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Special issue for Conference

International Conference on

**The Inevitability of Global
Citizenship Education
in Present Scenario**

20th & 21st August 2021

Organised by:

MAHARAJA AGRASEN INTERNATIONAL COLLEGE

Shree Ramnath Bhimsen Marg, Samta Colony, Raipur, Chhattisgarh, INDIA,
Chhattisgarh Educational Social and Cultural Organization (CESCO), Raipur,
Chhattisgarh, INDIA

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Double - Blind, peer-reviewed, quarterly,
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■ Friday ■ August 20 ■ 2021

The **Hitavada**

MAIC's two-day international conference begins today

■ Staff Reporter
RAIPUR, Aug 19

MAHARAJA Agrasen International College (MAIC), Raipur will be organising two-day international conference in collaboration with education, social and culture organisations of the State from August 20.

The topic for conference is 'The Inevitability of Global Citizenship Education in present scenario'. As per the first day schedule, Vice-Chancellor of Pt Ravishankar Shukla University Dr K L Verma will be the Chief guest of the programme while Former Director of NCERT, New Delhi Rajaram Sharma and Director of Centre for Islamic Legislation and Ethics, University of Oxford Professor Tariq

Ramadan are the keynote speakers.

Similarly, Vice-Chancellor of Hemchand Yadav University Dr Aruna Palta will be the chief guest and Professor M A Khader of NCERT (New Delhi) and Harendra Singh Jodha of CHSA, Harrow London is the keynote speakers on the second day of the programme.

Chairman MAIC Rajesh Agrawal, Ex-Chairman Ramesh Agrawal and Chairman of CESCO Santosh Dubey are the patrons of the programme.

Convener for the event will be Principal of the college Dr Jyoti Janswamy and Secretary of CESCO Dr Arun Kumar Dubey. All students and concerned member will join the conference on the online platform.

The **Hitavada**

■ Tuesday ■ August 24 ■ 2021

MAIC organises international conference

■ Staff Reporter
RAIPUR, Aug 23

MAHARAJA Agrasen International College (MAIC) organised two-day virtual international conference on the topic 'The inevitability of Global Citizenship Education in present scenario'.

Chief guest for the first day virtual session was Vice Chancellor of Pt Ravishankar Shukla University Dr K L Verma.

Keynote speakers for the day were Former Joint Director of NCERT, New Delhi Professor Rajaram Sharma and Director of Centre for Islamic Legislation and Ethics, University of Oxford Professor Tariq Ramadan. Similarly, Chief Guest for the second day online session was Vice

Chancellor of Hemchand Yadav University Dr Aruna Palta. Keynote speakers for the day were Professor M A Khader of NCERT and Lecturer, Department of Science, CHSA (Harrow London) Harendra Singh Jodha.

Addressing the online session, Professor Rajaram Sharma said that the role of education is very important and many global problems can be solved with the help of education.

Professor Tariq Ramadan said that people should realise their responsibility of being the citizen of the country and many rights also come along with that.

On the second day, Chief guest Dr Aruna Palta told that cognitive knowledge, social knowledge and practical knowledge can be the basis for being a glob-

al citizen. Keynote speaker Professor M A Khader focused on the concept of positive and negative citizenship. Harendra Kumar Jodha appealed everyone to accept global citizenship and everyone should be motivated for global learning concept. Conveners for the event were Principal of MAIC Dr Jyoti Janswamy and Secretary CESCO Dr Arun Kumar Dubey. The whole event was coordinated by HoD Commerce Dr Shweta Tiwari and Dr Abha Dubey.

Around 800 research scholars, students and academicians participated in the event. The event was marked by paper presentations from scholars across the country. Queries of participant were also addressed by the speakers on the occasion.



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Citizenship Education in Present Scenario”**
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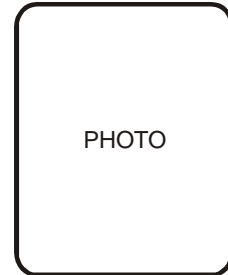
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From Chairman's Desk

Greetings!

Welcome you all



I as a leader of Maharaja Agrasen International College take great pride in wishing the readers of this Research Journal. MAIC has had a vision of proving the Academic and the Non Academic Abilities & Skills of the students. The college aims to provide the best resource persons to inculcate the proper guidance to the students. I appreciate the efforts taken for the Research Journal and we are pleased to bring out this issue and would expect co-operation, feedback and response from you.

Best Regards

Mr. Rajesh Agrawal

Chairman

Maharaja Agrasen International College,
Raipur, Chhattisgarh

From Principal's Desk

I wish you all the best.



It gives me immense pleasure to welcome you all in “International Conference” held in our institution Maharaja Agrasen International College Raipur (C.G.). It is my privilege to be a part of this issue to encapsulate the Research ability of building research scholars. Well conducted research is vital to the success of global endeavors. The journal will provide ample opportunities to all those who have a vision and mission to attain intellectual heights. Once again I welcome you all on this academic forum.

Dr. Jyoti Janswamy

Principal

Maharaja Agrasen International College,
Raipur, Chhattisgarh



“उद्यमेन हि सिध्यन्ति, कार्याणि न मनोरथैः”

**CHHATTISGARH SHAIKSHANIK, SAMAJIK EVAM
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CG State 172, ESTD. 2002



ABOUT ORGANISATION

The organization aims to spread awareness and importance of education among the people of urban, rural and tribal area. Education is the only tool for the development of the nation. It not only aware the people regarding the happenings, events and problems of the surrounding but brings all round development of the individual. Chhattisgarh Shaikshanic, Samajik Evam Sanskritik Sangathan (CESCO) always understands social responsibility and tries to expand education according to the contemporary society and its needs. The need of the modern era is to provide and develop education of science and technology for the progress of society in a sustainable way.

As swami Vivekananda rightly said that the progress of the country depends on the progress of its youth and women. With this objective, coaching (PET, PMT, IIT), Computer Training, Personality Development, Women Awareness, Women Empowerment, Skill Development Programs are organized for rural and urban people.

From the Desk of President (CESCO)

I extend heartiest congratulation to you all for being the constituent of this special issue published by Shodh Samagam covering the varied area of Global citizenship education. This issue definitely open ups the opportunity to seek more insight on this inevitable issue of this contemporary world. CESCO is an organization works for the qualitative development in educational, social and cultural aspect of the society. I wish you a warm welcome to those who are associated with this issue and help in achieving the global consciousness amongst the people of the nation.

Dear Scholars,

We are Pleased to inform you that we are publishing 'A multidisciplinary and multilingual research journal called SHODH SAMAGAM. The aim of SHODH SAMAGAM is to acquaint the scholars with the current national and international scenario. I would like to welcome you most warmly to SHODH SAMAGAM website. Through SHODH SAMAGAM we expect to offer solutions to the various education related problems by inviting the opinions of thinkers and scholars. SHODH SAMAGAM is an open access journal available for viewers, contributors, and readers discusses the academic, scientific issues related to diverse stream of Education across the world. I would also like to begin by extending my particular thanks to Scholars, Academicians, and from the deep of my heart I especially thank to contributors for making the effort fruitful.

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Thank you for visiting to SHODH SAMAGAM and being with us.

Chief Editor

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Necessity and Challenges of Global Talent Management for Global Citizenship and the Role of HRD

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Assistant Professor,
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MAIC, Raipur, Chhattisgarh

Dr. Jyoti Janswamy
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The UNESCO idea of Global Citizenship Education (GCE) aims to empower the learners with skills and values that learners require to guarantee a fair, peaceful, tolerant, inclusive, secure, and sustainable world.

The study raises the questions: Does only the educational Institution contributes to Global Citizenship Education (GCE)? The HR of any organisation also educates the employees and so enhances the talent which contribute them as an educating for Global Citizenship. It also studies the Necessity and Challenges facing by HR for developing Global Talent Management and hence contributes towards Global Citizenship. Thus, this article propose an integrative conception framework for global talent management that involve the necessity and challenges and the role of HRD for creating global citizenship considering cross culture viewpoints and multinational enterprise issued in HRD.

Talent Management

It is nearly unanimous that HR can and should add more value to corporations. In the 1970 – 1980, the business function was responsible for people and was called - the Personnel Development Department, the role of this group was to hire people, pay them and make sure they had the necessary benefits which grew up to support this function for batch payroll system.

We are now entering a new era, the emergence of Talent Management where the strategic HR contributes to be the major focus. HR organisations are focused now on a new set of strategic issues. These issues are:

1. How can we make recruiting process more efficient and effective by using competency based recruiting, instead of sorting through resume once at a time.
2. How can we better develop managers and leaders, to reinforce culture , values and create a sustainable leadership pipeline.
3. How do we quickly identify competency gap, so we can deliver training, e- learning or development programme to fill the gap.
4. How do we manage people inconsistent and measurable way so that everyone is aligned?
5. How do we identify high performer and successor to key positions throughout the organisation to make sure we have high flexible and responsive organisation.
6. How do we provide learning that is relevant flexible convenient and timely?

These new Challenging problems require new processes and system. They require higher integration between different HR silos. The HR function is becoming integrated with the business in a real –time fashion. Despite increasing attention in business ,talent management in global contest has not been explored adequately in HRD. Many studies related to global talent management explain only part of it and do not provide an integrative understanding of what is going on globally in talent management in HRD prospective.

There are three perspectives on Talent Management relevant in organisation:

- **The First out:** look at Talent management as, typical HR role and activity, in this prospective HR provides the some of the approaches to talent; however that get defined through recruiting development and retention.
- **The Second view emphasize:** How to secure and develop internal talent by building talent pool .This is generally related to organisational staffing in career planning .
- In the third prospective, talent in the organisation is identified not for certain job or through specific session plan, but through recognising outstanding individual performance in this view. Organisation evaluates employees Performance and tries to retain them.

Why Is Global Talent Management Necessary?

Global talent management include organisational activities to acquire develop and retain talent for organisational strategies on global scale, taking account of cultural can text despite of- recent global economic recession that has resulted in massive downsizing and restructuring in business .The majority of the firm, still recognise talent management as one of the top organisational priorities. Talent management is necessary in today's scenario, it can be identified as expansion of market to the world deficiency of talent and competition for talent.

Deficiency of Talent

As in the United States several reports and studies warned that working population in most developed country were rapidly decreasing and this phenomenon would spread over the world in few years. The shortage of labour will result in serious deficiency of talent that can cause low productivity in organisation; this deficiency will affect the state of talent pools in organisation. Relying only on traditional HR activities may be an ineffective way to retain talent because of limited resources in the labour market. For a sustainable talent supply, organisation need to emphasize not only acquiring and retaining high performer but also developing internal employees who have potential and encouraging them to increase the abilities in addition.

Challenges of Developing Global Talent

There are three challenges that may occur while developing global talent ethnocentric strategies, worries about global mobility and barrier between headquarters and subsidiaries countries

HRD Role for Success In Global Talent Management

If there is too much emphasis on attracting and retaining talent and ignoring or neglecting development or deployment, it may cause significant harm to the organisation, for this reason many global organisation have changed their talent supply strategy from hiring outsiders to developing insider. Although this does not mean that external transfusion of talent has been ignored the role of HRD are critical for global organisation not only to supports talent in order to generate better performance but also to develop employees who have global potential that will lead to a sustainable talent supply for the organisation for successful global talent management. We suggest role for HRD in the area of balancing centralised and decentralized strategies developing global and creating structured global talent development.

Global organisation needs a structured development system to grow their employee's abilities for business competency. The structure of development system should be connected to business strategies and it should reflect the needs for global talent development strategies identify action steps and analyse in and out of factor and resources. Work experience in a challenging assignment is one of the most effective way of developing employees in spite of its merit, a global assignment is the least extensively used intervention among global organisation, because it take time to produce desirable results and employers may be afraid of providing continual opportunities that may fail and damage their business. However HRD needs to create opportunities for talent challenging global as practitioners.

