

# DEVELOPMENT OF TEACHER PREPARATION PROGRAMME IN THE LIGHT OF GLOBALIZATION

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## ABSTRACT

*Making schools more accountable to the public have not raised the quality of education as expected. If governments want to narrow the learning gap between the more advanced and those who lag behind, to expand educational opportunities for all people and to improve student learning in general, systemic forts that are backed up by coherent education policies are required. At the time of globalization this means stronger role of education, more public spending on education as well as more effective use of resources allocated for schooling. The evidence shows that those education systems that have strong public education are likely to be more successful in terms of efficiency and quality. In the present paper, It has been discussed the need of adopting current global trends in secondary level education.*

## INTRODUCTION

School improvement should make better use of teachers 'professional communities' instead of standardizing teaching by creating more barriers to teachers' genuine creativity, emotional involvement in their students, development and collegial professionalism, teachers should be helped by providing them with time and resources to learn, plan and reflect together about their work in school. Some governments are now shifting the focus of their policies and education reforms from standardization of teaching and learning towards developing professional learning communities of teachers and towards emancipating the professional potential of teachers and principals who are able to find new solutions to maintaining the quality of learning. Promotion of such professional communities is based on following four elements-

- Collaborative work and discussion among the teachers and principals in school;
- focus on teaching and learning within that professional collegiality;
- Collecting data from classrooms and schools to evaluate the progress and challenges in the educational process;
- Rearranging time in schools.

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In the light of above facts, globalization provides new opportunities to solve world-wide problems and at the same time it creates new challenges that need to recognize. One visible trend within education is homogenization of the content of teaching and standardization of the expected learning in schools. Many governments are currently searching for optimal ways to respond to these challenges. According to the experts the future scenarios are not promising. It seems that public education is still the most powerful means to secure the development of democratic civil societies, productive knowledge economy and sustainable global security. Each of these national and global educational goals can be achieved only when education truly serves the public good and provides learning opportunities for all students. Teaching and learning that are based on the values of democracy, common good and equal opportunities can cultivate these features of our societies. The evidence from large-scale education reforms suggests that improving student learning or expanding opportunities to good education requires systematic efforts.

### ***Need to review the professional preparation of teachers***

In any educational system, the teacher performs a significant function of perpetuating society's heritage and energizing human resources towards social progress. The level of a nation's education cannot rise far above the quality of the teacher of that nation. This therefore, makes the preparation and selection of teachers a significant social concern. There is a need to review and transform both the professional preparation of teachers and their in-service training. There is little doubt that like all developing countries, education particularly in its quest to achieve education for all by 2020.

### ***Need of well coordinated teacher's education programme***

Undoubtedly, teachers lie at the heart of this educational crisis because only the teachers who possess the necessary technical competence and professional skills through a well coordinated teacher's education programme that can rise to meet the challenges of the crisis. The Education commission recommended the introduction of "a sound program of professional education of teachers". It further remarked that investment in teacher education can yield very rich dividends because the financial resources required are small when measured against the resulting improvements in the education of millions.

### ***Need of Dynamic Method of Instruction***

As a teacher tries to teach in the way in which he himself was taught by his favorite teachers, this tends to perpetuate the traditional methods of teaching. Such an attitude becomes an obstacle in progress in a situation like the present when new and dynamic methods of instruction are needed. This situation can be modified only by effective professional education which will initiate the teacher to the needed revolution in teaching and lay the foundations for his future professional growth.

### ***Need of Innovative Skills for Classroom Management***

Classroom management is not an end in itself but indicative of teachers authority, inner strength, interpersonal relations and leadership role. A learning environment that seeks student cooperation and minimizes disciplinary problems would be achieved by teachers who have expertise in content and instructional strategies, who make wise decisions about time and space, who demonstrate an attitude of valuing and caring their students. Preventive classroom management can be effected by planning rules and procedures beforehand as well as developing accountability in students for their academic work and classroom behavior. Effective managers have intervention skills for dealing quickly with disruptive in direct and fairways. The development of personality traits and cultivation of skills required for effective management is be achieved through theory, practice and effective monitoring.

### ***Idea of School Based Teacher Development***

The focus of teachers training should depart from the traditional method of professional teacher educational program which thus far has not produced the desired quality and professionalism. This system exposes the teacher to acquire a body of knowledge in a subject discipline. He/she takes courses in education, which involves methodology of teaching learning. Lastly, he/she goes through a supervised teaching practice which is referred to as apprentice. This system has not produced the desired result for a Transformative educational system in a globalized world, innovation required for both for teacher pre-service preparation and teacher in-service training. It is for this reason, the schoolbased teacher professional preparation and development is advocated. This enables schools and teachers to play a much larger role in teacher's professional development. This will eventually make the schools be the first to reap the benefits of generation of good new teachers.

