technology and ICT.

But there are some negative eye drop on globalization of teacher education. Some meanness and substandard system are seen in the teacher education. Teacher education now becomes a value free education. Teacher education institution are increasing mushroom. Quality improvement of teacher education has stopped. Quality could not surrender under the feet of quantity.

“आचार्योरणिराद्यः

स्यादन्तेवास्युत्तरारणिः।

तत्सन्धानं प्रवचनं

विद्यासन्धिः सुखावहः।।”

- (श्रीमद्भागवतम्। - 11.10.12)

CONCLUSION

The world is changing; education is also a changing process. Today's educations will not fulfill the tomorrow's education. So we need modern outlook in teacher education. Modern technology, modern curriculum, modern methodology, modern pedagogical analysis, we need in teacher education. By the globalization we could get this facility. In teacher education we see the good effect of globalization such as school education, teaching methodology etc. Globalization emphasized the work and professional skill and knowledge and technology.

Globalization in teacher education is helpful to cater a wide spectrum of practical aspect of teacher education. By this globalization student-teachers could get the various tools and technique and practical side of teaching of the different country. It is undoubtedly a great scope for the development of teacher education. Virtually in under developed country, this outlook will get opportunities both in concept and practice in teacher education. So globalization would give a new great shape in teacher education of 21st century.

“सर्वेषां सस्तिर्भवतु, सर्वेषां शान्तिर्भवतु।

सर्वेषां पूर्णं भवतु, सर्वेषां मङ्गलं भवतु।।

सर्वे भवन्तु सुखिनः, सर्वे सन्तु निरामयाः।

सर्वे भद्राणि पश्यन्तु, मा कश्चित् दुःखभाग् भवेत्।।”

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How to cite this article:

Jana A.K. (2019): A Study of Impact of Globalization on Teacher Education in India. Annals of Education, Vol. 5[1]: March, 2019: 68-70.