Glocalisation and Thrust of Change in Teacher Education Curriculum of the Universities of Bihar

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Abstract: **Glocalisation can be divided into the terms global and localization, which mean a global outlook adapted to local conditions. This is expressed by the term "Think globally and act locally." In fact the education is functioning in a global market. Whether it is in form of academic institution catering to an international labour market, or an international institution which through physical/online mode serving the learner The globalisation has brought a serious change in reference point for determining the aims and objectives of every level of education. One of the questions the researchers chose to respond was 'how had the content and nature of curricula of B.Ed. Education in Bihar changed over the period 1987-2009?' The period also signifies the Indian rising to globalisation. To answer this question the researchers chose the content analysis method. In this analysis it was found that despite the ballooning of the curricula of Universities over the decades, the thrust of change is not towards the direction to address the needs of glocalisation. The additions in B.Ed. syllabi of universities of Bihar contribute to the numbers but the teaching practices and approaches remain vague as earlier. The NCTE curriculum that is based on the NCFTE-2009 has suggested radical changes not only in content but also in practice of teaching learning. It has added a global perspective to the the curriculum. It is a challenge for the curriculum makers as well as for the teacher educators who transact the curriculum to adopt these elements in their teaching learning process.**

Keywords: **Globalisation, Glocalisation, Teacher Education, Bihar, Content Analysis.**

1. INTRODUCTION

Globalisation is a mark of 21st Century. With its numerous dimensions, it has influenced all the fields of human activities. Education is also one of the areas influenced by the globalisation. The process of economic and cultural globalisation has a number of implications for the education system in general and teacher education in particular. Closely related to the concept of globalisation is the term Glocalisation. Glocalisation refers to the interactions and interrelationships between local, national and global levels that are mediated by the local and national history and also by relevant political factors (Lingard, 2000). Glocalisation can be divided into the terms global and localization, which mean a global outlook adapted to local conditions. This is expressed by the term "Think globally and act locally." In fact the education is functioning in a global market. Whether it is in form of academic institution catering to an international labour market, or an international institution which through physical/online mode serving the learner In this context the response to the global economy resides in the capacity of the educational institution to develop innovative products that can appeal to a wide range of consumers; find effective ways to locate, distribute, and use resources; and offer relevant efficientservices for such production and marketing worldwide (Spring, 1998).

To compete in a global arena, as Wang, Lin, Spalding, Odell, and Klecka (2009) argue a nation needs its work-force to develop new ideas and solve problems successfully, collaborate and communicate with other people effectively, and adapt and function flexibly in different contexts and environments (Stromquist, 2002). This essentially means that the nations

need to create certain types of specialized knowledge, skills, and values within its workforce. These include science, mathematics, and technological literacy; multilingual oral, reading, and communication competence; and willingness and ability to understand different cultures and use such understandings to work with different individuals (Longview-Foundation, 2008).

From this perspective, one of the primary responsibilities of teachers is to equip a nation's future workforce with these qualities. However, teachers are seen frequently as ill prepared to meet this responsibility (Tatto, 2006). As a consequence, ambitious curriculum and teaching standards, accountability and assessment systems, and professional development programs are being established and implemented to transform teaching practices to accommodate to standardization in production and business processes (Merryfield, 1997; Tatto, 2007). However, these changes have not been examined carefully, and assumptions made about effective teaching and learning in relation to this perspective have not be fully explored (Delandshere & Petrosky, 2004; Loomis, Rodriguez, & Tillman, 2008).

In Indian conditions, there is a tradition of devotee like the relation between Guru (teacher) and Shishya (student). This tradition influence present day in terms of a role expectancy, that put an obligation for students to show respect and follow instructions. It is a challenge for the high performing teacher to make student communicate in a healthy environment of critical discussion, where they can critically evaluate the teacher's stand. On the other hand, the low performing teachers often seek to hide behind it by explicitly claiming their superiority over the students by asserting that their instructions should not be challenged.

This condition has been challenged by the economic globalisation which paved the way for marketisation of education. It has converted the education from Guruprasadam (an obligation from the teacher) to a service to the consumer (students) tendered by the teacher. This commodification of education has disproportionately affected the vocational, technical and traditional streams of education in decreasing order. Teacher education in India is concerned with tradition education (liberal arts, science and commerce education). It is yet to get a direct impact of globalization in the form of a pressure to prepare teachers for a global market. But there is a marked impact on educational policies and standards related to teacher education.

