



INTERNATIONALIZATION OF HIGHER EDUCATION WITH RESPECT TO PREPARATION OF TEACHER EDUCATION

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Abstract

Today the Education is expanding from country to country in whole world. Exchange and Linkages among education, facilities and researchers has increased International demand and marketing of courses and curricula. In this concern the Globalization has played its important role. The Globalization means integration of society through cross-country by flow of information. But the impact of globalization is not uniform in education and other fields. So there felt a need of Internationalization of education. Internationalization is the process of integrating international perspectives into colleges and universities. It include a wide range of on campus activities as well as various opportunities abroad. It combines opportunities like student mobility abroad for exchange of programmes and developing study, recruiting a greater number of international students into B.Ed. and diploma programmes, ensuring our courses integrate international, transcultural and intercultural materials and perspectives, Socializing students to be global citizen by creating Opportunities, pre-service or internship programmes adding more international courses or content into courses, foreign language, study workshop, facilities etc. Our Educational system has many deficiencies. Educational quality is being suffering from many problems like unbalanced curriculum,

untrained teachers, shortage of faculty, lack of sufficient funds, so to cope up India has Import interest in educational services in which under different MODEs India tie up with foreign Institutes in Business, Institutes, exchanges of students, education, lecturers and researchers overseas. Hence it is very Important For Our Educational Institute To Provide Educational Services According To The International Standards.

Keywords: Internationalization, transcultural, intercultural, global curriculum

Introduction

The globalization era is focused on knowledge society. The globalization and knowledge based economy have caused tremendous changes in the character and function of higher education in the countries of the world. The impact of globalization is not uniform in the Educational, business and economical fields. So the emphasis for reconstruction and reforming of *Higher education and Teacher Education* is mainly derived from growing expectations and demands of Stakeholders of the society. Major burning issue in this concern is also to make reforms in Teacher Education which have the wholesome responsibility of building Nation's future on their shoulders.

Internationalization of education is not a subject but a dimension that runs through a curriculum and helps the children make sense of all the information. Pressure on demands for changes, policies and strategies of decentralization. Reform strategies and measures like *quality control, financial management, curriculum, and preparation of teachers and improvement in the Teacher Education*.



What exactly the Internationalization is?

Internationalization is a process of integrating international perspective into a school, college or university system. It is an ongoing, interdisciplinary, future oriented, leadership vision that involves top administrators creating an institutional and academic vision. It is the process in which people are motivated in both academic affairs and student affairs units to change an entire system to think globally, integratively, collaborating, cooperatively while reacting to multidimensional environmental changes at international level.

Internationalization enhances, improves and benefits the educational institution by any type. There is need to understand all the internal variables for curricular and system wise that how each is related along with interest and priorities of external environment. Major vehicle for accomplishing internationalization is the *curriculum*. *Curriculum* transformation through an infusion of the international dimension across all curriculums is found to be the most effective and sustainable approach to learn internationalization.

Internationalization of the curriculum encompasses not only reformation of the contents but also the method of instruction. So it is very clear that internationalization emphasis the reforms of teaching-learning process.

Internationalization

Internationalization includes a wide range of on campus activities as well as various opportunities abroad, Internationalization should be understood as an institutional process that in some way internalizes the concept of openness to the world in all the activities and organizational aspects of the university. **Michigan State University** of United States influenced by National and University level efforts to internationalize higher education. The office of International Studies in Education promotes an international dimension in all aspects of college of education research, teaching and

service. Its goals are to find ways to enhance the learning of children, teachers and other adults in United States. It contributed to world wide effort of educators to meet the economic, environmental, social, cultural and political challenges of our time.

Need of Internationalization

Researcher and policy makers agree that teachers quality is pivotal policy Issue in education reform. So there is immense need to improve the quality of teacher education. Qualified teachers are not really quality teachers. Hiring and retaining qualified teachers do not leads to improvement in students achievement.

Plan to pursue these efforts of Internationalization as follow :-

Internationalization of the teacher preparation program i.e. through efforts of teachers for a new project to develop knowledge standard.

- Continued pursuit of external funding to support international research and outreach in areas of college strength.

Maintain international research capabilities and recognition for international strength of faculty members.

Provide supportive and educative environment for internationally oriented students.

Enhance International Understanding through study abroad experiences

Secondary education Commission (1953)

observed that a major responsible for educational reconstruction at secondary stage in teachers professional training. Professional education of teachers in essential for qualitative improvement of education In India there are 5.98 lakh primary school, 1.76 lakh elementary schools, 98 thousand high/higher secondary schools. Out of the 4.52 million teachers in the country nearly 3 million are teaching at primary/elementary level. A sizeable number of them are untrained and under-trained. On an average 40% of the teachers are provided in-service teacher education once over a period of 5 years. If we are serious about improving the quality of



basic education, we have to simultaneously increase the standards for courses in teacher education at all level and schemes for quality promotion in urban as well as rural areas.

Rationale

Jane Knight (1997) has given ten variables of internationalization. Those are as follows: Prepare graduates who are internationally knowledgeable and inter culturally competent Mental competitiveness Achieve international standards.

