

**RESEARCH PAPER****Paradigm Shift in Teacher Education as a Resultant Effect of Globalization****Sutirtha Pal¹ and Samir Kumar Pal²**¹ ABS Academy, Sagarbhanga, Durgapur, West Bengal² Khatra Adibasi Mahavidyalaya, Khatra, Bankura, West BengalEmail: sutirtha.palmath@gmail.comReceived: 14th March 2019, Revised: 26th March 2019, Accepted: 30th March 2019**ABSTRACT**

Being a complex and multifaceted phenomenon, globalization is considered as a form of capitalist expansion which entails the integration of local and national economies into global market economy. That is, globalization is the integration of economies, industries, markets, cultures and policy-making around the world. Or in other words, globalization is a qualitatively new phenomenon of multi-dimensional nature posing a variety of complex trends in the economic, social and cultural fabrics of all societies. No country can live in isolation without seeking impact of global trends and a change in all fields of life. On the other hand, education is a key to civilization and it enlightens the source of wealth and power. It is the cornerstone of growth and development of any country's social, economic and political institutions and of course teacher education plays a pivotal role in this era of globalization in shaping and reshaping the society and determining the quality of life in the community and the nation in general. Like all other professions globalization also effects teacher education in large. Teacher education is the brain of all educational disciplines as it delivers education to train the prospective teachers. With the advent of globalization there is a paradigm shift in teacher education. By paradigm shift in education we mean change in the form of teaching-learning from ancient to present era. The method of teaching and learning knowingly or unknowingly has been changing with the innovations of modern science and technology keeping parity to various causes and to cater the need of the day. We have to keep in mind that the healthy technologies have to be adopted especially in the field of education to make teaching and learning more effective. The flexibility is always very important in such a shift. After the independence in India, National Council for Teacher Education (NCTE) was formed on the recommendations of different education commissions from time to time to look after the overall management of teacher education in a way to reach the sustainable humanism and as such various educational research are being influenced and conducted to develop teaching-learning process with an eye to serve sustainable humanity. This paper focuses critically at the globalization and its implications on education and finally it suggests further shifts to be explored in teacher education process.

Key Words: Capitalist expansion, Complex trends, Cornerstone, Sustainable humanity.

INTRODUCTION

The term Globalization means integration of economies and societies through cross country flows of information, ideas, technologies, goods, services, capital, finance and people. That is, globalization is the process of interaction and integration among people, companies and governments worldwide. Cross border integration can have several dimensions- cultural, social, economic and political. That is why globalization is a dynamic process all over the world and as such the effects of globalization has deep impact on every sector related to human beings. As education controls the present and future status of mankind, so it is needless to mention that globalization and education have deep correlation with each other.

BACKGROUND OF THE STUDY

Modern globalization increasingly integrates in all fields of economies, culture and society across the nation. It has impacts on every individual, society, organization and state. The development of culture and society follow global trends. With this understanding education and successful modernization under the context of globalization are mutually related.

Developing countries while experiencing cultural and social changes find many difficulties in the integrating process and these difficulties can be basically addressed by education, while the

western developed countries experienced many generations before they had developed their self-organizing capability and set up distribution structures in the way of social welfare states. Developing countries do not have such advantages. They have limited experience in innovation and development. These changes are shuffling the solidarity tradition of agricultural societies and jeopardizing the cohesion of the whole community. Under these conditions it is understandable that great investments in social resources are more important for these countries than for the developed ones. Therefore, the simple development models must be replaced by ones which discover an open new ways valuable for the future.

Sustainable development is not to exploit and consume all the natural and social resources; conversely it is to create conditions to integrate into the localization process in both economic and cultural fields (World Commission on the Social Dimension of Globalization, 2004).

Globalization positively influences education through technological progress and as such creates knowledge-based economy, thereby making education as a high-priced commodity.

CONCEPT OF TEACHER EDUCATION AND ITS AIMS

In general, teacher education means formal and informal activities and experiences that help to qualify a person to take over the responsibility as a member of the educational profession and accomplish the job most effectively along with achieving some essential qualities like to impart knowledge of the relevant discipline to develop necessary skills and competencies to develop the capacity of elaboration, communication of ideas, examination, to encourage educational research and its improvement and finally to impose the thirst of lifelong learning among the learners and to generate moral values. Such teacher education programmes are offered in Teacher Education Institutes and Universities in most of the countries. Since teachers are often required to accomplish different tasks with diverse goals and objectives within a tight time frame; Therefore teacher education aims at helping teachers-

1. To understand the nature and importance of resource-input to working and teaching process and achieving planned tasks and educational outcomes.
2. To have the professional competence to procure and manage scarce resources and maximize their use.
3. To have social power and skills to win the support and resources from colleagues, parents or the stakeholders for their work.

Such activities require continuous development time to time and that is why uses of modern technology and upgraded skills are necessary to accomplish the total programme of teacher education. This is the perspective of globalization in teacher education arena.

PARADIGM SHIFT IN TEACHER EDUCATION

From the very beginning of civilization education is pre-requisite for the supply of qualified/trend man-power. Also education is seen not only as a key to social cohesion but also to mitigate the consequences of every sort of changes both nationally and internationally.