HRD Practitioners

Global Talent Management can be a new term and area among HRD practitioners, especially those involved in global organisation.

We recommend the following HRD practitioners to know who are preparing to manage global talent.

First, the meaning of talent should be defined taking into the account the organisational business contest and strategy.

Second, Talent Management is a long-term approach, if HRD practitioner expect immediate effect from global talent management, the results may be disappointing, they have to face challenges in the management plan and system because of expectation for short-term result. It can further cause not only a waste of time and money but also the loss of trust in HR by the organisation.

Third, successful global talent management need fairness in the whole process. Once employees question the criteria for selection of talent there should be- appropriateness of development opportunities and the timing of deployment of promotion. Complain about talent management system will arise and cause the organisation to suspect its effectiveness constant communication and clear statement on the policies and process, it will help, minimise employee confusion or misunderstanding about organisational approach in talent management.

Fourth, Human Resource Development practitioner should be aware that the process of talent management can result in unexpected problem in culture different from the host culture.

Conclusion

The purpose of this article is to identify the necessity and challenges of talent management in global context and suggest role of HRD. First studies on talent management not only in HRD, but also in related discipline were investigated. Then consideration was given to cross cultural and multinational enterprises issues in HRD, specifically exploring why talent management is necessary and the challenging of managing and developing talent in global setting.

In this study we supported the perception of McLean (2010) and Mellahi (2009) that talent management is not a new concept, but should be re-emphasized by HR professional to identify key position and develop a talent pool a critical step, for successful talent management. In addition findings in this study, focus on global talent management which is different from talent management in domestic context. The result of this study will contribute to for the academic practical studies on global challenge by providing guidelines for strategic approaches to managing and developing talent in a global environment.

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Internationalization of higher education: A policy approach Cross Border Education Making Global Citizens

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Abstract

Indian education system has evolved in volumes in recent years making education as one of the best industry that reports steady growths involves high volume of money in it. In the global context, the education system has not seen much of a change as compared to the quality of education and still ranks far below the achievable global standards.

Indian education system and particularly the higher education system ranks very few institutions at the global ranking which may not be the criteria to always judge the quality of education in a country. However, output of the learners from the educational institutions is an issue of concern in several cases where quality is compromised with the minimum standards which in place affect the system as a whole.

Present paper has started with the education system in Indian context, keeping a sub-context of standard of the education imparted in the various educational institutions in India. Thereafter, the paper analyses the global level of education in higher education systems that would lighten up the path of quality education in India. In this line of research, it is also very important to develop a policy for internationalization of education in India with the policy approaches that could be embedded in the education policy backed by the governmental funding and resource allocation.

Present paper thus divulge into critical review of the policy in India that has led to the weakening standards of Indian higher education and hence policy 'as it is' has been dealt along with the policy 'as should be' scheme. Inevitably India has to follow successful model of education systems that exist in the present global order to nurture and strengthen the higher education system of India.

Keyword

Global Standard, Higher Education, India, Internationalization, Policy, Regulations.

Prelude

Indian is one of the fastest-growing economy and despite the COVID-19 pandemic in place, India offers sustainable growth, placing itself in a much competitive position with its counterparts. Education indeed is the backbone of any country, and it certainly plays a versatile role in the growth story of a nation. Education is one of the essential requirements for any society to reflect and act with the full potential that makes education count on top-of-the-line policy subjects in any country. With the British roots of the modern-day University in India¹, as was appraised by the President of the

East India Company's Board of Control, Charles Wood, that we come to settle the professional degree programmes starting with the presidencies based Higher Educational Institutions (hereinafter referred as HEIs).² Whatever the case, conclusively, our educational system began with a global approach, and hence we inherit the threads of the change that could reflect in the systematic revamping of the country's education system. Indeed, the rise of China as the premier nation in science education was possible because of the internationalization and global networking efforts³ that could easily throw light on the significance of the internationalization of education in India.

The Indian education system has seen a downfall in quality because of unchecked private educational institutions mushrooming and the lack of proper infrastructure and talent in the public sector. The Indian education system needs a fresh start, especially in the higher education system that has the objective to create employment in various fields and develop academic rigour among the students. Recently, different hypotheses and proposals have been proposed and embraced worldwide for coordinating supportability in advanced education frameworks. In India, natural training has been commanded at all proper levels in the instruction framework. In any case, there is a solid contention that it is not only a question of updating schedules and educational programs. All things being equal, colleges ought to join Sustainable Development objectives into their examination and their activities.⁴ Sustainability achievement at the higher education system also requires due emphasis by the management of the universities by inheriting into their culture and thus providing a solid institutional culture of sustainability that works a long way to improve the quality of student output and image of such educational institutions. Studies have been done by referring to the QS World University Ranking framework that has included sustainability as one of the critical components for considering the listed universities' ranking.

Indian HEIs have also seen the transition from physical learning to online learning that has given equal opportunities to the institutions to develop a successful model of education competing with the global level. The resource allocation and availability would not be a hindrance as online tools and applications have lower infrastructural investment compared to the physical infrastructure. However, challenges are to be faced by the learners⁵ and indeed, this forced adoption of virtual classes on learners, educators and HEIs shall need time to neutralize such perils over time.

Present paper summarized the role of educators to foster the growth of the internationalization at HEIs while also stating a handful of challenges faced by the academia at HEIs. Also the paper has taken into account the limited role of learners (for present study) in internationalization process while continuing with the role of HEIs. Standardization has many forms and approaches that is discussed within the present paper along with suggestive policy and technical inputs needed to be taken towards internalization of HEIs.

Educators' role along with policy inputs

Educators' perception and approach in teaching at the education institutions play a significant role in the overall development of the students and increasing the institution's learning capacity. Since educators shift the construction, content and educational methodologies in their courses (and maybe most in their starting courses) to represent their understudies' experiences, conditions, and standards, the discipline can find out about contemporary worldwide examples by placing provincially different academic methodologies in discussion with one another.⁶ Therefore, keeping one subject as an example, there are several approaches that the teaching staff of the HEIs could deploy, and hence there need to be developed where such pedagogies could be implemented, rather than mooted to be executed or executed shown in the paper by several HEIs. A major problem in Indian academia, especially in private HEIs, is the instability of academicians/teachers who switch the institution in a short span that leads to instability of the teaching pattern and feasible curriculum due to lack of standardized pedagogical practice. Indeed designing a curriculum is one aspect of academics, and educators cannot hold a significant stake in such process; however, even if the curriculum is developed providing a conducive learning environment, there are certain externalities, owing to socio-political reasons beyond the control of educators, that hinders educators in realizing the objective attained by such curriculum.⁷

Indian has a vast difference in the quality assessment and setting up eligibility thresholds for being eligible for teaching at higher educational institutions. The Indian model of eligibility has been questionable in many ways for several sectors, significantly when this so-called noble profession has been compromised with the remuneration concerns in the private institutions. The recent draconian regulation of the University Grants Commission has commissioned the mandatory qualification of PhD for entry-level teaching employment in

HEIs⁸, which has been countered by providing reasoning of increasing standard of teaching. These changes come when an assessment program, i.e. National Eligibility Test, already exists for faculty appointments at entry level at HEIs. Such measures could be undertaken after conducting studies that correlate with pursuing the PhD and enhancing teaching quality through the process. The entry-level teaching profession mainly requires a capacity of teaching among the tutors, and hence a mandate of research-driven approach could be fatal for the roots of the Indian education system in a long span. To retain employability, many of the teaching staff enrol themselves at the PhD program, which has led to many issues influencing the quality and output of such PhDs. However, if followed, international standards could have given more problem-oriented solutions rather than making a solution a problem itself.

Learners as stakeholders

Learners in any educational institution play a more significant role in crafting the ideology and culture of the said educational institution, and hence the part of learners/students as stakeholders becomes substantial in deciding the performance of HEIs. Stakeholders' decision-making power must be sufficiently and systematically addressed in any HEIs as they encounter risks posed due to organizations activities, which impacts the value creation at any organization.⁹Learners taking admissions at the HEIs are not acquainted with the global standards and industry norms, and upon entering and spending an academic period at HEIs, eventually, get familiar with the requisite industry skillset and acquired skillset at the HEIs, which in many cases leave their degree invaluable in the absence of any additionally acquired skillset desirable as per the industry demand. One of the reasons for such high perceived aspiration vs contrasting reality is that the primary education system has been focusing on increasing the intake with generating higher aspiration among the youngsters with very remote prospective economic benefit (especially in rural areas), leaving the quality aside of several other reasons. The youth joining the HEIs, enrolling in mass numbers, have no option to turn to underqualified jobs or are left unemployed for a period in many cases.

Although the learners in generality have a lesser role to play in a system that needs fundamental refitting as a principle, the increased penetration of social media among the prospective learners and learners at HEIs has gained them access to global content either free or free with minimal cost. However, the author does not present it as a point to be discussed here since the present paper implies the responsibility of international education on indigenous HEIs and standardizes them at par with global institutions. Also, the learners and their parents have a more significant role to play by generating a social and political demand of HEIs in Indian wherein the governmental support should maximize to cater for the order of quality education in the society.

Higher Educational Institutions: A lot has to be changed

HEIs reputation is based, both assimilated by internal and external factors, as the novel innovations and discovery within the campus. However, it leaves us to appreciate the practicality and applicability of such innovations to solve day-to-day challenges faced by humanity. It focuses on assessing the quantity and quality of deliverables rather than the impact of such deliverables on the problem modelled by the issues hovering around the system. Uncommon drives are being taken at the public and institutional level in various nations to advance and support the creation of elite colleges and the elevation of the current colleges to the top listed HEIs. A few colleges have included "world-class" as an objective in their purpose statements and have started executing different measures. Such world-class universities are preamble of excellence in the academic areas and several other parameters measured by the rating agencies like QS-WUR and THE-WUR. Indian universities perform poorly in the ranking parameters despite having a rich historical education background with many esteemed educational institutions in different parts of India. Indian didn't manage to cross even double-digit in the past decade in both THE-WUR and QS-WUR (except in 2012 when it reached 10 in QS ranking), which certainly shows the focus of Indian HEIs on attaining global merit. Different ranking systems use various indicators for ranking purposes such as teaching and learning indicators, the institute's reputation,

internationalization, research output, etc. That may be a disadvantage for few institutions, but otherwise, in institutes fulfilling the desired criteria. However, even though studies are comparing global ranking systems as evidence of excellence and eminence while finding one approach better than others, Indian HEIs have vehemently disregarded such a global ranking system to avoid the rigorous and qualitative academic practices they demand the institutions.

One of the internationalization of education regimes across the globe depicts the increasing shift in the entrepreneurial-based education where the institutional incubators supported with HEIs infra have been focused on achieving the goal towards employability, especially in times of pandemic that makes the world struggle for job opportunities.¹⁰ However, the education level has some direct effects on the entrepreneurial measures; however, the choice to become an entrepreneur as an outcome of the imparted education is yet to receive a proper authority¹¹, and hence such studies might develop the reality check of entrepreneurial measures in Indian Universities towards really creating entrepreneurs in India.

Internationalization of HEIs: A way forward

Some of the Indian universities have focused on international exposure to the students with the student exchange programs, which has led to the increase in the orientation towards the global practises among those students. However, the scalability of such internationalization efforts could be challenged by addressing the real issues regarding the overall participation of public and private educational institutions, which makes a significant part of the academia deprived of any measure of internationalization that has made the situation worse in the past years. Students in either public or private universities have not been exposed to the international good practises in the educational field and hence led to abandon the intellectual growth of the majority of such students, which creates a far ahead peril to society.

