

PREPARING TEACHERS WITH GLOBAL PERSPECTIVE

Dr. Sanjay Kumar Yadav

Associate Professor, Teacher Education Department,
A K COLLEGE Shikohabad, U.P

ABSTRACT

The evolving educational landscape and growing inter-connecting and interdependence among instructors in global schools for the 21st Century have placed unprecedented demands on education for instructors. The University of Prince Edward Island (UPEI) Education Faculty and UNICEF Canada together established a Baccalaureate Courses named Education for Global Citizenship in order to track preparation of global educators for a linked world in general. It focuses on training educators to teach global citizenship for the 21st century and was included as an obligatory course in the UPEI teacher preparation program. This article is based on a three year research assessing the experience of teacher candidates in education for international citizenship, changes in their perspectives of the education of global citizenship, and difficulties and accomplishments in educational practices. The results of this study show the unique possibilities and problems facing teachers in learning to educate for world citizenship and propose the need for global citizenship education to be included into teacher education programs with a holistic approach.

Keywords: Education, Teachers, Global Perspective, Preparing, Etc.

INTRODUCTION

Education has a major part in helping people create societies that are fairer, peaceful, tolerant and inclusive. It provides individuals with the understanding, skills and values to work together and solve problems. Because of globalization, countries' physical limits do not matter or matter and today the globe has become a single community known as the global community (Lee Anderson, 1979). A significant transformation takes occurring around the planet in the 21st century. The worldwide developments have made it evident that no nation can remain isolated from the rest of the world (Lawrence Cremin, 1990). The global community refers to a social and economic environment where everyone are influenced by actions that are taking place in all parts of the world, regardless of their national identification. These may be business, cultural and educational events. Economics and electronics have flattened the earth and made a single global society the majority of countries (Thomas Friedman 2001).

The globe now accompanies a tremendous expansion in the human, agricultural, and industrial and trade population, creating a severe demand on the environment and the availability of natural resources. This is why it has become more important. Through progress in technology and transport mankind has enhanced its capacity for communication and interaction, but a shared responsibility for a sustainable human ecological system still has to be developed.

SHIFT FROM VILLAGE TO GLOBAL VILLAGE

Schools are like families; they are unique and play a vital part in building our local and global communities. While each school's culture is distinct, schools all around the globe experience verifies that they are

schools, instructors and students. We live in a mobile world where families traverse national/cultural frontiers in schools seeking a schooling which prepares them for their future (Anderson, L1990). Teachers also travel throughout the world, live their lives and apply their abilities in diverse places and serve students as members of our worldwide village. This movement of people worldwide significantly affects the nature of our local communities and calls for instructors who comprehend the world and can only be shaped through personal experiences in many cultural situations to live and work (Merryfield, M. M., 1995).

IMPACT OF GLOBALIZATION ON EDUCATION

The globalization, which plays an essential role in forming a society, has a direct association with education. In addition, globalization, like other systems, is closely linked with education and global activities have a profound influence on the education system. Globalization is a major trend that in contemporary history has profoundly impacted the planet. It is evident that a new period is beginning and nations are facing major changes in their social, economic and cultural ways, and that new conceptions and ideals are coming up in our societies, bringing new issues and perspectives for nations in the globalization process. The education system cannot stay distant, as it has a vital role in generating human capital which promotes economic growth in a tight connection with the global economy (Robert Hanvey, 1979).

Globalization and Higher Education

The social, economic and cultural component of any nation is based on higher education. It not only contributes to and prepares students for work via the intellectual growth but also adds information and

awareness to the world and helps them to be integrated into the domains of work. Since higher education is an investment in human growth and prosperity, it is crucial that universities and other higher education institutions examine their contribution to society from a large, long-term perspective amidst fast-moving social and economic changes (Clark, 1984).

Globalization and School Education

In addition to shaping the economy or other institutions, globalization influences schools too. In schools the conventional system will be left and school administrators will have to shoulder completely new and distinct obligations. School administrators in a worldwide environment can explain their duties and obligations as follows: (Caldwell, 1998).

- Leaders will provide them with opportunity to learn and grasp societal changes and how schools are contributing to the welfare of civil society.
- Sound annual planning approaches and long-term strategic planning are a requirement for successful education management,
- Strategic thinking capacity in a school will be firmly established, with continuous strategic discussion, as a prelude to formal plan development, through which common understanding will be developed.
- Therefore, the commitment will shape the efforts to include them in strategic management. • There will be acknowledgment that effective strategy will take account of past, present, expected or preferred futures.
- A high degree of harmony is to be achieved between the school culture of learning, teaching and management.

