



GLOBAL EDUCATION IN INDIA: STAKEHOLDERS' VIEWPOINT

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Abstract

Education plays a vital role in helping children and young people recognize their contribution and responsibilities as citizens of this global community and equipping them with the skills to make informed decisions and take responsible actions. Students today are living in a world which is interconnected as much as never before. All the major areas like health, environment, poverty, peace or security, require cooperation across borders and boundaries.. Global Education talks about knowledge of global issues, skills to be acquired to deal effectively in new change world and value and attitude in approach of handling issues. This research paper has studied the importance of global education in Indian school education system through the stakeholders' point of view. It has discussed about the changes required to be done in our school education as well as in teacher education.

Keywords: Global Education, global Teachers, Teacher Education, Curriculum



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Introduction:

Global Education is a creative approach of bringing about change in our society. It is an active learning process based on the universal values of tolerance, solidarity, equality, justice, inclusion, co-operation and non-violence (Albrow, 1990).

Global Education begins with raising awareness of global challenges such as poverty, uneven distribution of resources, environmental degradation, violent, conflicts and creates deeper understanding of the complexity of the underlying causes (Borko et al, 2002; Cochran-Smith, 2001; Fullan, 2002). Global Education motivates and empowers people to become active & responsible global citizens who perceive through critical reflection and take an informed action. It make people responsible towards bringing sustainable changes in a local as well as global society.

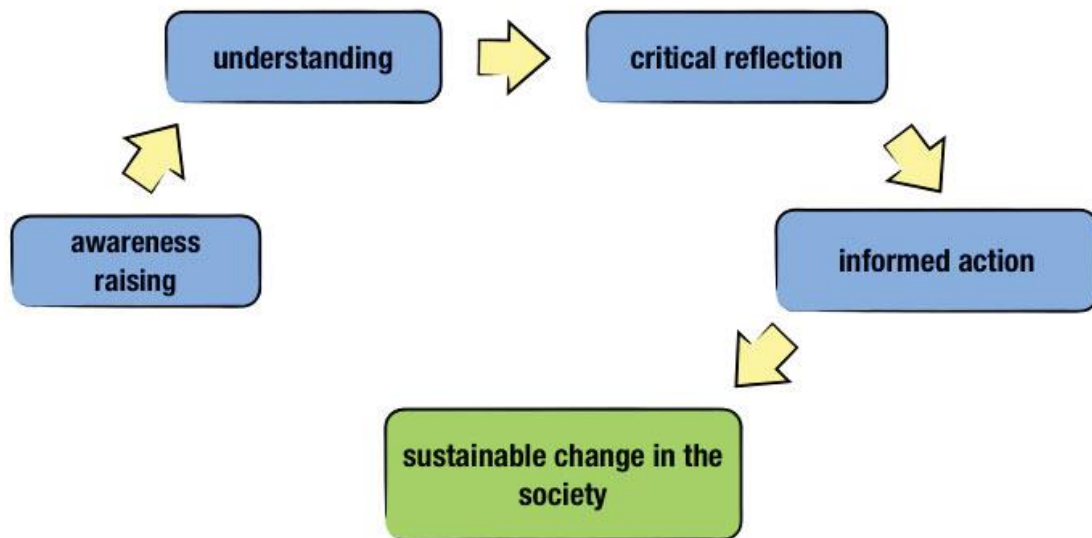


Figure showing the pattern of action after seeking global education

The Need of Global education:

Education plays a vital role in helping children and young people recognize their contribution and responsibilities as citizens of this global community and equipping them with the skills to make informed decisions and take responsible actions (Inka Linna, Niina Salminen, 2013). Including the global dimension in teaching means the links can be made between local and global issues. It also means that young people are given opportunities to critically examine their own values and attitudes; appreciate the similarities between peoples everywhere and value diversity; understand the global context of their local lives; and develop skills that will enable them to combat injustice, prejudice and discrimination. Such knowledge, skills and understanding enables young people to make informed decisions about playing an active role in the global community.