Globalisation and Teacher Education:

The process of globalisation has suddenly changed the horizon of teacher education both in context of new knowledge and interaction among the teacher education institutions. Several institutions are coming forward to share the knowledge they have acquired over the years by providing teacher education related courses on Massive Open Online Courses(MOOCs). In Bihar, as in the most part of the country the teacher education curriculum is lagging far behind. In context of secondary level teacher education NCFTE emphasised that "there is also a dire need to critically review the secondary teacher education system. The one-year second Bachelor's degree (B.Ed.) model seems to have outlived its relevance. With the proliferation of B.Ed. Colleges, particularly with privatization and commercialization, B.Ed. Programmes have become weak both in theory and practice. Even the few institutions, which keep struggling to make this programme meaningful, find it difficult to overcome the structural constraints that the short duration of the programme poses. While the second Bachelor's degree model may still be relevant, it is imperative that this needs strengthening in terms of intensity, rigour and duration."(NCFTE, 2009, p. 10)

Another global phenomenon, information and communication technology (ICT) is yet to be a mode of instruction (like online learning) in traditional disciplines. ICT mainly functions as a supplementary source of information. This disconnect from ICT has created information gap among the teacher and students. Teachers are generally unaware of the information and resources available through digital medium and internet. Traditional education in India is yet to respond to the problems like plagiarism. Though there are negative reports in mass media about the plagiarism by notable persons. But it has little impact on the general behaviour of students and institutions and it is thought to be a problem for the imminent persons only. System to check plagiarism is not a part of the discussion among the teachers in general. Most of the universities in India lack a stipulated policy on plagiarism. In lack of such a policy the ICT has become a negative factor in the development of higher education in India by benefiting the undeserving (who used the digitally content without quoting them) and punishing those who in lack of knowledge and skills of the using digital resources are confined to the limited resources of university and college libraries. At the secondary and primary level, smart class and interactive boards are mainly used as a status symbol for the schools and a means to get extra income. They have hardly influenced the traditional nature of learning, teaching and schooling.

As an extended influence of ICT the information is available to people in real time, hence the retention of information has become a secondary aim of education at the global level. The prime aims are skills like communication, curiosity, resilience, cooperation and problem-solving. To develop these skills in students, a reflective and learner-centric mode of education is required. Teacher education in India is more geared up to prepare a teacher for practising lecture method of teaching. Other methods of teaching are not explicitly used. The student teachers hardlyunderstand any need for blending of methods. Even if they use other methods they do so arbitrarily, not according to the need of the learner or the demand of the content.

Global Context and Teacher Education Curriculum of Bihar:

The globalisation has brought a serious change in reference point for determining the aims and objectives of every level of education. Globalisation in education can be seen in context of "think globally and act locally" or glocalisation. The globalisation has manifested itself in form of glocalisation. One of the observers has described it as "the way local, national, and global interrelationships are being reconstituted, but mediated by the history of the local and the national and by politics, as well as by hybridisation, an important resulting cultural feature of the multidirectional flows of cultural globalisation and the tension between homogenization and heterogenisation." (Lingard, 2000) In education the process of globalization has created a need for 21 century skills. For this study the researchers had kept one basic skills for glocalisation. It was ICT skills for teaching learning. The researchers had found that the ICT is yet to influence the teaching learning practices in any serious way. Even in the document of NCFTE and the one year syllabus suggested along with it is limited to the Microsoft office and Internet, whereas there is a vast amount of resources to be explored by the teachers in FOSS.

There is two perspective in context of globalisation. On the one hand the teacher has to produce capable persons who can address the needs of the new immersing economy, on the other hand they have to present a critique of the global economy and inculcate the same ability in their students also.

Global Learner:

None of the evaluated curricula (of three universities) had directly addressed the question of globalisation. They even don't mention the term in any part of the curriculum. In this context it should be clearly understood that educating a teacher for the global learner is the main focus of teacher education. We need to find out the areas we should focus. We also need to determine what kind of learning experience we need to provide. A global learner is a learner who is pursuing to learn not only the information but the skills of Thinking and problem solving skills- Critical thinking, Creative thinking, Problem identification, formulation and solution Interpersonal and self-directional skills-Collaborative skills, accountability and adaptability, social responsibility. For a global learner the teachers must be able to create and support learning communities that enable their students to collaborate, share best practices, and integrate skills into the classroom practices. They should also be able to provide access to quality learning tools, technologies and resources, expanding the learning environment to local community and international settings through both face-toface as well as online interactions. Globalisation demands that the teachers be equipped with new content, methods and approaches.

