CHALLENGES AND OPPORTUNITIES OF PREPARING TEACHERS FOR GLOBAL EDUCATION: A STUDY IN INDIAN FRAMEWORK

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Abstract

In order to address the needs of 21st-century learners, these future instructors are passionate about being globally competent educators who can assist their pupils in becoming responsible global citizens through their teaching. Some people believe that globalization is a harmful phenomenon that has had a bad impact on the world's environment. The education system has fallen short of meeting the needs of today's society. We take the view that globalization's relevance for teacher education is not only the result of the physical movement of materials and people but the exchange or transporting of ideas and the growth of international, transnational, or even so-called global perspectives on teaching and teacher education. There is still much work to be done in preparing teachers to educate for global citizenship, including identifying a systematic approach, locating the appropriate analytical and curriculum framework, developing more relevant policy and resources, increasing professional development opportunities for teacher educators, and creating more space to incorporate global dimensions and perspectives into classroom instruction. In this context, teachers must be pedagogically competent in order to assist students in intellectually and morally examining complex and controversial global issues, acting as responsible global citizens for the sustainable development of local and international communities, and promoting holistic thinking and cross-cultural understanding among students and teachers alike.

Keywords: challenge, opportunities, teacher, global, education, India, etc.

1. INTRODUCTION

When global citizenship education is integrated into teacher candidates' educational practices, they have noticed and experienced enormous beneficial improvements, according to the findings of this study. As a result of these transformations, learners' increased engagement and interest in learning, broadened perspectives and global awareness, improved critical thinking and problem-solving skills, greater awareness of and respect for diversity, and a greater commitment to sustainable actions as citizens of local and global societies are all evident (Erdogan, 2008). In order to address the needs of 21st-century learners, these future instructors are passionate about being globally competent educators who can assist their pupils in becoming responsible global citizens through their teaching. The education system has fallen short of meeting the needs of today's society. Teenage pregnancy, drug misuse, intolerance towards minorities, juvenile criminality, and violence are all on the rise, and this
is seen as a reflection of the fact that schools no longer have any relationship with the real world, which is a common misconception (Dr. Shiv Kumar and Dr. Jadab Dutta, 2019).

2. IMPACT OF GLOBALIZATION ON EDUCATION

It is a broadly defined word that has a variety of connotations for a large range of people. The topic of globalisation has been the subject of heated debate. Some people believe that globalisation is a harmful phenomenon that has had a bad impact on the world's environment. According to them, globalisation has had unintended implications for society, including the disruption of its peace. Another set of people, on the other side, sees globalisation as beneficial phenomena that have made the globe more connected and knowledgeable than it has ever been. They consider it to be a unique source of hope for the future of the globe. It is undeniable that this segment recognises a variety of benefits from globalization (Dr. Dinesh Pandey and Dr. Abhiram Kulshestra, 2020).

- Globalization has had a profound impact on every element of life on the planet. In particular, it has altered the global economy, which has grown increasingly interconnected and interdependent. However, it has also resulted in the international economy being increasingly competitive and knowledge-based, particularly in the advanced western countries.

- Education at the global level links techniques of teaching from across the world in order to support the international development of environmental sustainability, as well as to make a contribution to the fortification of multinational enterprises. These educational programmes prioritise worldwide access to education from the primary to the university levels, instigate learning experiences that prepare students for transnational leadership roles, and prioritise global access to education from the primary to the university levels.

- Due to the fact that education is the foundation of global stability, the development of multicultural awareness from a young age has the potential to integrate beliefs derived from many societies in order to reach well-balanced conclusions about issues that concern the entire globe. The reciprocal goals of educating young people for successful futures during which their countries would become increasingly intertwined cause globalisation and education to interact with one another as a result of this interaction.

- Globalization will offer today's learners with the potential to become more familiar and comfortable with abstract concepts and unpredictable situations as they face some of the obstacles associated with information, education, and learning in the future.

- To understand the information society and global economy, it is necessary to have a comprehensive understanding of systems thinking, which includes the world system and business eco-system. The concerns of globalisation are approached from a comprehensive perspective. The use of interdisciplinary research methodologies is considered essential for gaining a more thorough grasp of the complicated reality that the world system is currently confronted with.