The teaching profession has undergone a sea of change from the ancient Gurukul system to the present McCaulay's system of education; however, the perception of the society on teachers seems did not change. Teaching is now a profession rather than a passion and thus there is a paradigm shift in the perception of teachers. The crux of the issue is: to meet the demand with necessary quality and commitment towards the profession. In the present Indian context there is a great demand for good committed teachers. Thus the situation is common to all the developing countries.

In recent times, like all other developing countries India is also facing the problem of making balance between the demand and supply in the education sector. Thus, education has become an enterprise. The private partnerships have increased enormously. This growth has given an urgency in the educational reforms which are being addressed as globalization on teaching-learning process and as a resultant effect various kinds of innovative ideas backed by continuous research along with introduce of modern science and technology to cater the social needs the concept and pattern of teacher education has been changed totally, which is called 'Paradigm Shift in Teacher Education'.

CONSEQUENCES OF PARADIGM SHIFT IN TEACHER EDUCATION

In any educational system teacher plays a significant role of presenting society's heritage and energizing human resources towards social progress. Followings are the consequences of paradigm shift in teacher education-

1. Introduce of the modern practical-oriented training process replacing the traditional class lecture.
2. Introduce of ICT and computerized smart classrooms in place of normal lecture hall.
3. Adaptation of 'Internship', which means classroom teaching along with management and all other activities of a teacher leading to fulfilment of a good citizen.
4. Introduction of career advancement scheme, which makes teaching profession more dynamic and versatile, replacing the traditional teaching job.
5. The cluster school-based teacher, in-service teacher development is an innovation being carried out; It is a modern system of monitoring teachers as and when necessary.

RECENT STEPS TAKEN BY NCTE

On the basis of the recommendations of different education commissions set up after independence gave stress on the necessity of professional preparation of teachers for qualitative improvement of education. National Council for Teacher Education was set up with an eye for the maintenance of standards and the improvement of the quality of teacher education in the country. 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. NCF emphasised constructivism and recommended that curriculum should help learners to become constructor of knowledge and emphasised active role of teachers in relation to the process of knowledge construction.

In elementary education two to three courses have been introduced as a result of research from child psychology, philosophy, sociology, 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 framework. The gradual transaction of the teaching-learning process from concrete operational stage of development to abstract reasoning process is stressed on.

Teacher education programme at secondary stage is equipped with theory, practice teaching, practical works in the light of context, concerns, profile of teachers and various other general and specific objectives. The major concern is to draw the attention of teacher educators to the continuity of integrated approach in curriculum development and its transactional strategies and prepare the students for subject centred approach in future.

The Higher Secondary stage is very much important as it offers a choice of subjects to the students like choice of various job-oriented vocational courses and on the other hand the choice of specialized academic courses and according to NCF the subjects should not be grouped into 'Streams' and students should have the freedom to opt for subjects or courses according to their needs and interests.

Classroom teaching is essentially a matter of organizing learning activities with an eye to achieve several objectives. Various activities like listening, reading, writing, demonstrating, play acting, map-drawing, discussing, asking questions, doing experiments, project work and field visits are included in the NCF for proper implementation.

The most critical aspect of the proposed teacher education curriculum is its transaction. As teacher education is a professional preparation of teachers with organized body of knowledge, a reasonable duration is needed for formal and professional training blended with practical experience and to find all its members into a fraternity. Instead of general curriculum, stage-specific and subject-oriented curriculum needs to be developed in the light of global experiences.

NCTE stresses on shifting from teacher-centric stable design to learner-centric flexible process of teaching to fulfil the psychological goal for all round development of the learners. Learner's autonomy and initiative should be given a priority regarding taking decisions. This may help them to develop self-effort in solving problems as well as improve their ability to think properly. The concept of learner autonomy fits with the overall paradigm shift as it emphasizes the role of both

the learner and the teacher. It encourages the students to develop their learning purpose and to consider learning as a lifelong process.

NCTE initiates to bring in shift from teacher guidance and monitoring to the open stage of facilitation, support and encouragement of the learner. In this paradigm the role of the teacher is as a facilitator, encouraging the learners to become more dynamic in every spheres of learning.

CONCLUSION

In order to fulfil the demand of all round development of the learners and cater the need of lifelong learning teacher education process should be more liberal, humanistic and dynamic. The programme of teacher education at all stages should provide to the would be teachers for understanding self and others along with developing self-analysis ability and understanding and developing oneself as a professional. Through the internship programme, would be teachers get help to choose, design, organize and conduct meaningful classroom activities blended with co-curricular activities. Thus the teacher education curriculum has become a composite whole and a pressing need of the hour. The NCFTE has looked into the matter with a practical and professional approach. This consideration is obviously a result of globalization, which has far reaching implication to the nations that embrace it and more specifically to the operation and influence of teacher education in terms of entire education process as a whole. For the teachers, to be relevant and maintain their glory, a shift from information-based to experience-based and from the traditional instruction domination to newer constructive orientation is done. Let's wait for proper time to speak about the success of this approach.

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