We have seen that specially-abled learners have come to the mainstream education system due to several educational reforms and pressure from the global community¹². Hence, there are needs at the HEI level to implement paramount right based demands in the Indian Education System to partially enforce the internationalization scheme purported to be mooted for in the present paper. Recently, there has been a downward shift in the public funding of HEIs in India, especially in public sector HEIs that nurture social inclusivity and accessibility in the Indian higher education sector, which is a significant concern for the education system. However, this affects most of the private education system for whom the foremost source of funding is fee charges from learners, and to redress these issues, the international model of self-sustainability could provide a veracious recourse. There are as many different parameters that help sustain the university in the education market wherein the source of funding is one of the essential parts that decide the managerial and academic course of action for stakeholders. Indian HEIs in the private space focus on learners' numerical magnitude rather than intellectual capacity building, which leads to forming a chain of action that undertones the intellectual upshift and makes HEIs an industry for generating skill- absent products in little demand in the market. However, if the quality of HEIs shall be increased to the standards of international level, there could be a higher fee that can be charged from the learners for which the learners shall also find suitable financing options as the skill set developed shall be helpful in due course for employability that shall balance the economics of education on both sides. In addition, Indian HEIs can encourage the studies and research programs that come with grants from foreign institutions that shall open new doors of funding influx in the HEIs in the private sector. Nonetheless, the public sector boosting is exclusively the primary cause and determinant of any country, and therefore the Indian government shall bear the role of foremost promoter for revamping the situation of HEIs in India.

Brief suggestions

The fundamental research is initially essential for humankind and certainly be nurtured with needed support. However, the science with resolution or an outcome-driven science approach must also be part of

systematic evaluation and application as cultural attaché in all HEIs.¹³ Issues arising out of mandatory PhD requirement for Indian entry-level teaching jobs at HEIs could have been mitigated by making the teaching integrated research curriculum¹⁴ which could have impacted the overall quality and purpose of mandating the PhD altogether.

At the University level, the internationalization of education could be achieved by bridging the gaps between traditional education and innovative education; however, the curriculum creation towards such “creative enterprises” based teaching should be developed with the support of stakeholders that must include the academicians, industry experts, policymakers etc.¹⁵ The National Innovation and Startup Policy 2019 for students and faculty of Higher Education Institutions (HEIs)¹⁶ has led to starting the policy shift at the national level towards the innovation regime of the country; however, any comment in such policy is yet to be analyzed with passing the time to measure its effectiveness towards increasing the entrepreneurial skillset among the beneficiaries. India fights to rank in the top 500 with only eight institutions (as per the latest data of 2022-QS-WUR)¹⁷ falling in the top 500, which shows the pathetic condition of HEIs in India and even top publically funded institutions are falling behind when it comes to ranking at the global level. There are studies conducted that challenge the ranking indicators on various grounds, like one taking into account the criteria of reputation by the respondent in the research that was found non-aligning with the requirements for reputation based indicators of the Global Ranking Agencies.¹⁸ However, howsoever entangled and challenged may be the criteria of selection of the Institutes by global ranking agencies, it becomes pertinent to qualify in the qualitative area like bibliometric studies that remain almost the same in a majority of ranking parameters. Indian HEIs have been built upon a system where the institutions’ monetary needs have undermined the research periodicals and publication process. Hence, such journals do not find a place in the indexes like SCOPUS, WOS etc., to even allow the Indian authors to publish in such journals and get the maximum research output possible.

Conclusion

Innovative and entrepreneurial spirit shall be one of the solutions to the existing Indian model of education, but that needs an overhauling of the functioning of the HEIs in India. Many other financing and support mechanisms are available in the hand of the budding entrepreneurs in India, but the actual realization of such tools and processes remains ineffective because of the systematic failure of HEIs in India. Infiltration to international education standards remains a farsighted dream for Indians in the presence of socio-political embargos and lack of commitment from various stakeholders.

There is a fundamental flaw in the Indian education system that could only be bridged when significant steps are being taken for the support and revitalization of the design from the perspective of the international practices applied at HEIs for which the public sector institutes and bodies have a significant role to play in the process. We have to invest policy-based resources rather than monetary figures for the revival of HEIs in India. The beginning is challenging as the monetization and commodification of education has posed severe problems before the education industry. The research output of the HEIs and skill-building output need to be triggered to put in the right place and sustainability of the HEIs in terms of its functioning and continuity.

Therefore, to conclude, it is pertinent to analyse the system in and around HEIs that open to the doors of internationalization and advocate for the sustainable growth of the overall education system around the globe. However, the present paper has only studied the scope of internationalization at the higher education level and left to discuss the scope and opportunities of internationalization at the primary education system as well synchronizing it with suggested ecosystem at higher educational level.

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Impact of Online Education and Technology on Human Heart in Present Scenario of Globalization

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Abstract

Every Person is identified with his country. He is bounded by the geographical boundary of his country. He can connect immediately with each other only and only through the digital platform. A global or connected person is emphatic and semiotic because of face to face is not connected. So in this crucial time we are spending more time in internet therefore internet is doing more damage to our heart. Today's time covid has boosted the digital platform. The Internet has been gaining worldwide popularity in current years, but a loss of control over Internet use might lead to negative impacts on our daily lives. The pandemic COVID-19 has forcefully shifted the mode of teaching and learning from only face to face to online, which are new experiences and practices for many of the teachers and students. If blended approach is implemented, the health of students would be better. In this paper we discuss the study of heart disease prediction when we are using technology for improvement of our education.

Keywords

Benefits, challenges, online education, strategies.

Introduction

In the last year, the use of the Internet has gained global popularity, and at present, the COVID-19 pandemic has powerfully transformed the method of teaching and learning from face-to-face mode to online mode, which is a new experience and practices for many people, teachers and students.

The effective online education is dependent upon;

1. Well-designed course content, motivated interaction between the instructor and learners.
2. Well-prepared and fully-supported instructors.
3. Rapid advancement of technology.

Internet addiction usually refers to harmful and uncontrollable use of the Internet. Young defined Internet addiction as "using the Internet for more than 38 hours per week," and also suggested that it be a type of behavioral addiction. With the move of the Internet into homes, schools, and Internet cafes, the prevalence of Internet addiction has increased rapidly. Internet addiction has been suggested to be associated with depression, dissociative disorders, and ADHD. Besides psychological dependence, Internet addiction has also been reported to be associated with physiological symptoms, such as musculoskeletal symptoms of the upper extremities, upper back, and neck. However, it has not been clarified whether Internet addiction is related to physiological disorders.

Global Citizenship

A global citizen is someone who perceives and understands the wider world - and his place in it. They play an active role in their community and work with others to make our planet more peaceful, sustainable.

Education for Global Citizenship is not an additional topic - it is a framework for learning, which goes beyond school into the wider community. It can be promoted in the classroom through existing curricula or through new initiatives and activities.

The benefits are felt throughout the school and beyond. Global citizenship helps young people to:

- Build their own understanding of world events.
- Think about their values and what's important to them.
- Take learning into the real world.
- Challenge ignorance and intolerance.
- Get involved in their local, national and global communities.
- Develop an argument and voice their opinions.
- See that they have power to act and influence the world around them.

Moreover, global citizenship inspires and educates teachers and parents as well. But above all, it shows young people that they have a voice. The world may change quickly, but they can make a positive difference - and help build a fairer and safer world for all.

Why do we need online education?

- Provide opportunities for updating skills.
- Improve the quality of existing educational structures.
- Enhance the capacity of the educational system.
- Expand the capacity for education in new subject areas.
- Offer combination of education with work and family life.
- Add an international dimension to the educational experience

Drawback of online education

Too much time spent in front of a computer screen may be harmful.



A computer is a vital tool in many different functions and activities for adults and children. But prolonged computer use can increase your chance of infection. Improper computer use can cause muscle and joint pain, overuse injuries to the shoulder, arm, wrist or hand, and eye strain.

Researchers have found that a few individuals who utilize the web part involvement noteworthy physiological changes such as expanded heart rate and blood weight when they wrap up utilizing the web.

In one of the foremost imperative ponder included 144 members, matured 18 to 33 a long time, having their heart rate and blood weight measured some time recently and after a brief web session

(classroom consider). Their uneasiness and self-reported internet-addiction were too surveyed. The comes about appeared increments in physiological excitement on ending the web session for those with problematically-high web utilization.

These increments in heart rate and blood weight were spoken to be expanded sentiments of uneasiness. In any case, there were no such changes for members who detailed no internet-usage problems. Too much utilizing of computers can lead to diverse dangers and can influence our lives and alter it into most noticeably awful.

The individuals who are joined with this machine will create a kind of enslavement which is commonly called "Computer Addiction"

"Individuals who spend over the top sums of time before a screen are more likely to endure heart-related problems.

Precaution of online education

In any case, particular programs, videogames, and other online apparatuses may give mental works out that enact neural circuitry, progress cognitive working, decrease uneasiness, increment relaxing rest, and offer other brain and heart related benefits.

We ought to must clarify fundamental components and causal connections between innovation utilize and brain wellbeing, with a center on both the positive and negative affect of computerized innovation utilize.

Conclusion

On the one hand, while we are connecting with global people, the country is connecting with abroad using the Internet in large quantities; on the other hand, this Internet is becoming physically, mentally and emotionally weak.

Using the Internet is causing us a variety of diseases, of which heart disease is the most common disease, so to avoid it, we have to maintain the proper balance between our studies and our health.

As heart disease patients are increasing every year, huge amount of medical data is available. So we should balance with different study pattern.

In this study our aim was study heart disease prediction when we are using technology for improvement of our education.

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The Inevitability Of Global Citizenship Education In present Scenario Importance of Global Citizenship Education For Youth

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Abstract

Global Citizenship Education

UNESCO MGIEP's flagship project 'Global Citizenship' aims to achieve the goal of sustainable and peaceful societies as outlined in SDG 4.7 through a digital curriculum on Global Citizenship education, with a focus on development of key Social and Emotional Learning (SEL) skills. The curriculum has been specifically designed for adolescents in the age group of 12-14 years, understanding the neuroscience and psychology of how an adolescent brain learns.

[Explore curriculum on Global Citizenship](#) [Explore Framer Space](#)

Introduction

Read about the science behind Global Citizenship and Social and Emotional Learning (SEL) and how it contributes to the UN SDG 4.7.

Global Citizenship Education for Social and Emotional Learning

Education policies the world over have focused on assessing students on the basis of standardized tests that assess literacy and numeracy. However, attending to the psychological needs of the students critical for quality education as ensuring literacy, numeracy, good instructional material and well-trained teachers.

Emerging research from the neurosciences clearly suggests that the human brain needs to be socially connected and emotionally engaged for learning to occur. Cognitive Science research has now shown that social and emotional skills can be taught in the classroom. That social and emotional learning can lead to good citizenship is also quite apparent.

The underlying theme of global citizenship is to promote wellbeing not only of the self but also contributing to the welfare of others. When students who are future citizens develop skills that enable self-regulation and disposition, which promote social contribution, they engage in prosocial behavior.

To this end, UNESCO MGIEP has developed a framework on social and emotional learning, titled, EMC² that builds competencies of empathy, mindfulness, compassion and critical inquiry – all of which are embedded in a curriculum for global citizenship.

Achieving the UN SDG 4.7

With the growing violence in the world, indicated by the decline in the Global Peace Index and increase in the economic impact of violence, there is a need to uproot the ground cause of violence which is a lack of common identity, Humanity. This failure to be able to find an essence in humanity is a derivative of the inability to identify one's own identity and that of others.

