

## **TEACHER EDUCATION IN GLOBAL PERSPECTIVE: SOME REFLECTIONS**

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### **ABSTRACT**

In 21st century reforms can be seen everywhere from fashion to movies, from technology to thinking, but the basic reform is needed in education. Education is the only

mode by which we can change the society so the basic change should be bring in education ,in world the reform has been taken place in education and within education there is reform in syllabus , teachers , students , text – book , teaching , etc... there is a vast reform . The reform brought in is good but it should be taken to the best. The basic reform in education can be brought by reform in teacher to be precise in today's world the educator. Teachers can be the key to the whole educational reform. Reforms have often ignored teachers except as tools to carry out new mandates and programs. But evidence that teachers are the most important factor in the effectiveness of schools and the quality of a child's education is now too strong to ignore. Teachers are not constants in the educational equation. Instead, they are perhaps the most important variable. No one can deny the key role and prime importance of the teacher in any society or nation. Teacher Education is needed to kindle the imagination of the teacher and to remove the evils of the hit and miss process, to accord a professional status to the teaching profession and above all to make the optimum use of time and energy of the teacher and taught. It has been aptly remarked, "If you educate a boy, you educate one individual. If you educate a girl, you educate the whole family and if you educate a teacher you educate the whole community." So investment in teacher education can yield very rich dividends because the resources required are small when measured against the resulting improvement in the education of millions.

### **BACKGROUND**

In the recent past, many changes have taken place in human life which have led to form new perceptions and styles of living. It has generated new avenues and perspectives in socio-economic fabric which consequently has brought deep impact on education. Perceptions about the nature of the education, its conceptual framework and practice are undergoing a radical change.

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Teacher education as a sub-system of education for the preparation of future teachers in a global perspectives, needs to be reviewed and revamped. Let us examine the functioning of teacher education and its effectiveness in the background of the following context:

- (i) providing education to all as per the provisions made in the constitution which should cover-
  - Accessibility
  - Appropriateness (Relevance)
  - Affordability
  - Accountability

- (ii) In order to cover the whole population of the country and sharing the national responsibility towards providing education, the role of private sector.
- (iii) Preserving national identity through its values, ethos and rich culture among the nations.
- (iv) Emerging as a developed nation and competitive player among the rising nations like china and others in respect of economy, knowledge, trade, industry, technology, agriculture and research.
- (v) Blending both modern high-technology and indigenous rural-based technology to cover the large population of the country and maintaining its continuous development.
- (vi) Adhering to the four pillars of education for a holistic development of an individual as stated by the international Commission (1996) on Education for 21<sup>st</sup> century:

- Learning to Know
- Learning to do
- Learning to live together
- Learning to be

In the same vein, we can adhere to four Pursharthas in Indian tradition:

- Dharma (Virtuous Action)
  - Artha ( Material Development)
  - Kama ( Creative and Emothinal Pursuits)
  - Moksha ( Human Transformation and Realisation)
- (vii) Providing National security against terrorism and evil designs of some world countries at the global level.

In the background of above stated context, change process and the emerging National priorities, we should look for a future vibrant system of teacher education which may help in shaping the destiny of the Nation among World Countries.

Teacher Education needs some structural changes and new inputs which can cope with the fastly changing world order and local social reality. The following measures can be thought out and be deliberated upon in this National Seminar.

- (i) Formulating a National Vision of Teacher Education which may suit to Indian conditions and needs of a developing democratic society among the developing and developed nations.
- (ii) For providing a sound pedagogy and development, adequate teaching competencies in teacher training, a minimum 2 years intensive programme should be designed/structured.
- (iii) Teacher Education curriculum must be rooted to Indian traditions, its values, societal structure, multi-communities, languages/dialects and religious diversities.
- (iv) Pedagogical theory and practice be evolved from Indian Psychology, Indian Sociology, Democratic Political Structure and Rural-based Agro Economy which may cater to the Indian psyche of teacher trainees.

- (v) Curriculum of Teacher Education should include the study of the following emerging areas both at National and Global level:
  - Environmental issues like climate change, pollution etc.
  - ICT in teaching and learning process
  - Communication and life skills like taking initiatives, risk taking , positive thinking, problem solving, adventure, open-mindedness, etc.
  - Local and National issues related to security and integrity of the country.
  - International issues and global peace.
- (vi) Preparing teacher trainee as an 'autonomous learner'-self-directed, self-controlled and life-long learner who can fit into changing environment.
- (vii) Incorporating research-based findings into teacher education curriculum like brain-based learning, constructivism, higher human consciousness etc.
- (viii) Giving space to international exchange programmes in teacher education to enable teachers to draw their own experiences and implement the same under Indian conditions.
- (ix) Designing teacher education programmes in the light of the implementation of the recommendations of National Knowledge Commission (NKC) in the changing environment.
- (x) Evolving a student teacher friendly evaluation system while respecting and nurturing the talent of the Nation.
- (xi) Creating a National vision, consciousness, character, commitment and will for empowering and developing a human resource in teaching community.

In the end, I wish to convey to my fellow teachers and special invitees that a teacher is a great power, let us invest very honestly in him/her so that he/she can lead the country to achieve National goals and also make the people aware about the external threats and hostile environment at global level. He/she may also prepare the youth in his/her classroom and educational institution for the cause of National reconstruction and thus create a dignified place for this country among the Nations of the world. Let us make it happen.