Students today are living in a world which is interconnected as much as never before. All the major areas like health, environment, poverty, peace or security, require cooperation across borders and boundaries. For example, now days our economy is so globally interconnected that foreign collaboration or international trading is a matter of very common happening (Friedman, 2001). Among most of developed countries, employers in business, government sectors, IT sectors, Medical sectors and non-profit organizations, who are hiring employees, sought that today it is not possible to work in isolation from the rest of the world. In addition, migration is again an important factor, which brings changes in structure of communities and makes daily contact possible with people around the world. On the other hand, from India a lot of intellectual brain is migrating to United States and to other developed countries in

search of employment. It requires knowledge and skills in them to cope up with the new situations of foreign countries. They have to be well versed with the global competencies. However, as we know our education system is not preparing young people for this new reality. Recent education reform efforts have focused heavily on improving reading, mathematics, and science education. These efforts, while important, cannot ensure that students will develop the knowledge of world regions and global issue, languages and cross-cultural skills and values of citizenship and collaboration that are so important to living and working in an increasingly interdependent world. Our students must have provided the knowledge of international issues and global awareness of cross cultural societies. To obtain this target it should be mandatory in teachers training institutions to include global perspective in the education of future teachers. We have to work on to change policies and practices to ensure that students in all communities learn about the world and develop the skills they will need to engage with its people, cultures, and economies responsibly and effectively.

A global perspective offers students and teachers;

- An approach which deals with whole human society and the environment in which people live at local and global as well.
- An emphasis on the sustainable future, the ever changing nature of human society, and each person's capacity, to choose and shape their futures.
- An opportunity to explore important themes such as diversity, interdependence, identity and global citizenship, rights and responsibilities, peace building, sustainability and global justice.
- A focus on cooperative learning and action, and shared responsibility.
- An emphasis on critical thinking and skill of effective communication.
- An opportunity to develop global knowledge, values and attitudes, important skills and orientation to active participation.

International theme schools, though they are very few in number, are trying to meet these challenges. These schools build new programs and partnerships, create real and virtual exchanges, and encourage teachers in all subject areas to integrate international knowledge and perspectives into their teaching. Students in these schools learn world languages, study global geography and world history, and learn about the literature, arts and cultures of people s around the globe. They begin to understand the environmental, economic, and political

systems that transcend national borders. They develop cross cultural skills to relate effectively with people from a variety of backgrounds around the corner and around the world. Scholars from other countries may visit the campus. International students may take classes alongside Indian students. Some students may participate in international travel or study tours.

Global Education talks about knowledge of global issues, skills to be acquired to deal effectively in new change world and value and attitude in approach of handling issues. These can be termed as Global themes and are named as:

- Interdependence
- Global Justice
- Human Rights
- Sustainable future
- Peace building and conflict resolution
- Cross-cultural Communication

In the changed context of global education, change in pedagogical practices and the new way of teaching-learning is also required to understand the new generation learners. New practices are as:

- More democratic and learner-centered education
- Participatory approach in teaching-learning process.
- Partnership based: the educator is not a teacher but is a learner as well. During teaching-learning, teacher addresses, with three important aspects i.e. reflection (head), emotions (heart) and activity (hand).
- Focus on experience-based learning as it is the most individualized way to learn.
- Constructive approach in knowledge generation.
- Motivation for self learning

Thus globalization and education both are preparing young people for successful futures, which in turn will make their nations grow. Globalization uses a holistic approach to the problems. Global education enhances the student's ability to acquire and utilize knowledge, the ability to access, adopt, and apply knowledge, to think independently to exercise appropriate judgment of new situations. This is the time to use advanced information and communications technologies. It deals with Global sharing of knowledge, skills, and intellectual assets are necessary for multiple developments at different levels.

Research Question:

In this fast-paced world, global education is not only important but essential. But, our native schools in India are still not ready up to adopt it. This study has been conducted to know that what kind of opinion stakeholders of education have about global education and what schools can do to adopt these processes.