In light of this, the Global Citizenship course allows learners to critically introspect and reflect on their thoughts, emotions and actions; thereby providing them a space where they can learn to understand themselves and others. The Global Citizenship course allows learners to understand and appreciate the many identities that encompass the world, thereby advocating for a world that strives on peace and sustainable societies.

About the Curriculum

Read this section to learn more about the curriculum, the learning objectives and project objectives.

The Curriculum

The project aims to achieve the goal of sustainable and peaceful societies through a digital curriculum on Global Citizenship Education, with a focus on the development of key Social and Emotional Learning skills.

The mandate of integrating social and emotional learning into curricula draws from the latest research in cognitive neuroscience that shows that the brain learns when it is 'socially connected' and 'emotionally engaged'. Social and Emotional skills not only improve academic scores in the classroom but also build rational, empathetic and compassionate citizens.

To address this, UNESCO MGIEP designed a 6-module series on global citizenship education, covering issues such as terrorism, migration, governance, rights and duties, identity and violence. These modules are designed to build knowledge and skills required to enhance one's intellectual and social and emotional intelligence using MGIEP's SEL framework, built on EMC²: Empathy, Mindfulness, Compassion and Critical Inquiry.

Learning Objectives

Over the course of this curriculum, learners will be able to:

- Understanding the processes of critical inquiry and using the processes in service of global citizenship
- Developing an understanding of mindfulness, empathy and compassion, and use these as tools to enhance one's emotional wellbeing and social relationships
- Demonstrating pro-social behavior towards others, including those belonging to a different race, ethnicity, culture, color, gender or nationality
- Developing an understanding of Global Citizenship

Project Objectives

The project objectives include:

- Mainstreaming Social and Emotional Learning in K-12 classrooms
- Developing and providing schools with an alternative pedagogical approach, with focus on SEL
- Providing a space for individual reflection and collaboration for learning about pertinent global issues.

What's in it for YOU?

The objective of the Global Citizenship Curriculum is not only to make available the first digital course on Global Citizenship for school students, but to also build social and emotional skills.

The curriculum has been specifically designed for students in the age group of 12-14 years, understanding the neuroscience and psychology of how the adolescent brain learns. Other stakeholders for the curriculum include teachers and policymakers.

Learners

The Global Citizenship curriculum is targeted at students in the age group of 12-14 years, both male and female, across different countries. The course is designed in a way that it can be taken by an individual learner.

The curriculum relies on self-learning and is self-paced and is designed to connect the concepts of the Global Citizenship curriculum to the real-world. There are various opportunities for learners to interact and engage digitally with other learners on the platform.

Teachers / Educators

Interested in integrating social and emotional learning into Global Citizenship Education and imparting this unique digital course in your classroom? Our team would be excited to hear from you.

Policy makers

If you're a policymaker and would like know more about UNESCO MGIEP's digital Global Citizenship curriculum that embeds Social and Emotional Learning, write to us at mgiep@unesco.org.

Methodology for Curriculum Design

The curriculum for Global Citizenship has been designed using the Libre process. The Libre process adopts a 'problem-based' approach to education as a tool that enables learners to build critical consciousness to drive 'active' citizenship' that not only frames their identity, but powers them to critically analyses and understand the systemic, cultural and physical causes and manifestations of exclusion and marginalization.

The Libre process has been designed to include the following distinct features:

Cognitive Science and Brain Research

It draws from the latest cognitive science and brain research on include an umbrella of pedagogical practices to include all the different ways in which the brain learns.

Digital Pedagogies and Personalized Learning Experiences

It harnesses the latest technological advances that not only promote such multiple pedagogies but also possesses the power to be personalized.

Freire's 'problem-posing approach'

It adopts Freire's 'problem-posing' approach in the classroom where learning is essentially driven by the learner's inquiry, and is guided through everyday words that have a direct connection to student's lives.

Curriculum Design Components

The Global Citizenship curriculum, based on the Libre process, integrates five pedagogies that exploit the best practices of cognitive science, including storytelling, reflection, gamification, inquiry and dialogue and to create a multisensory, rewarding, interactive and interactive learning experience.

Storytelling

Stories are a natural and inevitable part of human evolution and part of almost every culture. They continue to be one of the most popular ways in which human communities transfer culturally relevant information across generations.

Reflections

Reflective practice is the ability to reflect on one's actions to engage in the process of continuous learning. It is a fundamental and natural process that continues even when we are not consciously thinking and is a prerogative for self- monitoring and self- regulation.

Reflections provide students with useful methods for identifying and evaluating connections between classroom learning and practical experience.

Games and Gamification

Unlike rote or didactic learning wherein a learner is a passive consumer of knowledge, games are pedagogies that require students to be more active, engaged and interactive. They allow learners to construct knowledge, skills, and attitudes as they consciously think about an experience. Games can be designed to provide content in an interactive environment that enable players to learn through their experiences, as they navigate through it.

Inquiry

Inquiry-oriented learning is a pedagogical approach, which encourages learners to find answers to their inquiry either through their own or through common observation, thinking, and reasoning and based on their judgement and experience.

Dialogue

The pedagogical process of dialogue or discussion treats all participants, whether teachers or students as equals, and seeks to adopt a collective learning approach to arrive at new and often improved understanding of concepts and ideas, recognizing the value of different perspectives and values.

Immersive, Interactive and rewarding learning experience

The digital curriculum provides for learners an immersive, interactive and rewarding learning experience. The curriculum is designed in a way to promote self-learning and allows learners to complete the curriculum at their own pace.

Methodology for Implementation

The Global Citizenship Education curriculum comprises a six-module series, covering issues such as:

- Terrorism,
- Migration,
- Governance,
- Rights and Duties,
- Identity and Violence.

Currently, the curriculum is undergoing pilot implementation across 10 countries, bringing together teachers and students from varying contexts.

10 Countries, 50 schools, 500 students

The Global Citizenship curriculum will be delivered across 10 countries in two phases in 2019. Each country will train 5 teachers from 5 different schools in implementing the Global Citizenship curriculum with approximately 50 students each.

Research Design for pilot schools

Half of the students from the 5 schools each in 10 pilot countries will be in the 'experiment' group and will take the course, while the other half will be in the 'control' group and will not be getting the course in the first round.

Assessments

All students will take pre and post assessments, which measure the four SEL competencies and help us assess the impact of the Global Citizenship course on their SEL skill development.

What's the latest?

- Explore this section for updates on key activities on the Global Citizenship project.
- How a Global Citizenship Curriculum could create the empathetic citizens we need in the future to save the world?

February, 2020 | India Today: UNESCO Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP), a Category One Research Institute of UNESCO in New Delhi, has already created a Global Citizenship Curriculum which can transform the way we teach. The Global Citizenship Curriculum has been designed to incorporate MGIEP's socio-emotional learning framework titled EMCC or EMC2 and aims to build empathy, mindfulness, compassion and critical inquiry in students.

Joining hands for Global Citizenship education: Fostering Social and Emotional Learning

UNESCO MGIEP organized a four-day workshop to train teachers from India, Bhutan, Sri Lanka and South Africa in New Delhi. The teachers were introduced to Libre pedagogy and Digital Intercultural Exchange Phase III.

Watch the full recording of the ninth Distinguished Lecture by Dr. Kimberly Schonert-Reichl

The complete video recording of Dr. Kimberly Schonert-Reichl's Distinguished Lecture on promoting children's social and emotional well-being.

Promoting Children's Social and Emotional Well-Being - A Distinguished Lecture by Dr. Kimberly Schonert-Reichl.

In UNESCO MGIEP's Ninth Distinguished Lecture, Dr. Kimberly Schonert-Reichl, Applied Developmental Psychologist and a Professor in the Faculty of Education at the University of British Columbia (UBC), discussed how children's social and emotional competence and well-being can be promoted through social and emotional learning and mindfulness-based programs.

References

Meet our esteemed Advisory Board Members for the Global Citizenship Education Curriculum.

Linda Elder

President - Foundation for Critical Thinking

Dr. Linda Elder is an educational psychologist and a prominent authority on critical thinking. She is President of the Foundation for Critical Thinking and Executive Director of the Center for Critical Thinking.

Find more about Linda

KonChaPino's- Pay

Director of Contemplative Studies

Dr. Koncha Pino's- Pay is Director of Contemplative Studies and contemplative psychotherapist, senior lecturer and researcher in the field of neuroscience of compassion and multiple intelligences.

Kimberly Schonert-Reichl

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DR. KIMBERLYSCHONERT-Reich is an Applied Developmental Psychologist and a Professor in the Human Development, Learning, and Culture area in the Department of Educational and Counselling Psychology, and Special Education at the University of British Columbia (UBC).

Find more about Kimberly

Gerald Nozick

Foundation for Critical Thinking

Dr. Gerald Nozick is a noted authority on critical thinking and has given more than 250 workshops on all aspects of teaching critical thinking.

Find more about Gerald

Richard Davidson

William James and Vilas Professor of Psychology and Psychiatry at the University of Wisconsin–Madison

Dr. Davidson is the William James and Vilas Professor of Psychology and Psychiatry at the University of Wisconsin–Madison where he has been a faculty member since 1984. He is the founder of Healthy Minds Innovations, Inc., an external, affiliated non-profit dedicated to supporting the mission of the Center for Healthy Minds.

**Find more about Richard
Susan Dreyer-Leon**

Ed.D., Director, Experienced Educators' Program at Antioch University New England

Dr. Susan Dreyer-Lyon's special interests include the development and support of equitable, democratic and joyful schools, mindfulness and education, facilitative leadership, and sustainable and place-based educational practices.

Global Citizenship Educaiton : An Overview

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“I have no country to fight for: my country is the earth, and I am a citizen of the World”

- Eugene V. Debs

Abstract

Be global act local saying by corporate professionals interprets that work at that high level from initial by continuous upgradation and absorbing changes take place in the competitive world. There are no limitations in thinking and implementing new ideas if they are beneficial for the world. Global citizenship is the idea that one's identity transcends geography or political borders and that responsibilities or rights are derived from membership in a broader class: "humanity". Within the educational system, the concept of global citizenship education (GCED) is beginning to supersede or overarch movements such as multicultural education, peace education, human rights education, Education for Sustainable Development, and international education. The Holistic Understanding perspective focusing on understanding the self in relation to a global community.

This perspective follows a curriculum that attends to human values and beliefs, global systems, issues, history, cross-cultural understandings, and the development of analytical and evaluative skills. Global citizenship education (GCED) is a form of civic learning that involves students' active participation in projects that address global issues of a social, political, economic, or environmental nature. The two main elements of GCE are 'global consciousness'; the moral or ethical aspect of global issues, and 'global competencies', or skills meant to enable learners to participate in changing and developing the world. This is secondary data based study, sources were websites, articles, journal research papers etc.

Keywords

Global citizenship, early childhood education, sustainable development, holistic education

Introduction

Being a global citizen means you want everyone to be equal. Being a global citizen means knowing about current issues around the world. Global citizenship is having a special mindset of being optimistic and having the special qualities that makes you think about what's going to happen in the future and how you can change it. A global citizen is somebody who contributes to the wider world community. They don't just follow the crowd, they are their own person and they want to make a difference but they know they can't do it on their own.

Global citizen education is necessary in present scenario around the globe because invisible enemy has attacked to entire world and damage everything. Off course Covid-19 is the threat that affect livelihood of humans and also shows reality to people of world that where actually human are standing and still have to do more for survival. Covid-19 proved boon for environment. Also, mankind stand together to fight against it and good thing is it works, just for the sake of humanity.

The unbiased feeling for others well-being is the sign of change in the world. Covid-19 has changed many lives, nation policies, work culture, education, awareness towards health issues, cultural differences etc.