### ***Idea of Cluster Based Teacher Development***

The cluster school-based teacher in-service teacher development is an innovation being carried out. It is a system of mentoring whereby teacher's educators and or professional teachers support teachers directly in their classrooms with intensive period of mentoring and discussion in teachers meetings within the schools and across a cluster of schools to develop reflective practices and reflective practitioners. The goal of global competitiveness, demands that both the curriculum and the teaching methods to be more focused on developing generic and attitudinal skills, such as critical thinking and problem solving as well as promoting national reconciliation.

### ***Need of Innovative Assessment Procedure***

It is important to note here that a preponderant majority of candidates fail external examinations yearly. It is either something is wrong with the curriculum or the assessment procedures in both internal and external examinations. The proportion of candidates who sit for the Examination and qualify for admission into tertiary institutions is very low. This poor performance could either be as a reason of curriculum overload or unrealistic poor assessment procedures. The adoption of curricula innovations in education must necessarily involve corresponding innovations and changes in educational practices and policies. Despite huge investment on education as reflected in the budget allocations of many countries, there seems to be widespread un-satisfaction with educational systems among major stakeholders. Perhaps efforts to reform and reposition education to meet the challenges of globalization era have not been yielding the requisite results,

### ***The Challenge***

largely because enough attention has not been given to the roles and instrumentality of educational assessment in initiating and sustaining educational reforms. Perhaps most examination bodies should realize that their societies may not be getting value for the money spent on yearly increases in the quality of formalized testing. One should perhaps begin to ask some fundamental questions about the relevance of education programs and the appropriateness of existing traditional assessment methods. It must be acknowledged that traditional methods of pencil and paper seem to have failed in most societies to assess significant learning outcomes. Apart from this failure, adherence to traditional assessment strategies by examination bodies in contemporary era may thereby continue to undermine educational reform and the bid to reposition schools to meet existential challenges of globalized societies. Perhaps, it should be stated clearly that traditional standard test routed in the purely thematic curriculum is no longer adequate in assessing higher, order thinking also been expressed by Corrigan, 1995 and Wiggins, 1992. The momentum of widespread educational reform is a challenge that educators cannot ignore to too long. Examination bodies world over should perhaps exhibit more concrete awareness of this momentum for change. A positive step in this direction perhaps is the need to explore the use of innovative assessment procedures. The primary goals of authentic assessment which appear with the educational needs of contemporary globalized era are:

1. To develop the learner's cognitive strategies for self-monitoring of progress.
2. To foster the learner's ability for higher-order thinking skills.
3. To measure the progress against learner's own development, not the norm, and
4. To provide more accurate evidence of a learner's abilities than traditional tests.

### ***Need of Learning Friendly Curriculum***

However, it must be stated that necessary curriculum changes must precede the adoption of alternative or authentic assessment. Authentic assessment measures ensure multiple of observable evidence within a specific context. Slattery (1995) summarizes features of emerging curricula models, laboratories, interviews, multi-sensory projects, seminars, workshops, playshops and field experiences involving groups of students, teachers and other community members will become the norms rather the exception. The emphasis of education in globalized societies is to create a culture that is learning friendly. Most societies must set up cooperative learning environment wherein all resources in the community are made learning-friendly. Corresponding innovations in educational assessment should also be learners-friendly and performance focused. The movement away from traditional assessment procedures and the adoption of alternative assessments variously called authentic assessment or performance assessments which are in a wide variety of forms – such as computer simulations, open-ended questions, demonstrations, exhibits, writing in many disciplines and portfolios of student work overtime. All these accurately capture the vital learning outcomes that students must achieve in order to survive and achieve success in contemporary societies. Computer Technology is so prevalent in globalized life that educational assessment must also adopt a prevalent use of computer technology. It should perhaps be impossible for any citizen of globalized world to acquire basic education without adequate proficiency in the use of computer technology. It is perhaps the duty of examination bodies, especially in developing countries.

## **CONCLUSION**

### ***The Challenge***

There is a need for new thinking about educational reforms and school improvements worldwide. The rhythm of change remains fast and unpredictable. Insecurity and uncertainty, that are typical by-products of globalization, create new challenges for schools to prepare pupils for new world realities such as sustainable ecologies or knowledge economies. Schools, if governed and managed well may provide hope for better security and well being for many more than they do now. As described above, schools have faced the different global phenomena that *increased standardization of teaching and learning*. The new global educational orthodoxy together with competition-based education policies has led to *over-standardization* of teaching and learning. Standardization-oriented reforms that set unified and predetermined expectations in the form of performance standards underestimate the complexity and dynamics of knowledge economies. Standards are by definition static. Testing and measurement systems that are integral elements of standardized education systems diminish the curriculum and limit teaching to cover the core subjects and specific content areas that are tested . As experience from highly standardized school systems suggests, teaching becomes technical implementation of predetermined sequences and learning a game of memorizing what was taught until it is externally tested.

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