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Globalizing School Education - Agenda for Action

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Abstract: ***From time immemorial man has created rigid artificial division among themselves on the basis of caste, creed, religion, philosophy, wealth and so many other criteria. Globalization is a concept which is just contrary to this artificial and superficial constraints and it calls forth removal of barriers among the nation states in terms of sharing ideas liberally related to science, technology, education, philosophy, material resources of various kinds and so many other fields of activities as well. The chief objective of the concept of globalization is integration and unification of various states into one which would pave the way for resourceful individuals capable of facing successfully the challenges inherent in society. Rabindranath Tagore being a visionary had talked long ago about the necessity of single world ruled by a single race known as human beings. In this ever growing and rapidly changing human society dominated by global urge we need resourceful and innovative teachers who could successfully cater to the changing needs of the society. This research paper focuses on the changing role of a teacher who has to act as a catalyst of change and has to respond to and counteract with certain tensions that have emerged in the changing society. The objective of the study is to assess the role of a teacher in the context of globalization and to identify the challenges in front of a teacher in the age of globalization. The researcher has made a comprehensive study and summary of the study shows that teachers need to reconcile tradition and modernity in respect of knowledge, concept and values, tension between material and spiritual pursuits, connecting the needs for competition as a consequence of global economics and concern for equality of opportunity. The present study will help teaching community to improve teaching capability from global perspective.***
Keywords: Globalization, teacher, change, challenges

I. INTRODUCTION

Globalization is expected to be a process through which an increasingly free flow of ideas, people, good, services and capital would lead to the integration of economics and societies. It is characterized by an accelerated flow of trade, capital, information as well as mobility of individuals across geographical borders. It reflects comprehensive level of interaction than that has occurred in the past, suggesting something beyond the international. Though it is predominantly an economic phenomenon, there are other dimensions as well and in a way it affects all walks of life. Education is an important sector in any economy and globalization has its implications upon this sector as well. The aim of education is to achieve overall development and enlightenment of mind, character-building, broadening the vision which can be beneficial to individual himself and society and nation at large. To achieve this goal the role of a teacher is of supreme importance. In the age of globalization, change is so rapid that the educational system has to keep itself abreast with the latest developments.

A. Need of the Present Study

In the context of Globalization teaching as a profession should involve high degree of pedagogical skill along content knowledge which would make the teachers capable of applying their knowledge and skill on the students on one hand and on the other as a catalyst the teacher should aspire to enable the students to continue their quest for understanding. This would enhance the capability of the students so much that a day will come when they will successfully surpass their teachers. So one important aspect of this study is to show teaching as most democratic of professions from the point of view of globalization. Another aspect of this study is to show the dimensions that distinguish teaching from other professions. In teaching the teacher faces a unique demand as the client that is the students as they have to attend institutions compulsorily, be it primary, middle school or institutions higher learning. The teachers as a result are obliged to meet a stringent ethical standard. As teachers have to perform in the gaze of the students, they need to remain cautious about practising what they preach. Otherwise their behaviour would elude the students, teachers and parents as well. A global teacher need to combine high degree of academic excellence, teaching skills alongside an integrated value system that would help him/her to render altruistic service.

B. Objectives of Study

1) To assess the changing role of a teacher in the context of globalization.
2) To identify the challenges in front of a teacher in the age of globalization.

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C. Research Questions

1) What are the challenges of a changing society that a teacher would face under the global scenario?
2) How a teacher can act as a catalyst of change?
3) What should be the role of a teacher from global perspective?
4) What should be the role of teacher education in upgrading teachers from a global point of view?

D. Discussion on Research Questions

All societies are more or less concerned with impending explosions of various natures like knowledge-explosion, aspiration and expectation-explosion, communication explosion, population explosion, corruption explosion etc. These phenomena often pose the following challenges in front of a teacher-

1) Constantly growing and increasingly varied students' population in educational institutions.
2) Globalization have compounded the problem of cultural imperialism as the majority of the under privileged tend to find their language, culture, values and whole way of life eroded by the invasion.
3) There are several changes in production process, development in science and technology, disparities in life-style, enjoyment of scientific and technological advancement.
4) Difference between the socio-economic condition of the classes and that of the masses that are getting widened day by day.

Under the circumstances, a teacher has to act as a catalyst of changes and has to respond to and counteract with certain tensions that have emerged in the changing society:

a) A teacher has to reconcile tradition and modernity in respect of knowledge, concept and values.
b) Tension between extra-ordinary expansion of knowledge and capacity of the teacher to assimilate it.
c) A teacher must shift between short-term and long-term goals of education and he/she must consider and respond to immediate problem without forgetting long-term goals.
d) Reconcile between the needs for competition as a consequence of global economics and concern for equality of opportunity.

On the above mentioned backdrop we can look afresh to the teachers' role in a changing society and decide how Teacher Education would equip and empower a teacher to play his/her role efficiently.

i) The school has to be regarded and conceived as a microcosm within a macro-cosm, where a teacher should act as a mediator between school and community.
ii) Teacher has to keep abreast of the fast-changing academic, social and economic realities of the present day society.
iii) A teacher should act as a dispenser and disseminator of knowledge and information.
iv) Teacher is an animator to the students; he/she has to act as a facilitator of learning, inside and outside the classroom
v) A teacher needs to upgrade his/ her knowledge continuously. He/she must promote competencies in students so that they are able to learn on their own and function effectively in a knowledge-driven society.
vi) Teacher has to become aware of the handicaps of first generation learners, their cognitive behaviour, emotional and language behaviour.
vii) A teacher must act as a monitor to streamline the class-room behaviour of the students

Teacher Education, as a programme and curriculum, has to be continuously reconstructed and upgraded so that it can keep pace with the multi-dimensional role in the fast changing society where a teacher has to work.To build up a smart professionalism in him/her as well as a versatile personality a teacher needs to undergo a preparatory curriculum comprising philosophical, sociological, psychological and pedagogical bases of education as necessary components.
This should constitute pre-service education of a teacher in pursuit of a teaching job. Teacher Education should enable the teacher to serve two major purposes:

- To educate students in academics or cognitive skills and knowledge.
- To develop in them individual social skills and knowledge necessary to become a useful adult member of the community and society.