Encourage scholarship on topics regarding interdependence on nations. Research on national & international issues. Expert educational services & projects Work for social change.

Appreciate the ethnic & cultural diversity of one's nation General income for educational institutions

- Maintain international security & peaceful relations

The rational for internationalization of under graduate education must of necessity take us back to the meaning we give to liberal education & liberation of the mind. Whatever our definition might be it is clear that acquiring global awareness & an understanding of the diversity of the cultures & societies on our planet has too be considered an integral part of education (Harari, 1992).

Challenges to Internationalization

The *first challenge* is to recognize that the world we live in is becoming increasingly international in our communication networks, career choices & inter personal interactions. The *second challenge* for educators is getting beyond the boundaries of discipline & campus, state & nation. Going beyond borders requires a cognitive shift & a redesign of our usual way of thinking. *Third challenge* is fully integrating international perspective within the curriculum & all units within the university.

Global challenges to Education

J.P. joshi says, "The growth of any nation depends upon the holistic development of its various sectors society from the past had develop its own ways for the growth. The

traditional objects/aim of education talks about :

- The aim of physical development of child
- The aim of Intellectual development of child.
- The aim of developing values in child.
- The aim of Self and social knowledge.
- The aim of Vocational training and others.

Present Indian Scenario of Education:

In last decade, some foreign universities tried to market their higher education programmes in India. Some foreign Universities have engaged Indian agencies and firms to recruit students to study in their Universities. Others have started franchisee by allowing students to be enrolled in India. Some have twinning programmes between foreign and Indian Universities. Some offer programmes through distance mode, through internet etc.

The export of higher education to India includes several modes of consumption abroad, cross border supply, twinning programmes etc.

India's Import Interests

Mode 1:

- Prospectus for distance Education and degrees from foreign academi institutions.

Mode 2:

- Indian students studying in foreign universities (US, UK, Australia)
- Over 75,000 studying in US courses.
- Several thousand in Europe

Mode 3

- Foreign institutions entering India through twinning & franchise arrangements
- Indian students getting foreign degrees, doing professional courses at Local branch campuses of foreign Institutions in India.
- UK-based Wigan and Leigh College
- Indian School of Business ties up with London Business School



- NIIT tie up with ITT Educational services, USA.
- Tata Info tech tie-up with Hertfordshire University, UK.

Mode 4:

- Foreign faculty and scholars teaching in India.

India's Export Interests In Education Services

Mode 1:

- Prospectus for Tele-Education in management and executive training.
- Experience with instance learning, use of new technologies (IGNOU).
- Education process outsourcing with remote tutoring from India by career launcher, Educomp Data Matics etc.

Mode 2:

- Students from developing countries studying in India Engineering & Medical colleges.
- Around 5500 students from neighbouring developing countries.
- Exchange programmes.

Mode 3:

- Setting up overseas campuses, franchising by Indian Institutions.
- MAHE, BITS, Central Institute of English and foreign languages.
- Over 100 CBSE schools abroad, catering to Diaspora.

Mode 4 : Indian teachers, lecturers teaching abroad in Middle East, Africa, researchers/scholars on visiting arrangements abroad.

Opportunities to Internationalize within the B.Ed and Diploma programs, there are *four main opportunities* for developing internationalization. These are:

- **Student mobility** - making better use of existing exchange programs and developing study abroad options;
- **Recruiting** a greater number of international students into the Bed and Diploma Programs;

- **Ensuring** our **courses** integrate international, transcultural, and intercultural materials and perspectives.
- **Socializing students** to be global citizens by creating opportunities to critically respond to global issues such as the Millennium Goals (especially Education for All), poverty, HIV/AIDS education, peace education, and basic education capacity building in countries struggling to provide educational infrastructure).

Quality Concerns in Teacher Education

The quality of teachers determines the quality of a nation. Teacher educators are the knowledge workers. They need to be familiar with 'what' 'why', 'how' and 'who' of creating, and using knowledge for development and a need to manage it effectively for student's benefits. The quality concerns of teacher education should be:

- Differentiation in course curriculum and duration.
- Balanced theoretical and practical portions.
- Technological support.
- Avoidance of traditional methods of teaching.
- Standardization of teacher training institutes.
- Qualitative improvement of teachers.
- Organization of pre-service and in-service training.
- Orientation to research work.

Need of Quality Assurance

In recent years, the Indian Higher Education system has become fully aware of the need for quality. QUALITY and EXCELLENCE is essentially needed for improvement. Organized and focused efforts are needed to achieve this goal. The unplanned growth of *Higher Education* and *Teacher Education* coupled with lack of resources affects the quality of education.

The UGC has taken steps:-

1. Innovating programmes including emerging areas.



2. International Cooperation.
3. Identification of Universities and colleges with potential for excellence.
4. Networking of universities and colleges.
5. Faculty improvement Programme.
6. National Eligibility Test.
7. Schemes for strengthening of Research.
8. Programmes for the development of Engineering and Technical Education.
9. Education.
10. Programme for the development of Management Education.
11. Programme for the development of computer education and
12. upgradation/Augmentation of computer facilities.
13. Accreditation System.

