

Name of Scholar: **Taslim Ahmad**  
Name of Supervisor: **Prof. Aejaz Masih**  
Department: **Dept. of Teacher Training & Non-Formal Education (IASE)**

**TITLE: A Study of Socio-Cultural Challenges Posed By Globalization with Special Reference to Secondary Teacher Education Curriculum**

**ABSTRACT/ FINDINGS**

Basically it was an exploratory research study, conducted to answer the four basic research questions:

1. How can be explored the meaning of globalization in Indian Context?
2. What kind of relationship education is having with globalization?
3. Is the existing Curriculum of Secondary Teacher Education responsive to the challenges posed by globalization?
4. What are the challenges posed by a globalization to education general and teacher education in particular?

These four research questions were probed under the eight specific objectives framed to complete this study.

**Sample:** Sample consisted of – (i) Experts (62) included policy makers, Administrators, curriculum designers, expertise in the area of globalization of education and secondary education. (ii) Teacher Educators (62), (iii) Govt. School Teachers (250) and (iv) Private School teachers (200) (v) Sample of B.Ed. syllabi of Delhi University, GGSIP University and JMI, New Delhi.

**Tools:** (i) Semi-structured interview schedule for experts to study their perception about the impacts of globalization on education and Teacher Education, culture and value system. (ii) Perception Scale for Teachers (PSFT) to study the perceptions of teacher educators, Govt. school teachers and Private school teachers about the impacts of globalization on education in general and Teacher Education in particular.

**Data analyses:** Semi-structured interview schedule was analysed qualitatively, PSFT was analysed by quantitative techniques – including SD, Mean, t-test and ANOVA.

**Findings of Semi-structured Interview schedule:** (i) 100% experts accept/agree on four basic features of globalization - a) Globalization is a socio-cultural construct/phenomenon; b) Globalization is a world-wide phenomenon that leads to integrate national economies to global economy via transnational flow of goods, capital, people ideas, knowledge technology, culture and international trade; c) Globalization has brought countries of the world closer and countries are becoming more inter-dependent than ever before impacting each other; d) ICT promotes globalization through global networking. (ii) 100 experts perceived that globalization and education have symbiotic relationship supporting and re-enforcing each other. (iii) 67% experts perceived that globalization is a threat to local culture while 33% believe that India is already a multi-cultural society, therefore globalization is not a threat to local culture. (iv) 85% experts believe that knowledge is a public goods and knowledge is prime driver of economy (Knowledge economy). (v) 100% experts were of the view that social life of Indians has been highly influenced by globalization like – clothing, food habits, entertainment, music, sports, TV, family life, nature of overall work and work culture requiring new knowledge cultures and skills and feminization of work and employment is taking place. Majority of experts agree that a teacher in present society driven by globalization should have personal, socio-cultural and professional competencies of global standards. (vi) 100% experts gave high value to integrate ICT in education.

**Findings (PSFT):** PSFT consist of 90 items, divided into four sub-scale namely (a) Inter-relationship of globalization and education (15 items); (b) Teachers' perception about globalization (13 items); (c) Impacts of globalization on pedagogy (32 items); and (d) Relationship of globalization and teaching profession (30 items). On composite PSFT, teacher educators (Mean score = 393.52); Govt. School Teachers (Mean score = 366.36); and Pvt. School Teachers (Mean score = 375.03) were found to have moderate positive perception about globalization and its impacts on education in general and teacher education in particular. The teacher educators were having significantly (.01 level) better understanding of globalization, inter-relationship of globalization, impact of globalization on pedagogy and relationship of globalization and teaching profession than Govt. school teachers as well as Pvt. School teachers. The mean score obtained by Pvt. School teachers was found significant

(.01) level in – Inter-relationship of globalization and education, Teachers' perception about globalization and Relationship of globalization and teaching profession as well as on composite PSFT than Govt. school teachers. The mean score obtained by Govt. School teachers was found significant (.01 level) in sub-scale of PSFT namely Impacts of globalization on pedagogy. On composite PSFT scale, the mean score obtained by Pvt. School teachers was found significant (.01 level) than the mean score obtained by Govt. School Teachers.

**Finding related to B.Ed. courses:** The B.Ed. courses of 3 universities viz. Delhi University (DU), Guru Gobind Singh Indraprastha University (GGSIPU) and Jamia Millia Islamia (JMI), New Delhi was analysed to find out the coverage given to globalization. The foundation courses of B.Ed. Programmes of DU, GGSIPU, JMI were found highly deficient in terms of coverage given to globalization, its associated themes, inter-relationship of globalization and education, Global education, Knowledge Society, Knowledge economy, Learning Society, Environmental issues, peace as a dynamic social reality, cultural diversity, intercultural competencies, collective intelligence, learning to live together, multiple perspective on nature of knowledge, commitment and accountability for the needs and aspiration of students in general and minorities, weaker and marginalized sections in particular for achieving the goal of INCLUSIVE society. The inclusion of many of these and other global issues/concerns are further justified and cross-validated for their incorporation in B.Ed. courses of Indian universities as per the suggested guidelines by NCTE-2010 for one year B.Ed. Programme. Therefore, accordingly modification is needed in foundation courses as per findings of this research study.

**Findings related to pedagogy:** The pedagogical courses offered by DU have been found highly deficient in the context of globalization and pedagogy. Pedagogical courses of GGSIPU almost did not give weightage to global pedagogies. The coverage includes CAL, CAI and ICT etc. The pedagogy courses of JMI also do not touch the global pedagogies. The findings of this study for pedagogical course conclude that pedagogical course of global level should prepare a world class teacher by developing the professional, personal and socio-cultural competencies as – Teacher as a professional, having sense of responsibility, duty obligation, accountability and commitment for quality assurance, responsive to multiculturalism, able to use multiculturalism as a source for teaching-learning, an expert of culturally responsive pedagogy, enough competent to work out pedagogical knowledge of content for her/his teaching subjects, teacher as knowledge worker and knowledge seeker for attaining the goal of knowledge society, able to integrate ICT in teaching-learning, examination, teacher having inter-cultural intelligence, collective intelligence, understanding global perspectives on nature of knowledge, a critical lens on current standards, accountability and performance model of education, ability to connect knowledge, theory and research evidence for daily teaching, encouraging students to question, sound professional judgment, ability of multiple and contextual intelligence, having socio-cultural consciousness, constructivist views of teaching-learning and finally capable of using computer in multiple tasks in education. Some of these findings have been cross validated by suggested guidelines of NCTE (2010) for one year B.Ed. programme and accordingly modification is needed in pedagogical courses as per findings of the present study.

**Findings (School Experience Programme – SEP):** As such no coverage has been given to globalization and its related competencies to be developed as a result of school experience programme in any of three universities concerned. The findings of the study visualized SEP to develop the global competencies. SEP should provide a sound ground for trainees to validate their theoretical understandings developed through foundations and pedagogical courses, SEP should develop professionalism, global values attitudes and sense of accountability, SEP should provide supportive environment for integration of ICT, to work out pedagogical knowledge of content, using culturally responsive pedagogies, SEP as self corrective training programme and SEP should also provide supportive environment for trainees to connect theory, practice and research evidence in teaching learning. SEP as a site for collaborative learning and Collegial learning. SEP should orient trainees about teaching and globalization. Multiple use of computer has also been emphasized by NCTE (2010) as suggested guidelines. Therefore SEP should be modified to incorporate all findings of this study.

**Findings related to practical work :** All practical works should provide favorable conditions for ICT skill development as far as it is possible.