Global citizenship education is the system which helps to deal and move further in such difficult situations. After breakdown of Covid-19 pandemic around the globe, increases the buzz of GCE among professionals, educators, social activists, environment lovers. GCE has emerge as an opportunity for the youth, students,

teachers etc. Work from home culture act as additional element for professional development as it builds cross border global citizens without movement from own place as it was lockdown in most of the countries. To continue this culture since pandemic spread biggest and crucial role was of technology and digitalization because of this facility people were working continuously at different place with time difference of respective countries. All this taught lesson for everyone principally to youth belong to different backgrounds in terms of financial issues, transportation reach and accessibility to technology. As technology is not unreachable from anybody. It is difficult at remote areas but not impossible.

Literature Review

UK OXFAM (1997, p.1) suggested more than a decade ago now that a ‘global citizen’ is someone who:

- is aware of the wider world and has a sense of their own role as a world citizen;
- respects and values diversity;
- has an understanding of how the world works economically, politically, socially, culturally, technologically and environmentally;
- is outraged by social injustice;
- is willing to act to make the world a more equitable and sustainable place; and
- participates in and contributes to the community at a range of levels from the local to the global.

The Global is Local

We are linked as never before to other people on every continent:

- Socially and culturally through the media, telecommunications, travel and migration.
- Economically through trade.
- Environmentally through sharing one planet.
- Politically through international relations and systems of regulation.

Education for Global Citizenship: Oxfam’s definition

Education for global citizenship is a framework to equip learners for critical and active engagement with the challenges and opportunities of life in a fast-changing and interdependent world. It is transformative, developing the knowledge and understanding, skills, values and attitudes that learners need both to participate fully in a globalized society and economy, and to secure a more just, secure and sustainable world than the one they have inherited.

What is Global Citizenship Education?

“Education for global citizenship” is used as an “umbrella term” covering themes such as education for tolerance and appreciation of diversity, conflict resolution and peace, humanitarian action, and introduction to the principles of human rights and humanitarian law, as well as civic responsibilities, – as these themes relate to local, national and international levels.

Themes within the field of education for global citizenship:

1. Values education and life skills education.
2. Peace education; studies of the causes of conflict and its transformation, and other global issues.
3. Human rights education: critical thinking, empathy, avoiding stereotyping and exclusion, and the concepts associated with human rights and responsibilities.
4. Citizenship or civic education

The “Global Citizen” Approach

The global citizen approach corresponds with the school of thought known as “individual cosmopolitanism”. It defines the qualities that distinguish global citizens of today – namely as a combination of knowledge, competences, values and attitudes. Global citizen is someone who identifies with being part of an emerging world community and whose actions contribute to building this community’s values and practices.

Education for Global Citizenship – A guide for schools (Oxfam 2015)

Education for global citizenship uses a multitude of participatory teaching and learning methodologies, including discussion and debate, role play, ranking exercises, cause and consequence activities, and communities of enquiry. These methods are not unique to education for global citizenship but, used in conjunction with a global perspective, they can advance global understanding while fostering skills such as critical thinking, questioning, communication and cooperation. They also enable learners to explore, develop and express their own values and opinions, while listening respectfully to others’ viewpoints. This is an important step towards learners making informed choices about how they engage with global issues.

Education for Global Citizenship in the Era of the Sustainable Development Goals

On September 25, 2015, the 193-member United Nations General Assembly formally adopted the 2030 Agenda for Sustainable Development. The 17 sustainable goals are no poverty, zero hunger, good health and well-being, quality education, gender equality, clean water and sanitation, affordable and clean energy, decent work and economic growth, industry, innovation and infrastructure, reduce inequalities, sustainable cities and communities, responsible consumption and production, climate action, life below water, life on land, peace justice & strong institutions, partnership for the goals. The Sustainable Development Goals (SDGs) approved by the United Nations in 2015, include a focus on education for sustainable development (ESD) and global citizenship education (GCED). Specifically, by 2030, SDG target 4.7 seeks to “ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promoting of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and culture’s contribution to sustainable development”.

Purpose of global citizenship education

Global Citizenship Education (GCED) is UNESCO’s response to these challenges. GCED is a form of civic learning, which aims to impart the knowledge, skills, values and attitudes necessary to help promoting tolerance, equity and peace in the world. Global Citizenship Education (GCED) aims to empower learners of all ages to assume active roles, both locally and globally, in building more peaceful, tolerant, and inclusive secure societies. GCED is based on the three domains of learning - cognitive, socio-emotional and behavioral. Example of global citizenship are your home, school, work, or literal neighborhood — expanding that into the world community is what makes you a global citizen. In these “small” communities, you might exchange ideas with a friend or help out a coworker with a problem.

Four main parts of global citizenship are civic responsibilities, cultural awareness, the environment, and the global economy. Values of a global person are empathy towards others, curiosity and the desire to learn more about the world. Commitment to social justice and equity, and concern for the environment and commitment to sustainable development and duties including respecting others, obeying rules and laws, and setting a good example to others. Global citizens feel a sense of responsibility to help when the rights of others are violated. Problem solving, communication and collaboration, and cross-cultural awareness are all relevant individual benefits to the global era in which we now live. A global citizen is someone who is aware of and understands the wider world – and their place in it. They take an active role in their community and work with others to make our planet more peaceful, sustainable and fairer.

Summary of The Study

Young people often represent the sector of society most directly affected by globalization. Many young people are concerned about global issues and are often at the forefront of global campaigns. Today's young people may be more globally aware and experienced than any previous generation, yet that does not automatically make them global citizens. The focus for them is on themselves.

Global competence is a multidimensional capacity. Globally competent individuals can examine local, global and intercultural issues, understand and appreciate different perspectives and world views, interact successfully and respectfully with others, and take responsible action toward sustainability and collective well-being. The four dimensions of global competence are supported by four inseparable factors: knowledge, skills, attitudes and values. Effective education for global competence gives students the opportunity to mobilize and use their knowledge, attitudes, skills and values together while exchanging ideas on a global issue in and outside of school or interacting with people from different cultural backgrounds. Global competence also builds on specific cognitive, communication and socio-emotional "skills". Skills are defined as the capacity to carry out a complex and well-organized pattern of thinking (in the case of a cognitive skill) or behavior (in the case of a behavioral skill) in order to achieve a particular goal. Global competence requires numerous skills, including reasoning with information, communication skills in intercultural contexts, perspective taking, conflict resolution skills and adaptability. Adaptability refers to the ability to adapt one's thinking and behaviors to the prevailing cultural environment, or to novel situations and contexts that might present new demands or challenges. Attitudes of openness, respect for people from different cultural backgrounds and global mindedness. Valuing human dignity and valuing cultural diversity contribute to global competence because they constitute critical filters through which individual's process information about other cultures and decide how to engage with others and the world. Individuals who cultivate these values become more aware of themselves and their surroundings, and are strongly motivated to fight against exclusion, ignorance, violence, oppression and war.

Conclusion

Global citizenship education (GCED) is a form of civic learning that involves students' active participation in projects that address global issues of a social, political, economic, or environmental nature. The two main elements of GCE are 'global consciousness'; the moral or ethical aspect of global issues, and 'global competencies', or skills meant to enable learners to participate in changing and developing the world.

Global citizenship education draws upon experience from other education processes, including; human rights education, peace education, education for sustainable development, education for international and intercultural understanding. GCE aims to empower learners to engage and assume active roles, both locally and globally, as proactive contributors to a more just, peaceful, tolerant, inclusive, secure and sustainable world. In the present era of globalization, the recognition of global interdependence on the part of the general public has led to a higher degree of interest in global citizenship in education.

Ethically responsible and engaged

Learners explore their own beliefs and values and those of others. They understand how beliefs and values inform social and political decision-making at local, national, regional and global levels, and the challenges for governance of contrasting and conflicting beliefs and values. Learners also develop their understanding of social justice issues in local, national, regional and global contexts and how these are interconnected. Ethical issues (for example, relating to climate change, consumerism, economic globalization, fair trade, migration, poverty and wealth, sustainable development, terrorism, war) are also addressed. Learners are expected to reflect on ethical conflicts related to social and political responsibilities and the wider impact of their choices and decisions. Learners also develop the knowledge, skills, values and attitudes to care for others and the environment and to engage in civic action. These include compassion, empathy, collaboration, dialogue, social entrepreneurship and active participation. They learn about opportunities for engagement as citizens at local,

national and global levels, and examples of individual and collective action taken by others to address global issues and social injustice. Overall, it is concluded that now it's high time for an individual to think critically about his/her role towards mother earth, the place where human are living with all essential conditions given by god. Spiritual thinking and believing also can contribute in promoting the awareness about GCE.

Suggestion

GCE awareness must be promoting in the section of society where still irrational thinking exists and affecting society environment badly. For the same author suggests that Volunteers who are working or individual supports GCE must target women specially house wives at their own level. This is because as present scenario after covid-19, mindset started changing towards life and relationships. People starting valuing and accepting change to support self as well as becoming independent in every possible sense. Women special mention because they are the central energy system of basic unit of nation that is family. A woman can link two generation thoughts and motivate them to contribute in self enhancement as well as for society and nation peace. In India, our cultural values are same since its beginning that a female of a family can maintain peace and happiness in family environment. Although, working women are doing so well but those who are not doing must be focus on that section of society. Early childhood education to higher education could be better if GCE included in education curriculum.

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Role of Integral humanism in resolving the developmental Issues of NEW INDIA

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Abstract

As indicated by Pandit Deendayal, humanity had four progressively coordinated traits that is body, brain, astuteness and soul which are related to four general destinations which are karma (want or fulfillment), artha (riches), dharma (moral obligations) and moksha (complete freedom or 'salvation'). While none could be overlooked, dharma is the 'fundamental', and moksha is a definitive objective of mankind and society. He asserted that the primary issue with both entrepreneur and communist philosophies is this that they just think about the necessities of body and mind, and were henceforth founded on the realist targets of want and abundance". It was in wake of these, that Pandit Deendayal introduced an elective vision. Following its starting points to the non-dualistic way of thinking of Advaita Vedanta, essential humanism proliferated the unity of different spirits, be it of human, creature or plant beginning. Dismissing the inborn variety dependent on race, shading, standing or religion, it distinguished all individuals as a feature of this one natural entire, sharing a typical awareness of public idea.

Furthermore, placing this into a political viewpoint, either then, at that point or presently, it implied that Hindus, Muslims, Christians and individuals of any remaining religions and groups are basically one and that their inherent solidarity ought to be founded on this normal cognizance of Rashtriyata. He went against how the Congress party and those pandering to "conciliation legislative issues" had torn up the contrasts between Indian Hindus and Indian Muslims exclusively based on their strict personalities, just to cut out a different country later. In this manner, rather than recognizing the two networks as a result of a solitary "Bharatiya" thought, their strict contrasts were utilized by the alleged communist coalitions to split apart the two networks, the seeds of which later proceeded to bring about collective disdain, disappointments in public safety and psychological warfare.

Keywords

Integral Humanism, Integrity, Advaita Vedanta, Pandit Deendayal.