Merits of Internationalization

The merits of internationalization of education are:

- i) Education will improve if it is internationalized and healthy competition takes place;
- ii) It will provide global opportunities and promote international good will; and it will encourage exchange of scholars. This can be done by involvement of reputed scholars in the respective countries in curriculum designing and transaction of knowledge.

Financing Professional Education

- In India in 2003, there were about 4,500 colleges offering professional education at degree level.
- There were 977 colleges providing education, at the under-graduate level, in engineering and technology, of which 764 (78.20%) were in the private sector.
- Out of the 1,349 institutions offering degree programmes in different branches of medicine and health sciences, 1028 (76.20%) were in the private sector.
- Out of the 505 institutions for management education, offering programmes leading to a Masters degree, 324 (64.15%) were in the private sector.

- There were 1541 colleges for teacher education of which 1038 (67.35%) were in the private sector.
- The expansion has continued, for example in 2004 there were 800,000 students in Engineering and technologies of which 380,000 were studying at degree level.

Finance Related Issues

In order to be a part of the global configuration, the requirements of funds for social services including education will increase manifold. For this purpose, it will be necessary to augment government funding for these sectors. Unfortunately, the reverse process has been set in motion. **According to Panchamukhi (2002)**, the impact of reforms has not been quite favourable for Social Services including Education. Before Reforms period, social services constituted **39.4 per cent** of total government expenditure. The percentage declined to 36 during 1991-92 to 1996-97. In the case of education, the decline was from 21 per cent to less than 20 per cent during the same period. It is heartening to note that a recent Task Force of the **World Bank (2000)**, while fully supporting the continuation of larger investment in primary and secondary education rebutted the traditional economic argument, which is based on "limited understanding of what higher education institutions contribute". The Task Force challenged the notion that public investment in higher education is socially inequitable. It said: 'Rate-of-Return Studies treat educated people as valuable only through their higher earnings and the greater tax revenues extracted by society. But educated people clearly have many other effects on society: educated people are well - positioned to be economic and social entrepreneurs, having far reaching impact on the economic and social well being of their communities. *Rates of return analysis entirely misses the impact of university based research on the economy - a far reaching social benefit that is at the heart of the*



argument for developing strong higher education system". (emphasis added)

Findings

Only 5% favor curriculum revision to include international content in the preparation of teachers. Indeed, within the last decade congress passed legislation Targeted on improvements for teacher education - Title II of the Higher Education Act, for 'Teacher Quality Enhancement'. Its first rounds of grants were focused on improvement for the training of teachers in the Science and Mathematics. Foreign language training has only recently been added - the Oct 2002 grant announcement added foreign languages to the list of subjects for which there are critical needs for teachers. Some of the Title II program's are exploring ways to improve interactions between Arts and Sciences. Since 1973 the US Department of Education under what is now Title VI of Higher Education Act, grantees for, " National Resource Centres" for development of instruction in foreign languages.

Research studies shows that curriculum issue of general education or core curriculum need to be changed or increased to include more international components.

Recommendation by A I U

The association of Indian University organized a conference on

"internationalization of Indian higher Education at Mysore University (2001) and discussed in details regarding:

- 1- The internationalization and development of Indian Higher education.
- 2- The status of international education programs at selected Indian Universities. Mysore statement accepted the notion that
 - i) Internationalization of education is a fact of life in the new knowledge era.
 - ii) Realized that internationalization would lead as an improvement in the quality of education, promote Indian culture abroad, generate good will, credibility, understanding and yield financial gains.

- iii) Recognize that partnership and networking are essential for the enrichment of teaching learning process and for improved quality of research.
- iv) Faith in Internalization of education and not allowing any kind of delay, there is need of executing it very seriously. *Recommendations* directed to state governments; accrediting agencies; professional associations; institutions of higher education generally; school, colleges, and departments of Education; outside funders; and future researches.

For State Governments

- Includes international components in requirements for endorsements and certification across all fields;
- revise regulations about practice teaching, if necessary, to permit pre-service observation and internships in other countries for at least part of the student teaching experience; and
- Facilitate training in international issues as part of the continuing professional development for current teaches, through workshops and special courses.
- review and assess the full range of campus resources for international exposure, and their accessibility, particularly for students in teacher education programs;
- add formal international components to student advisory services
- provide training on international needs and students' options for both faculty and professional advisors;
- foster development of internationally oriented curriculum, through individual faculty grants, through workshops for both Arts and Sciences and Education faculty (together).
- Strengthen requirements for foreign language training to a minimum of two full college years for all undergraduates, with a goal of attaining at least conversational proficiency in a second language.



Conclusion

As far as study and research shows it has been seen that the Internationalization of Higher and Teacher Education needs the various reforms as given above. It is felt that for internationalization we need to reform the curriculum which is the core of Globalization. It should combine with the methodology, experimentation, discussion based activities internationalized reflects global nature of the society and unity in diversity. So the educational programme have to equip with new policies, Internship programme abroad, development of foreign language clubs, faculty going abroad, international contents in general education, International students as cultural resources in courses etc to make the world miniature form.

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