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Global Orientation of Teacher Education Curriculum

Dr. Geeta S. Shetty*

INTRODUCTION

Most educators agree that students need to be equipped with the skills to interact and compete effectively in a global environment. The growing global interdependence that characterizes our time calls for a generation of individuals who can engage in effective global problem solving and participate simultaneously in local, national, and global civic life.

Put simply, preparing our students to participate fully in today's and tomorrow's world demands that we nurture their *global competence*.

Globally competent individuals are aware, curious, and interested in learning about the world and how it works. They can use their knowledge and skills to engage the pressing issues of our time. They deploy and develop this expertise as they investigate such issues, recognizing multiple perspectives, communicating their views effectively, and taking action to improve conditions.

The onus of developing globally competent students lies on teachers. In order to achieve this, it is imperative for teachers themselves to be global-minded and have global competence. Teachers of the future ought to be aware of global issues and be skilled enough to deal with these issues in the context of their subjects. Teacher preparation courses should consciously ensure the formation of teachers who have the capacity to recognize perspectives (others' and one's own) and the capacity to communicate ideas effectively across diverse audiences.

Against this backdrop it needs to be seen whether teacher education courses help to develop future teachers with intercultural and global sophistication and with skills to develop in their learners the competence to thrive in a flattened world. It is thus imperative to analyze the existing teacher preparation program to check its global orientation.

Teacher education programs would need to equip future teachers with the eagerness to know about the global issues, sensitivity towards them and the skills that would enable them to make a difference to the world at large. Teachers thus equipped would be able to instill world mindedness among the school children who would be the care takers of the future world.

The Bachelor of Education curriculum has undergone many changes to be in tune with the changes in the dynamic society. Global perspectives have been included in most of the parts of the syllabus. A separate elective on Global Education was also been included in the syllabus. These endeavours are welcome in the teacher preparation course. It needs to be seen if these efforts are in the right direction of developing global orientation in pre-service teachers or some more focused efforts are needed. It is in this background that the present study has been undertaken.

STATEMENT OF PROBLEM

The Problem is stated as;

A Study of the Effectiveness of the Bachelor of Education (B.Ed.) Curriculum in developing Global Orientation among Pre-service teachers.

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