IMPACT OF GLOBALIZATION ON TEACHER EDUCATION

It was tough for teachers in schools today to face the issues of cultural diversity. The growing reality of the presence of world culture may require skills and knowledge combined with new training patterns to handle pupils of the new generation. Teacher training must be part of a broader cultural sensitive education process, which requires the involvement of stakeholders, such as learners, teachers, leaders, teacher educators, parents and the community. Both schooling and schooling have become increasingly global in character due to their trans-national nature, showing identical results worldwide (Mac Gregor, 1995). This process takes place in an environment that reflects current cultural contexts and intercultural characteristics. The future function of the teacher must thus be crucial as a cultural connection between the extremes (Wilson, 1993).

PRESENT STATUS OF TEACHER EDUCATION IN INDIA

In general, teacher education refers to policies and processes aimed to prepare prospective teachers in the

schools, schools, and across the community with the information, attitudes, competencies and skills they need to properly carry out their jobs. NCTE defines it as: 'Teacher Education is a training programme for people to learn from primary to higher education.' - Teacher Education National Council.

- Nature of Teacher Education
- Objectives of Teacher Education
- Importance of Teachers' Training
- Types of Teacher Education Programs
- Journey of Teacher Education in India
- Legal and Institutional Framework
- Aims of Teacher Education
- Challenges in Teacher Education
- Newly Visualized Teacher Education Program

GLOBAL CITIZENSHIP EDUCATION

Chernor Bah (2000), a leader of the Youth Advocacy Group, UNESCO, reported by Keller D. (2000), stated that "as a citizen, a passport/national document will provide you your rights. As a global citizen, not a State, but your mankind guarantees it. This signifies that the rest of humankind and not the State alone are also liable." A world that is more connected necessitates also a shift to the status of citizens of ships. The concept of "global citizenship" has arisen as a concept from different perspectives. It has to do with rising international commerce, migration, communications and others inter-related countries in economic, cultural and social sectors. It is also connected to our worries for global welfare outside our borders and the awareness that global welfare also affects national and local welfare. Global citizenship therefore does not include legal status.

LITERATURE REVIEW

Amy Skinner (2012)Explored global education perspectives and practices at two high schools in Slovenia. The case study includes interviews with instructors/director teachers and student surveys for data gathering. It looked at the problems and prospects of integrating international education within Slovenia's official educational environment. To acquire a comprehensive view of their concept of GE, instructors were asked what GE means to them and what skills and values students need throughout the 21st century.

Cathie Holden and David Hicks (2007)He emphasized some of England's worldwide issues today and stressed the essential role played by world education in answering such problems. It then looked at the value of teacher education in these areas and reported on a preliminary research on basic teacher training in England. The elementary aged children have a global concern in particular for war and peace, environmental pollution, hunger and poverty, and inter-country interactions, while at secondary level they are primarily

concerned with wealth and poverty, peace and war, technological developments, and environmental harm.

Eisenhardt, Sara; Sittason, Kelli S. (2009) Their essay argued that Global Education promotes global viewpoint and develops individuals with global competence. Other citizens, who are global competent, recognize that they affect the globe and have an impact on the globe. Three criteria frequently include global competence: knowledge, attitudes and skills. Author has emphasized the need of developing teachers who are prepared to work as world citizens and ready to enter the international workforce.

Helen Harper & Judith Dunkerly (2009) Talked that globalization and cosmopolitanism are now phrases which talk about an increased border crossing, and that global conditions are directed towards beneficial improvements in learning and education. This transformation requires a reconsideration of the teacher's identity and a reform of the instructional task. This research focuses on an internationally-referred intergovernmental site that engages in international relations, where the UN Educational, Scientific and Cultural Organization might find fertile footing (UNESCO).

Inka Linna, Niina Salminen (2013), Have you studied Finnish primary school teachers' perspectives and experience of global education, how to develop global services of education and resources for primary schools? And what type of resources have instructors for global education? The purpose of the research was to provide information for the Development Cooperation Service Center and other NGOs providing global education services. According to the author, global education may be characterized in several ways, but is commonly seen as an activity that guides the common duty of people around the world.

Kate Ferguson-Patrick, Suzanne Macqueen & Ruth Reynolds (2012) discussed the necessity of global education in Australian University for pre-service teachers. In order to guarantee global education is part of the normal practice of pre-service teachers, scientists have stated that integrating the global viewpoint into several courses was vital. The study offers a solid rationale for its inclusion throughout educational curriculum. In addition, instructors must be educated appropriately, having a strong grasp of and teaching effectively what global education (GE) is.

Kiran (2010) The focus of the paper is on the changes essential in our Indian educational system to comply with global norms. These focus on self-learning and lifelong learning, working together, linking skills and applying knowledge and professionalism to the system. She stressed that we should now prepare our pupils for the difficulties of the world. These difficulties necessitate particular measures, such as mutual understanding, cooperation and cooperation between

different countries. It is education that will bring these changes to the mentality of new generations, such that worldwide training takes an hour.