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E. Review of Related Literature

Over the past twenty years, literature in the field of globalization has surged, revealing its interdisciplinary nature. One of the most influential popular works that would portray the urgency of globalization was Friedman's The World is Flat (2005). The metaphor of a flat world or level playing field allowed readers to imagine globalization like never before. Work like Huntington's (1998) The Clash of Civilizations, Friedman's (1999) The Lexus and the Olive Tree, Barber's (1995) Jihad vs. Mc World : How Globalism and Tribalism are Reshaping our World, And Mc McCarthy (1998) in The Uses of Culture explore cultural identity, cultural conflict and political equity issues, and the convergence of local and global forces that are shaping the human experience today. One of the most enduring conceptualizations of global perspectives is Robert Hanvey's (1976) An Attainable Global Perspective. Widely cited as the cornerstone of global education movement, Hanvey conceived the framework that would initiate discussion and debate on what a global perspective would look like. Hanvey's five dimensions of global perspectives include-

1) Perspective consciousness
2) Cross-cultural awareness
3) State-of-the-planet awareness
4) Knowledge of global dynamics
5) Awareness of human choices

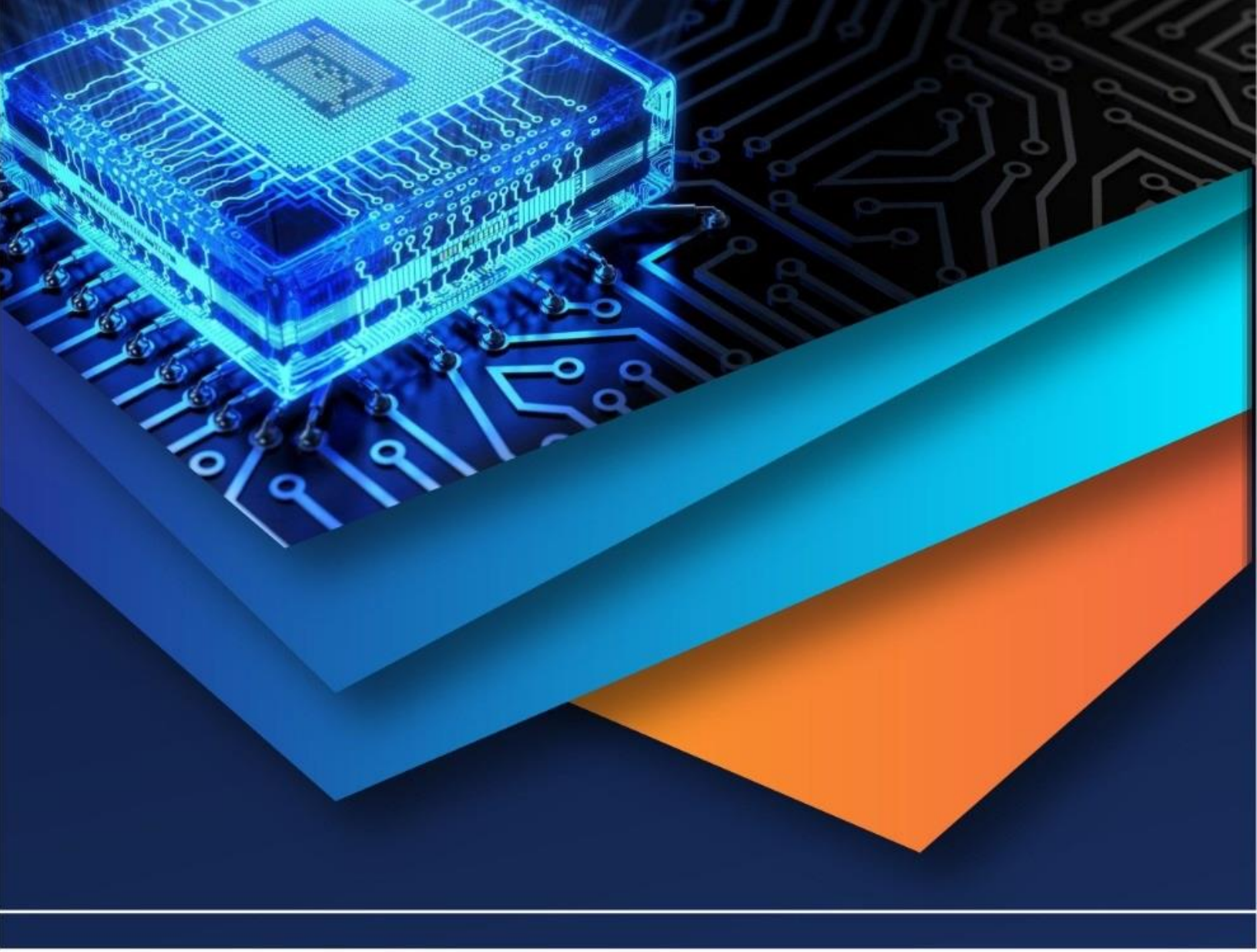
II. CONCLUSION

Vision without action is merely a dream; action without vision is merely passing time, but vision and action can together change the world. In the context of globalization a teacher should equip a student with ethical, intellectual and emotional balance so that universalism, democracy in a technological united world can be achieved through the teachers in the classroom and outside classroom.

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