- In addition, it improves a student's ability to manipulate symbols. Today's economy will require the learner to continually manipulate symbols such as political, legal, and financial terminology, as well as digital money in order to be highly productive in his or her job or career.
The ability of students to learn and apply knowledge is enhanced as a result of globalisation. Globalization improves learners' ability to access, evaluate, accept, and apply knowledge, as well as to think independently and exercise appropriate judgement, as well as to interact with others in order to make sense of unfamiliar situations.

2.1 Globalization's Implications for Education: Challenges and Opportunities

People may only participate to and profit from globalisation if they are endowed with the knowledge, skills, and capabilities, as well as the rights, which are required to pursue their basic lives in the modern world. They require employment and income, as well as a safe and healthy environment. These are the necessary circumstances for people to be able to participate fully as citizens in their local, national, and international communities on an equal footing (Anuradha Yadav and Deepshikha Saxena, 2021). These objectives can only be achieved if national governments allocate appropriate resources to education, basic infrastructure, and the environment, as well as establishing an institutional framework that ensures widespread access and opportunity. Education is a vital priority for all communities, regardless of their size. In its role as the cornerstone and primary driver of economic, social, and human development, education is at the centre of the transformation that is sweeping the world in the fields of science and technology, economics, and culture. Consequently, it is the driving force behind social change as well as scientific advancement, and in turn, it is subjected to the outcomes of the progress that it has created, both in terms of content as well as techniques and stated goals (W.I. Devi ,2021).

Despite the aforementioned facts, some individuals believe that education institutions no longer appear to take into consideration the new needs that people all over the world are confronted with. Taking the school system in the United States of America as an example, René Bendit and Wolfgang Gaiser make the following observation, which might be extended to many other countries throughout the world: The education system has fallen short of meeting the needs of today's society. Teenage pregnancy, drug misuse, intolerance towards minorities, juvenile criminality, and violence are all on the rise, and this is seen as a reflection of the fact that schools no longer have any relationship with the real world, which is a common misconception (Sanjay Pal, 2021). People must not only acquire the information and tools of conventional knowledge in order to integrate into the global economy, but they must also be capable of obtaining the new skills required by a knowledge-based society. Indeed, as a result of the rapid change in technical and scientific knowledge, learning has become a permanent activity, or, in the words of the International Commission on Education for the Twenty-First Century to UNESCO, entitled:

- Learning, the treasure within, a "lifelong learning process." In order to achieve lifelong learning, we must adhere to the following four key principles:

- Learning to know, which is accomplished by the combination of sufficiently broad general knowledge and the ability to focus attention in depth on a small number of subjects this also entails learning how to learn in order to take advantage of the chances that education provides throughout one's life

- Practice in order to get not only a specific vocational skill but also the ability to deal with a wide range of situations and work in a group learning on a broader scale Learning to do in the context of young people's diverse social and work experiences, which may be informal as a consequence of the local or national setting or formal as a result of courses that alternate between study and work, is also included.
Learning to live together through developing an understanding of other people and an appreciation of interdependence,

Taking out cooperative initiatives and learning to manage conflicts all in the spirit of respect for the ideals of pluralism, mutual understanding, and peace.

3. IMPACT OF GLOBALIZATION ON TEACHER EDUCATION

Commentators on globalization in popular culture often highlight the increased connections across the globe and movement of goods and services. We take the view that globalization’s relevance for teacher education is not only the result of the physical movement of materials and people but the exchange or transporting of ideas and the growth of international, transnational, or even so-called global perspectives on teaching and teacher education. On discourses of teacher education practice, research, and policy shaped by globalization. To gain insights into these discursive transformations, the flows of ideas and people are particularly important to understand, as are spaces and networks. Such flows have contributed to the emergence of global imaginaries, ‘a constructed landscape of collective aspirations … mediated through the complex prism of modern media’. In these new imaginaries, how we think about and talk about teacher education (and teaching) is not understood within local norms (Dr. Sudha Asthana and Dr. Deepshikha Saxena, 2018). Rather, in the global neoliberal imaginaries, distant actors and norms no longer rooted in a particular location help shape the arguments for what teacher education should look like and be. Seen discursively, globalization offers new warrants and justifications for the policies, practices, and study of teacher education. Seen materially, globalization creates new challenges for teacher education as it now must prepare teachers for teaching increasingly diverse student bodies to be participants in both their nation(s) and a highly interconnected world.