Krishna Bista and Amany Saleh (2014) Examining the perceived demand for world education programmes in the United States of 305 Graduate Students and Alumni, their study paper entitled — Evaluation of the Needs for Graduate Global Education Programs in the U.S.A. Students' overall perspectives of the necessity for advanced global education programmes are as -1 research issues addressed for investigation. 2. Is there a considerable difference in perspective between international and local students of the requirement for an advanced global education programme. 3. There is considerable variance between international and domestic students in their opinions of the benefits of an advanced global education program.

Libby Tudball (2005) highlighted the need and the framework of the secondary school international curriculum. The conclusion is that future curricula should include notions such as thinking, communications, personal futures, societal duties, intercultural understanding and the world's future. Internationalizing curriculum should make it possible for students in foreign circumstances to improve their capabilities.

Michele Schweisfurth. (2006) examined how, compared to other curricular demands, instructors prioritised concerns of global citizenship in their teaching. The data collection strategy is a multi-casel research strategy, and is used to analyze documentation, observe the classroom and interview. The outcome reveals that instructors who want global education to be a priority have found that they are provided lots of possibilities through the new curricular requirements.

Sobhana. N (2009) It said that the exchange of educational programmes, through which Indians are able to adjust curriculums based on overseas pupils, should be linked with other nations. It is time to provide kids with an extended horizon and intercultural skills.

Yoder, Brian L. (2006) It has been explored how at Chinese universities, higher education globalization takes happening. There were two key conclusions as, first, the education ministry has a major influence in university adoption of global patterns. They promote research and finance at universities. They promote research. Second, how universities adapt to global concepts and structure their governance, accreditation and quality control worldwide norms.

OBJECTIVES OF THE STUDY

- To study the Opinion of Stakeholders regarding importance of Global Perspective among school teachers in India.
- To explore the essential parameters of Global Education required at school level.

- To suggest a Model Program for preparing Global Teachers in Indian scenario.

RESEARCH METHODOLOGY

The study is descriptive and in nature qualitative. Triangulation method has been used to solve the problem of research in this research. In the event of triangulation, qualitative researchers often employ at least two resources by employing distinct data sources and methodologies in order to seek answer and verification. The aim of triangulation is to provide a combination of evidence that generates credibility. In the analysis of the same event, this study used a mixture of approaches i.e. quantitative and qualitative approaches. It explored the viewpoints of high school teachers, training instructors, high-school students and their parents on global education, the examination of preparatory documents by teachers with educators, and the attitude of the head/doctor of teacher education on global issues. Analysis of teachers' document preparation functions as an equilibrium.

POPULATION

The population of the current education is all stakeholders, including education planners, educators, training instructors, secondary school in-service instructors, high school students and their parents.

SAMPLE

The research included a total of 210 individuals. 50 high-school teachers (in-school teachers), 50 high-school parents, 50 teachers' teachers, 50 trainees' teachers (in-school) and 10 XIIth graders were taught. Two levels of the sample are employed. A total of 200 individuals took part in first level (50 high-school teachers, 50 parents, 50 instructors and 50 trainees). In the second level, 44 individuals were selected from the base sample (12 trainee teachers, 12 teacher educators, 10 parents and 10 secondary teachers), and 10 were added. Through the purposive sampling procedure, a total of 54 participants were recruited.

TOOLS AND TECHNIQUES

The following tools and techniques are used to collect the data, analyze the data

Opinionnaire : to know the opinion of stakeholders regarding importance of global perspective

Focus Group Discussion: for exploring out the global Parameters

Document Analysis: for finding out the global themes embedded in NCFTE-2010)

CONCLUSION

Globalization pushes us not just to reconsider how much education is required, but also the ultimate objective. The issue for globalization is to reconsider the amount of education required as well as its ultimate objective. Global education and global teachers who can teach their pupils globally are vitally needed in the time of globalization. The current survey has also shown how

much global education is necessary and important for our country. The views of most stakeholders showed that they agreed to incorporate global education in the world of 21st century schools. Not only future instructors but also future students must be able to adapt to the rapidly changing environment, using the knowledge, skills and value system. In future generations the cultural variety of the globe must be understood and respected and sustainable development must flourish.

The NCFTE-2010 document analysis also demonstrates that some measures are being created in the preparatory teacher programmes, which enable instructors to be globally more Humanistic. Although such instructions are supplied, they are not enough and are not being followed and implemented with whole sincerity. It is therefore a matter of urgency to redefine the present teacher training curriculum in order to support the world.

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