Objective of the study:

1. What is the opinion of secondary school teachers about importance of global education?
2. What is the opinion of pre-service teachers about the importance of global education?
3. What is the opinion of parents about importance of global education?
4. What is the opinion of teacher educators about importance of global education?

Methodology:

it is a survey based study in which data is collected from the stakeholders, related to school education in India.

Sample: 200 participants are selected through simple random method from district Lucknow and Meerut of the state Uttar Pradesh. Participants included belongs to all stakeholders i.e. teacher educators, head/dean of education, pre-service teachers who are doing B.Ed., in-service teachers of secondary schools and parents of students who are studying in secondary classes.

Tools used in study

A self-made opinionnaire is used to take the data regarding need and scope of global education. Opinionnaire contain total thirty statements, with the 3-scale rating option. Rating scales are Agree, Disagree and Undecided. Statements are related to establish the importance of global education in our education system.

Result is given in the percentage form.

Major Findings:

Research finding are given in the form of percentage of the opinion. It has been presented as per objectives.

1. Opinion of Teacher educators:

Results show that more than 80% teacher educators are agree that it is necessary to consider issues related to economy, politics, environment, technology, business, and education as global instead local since they affect lives of people across the world. They agree that environmental issues are interrelated and can be solved through global approach. 78% teacher educators are agree that the curriculum of teacher education should be global so that teachers can handle issues at global level while, 82% teacher educators agree that teachers should have the required skills to investigate and research thoroughly on issues, analyze through different perspectives and give solution on global basis while 78% teacher educators are agree that one should have ability to suspend judgment if conflicts arise and give value to others information and understandings on that issue, 86% teacher educators are agree that teachers should have knowledge about the major geographical and cultural areas of the world and some of the issues that unite and divide them. However only 66% teacher educators are agree that teachers' education curriculum should have provision to study foreign language, other than English. 78% teacher educators are agree that teachers should be given opportunity to be a part of faculty exchange program with different countries and get to learn about different cultures. 76% teacher educators are in support that cultures reflect their values and beliefs in different ways through art, literature, and music. 80% teacher educators are in support that teachers should be able to identify and describe their connections with world historically, politically, economically, technologically, socially, linguistically, and ecologically while 84% teacher educators are in support that global education is very important in the 21st century school education while 82% teacher educators are in support that understanding the social and political issues that shape our world is crucial for all educators. 80% teacher educators are agreed that including global issues in teacher education curricula, at all levels, will improve graduates' more chances for employments.

2. Opinion of Pre-Service Teachers:

Data shows that 74% trainee-teachers are agree that teachers should aware that environmental issues are interrelated and can be solved through global approach while only 64% trainee-teachers are agree that teachers should aware that their information and knowledge on most issues can be expanded or could be sensed deeper to form a global issue, 60% trainee-teachers are agree that the curriculum of teacher education should be global so that teachers can handle issues at global level while 58% trainee-teachers are agree that teachers should

know how to get in depth knowledge about global issues. 66% trainee-teachers agree that teachers should have the required skills to investigate and research thoroughly on issues, analyze through different perspectives and give solution on global basis. 64% trainee-teachers are in support that teachers should understand that there are universal values connecting all cultures. 70% trainee-teachers are in support that teachers should know how to state a concern, position, or value from another culture without distorting it, in a way that would satisfy a member of that culture. 82% trainee-teachers are in support that teachers should take interest in reading newspaper, magazines, and books and watch television programs that relate to intercultural and international topics. 78% trainee-teachers are in support that global education is very important in the 21st century school education.