The past decade has witnessed a marked rise in the international attention given to teaching and teacher education as a policy focus and a topic of comparative research. International organizations (e.g. UNESCO, the World Bank, etc.) have developed indicators for teachers and teaching. The OECD Teaching and Learning International Survey (TALIS) study and the IEA Teacher Education and Development Study in Mathematics (TEDS-M) studies have been pioneers in making it possible to talk about teacher learning comparatively. All this contributed to making teacher development a topic that makes sense – and can be discussed – beyond a single country’s borders. These policy reports, international data sets, and research studies frame teachers, teacher education, and teaching in particular ways (Clarke, Tricia A.& et al., 2010). They reinforce the ‘common sense’ of talking about teacher education as a common problem, with standardized metrics and shared solution sets. Against this backdrop, we explore the influence on teacher education of three phenomena associated with globalization: the movement of students and teachers, globally circulating ideas, and new transnational networks and actors.

4. TEACHER EDUCATION IN INDIA

Teachers’ teacher in India can be divided into two broad categories: pre-service education, which is aimed at preparing students for a career in teaching, and in-service teacher training, which is provided by the government through the Sarv Shiksha Abhiyan (SSA) or by non-governmental organisations (NGOs) and social enterprises. These two models have basic flaws in the way they are applied, and this is evident in each of them.

Preparing future teachers:
India has not accorded the emphasis that it should to pre-service teacher education. According to the National Council for Educational Research and Training (NCERT), degree programmes for aspiring teachers do not devote enough time to preparing students for the reality of the classroom. Due to the short period of the programme, candidates' ability to learn through self-reflection, recognising social realities, participating in shared learning, and obtaining practical experience is severely limited.

- Curricula and programme structure:

The Verma Commission (2012) and the National Council for Educational Research and Training (NCERT) have both criticised the curriculum and programme structure, claiming that it only provides teachers with fundamental skills and assumes that they will be able to apply their learning to any context. In addition, the curriculum fails to address how children learn, i.e., the psychological factors that contribute to improved understanding. Field experience and mentorships: There is an urgent need to reform the "field experience" component of teacher preparation in order to expose teachers to the reality of classroom instruction. The short duration of the course does not provide trainee-teachers enough time to contextualise their learning, and the field experience is not usually sufficient to prepare them for the classroom. For example, there is no mentorship programme for student-teachers, which might be crucial in guiding them through the process of preparing lessons, managing a class, and dealing with frequent problems that arise in the classroom setting. The organisation also provides trainee teachers with a much-needed network of support.

- In-service teacher education:

Education for in-service teacher candidates, on the other hand, is plagued by a variety of problems. Contrary to common belief, teachers get ongoing professional development throughout the academic year. Twenty days of in-service teacher training are provided by the Social Security Administration (SSA) each year. However, it appears that little consideration is given to the goals that are supposed to be achieved by these trainings, and given the wide variety of training available, there is also little consistency. Although adaptation may be necessary to address a variety of contexts, it is necessary to establish at least some parameters in order to compare success and failure in a variety of scenarios and geographical regions. The lack of attention paid to training is mirrored in the absence of investment in these areas by both the government and the commercial sector. The Verma Commission report from 2012 noted that 90 percent of teacher education organisations were in fact private, which may be interpreted as reflecting the interests of the government – at least in terms of pre-service education – at the time. However, teacher performance has not greatly improved despite SSA committing the highest share of funds (64 percent) to financing teachers in 2013-2014, highlighting the need for increased investment in and rethinking of in-service teacher training programmes.

