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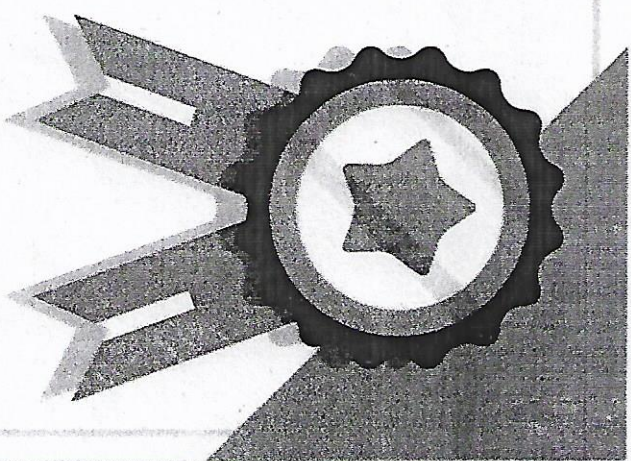
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TEACHER EDUCATION AND GLOBALIZATION

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ABSTRACT

Education plays a vital role to overcome many challenges and to maintain peace in the globe. Global challenges that influence all areas of human life in the world are conditions that are naturally going on as the consequence of the rapid development of science and technology. Professional development refers to the process that encourages and enables teachers to acquire the set of knowledge, skills, values and behaviours essential to perform expected professional role in the classroom, school and society. Further, professional development consists of all nature learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or school. Professional development has recently emerged as a key concern in teacher education. India has the large system of schooling in the world. About five million school teachers are working in the country at different levels of schooling. In India, not only in the school system but also in the social system as a Catalyst of change and development throughout the present system of teacher education in our country. This paper considers the challenges of teacher education. It also provides an overview of teacher education in context of global scenario.

Keywords: Globalization, Teachers Education and Professional Development.

INTRODUCTION

Education reform efforts, teacher quality and the challenges of a constantly changing world require professional development practices that enable teachers to master new skills, assume new responsibilities, deepen and extend knowledge, and create lasting changes. For professional development to bring about these changes, it is important to know the characteristics of effective professional development to understand how adults learn and to use that knowledge to design professional development activities (Speck, 1996). Professional development that has been "thoughtfully conceived, well-designed and well-supported" is believed to be the key to every successful school improvement effort (Guskey, 2000, p.4). In the past few years, there have been significant changes in the context, within which professional development is delivered as school reform efforts evolve based on the requirements of the No child Left Behind Act of 2001 (U.S. Department of Education, 2002). Policy makers and educators recognise that effective professional development is the vehicle for improving classroom teaching practices (Cohen & Hill, 1998; Danielson, 2002; Darling Hammond & Ball, 1997; Guskey, 2003a; Sparks, 2002). Research confirms the common sense view that high quality teachers are the foundation of highly effective schools and the teacher effectiveness is the key to educational outcomes. Globalization, regional integration, and the ever-increasing mobility of students and scholars have made the need for internationally recognized standards among and between nations. There is a need for the developing nations to understand the importance of quality education that can prepare the human resources not only for their countries but also for global needs.

TEACHER EDUCATION FOR PROFESSIONAL DEVELOPMENT

Professional development may be taken as an orientation towards complex work that includes: mastery and utilization of a knowledge base, client centeredness, commitment to workmanship and autonomous practice and decision making. Teacher education refers to the policies and procedures designed to equip prospective teachers with the knowledge, attitudes, behaviors and skills they require to perform their tasks effectively in the classroom, school and wider community. It is a programme that is related to the development of teacher proficiency and competence that would enable and empower

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