The curriculum has to be specific about the kind of collaborative work that can be given as part of curriculum to support the learning communities. It should also make space for the familiarizing trainees with best practices in teaching and learning. It should also suggest activities that can be given to the students to integrate the required skills. We need to sensitize teacher educators about technopedagogy. They should be introduced to to Pedagogic Content Knowledge Analysis (PCKA).

The stakeholders like parents and students have a higher level of expectancy from the education. Some new stakeholders have emerged in recent decades. In the context of economic and cultural globalisation, the learner is supposed to connect with the global village. United Nations, Human Rights groups, higher educational institutions around the world are to name a few. A higher level of education means a taste for a larger range of consumer items too. Hence, there is a global urge to enhance literacy level and quality of education. It is in these condition that the present study of the curriculum and curriculum designing process is significant. It sheds light on the contents the prospective teachers are being taught and the way the syllabus makers respond to the changing conditions of the society.

2. METHODOLOGY

Content Analysis:

One of the questions the researchers chose to respond was 'how had the content and nature of curricula of B.Ed. Education in Bihar changed over the period 1987-2009?' The period also signify the Indian rising to globalisation. To answer this question the researchers chose the content analysis method. Content analysis is generally defined as a process of summarising and reporting written data to highlight its main content and messages. It is a multi-purpose research method developed specifically for investigating a broad spectrum of problems. It may use word counts, categorization to infer and describe. The researchers can identify appropriate categories and units of analysis to describe the nature of the document being analysed and the purpose of the research. They can also explore the social context and the kinds of factors stressed or ignored through this kind of analysis. In the study, the following objectives were pursued:

O1 To find out the difference among the content and its distribution across the syllabi of different universities.

O2 To find out the difference among syllabi content and its distribution across the syllabi of Patna university over last two decades.

O3 To explore the relevance and status of the curricula of different universities of Bihar in the context of globalisation.

For the first two objectives and for analysis of the syllabi of different universities

The researchers chose the following criteria:

• The sub-concepts were identified as units of analysis.

 • Keeping the 1986-87 syllabus of Patna University as a baseline and the additional topics of later syllabi were counted. The purpose of taking 1986-87 as reference point is to relate the other curriculum with a curriculum of pre globalisation period and relate them.

• The topics were categorised into theoretical, practical and skilled based, andcounted.

For the third objective of the relevance and status of the curricula of different universities of Bihar in the context of globalisation. In an attempt to evaluate the curriculum the researchers had to devised some criteria. Ideally the 21st Century Skills were the best reference point. But the researchers did not took them rigorously. Keeping the practical constrains they proposed that a teacher education curriculum for 21st Century should have at least following elements:

• Aims and Objectives specified

• Content balanced in terms of size and importance

• Comprehensive system of evaluation suggested

• Methods of learning experiences suggested

• Guidance and counsellings is part of syllabus

• Language skills emphasised

• ICT skill development emphasised

• Learner Centric activities suggested

• Ethical and Professional values emphasized

With these criteria, a few of universities of Bihar. The researchers devised the following marking scheme:

• If a criterion is absent, it was marked 1 (This was for making the absent criteria visible).

• If a criterion is present but inadequate it was marked 2.

• If a criterion is present and adequate it was marked 3.

Population: All the syllabi of different universities running the programme of Bachelor of Education (B.Ed.) along with the old syllabi of Patna University constitute the Population of the study.

Sample: Syllabi of Patna University (old and new), Bhagalpur university and Magadh university were sample of the study.

Analysis of data: Addition and Percentage were used for describing the outcomes.

Reliability of the study: For the reliability of the study the following criteria were used:

• The texts were analysed for the same context they were created for, i.e. for analysing the curriculum.

• Classification of the content was consistent.

• The categorisation was inherent in syllabi itself and was not imposed by the researchers.