5. PREPARING TEACHERS TO EDUCATE STUDENTS IN THE 21ST CENTURY FOR GLOBAL CITIZENSHIP

Prodigious advancements in information and communication technologies, along with massive increases in international movement, have significantly enhanced the interdependence and interconnectedness of people and locations. A new set of global challenges has emerged at the same time, including increasingly integrated and knowledge-driven economies, increased migration between countries and from rural to urban areas, growing inequalities, increased awareness of climate change and environmental degradation, the acceleration of globalisation, and rapid technological advancements, among other things. Teachers must be culturally and pedagogically competent in order to handle issues such as globalisation, racism, diversity, and social justice, as well as to provide an
equitable and inclusive learning environment for all students in light of the changing educational landscape. Students today are graduating into a world that is more interconnected than it has ever been before. The responsibility and responsiveness demanded of individuals in the twenty-first century extends to the myriad complicated problems and issues of global and local concern, whether in the areas of health, the environment, peace, and economic security, among others. Because of the altering global context, students today must acquire the knowledge, skills, and traits necessary for global citizenship, as well as the commitment to do so, through the educational process.

Developing a Conceptualization of Global Citizenship Global citizenship does not imply legal status, and it cannot be defined simply in terms of progressive politics or significant globe travel, as some have suggested. When applied to everyday local acts, it is a 21st-century approach to life in which ideas of global responsibility and accountability are implemented and complex global problems are tackled on an individual basis. Global citizenship necessitates a level of knowledge and activity that is consistent with a comprehensive grasp of humankind, the environment, and the consequences of our decisions on both. In order for students in the twenty-first century to be equipped with the knowledge, skills, and values that will enable them to address the interconnected social, political, cultural, and global realities of the twenty-first century, global citizenship education must be emphasised in their schools and curriculum:

a. Respect for fellow humans, regardless of race, gender, age, religion, or political beliefs;

b. Appreciation for diversity and multiple perspectives;

c. A belief that no single society or culture is inherently superior to another.

The goal of educational activities done through the lens of global citizenship is to train students to become global citizens who exhibit the characteristics listed above. It is the ultimate goal of global citizenship education (GCE) to instil a sense of belonging with a global community and a common humanity, and nurture a sense of global solidarity, identity, and responsibility that leads to actions that are not only based on, but also respect universal values. Global citizenship education (GCE) is an educational programme that is taught in schools around the world. While the values associated with global citizenship education are not new, GCE as a lens through which to conduct educational practise and as a field of learning and teaching is still a relatively new phenomenon that is gaining popularity around the world. Global citizenship education is becoming more popular in the United States. For global education communities, the question of how teachers may act as change agents in their classrooms and the broader school community, as well as how teacher-training programmes can be developed and changed to serve the aims of GCE, have emerged as key questions.

5.1 The Need for Teachers to Be Prepared to Educate Students for Global Citizenship

In many cases, new teachers do not begin their careers with the in-depth knowledge and strong abilities essential to respond to the vast range of learners in their classrooms. The theoretical understanding and professional skills necessary to effectively engage and enable students to become global citizens who can take responsibility for creating a more peaceful, environmentally secure, and just world are not adequately taught in teacher preparation programmes, and many teacher candidates are not adequately trained. It is necessary for teachers to be culturally competent in order to handle issues of diversity and promote inclusive educational practices in this context. Second, globalisation has enhanced the degree to which countries are intertwined, particularly in the areas of economic
security, culture, technology, health, and international peace and security. In this context, teachers must be pedagogically competent in order to assist students in intellectually and morally examining complex and controversial global issues, acting as responsible global citizens for the sustainable development of local and international communities, and promoting holistic thinking and cross-cultural understanding among students and teachers alike.

**6. CONCLUSION**

There is still much work to be done in preparing teachers to educate for global citizenship, including identifying a systematic approach, locating the appropriate analytical and curriculum framework, developing more relevant policy and resources, increasing professional development opportunities for teacher educators, and creating more space to incorporate global dimensions and perspectives into classroom instruction. In order to do this job, teacher educators and teacher preparation programmes must participate in critical evaluation and debates about the complications and opportunities that global citizenship education has provided for teachers and learners alike. In this context, teachers must be pedagogically competent in order to assist students in intellectually and morally examining complex and controversial global issues, acting as responsible global citizens for the sustainable development of local and international communities, and promoting holistic thinking and cross-cultural understanding among students and teachers alike.

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