Integral Humanism as a philosophy

Integral humanism is very important in current scenario for the establishment of new India there are various socio-political administrative and common problems in our country which are rendering the development prospects of the nation apart from the basic problems of poverty, housing, clothing and food that we are facing, there are also the problem of infrastructural development, corruption, terrorism, red tapism, natural disasters, manmade disasters and so on. Some of the problems are inevitable but almost all the problems can be alleviated and can be controlled by proper cooperation among the state and private machineries. So, we must adopt humanistic, spiritualistic and progressive approach to seek out the problems. Without having India centric approach towards the development we cannot excel at world level as the basic parameters for the development or we can say human development index, the gross domestic product, net enrollment ratio in primary, secondary and tertiary level of education, literacy rate, purchasing power parity, longevity, maternal mortality rate, infant mortality rate, infrastructural development, health index and individual income decides the well being and sustainable growth of the nation in actual terms from the point of view of society, politics, economics and spiritualism. If we will not follow the India centric approach then only few will be profited and

the rich will become richer but the poor will become poorer. So, if we will adopt nationalistic approach then everyone will be benefited and an environment of cosmopolitanism will be established. “While Hind Swaraj and Gandhian thought have been taken up for serious study in Academy there has been very little discussion of another Manifesto for decolonization which was delivered as a lecture 50 years ago by an unassuming thinker not respectfully enough acknowledged in the Swaraj right at the beginning who was Pandit Deendayal Upadhyay integral Humanism which implies that integral humanism is very important and was concerned with the Hind Swaraj and Gandhian thought.”¹

Integral humanism contributes in developing the personality of people and in turn workforce of any society. It also moulds the mindset of government and the officials in a progressive manner. So, building of this kind of scenario leads to development. Contemporary issues hindering India centric development like caste and religion based politics, corruption, illiteracy, awareness, poverty, unemployment, terrorism, secessionist and separatist movement, river water dispute that is inequitable distribution of the resources and regional politics, vote bank politics, polarization.

Philosophy of integral humanism motivated leaders and the people to work in the favor of welfare of all. This philosophy is in resonance with the philosophy of Sarvjan Hitaay Sarvjan Sukhay.²

Problems impeding development of the nation

Corruption is the most vital anomaly of the governance that is becoming the impediment of the path of the development and achieving the goal of “Ek Bharat, Shrestha Bharat”. Lack of surveillance mechanism and outdated systems of checks and balances lead to these types of situations. But, with proper audit mechanism and smart use of artificial intelligence, big data, mechanization, machine learning and internet of things we can achieve the target of eliminating corruption from government as well as private administrative machinery.

Morality and ethics go side by side. Although both are different concepts but somewhere both are inspired by the scenario in which society evolve. As, ethics are the rules and regulations formulated by authority in a fixed period of time. So the rules and regulations are obviously inspired by the nature of the people and the society. In the same manner, mindset of the people is framed in which one dwells in. Integrity is the most important aspect of the personality in all the spheres of life whether it is personal life or in the professional conduct.

There have been several secessionist and separatist movement going on in India which is evident from the history of our nation. So, the problem of Jammu and Kashmir, Nagalim issue of demanding separate land for the people dwelling in Nagaland, Chakma Hozong tribe demanding separate land as Chakmaland, Bodo people demanding Bodoland, few tribes in Arunachal Pradesh demands autonomous status, Karnataka flag issue although legitimate but sounds like a separatist movement and the North-South divide in India is also one of the major cultural cause of lack of development. As, people are not cooperating properly and thus there are lacunas in various aspects of policy implementation as well as in the trade and commerce. If, these separatist tendencies would have been dealt with humanistic attitude of the authorities then the problem would have never been arisen. But, the politicization of the problems leads to complexities and leaving in a situation where the best possible solution seems to be maintaining the status quo. If, any kind of action is being taken regarding the solution of these problems then law and order problem arises as the people are not patient enough to understand the moves of administration. They get into a habit of blatantly disregarding the authority as they have been betrayed before. So, gaining the confidence of the people in these sensitive conditions is the most important step which can be attained through Integral Humanism and spirituality. Taking any bold step to solve the problem can lead to a tense law and order problem like happened several times in Chhattisgarh, Telengana and all the regions affected by Maoism and Naxalism. If, we adopt the policy of selfless contribution towards the nation without involving any kind of politics and polarization of the masses, then these problems can be easily solved. So, there is need to address these sensitive issues with patience and due care otherwise

disintegration of India will be inevitable. Liberal policy measures should also be adopted so that a balance in between liberty and constraints must be installed. “Pandit Upadhyay propounded a set of ideas known as Integral Humanism. He gave it a systematic treatment in four lectures delivered at Pune in April 1965. Elements of his thinking on this matter had already been presented for discussion to the Jan Sangh and adopted as the party’s fundamental ideological statement in Vijayawada in January 1965.

Upadhyay’s theory of integral humanism has derived its basic support from the age old wisdom of Indian seers who revealed this wisdom to mankind several thousand years ago. He writes, Man, the highest creation of God, is losing his own identity. We must re-established him in his rightful position, bring him the realization of his greatness, re-awaken his abilities and encourage him to exert for retaining divine heights of his latent personality. This is possible only through a decentralized economy. Swadeshi and decentralization are the two words which can briefly summarize the economic policy suitable for the present circumstances. Pandit Upadhyay rejects both capitalism and communism as both deals with concentration of economic power. In capitalism, concentration of wealth is in the hands of few and the hands of the state in case of communism. Individual is reduced to a cog in a big machine.”³

Pandit Deen Dayal Upadhyay was very brilliant in studies and was a good orator, writer journalist, organizer and worker of Sangh. All these qualities helped him in moulding his mind to propound the thought of Integral Humanism. Most of the ideologies propounded by Deen Dayal Upadhyay came into the ambit of Hindutva or the Sanatana Dharma. Humanism was also integral to the Bhartiya Sanskriti of unity in diversity as evident from the Indianization of Aryans and Indianization of Islam. People of India accommodated and assimilated foreign culture and the rulers. Integral Humanism was a decade long intellectual discourse, debate, chintan baithak and, of course, many discussions with then RSS chief MS Golwalkar. Deen Dayal Upadhyay pointed out that human life is evolutionary, interrelated and interdependent. Integral Humanism is also focused on the decentralization so that equitable development can be ensured and laid attention to the immense importance of economic growth of every human being of the society. For Pandit Deen Dayal Upadhyay, country was the first and the people were the most important which implies the basic foundation of Integral Humanism.⁴

Babari Masjid issue of 1992 is still ruining the sentiments of people along with the politics. Religious fundamentalism, triple talaq issue, love jihad controversy, cow slaughter are very burning issues in current scenario. If, dharma, artha, kam and moksha were truly inherited by the masses then these problem could have been vanished way earlier. But, people are only concerned about their present mental status and not eager to ponder over the issues which are actually responsible for the crimes. Recently, in Bulandshahar district of Uttar Pradesh, a mob killed a police inspector of Uttar Pradesh Police force in fury of cow slaughter. It was the misdeed of some miscreants who were in the habit of doing something bad to misguide the society and deviate people’s mind from the mainstream issues of development. In this, uncensored medium of displaying vulgarity and inhumane content without any restrictions have played a major role. “Panditji’s most valuable contribution to mankind was his enunciation of the concept of Integral Humanism. Those deeply involved in the make and break politics may mistake Panditji’s Integral Humanism as a new ‘ism’ or doctrine or dogma propounded by him in order to counter all other prevailing ‘isms’ or to add a new one. It is more so in the West.

A slight deviation or difference with the current thought entitles one to proclaim him the founder of a new doctrine. But no such thought ever crossed Panditji’s mind. As a true votary of culture, he was not given to this narrowness. He believed in what Bhagwan Sri Krishna said in the Gita that true knowledge is timeless.”⁵ “Integral humanism proposes an alternative model for development which is integral and sustainable in nature. Integral Humanism aims to provide a life of dignity to very human being while balancing the needs of individual with those of the society and countries. It advocates the use of natural resources at a rate at which they can be replenished. Integral Humanism extends democracy and freedom from being merely political to social and

economic as well. Integral Humanism supports diversity by doing away with the one size fits all approach of other models.”⁶

Importance of Integral Humanism in International Relations

International relations also play a major role in national politics. If the neighbours and major allies in the world are in your favours then there is no problem in the domestic issues but if there is any abnormality in foreign relations then home ministry cannot control all the aspects comfortably as trade relations along with the security of the nation gets in danger. These two issues affect the overall condition of the internal democracy. If, we want to pursue developmental goals then we have to adopt humanistic attitude in international politics too. This implies that the theory or the philosophy propounded by Pandit Deen Dayal Upadhyay is important in all the spheres of life ranging from family to community to society to state to nation to the world. Inter-state water dispute is one such example of imbalance in internal democracy due to lack of cooperation and humanism among the local authorities and the people which results in lot of violence and expenses. This is why many farmers commit suicide and no one is there to take care of them. This model of maintaining ethical and moral conduct is unique as it is philosophically right, not only concerned about the profit and that is why worth emulating. It focuses on removing flaws and anomalies of discrimination and prejudice. Once everyone is placed on the same verge of equality and given equal opportunity, it will only result in the creation of an egalitarian and healthy society.

For transforming India from developing to developed country, this motto can work as a great tool. A nation is not build up with only few members of a country or only few communities, so collective approach towards the development is the need of the hour. Till the time, the development of each and every individual will not be focused; the development of whole nation is not possible. All the citizens need to realize truly that they are the sons and daughters of this country. Everyone needs to believe that they all are equal, irrespective of financial status, religion and gender. India has always been famous for ‘Unity in Diversity’. The reason is only that India is an inhabitant of various religions, various colours, various languages etc. Once all the citizens will forget the difference among them and start focusing on their development collectively, it will become easy to grow. Various opportunities should be provided to the weaker sections of society so that the lack in their progress can be minimized and they can also grow to higher levels. Deen Dayal Upadhyay always asked for serving the last person or the most deprived person of the society and following the mantra of Integral humanism.⁷

Popularity of Integral Humanism in today’s politics

In today’s time politicians like Amit Shah and veterans of Bhartiya Janta Party are leaving no stone unturned in promoting the old concept of Integral Humanism given by Pt. Deen Dayal Upadhyay as they know that this concept will influence the people and would cater votes from the masses.⁸ Integral humanism was the bunch of concepts and philosophy borrowed from different streams and personalities.

Prominent among them was Mahatma Gandhi whose principles such as sarvodaya that meant progress of all, swadeshi that is adoption of local traditions, commodities and culture and the concept of Gram Swaraj that means autonomy at the village level and considerable decentralization in order to make things easier for the local people. Gram Swaraj helps in penetration of the policies of the government at deep root level so that maximum benefit can be provided to the marginalized, vulnerable and depressed people of the society. Concept of Sarvodaya means welfare of all which is very important for the making of new India and development of the nation sustainably. Political philosophy of Integral Humanism was based on the four fold foundations of Hindu Purusharthas or the four goals of the life which aimed to integrate the individuals of the society into a closed knit and dissociate the tendencies of secessionism and separatism. We can stay happy and live longer with progressive approach by following Bhartiya Darshan, thoughts and thinking.

Role of Integral Humanism in growth of the nation

The joy of sensory organs can only be enjoyed if we can correct ourselves through spiritualism and thus economic empowerment can be achieved. Our current Prime Minister Narendra Modi is trying his best to cover all the sections of the society under the ambit of development be it farmers, students, women, youths, children, mother, professionals, workers, businessmen, police, judiciary, media and all the remote areas. Integral humanism leads to egalitarian and compassionate society that dwelt upon a sense of partnership between the citizen and government. President Ramnath Kovind in one of his speech said that social reformers propounding integral humanism were the leaders representing all parts of the country and a variety of political and social thought. Giving up of the LPG subsidy and showing patience at the time of demonetization are the examples of integral humanism.

During the time of foreign rule in India, leaders and the masses were only concerned about driving out the foreign authorities but the new face of Bharat or the independent India was envisioned by very few. Among those few people, Gandhiji with his book Hind Swaraj and Lokmanya Tilak were adamant for new India. Pandit Deen Dayal Upadhyay also propounded the theory of Integral Humanism covering majority of the aspects concerned with philosophies. Unemployment and deployment of mechanization at the place of human workforce lead the condition of the economy in boon but a bane for the social sustainability.