3. RESULTS

After compilation of the subtopics in tables they were summed up. The final list was as follows: Figure 1 and Table 1:
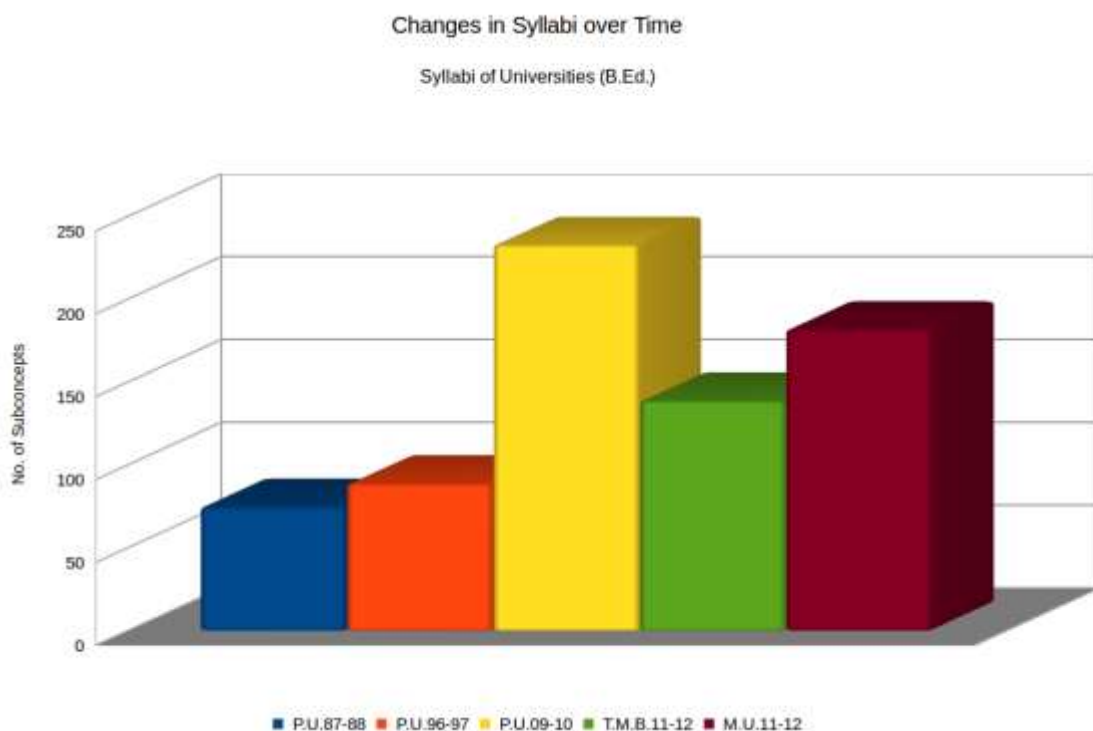

Figure 1: Increase in Total No. of Sub-concepts of Syllabus

The researchers had pursued the following objectives:

O1 To find out the difference among the content and its distribution across the syllabi of different universities.

O2 To find out the difference among syllabi content and its distribution across the syllabi of Patna University over last two decades.

Table 1: No. of sub-concepts in Main Theoretical Papers

	P.U.87-88	P.U.96-97	P.U.09-10	T.M.B.11-12	M.U.11-12
Total Score	75	89	233	139	182
Percentage Increase based on P.U.87-88	0	25%	210%	85%	142%

Thus it can be seen that the syllabus of Patna University has increased disproportionate to other universities. Though it is difficult to understand why has it burgeoned despite decrease in number of teachers and resources. In this study we focussed on the main papers only and left the method of teaching. We can see that the increase in the syllabus of Patna University is much more than Tilka Majhi Bhagalpur University and Magadh University. 1 and it has increased 210% over the Patna University 1987-88 syllabus. In case of the method papers there were relatively no substantial changes in the content. The number of the method subjects were same as can be seen in the Table **??**. Similarly there were only marginalincrement in the practical and skill enhancing activities in syllabi of the university. In fact the activities were in practice but they were not mentioned in the syllabi.

To find out the distribution of the subtopics across the papers we conducted a correlation test

Table 2: Correlation among the no. of sub-concepts of First and Second Papers

P.U.87-88	P.U.96-97	P.U.09-10	T.M.B.11-12	M.U.11-12	
P.U.87.88	1.0000000	0.5588129	0.6567798	0.7660927	0.6377130
P.U.96.97	0.5588129	1.0000000	0.3077323	0.3960554	0.3012371
P.U.9.10	0.6567798	0.3077323	1.0000000	0.5484438	0.5146012
T.M.B.11.12	0.7660927	0.3960554	0.5484438	1.0000000	0.6432769
M.U.11.12	0.6377130	0.3012371	0.5146012	0.6432769	1.0000000

The Table 2 shows the correlation among the subtopics under First and Second paper. It can be seen that addition of subtopic is correlated to the PU syllabus 1987-88.

Table 3: Correlation (Spearman) across three papers

	P.U.87-88
P.U.96.97	0.9150937
P.U.9.10	0.3409373
T.M.B.11.	12 0.3768199
M.U.11.12	0.2668967
P.U.96.97	0.9150937

The correlation coefficient is high and positive. While for the overall subtopics the correlation coefficient is low. That showed that the distribution of subtopics are not even across the curricula. In other words the addition of subtopics are not in similar way for all the papers.