3. Opinion of Secondary Teachers:

80% teachers are agree that economy, politics, environment, technology, business, and education related issues are global instead local and affect lives of people across the world. A and teachers should aware that environmental issues are interrelated and can be solved through global approach. 82% teachers agree that teachers should have sense of efficacy and civic responsibility so that they can make some contribution to the resolution of a global issue culture. 84% teachers agree that teachers should have knowledge about the major geographical and cultural areas of the world and some of the issues that unite and divide them. 64% teachers are agree that teachers should be given opportunity to be a part of faculty exchange program with different countries and get to learn about different cultures. 84% teachers are in support that teachers should understand that universal values are connecting all cultures and cultures are affected by geography and history. 88% teachers are in support that teachers should tolerate cultural diversity and appreciate the study of other culture. 74% teachers are in support that teachers should be able to identify and describe their connections with world historically, politically, economically, technologically, socially, linguistically, and ecologically. 74% teachers are in support that including global education in teacher education curricula, at all levels, will increase teachers' preparedness for 21st century while 78% teachers are agreed that including global issues in teacher education curricula, at all levels, will improve graduates' more chances for employments.

4. Opinion of parents:

Data shows that 58% parents are agree that the curriculum of teacher education should be global so that teachers can handle issues at global level. 60% parents are agree that teachers

and students should have studied at least one other country's' culture in depth while 72% parents are agree that they should have knowledge about the major geographical and cultural areas of the world and some of the issues that unite and divide them. 72% parents are agree that teachers and students should be given opportunity to be a part of faculty exchange program with different countries and get to learn about different cultures. 64% parents are in support that teachers should understand that cultures are affected by geography and history. 72% parents are in support that teachers and students should be able to identify and describe their connections with world historically, politically, economically, technologically, socially, linguistically, and ecologically. 80% parents are in support that teachers and students should take interest in reading newspaper, magazines, and books and watch television programs that relate to intercultural and international topics. 78% parents are in support that global education is very important in the 21st century school education. 68% parents are in support that educational curricula must reflect our global world.

Discussion:

It is evident from the result given above that all participants know the importance of global education very well, as maximum participants are agree to the statement that global education is important in 21st century school education as well as in teacher education. Participants are also giving the importance to environmental issues as they are agree that these issues are of global concern and can be solved through global approach. Participants are concerned for future sustainable development, and want the teachers and children must know this thing to save our planet. Participants are also giving the importance to cross-cultural experiences as they are agree that teachers should know the major cultures of the world and have respect for them. Participants know that now countries are interdependent in all aspects like economy, technology, politics, education, business and environment and the future teachers should develop skills to analyze, interpret and can solve the related issues through global cooperation. It is also noted that they are highly agree with the statement that if global education is included in the curriculum of teacher preparation programs, they will become more competent to face the challenges of 21st century and even get the job in other countries also. Most of the Parents and secondary teachers were agree that teachers and students should take interest in reading newspaper, magazines, and books and watch television programs that relate to intercultural and international topics.

So the data analysis of opinion of stakeholders, collected through opinionnaire is in favour of Global Education to be included in our teacher education programs as well as in school education. In addition it can also be concluded that inclusion of global education does also require:

- Access to a quality education to all sectors of the population as it deals with social justice.
- Develop programs that support to the weaker sections of societies i.e. girls, differently able persons and financially weaker sections.
- An educational policy should be promoted that considers human rights, education for peace and democratic values, equality of opportunity and rights between men and women, and gender equality.
- Develop collaboration of institutions and make faculty and students exchange programs dedicated to educational development as related to citizenship, multicultural societies and sustainable development.
- Provide support for the development of the educational systems of countries with especially difficult economic conditions and promote sense of interdependence.
- According to new perspectives of global learning, teacher education program will have to be designed to prepare global teachers.
- Schools should organize various activities to equip students for Digital Citizenship & techno-friendly.
- Life skills, peace education, learning to live and respect each other, community outreach programs must be included or integrated in the regular syllabus

Conclusion:

The paper has discussed about the need and importance of global education in Indian system of education. research findings show that stakeholders are the importance of global education very well, as maximum participants are agree to the statement that global education is important in 21st century school education as well as in teacher education. Participants know that now countries are interdependent in all aspects like economy, technology, politics, education, business and environment and the future teachers should develop skills to analyze, interpret and can solve the related issues through global cooperation. It is concluded that an educational policy should be promoted that considers human rights, education for

peace and democratic values, equality of opportunity and rights between men and women, and gender equality.

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