For real sustainable growth of the nation, humanistic approach must be followed so that unemployment figure goes down and the purchasing power parity of the people could rise which in turn supports a better lifestyle for the people. Integral humanism has way deeper meaning from the concept of today's political integral humanism. Integral Humanism of Deen Dayal Upadhyay was very deep rooted and different from the western philosophies. It was above the dichotomies of Individualism versus Collectivism, Socialism versus Capitalism, and Humanism versus Nationalism. It was in contrast with the policies of Nehru which made the people of India to feel inferiority complex when compared to foreign policies of other nations because of appeasement politics.

“Deen Dayal Upadhyay insisted for integral humanism, cultural nationalism and Indianization at the place of foreignisms. From 1951 to 1967, he remained General Secretary of the Bharatiya Jan Sangh. He got the responsibility as president in 1968. Suddenly he was murdered. Only the party Bhartiya Janta Party developed by him became the political alternative.”⁹ Deen Dayal always talked about dharma rajya and not of Hindutva or Hindu Rashtra. Integral humanism has the widest range and accommodates various ideologies in its ambit. So, it is indifferent as compared to the ideologies of western world. “Deen Dayal said that to ignore altogether the developments in other societies, past or present is certainly unwise, we must absorb the knowledge and gains of the entire humanity so far as eternal principles and truths are concerned.”¹⁰

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Importance of Global Citizenship Education In Business

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Business is changing at an unprecedented rate and moving rapidly to global markets, to network organisation, to culturally diverse workforce and to operations revolutionized by information and communication technology. In the face of these changes, the need for innovation in management education and development can be felt strongly.

The innovations being undertaken by the business schools are designed to develop leadership based on creative problem solving and team work. However in addition to developing these skills, there is a strong demand to develop leaders with understanding of the broader responsibilities of leadership. It seeks to create the leaders of conscience or individuals who have the vision to understand the long term interrelationships between the well beings of corporations and quality of life of the community. In the future as these leaders will advance to positions to corporate influence, where they will be in a position to enlarge their corporation's definition of appropriate involvement to address environmental and human capital challenges.

Just to encounter the issues of human rights, inequality and poverty, UNESCO coined the term, Global Citizenship Education. It works by empowering learners of all ages to assume active roles, both locally and globally in building more powerful, tolerant and inclusive and secure societies.

It is based on three domains of learning:

- Cognitive Approach, which deals with knowledge and thinking skills.
- Socio-emotional Approach, which deals with values, attributes and social skills.
- Behavioural Approach, which deals with conduct, performance, practical applications and engagement.

As my paper is confined to business scenario, so we will be discussing in terms of it. We believe management is a performing art, where leadership is hard, sweaty work where you have to roll up your sleeves, pitch in and work effectively in teams to get things done, and that the business and communities operate which are very much tangled with each other.

We are approaching in the era, where nations are struggling with web of issues like population, natural resources, social justice and poverty. All these issues effect the well being of the nation and somewhere compel them to think as global citizens. Global Citizenship Education is all about promoting the good deeds or just to inculcate employees with the sense of civil obligations to their local communities. Global Citizenship Education entails an understanding and awareness of future trends that will affect both the climate for doing business and quality of work life.

The Global Citizenship Approach starts with understanding cultural differences and socio-environmental issues. Today there is urgent need to establish the values, which should be based on issues and how these values affect the well being of the community and the people and the organisations which live and operate within them. Without the firmly held and articulated set of values, there can be no meaningful long term commitment. Actions which will be taken should come out of these values and will definitely lead to fantastic results. Realising the complexity of the issues that need to be addressed, all the actions must be the cooperative effort between concerned organisations and the surrounding community.

Major Problem to be addressed

Major Problems which needs to be addressed are Human Capital and Environmental Issues. They

affected the every part of the world. These global issues can be further categorised and their intensity can differ from country to country. Any successful global company will always orient its Citizenship Approach to meet the requirements of the local Condition. Local people in return will help them to accomplish their targets.

Human Capital Issues

- **Distribution of Wealth:** Disparity between the rich and the poor will play a significant role in the Social and Economic Development of the Country.
- **Nutrition:** Getting enough to eat is a daily challenge for millions of people around the globe.
- **Health:** Different level of Development, different climates and different social practises will lead to different health problems.
- **Housing:** Most of the countries do not have enough of the housing to meet the needs of their population.
- **Education:** The education level also plays a important role in the ability to develop creative solutions and respond to problems.

Environmental Issues

- **Toxic Pollution:** Industrial Pollution and waste water management is a serious problem these days. Acid Rain is a major concern.
- **Global Warming and Climate Change:** The burning of Carbon based fuels and creation of Petro-chemical is rapidly changing the composition of the earth's atmosphere. All this is leading to gradual warming of the planet and there is a vast increase in the amount of ultra-violet radiations reaching the earth's surface. All this leads to drastic climatic changes and increase in the sea level.
- **Depletion of Non:** Renewable Resources: Not only finite natural resources are depleting, but physical features like top soil, portable ground water and old grown forests are vanishing at very faster pace. They all will get exhausted within decades or centuries.
- **Loss of Bio diversity:** Many of the plants, animals and micro organisms are about to extinct.

So these issues of Human Capital and the environment are interconnected with economic development. Neither can be accomplished without the development of successful economy. Successful Economies are a complex mix of factors that determine the socio economic future of an area and of the people and enterprises working within it.

For a company to be successful and to be a long term competitor in the global market place, they must develop without depleting social/human or environmental resources to stressed levels. For that companies are adopting the term "GLOCAL Approach", which implies think locally and act globally.

A GLOCAL approach implies global knowledge within a local context that respects human rights. This strategy involves taking a global issue and making it meaningful to society at a local level.

Since we all know that Economic growth creates dynamic forces that yield problems, challenges and opportunities for nations and companies. Global citizenship education will help the corporate to develop a economy which is backed by healthy and sustainable society.

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Relevance Of Global Citizenship education In Modern Era

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Abstract

Global Citizenship Education (GCE) is comparatively a new concept that took a notable stand during 70s. The drastic destruction of World War 2 insisted the world leaders to think over the matter seriously for the betterment and overall development of human societies all over the world. The core concept of GCE is join hands and work together for one and all for humanity. UNESCO is playing an important role in this regard. The core concept of this campaign is to break the boundaries of jealousy, hate, selfishness and thinking over the world integration leaving our narrow goals. To get the targets of GCE we have not only to chase the modern technologies but also follow the ancient beliefs as they are the part and parcel of mankind of every culture and civilization. Global citizenship education is working and struggling all over the world to achieve its targets. Protection of human rights, working and moving together with a positive thought, conservation of natural resources, respect for every culture and society, empowering human resources, thinking over global integration and development of information technologies are some of the listed areas of this campaign. At the first glance it seems that this project and plan is based on youth education or youth development. But this could be a primary goal of the project. The underlying thinking is overall development of whole humanity.

Key-words

Culture and civilization, narrow goals, global integration, youth development.

Introduction

Global Citizenship Education is a revolutionary beginning of UNESCO during some past decades. It seems it is a new and heroic gaining of the present day people but in reality it is that it's not a new concept of modern era, on the contrary it is an ancient thought from every corner and every society of the world. Much or less these seeds of Global Education were sown in every culture in its past. The idea existed in ancient Greek where people were familiar with the modern concept of freedom of speech, equality before the law, and equal respect for one and all. In Indian context all these are ancient thoughts for the all living beings. In our all epics and religious and holy books we come across of this concept time without number. The terms "Vasudhaiv Kutumbkam" and "Bahujan Hitay and Bahujan Sukhay" are some famous taglines of Indian culture and tradition. In this new age of globalization the concept has taken a new leaf where we can add many more ideas and thoughts that can help human beings to live in well developed and balanced societies. In Indian scenario the tag line "live and let live" has been given more and more importance from Lord Rama to Lord Buddha. In modern time our great saints and leaders like Rajaram Mohan Roy, Swami Vivekananda, Ravindranath Tagore, Subhash Chandra Bose etc had the same beliefs. They believed that the doors and windows of our ancient country should allow the winds of other modern lands (culture) to freely flow through them so that our children and future generations develop a global outlook and progress by imbibing good practices and maintaining peaceful relationship with the outside world.

What the actual meaning of Global Citizenship Education

The actual meaning of Global Citizenship Education is to educate the people of whole world as their family members and for this every educator of this world must inculcate this concept among the students right from the beginning of their education for a better co-ordination with the people or the nations of the world. No doubt this initiative will solve many problems of the world. Global Citizenship takes every individual and his problem of the world as the problem of his own family member. In this situation from individual to mass and

from national to international people must start to think over the problems and look for the solutions at the same time. This concept became clear during 'Bird Flu' in 2004 and Corona Pandemic in 2020.

Why need of Global Citizenship Education

20th Century is a dark period where two World Wars took place with a lot of bloodshed and destructions. Apart from these two major Wars an estimated 120 million were killed in the 20th century both in peacetime and in armed conflicts as a result of government intervention. The toll of economic injustice is still greater; some 14 million children die every year before they reach the age of five. Slavery has been banned the world over, but some 200 million people are held in condition amounting to slavery including 100 million children existing through labour and beggary as well as bonded labour and women forced into prostitution. During this period poverty, illiteracy, superstition, prostitution, class struggles, terrorism, regionalism and many other problems became the reasons of several conflicts. There were some mind set problems with the people of this period. All traditional values and ancient cultures went behind the curtain. To avoid these critical situations and heinous actions, there is a great need of change in human mind towards construction in a positive way. And it goes without saying that only education with a peaceful mind and with a well developed idea, the world can change itself towards a happy World. In this regard Global Citizenship Education can play an important role. UNESCO has been working in this sector for last many years. It is following its own constitution to settle the things in a right direction. The Universal Declaration of Human Rights, The Education 2030 Agenda and Framework for Action, notably Target 4.7 of the Sustainable Development Agenda, the Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms (1974), and the World Programme for Human Rights Education are some of them.

Importance of Global Citizenship Education

- The idea gives a depth insight into inter-connected nature of the world people.
- The concept is an example of the people of the universe that somewhere or the other there is an intimate relationship among all the living beings of the world.
- It recognizes the weakness and strength of the individuals and tries to use them for the development of societies in a positive and constructive way.
- At the same time the idea has brought all the people of the World under a single umbrella, because not even a single man can dare to live alone around the World.
- The Youth Brigade from every corner has started to pay attention to his culture and heritage.

Problems and issues in the success of Global Citizenship Education

- The concept of radical nationalism has been misleading many people to think over the matter to an opposite direction.
- The problem of refugees is creating several problems for many nations of the world.
- Mind set of maximum people is not according to the globalization. They don't take the thing in a broad way.
- Political issues of many countries of the World are pulling the legs of those people who want to do something in this sector.
- Rules have not been applied accordingly by Human Rights Authority. Sometimes it seems to be a white elephant.

Where to go from here

Need of understanding cultural traits

Understanding the cultural behavior is the first step towards chasing the required target. Cultural Traits

represent the commonality of religion, beliefs, personality, dress-code, etc, which control the behavioral traits of people living in a specific geographical area and speaking the same language. Each speech community has its characteristic norms of what is considered polite, appropriate behavior, etiquette and has its own characteristic DNA which is distinct from others. Besides drawing students' attention to a community's etiquette, dress-code, food-habits, rites and rituals, etc, it is essential to compare and contrast them with those of other communities, so that Indian students have a better chance of understanding the world as it is and how others are different from our own. The outside world-experience when brought into the classrooms helps to go beyond the text and develops a global outlook with tolerance.