The second part of the content analysis was to evaluate the content of the

Table 4: Correlation among the no. of sub-concepts of Theoretical Papers syllabi in context to globalisation

P.U.87-88	P.U.96-97	P.U.09-10	T.M.B.11-12	M.U.11-12	
P.U.87.88	1.0000000	0.64435351	0.09421729	0.463714	0.08118179
P.U.96.97	0.6443535	1.00000000	0.00432467	0.242056	0.00175930
P.U.09.10	0.0942173	0.00432467	1.00000000	0.240286	0.35994189
T.M.B.11.12	0.4637144	0.24205597	0.24028636	1.000000	0.27967016
M.U.11.12	0.0811818	0.00175930	0.35994189	0.279670	1.00000000

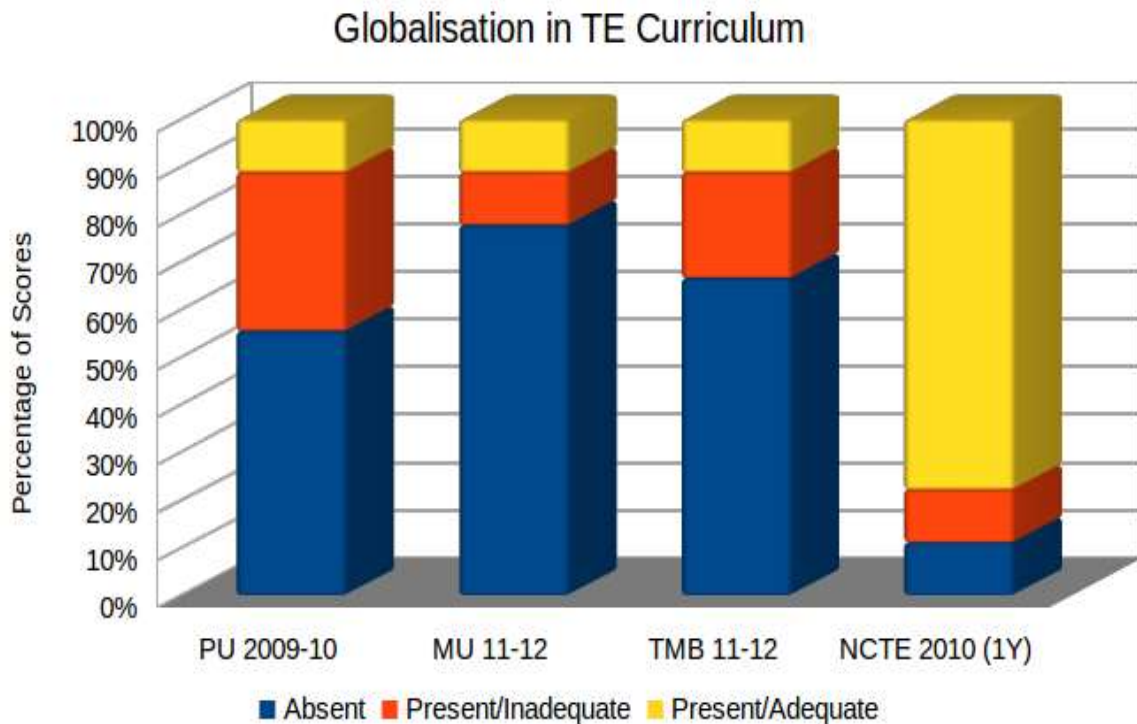**The results are shown in the Figure 2**

Figure 2: No. of sub-concepts in Main Theoretical Papers

As we compared the curricula with the syllabus suggested by the NCTE in 2010 we found that all the three universities are lacking in the required criteria for a curriculum with global vision and local implication (Figure 2).

4. DISCUSSION AND CONCLUSION

Thus, this can be seen that despite the ballooning of the curricula of Universities over the decades, the thrust of change is not towards the direction to address the needs of glocalisation. This indicates two things. The first is that the additions in B.Ed. syllabi of universities of Bihar contribute to the numbers but the teacher practices and approaches remain vague as earlier. The second thing is that the NCTE curriculum that is based on the NCFTE-2009 has suggested radical changes not only in content but also in practice of teaching learning. It has added a global perspective to the the curriculum. It is a challenge for the curriculum makers as well as for the teacher educators who transact the curriculum to adopt these elementsin their teaching-learning process.

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