Need of protection of human rights

The protection of Human rights proclaimed by the declaration is the responsibility of governments. Under the heading of civil and political rights all governments are to protect the life, liberty and security of their citizens. They should guarantee that no one enslaved and that no one subjected to arbitrary detention and arrest or to torture. Everyone is entitled to a fair trial. The rights to freedom of thought, conscience and religion and to freedom of expression are to be protected. Under the heading of economic, social and cultural rights all governments are expected to try progressing to improve the living condition of their citizens. For example they should try to guarantee the right to food, clothing housing and medical facilities, education and employment. These rights are expected to be promoted without any sort of discrimination or favour.

Need to focus in the classrooms

Classrooms of the World must be paid extra attention for a better tomorrow. The young ones are free from the dark qualities of human mind. This is an appropriate period to teach and educate them for global relationship and brotherhood. Classroom is the best place to educate the children to respect for the cultures of different social backgrounds. We must not forget that as we sow, so shall we reap. Working with a good mind set will result in a positive way in the long run. Better for this teachers should be appointed in International level who wish to work for International integrity.

Need of intensive trainings for the Youngsters

The hundred million rupees question is who is going to take the responsibilities to take the actions on the ground level. No doubt, it only the youth brigade who can understand their responsibilities and ready to launch with all their might. Global Citizenship Education needs for quick actions across the World in no time. A dynamic thought is for all the actions that are going to take place. Moreover new generation is well equipped with high level information technologies. They must be given chance for research, training and several other project works. Awareness building and reinforcement programmes are must for them in the current situation. This would be a scaffolding program for them to work for global actions. Apart from all these workshops, seminars, conferences, get-together, public events, action research can be of paramount value.

To nip in the bud (the problems)

In global Scenario the World leaders should keep their regular views on the happenings of the World. It has been seen that many problems in the World appeared in a common form which proved to the bone of contention in due course of time. These problems are hurdles in the way of a peaceful world. Better these issues must be nip in the bud for a better tomorrow. After the advancement of corporate sectors and industrialization the World has been shrinking rapidly which are the causes of many problems. In the very beginning we must try to settle the matter otherwise the hard work of UNESCO will go to the drains.

Preparation for a sustainable World

Making preparation for a peaceful world without any conflict must be the motto of every citizen of the universe. It must be our first and foremost duty to make the world sustainable in every respect for the upcoming generations. Engagement of the efforts in a proper way, awareness about our concerns, well organization of the events, advocating the right things and sharing the experiences will make the tasks easier for one and all.

This is a dream which will take time, but no doubt in the long run it will become fruitful. Researches show that what we cultivate today is the result of tomorrow and finally we must not forget that there is the end of every dark tunnel somewhere or the other someday or the other.

Conclusion

Global Citizenship Education is to equip the citizens in globally with the skills, expertise and outlooks they need for their future. It is about giving them the competence and the ability to actively engage in making the world they will live in. Global Citizenship Education can solve many problems in the current international scenario because it is responsible for quick actions in local and global level. What the World need most at present is the collective responsibility of the genius and the youth. If the elders are the think tanks then the youth are the symbol of Power House, who are ready to take actions to fulfill the projects and plans. The basic thing is to make responsible the new generation and make them awake for their own recognition and identity.

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Ecosystem For Global Entrepreneurs & The Need Of Global Citizenship Education

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Abstract

Today's world scenario is a matter of concern. Not only for the world but also for India. Developing country like India is also facing economic imbalance. In such situation the GDP rate and the level of development is being affected. On one hand, where the death of millions has shaken the world, the growth rate of every country has affected and got imbalanced. Lack of employment opportunities, resulted in increased unemployment rate. With socio-economic equality; there has been decrease in fraternity sensitivity, which resulted in UNESCO to create global citizenship education. This made UNESCO once again to inspire the youth in rebuilding GDP. This great initiative of Global Citizenship Education GCAD resulted in socio-economic equality between people, brotherhood sensitivity, build trust in each other among youth problems. It also increased curiosity to find solutions for this, which lead to knowledge of intercultural diversity and made people to come closer to each other. This change came only due to the global citizenship education. It also helped people who are almost broken due to COVID-19 to help them move their socio-economic imbalances towards equality. It will be able to develop appreciation for mutual brotherhood.

Key Words

Global citizenship education, Global Entrepreneur, Education, Employment Opportunities.

Introduction

The role of entrepreneurship is inevitable in today's world, where we are facing the pandemic. The world today and post COVID pandemic is going to be a very different world. There will be an extreme need for every country to have a sound economic outlook and structure to cope up with the side effects of the pandemic. During and post COVID the dynamics of business and its environment is going to be totally changed and it will call for the energetic, innovative and risk bearers to play the game of growth of the country. The ongoing new dynamics includes: sustainability, innovation, intercultural diversity, trends of the recent global scenario etc.

This current crisis needs the young and dynamic countrymen to take the initiative for economy's betterment and growth. Thus the entrepreneurs would act as the pillars of the economy. After analyzing the situation, mere promoting the entrepreneurship would not be sufficient for any country to get the targeted economic growth. The new avenues of the modern world and modern business dynamics call for the need of the development of the global entrepreneurs

Global Entrepreneurs and Global Citizenship

It is evident that today after the implementation of the New Economic Policy of India of 1991 and the current crisis we have to direct our human resources in the direction of reconstruction of the economy. The potential entrepreneurs possess the qualities of bearing risk and taking innovative steps. Global entrepreneur defined as per the Global Entrepreneurship Institute is "an entrepreneur who seeks out and conducts new and innovative business activities across national borders. These activities may consist of exporting, licensing, opening a new sales office or acquiring a another venture."

Global Citizenship is comprised of numerous elements, starting with a way of thinking across many

community's cultures and ways of life. To tap the opportunities available cross border and to face the challenges of the world collectively, we need to develop our people as the global individuals. Thus it becomes very important for the policy makers of India to make such curriculum available to our youth which can make them the global citizens. And the policy makers in other relevant areas that could support our entrepreneurs too need to take the initiative in the same direction. UNESCO at the global level is working on the Global Citizenship Education (GCED).

Role Of Entrepreneurship In Economic Development

Global entrepreneurship is crucial for every country today as it can strengthen country's exports, licensing, opening new sales office, acquiring another ventures which will eventually help lead to its economic growth. The global entrepreneurship can help in capital formation, and improved per capita income, industrial development, technical progress, balanced regional growth, improved standard of living, economic independence, creator of wealth, employment generation. India's current GDP 12.5% and growth rate has fallen to 8.4–10.1% as a COVID impact. This definitely requires the young individuals to come forward with the unique ideas and go across national borders to grab the available opportunities and help the nation in reconstructing the GDP.

Need of Global Citizenship Education

The Global Citizenship Education is much needed to build a world where every individual have the emotional connect with the other individual on the earth. As per UNESCO the need of Global Citizenship Education is to deal with the emotional stability, sustainable development, peace and harmony, equitable socio-economic development, harmony with natural environment, integrity of the motherland, tolerance, peaceful social relationship, respect for cultural diversity, compatibility for intercultural cooperation and communication, food relationships, security etc. The entrepreneur who wants to go global needs to have the understanding of these challenges we all are facing as the world. The UNESCO's Global Citizenship Education is such a program that can help the nation to build the global entrepreneurs by providing the curriculum favorable to their development.

Impact of Global Citizenship Education on Global Entrepreneurship

Global entrepreneur cannot solely convert an idea into a business opportunity. There is a need of lot of support system and opportunity to make the idea prolific. One of these is the education system, which makes an individual aware of the basics so that he can work out his idea and transform it into reality. Thus, the impact of Global Citizenship Education is huge on the Global Entrepreneurship. The following are the impacts:

Awareness

Being a global citizen would ensure that an individual is aware about the current status, standards, events and crises having around the globe. This awareness would bring the sensitivity in the thought process which will eventually lead to the innovative ideas which would help in sustainable development.

Market Approach

With the global citizenship approach the entrepreneur will have a broad market to target. This will increase the GDP of the nation and it will help the nation to face competition and create the brand value of the nation across the world. The brand value so created will attract more global enterprises to invest in our country.

Availability of Capital

The new and innovative ideas need huge funds and the global approach of the national entrepreneur could get the financial assistance from the international intermediaries at the easy rates to support his creative ideas. The additional availability of capital can be diverted into other industrial requirements of the nation.

Technical Assistance

The technical advance countries could help the global entrepreneurs to transform their ideas into productive outcomes by providing them inexpensive technical assistance and outsourcing. This will boost the nation's economy and other entrepreneurs and small businesses can also get the benefit out of it.

Collaborations

The access of an individual to other nations as a global citizen can help him in collaborating with other entrepreneurs. This will result into equitable socio-economic development of many countries.

Cross Cultural Awareness

Global citizenship can provide the understanding the other cultures which will eventually help the entrepreneurs to develop such ideas that can suit different customs, values and approaches of people of different countries. The global citizenship makes the entrepreneur more insightful and sensitive towards people of other nations as well.

Expanding Exports

The market area will be more expanded for a global entrepreneur as compared to the entrepreneur who is bounded with the geographical areas. The entrepreneur with the global thought process would be able to benefit the global population by meeting the needs and requirement of the world prospect consumers.

Favorable Balance of Payment

With the increased opportunities and cross national accessibility the entrepreneur can make money in foreign denominations. This will help the nation to have favorable balance of payment which is very important aspect of any country's economic development and well being. This positive BOP will bring the economic independence to the country.

Standard of Living

A global entrepreneur will generate the employment opportunity for the rest of the nation which could uphold the standard of living of the nations by increasing the per capita income. This will also help in coping with the regional imbalances in the society.

Conclusion

A developing country like India has a lot to explore in terms of our youths potential, opportunities available across the globe. All of it have single goal of becoming a developed country and being an active participant in constructing a global community. The Global Citizenship education is the very important aspect to inculcate the values, sensitivity, and brotherhoodness amongst the individuals of the world. The GCED initiative of UNESCO is very crucial program undertaken which will bring the utmost development for the worlds in terms of Global Entrepreneurship. Post COVID every country would need to support each and other countries to cope up with the ill effects of COVID and to reconstruct the nations and worlds economy. The Global entrepreneurship will favour the concept of emotional stability, sustainable development, socio-economic equality, intercultural diversity etc. Global Citizenship Education will help the world re cope with the new developed scenarios in the world.

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Role of Technology and Digitalisation for Global Citizenship Education

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Abstract

Technology has given education a distinct, global dimension that unites the learners with the community worldwide. Learners can critically explore and reflect on their ideas, emotions, and actions as part of the Global Citizenship Education (GCE), allowing them to understand themselves and others better. This educational method attempts to give students a broader view of the various factors that affect the world and the people who live in it and encourage students to take an active and leadership role in making the world a better place. In the present scenario, Digital technologies can become a vital learning resource that assists students in developing critical thinking, communication, collaboration, digital literacy, creativity, and other essential life skills that foster global Citizenship Education. In this paper, the researcher intends to explore the role of digital technologies in global citizenship education and the advantages and challenges of using digital technologies for global citizenship education. The researcher has studied previous literature and adopted conceptual and analytical based secondary data collected from books, National and International journals, published reports of govt. & other websites on different digital technologies and how they are helpful in Global Citizenship Education. The study further explores the advantages and challenges of using digital technologies for Global citizenship Education.

Keywords

Technology, Digitalization, Global citizenship Education.

Introduction

The UNESCO idea of Global Citizenship Education (GCE) aims to empower the learners with skills and values that learners require to guarantee a more fair, peaceful, tolerant, inclusive, secure, and sustainable world.

NEP2020 says to face global challenges, learners have to be empowered and contribute to the creation of a sustainable world. A global citizen is someone who is conscious of and recognizes their place in the larger world. They are engaged members of their communities and work together to make the entire world more equitable, fair, and sustainable. (Oxfam education, n.d.). To make students a global citizen, it is now the responsibility of instructors and the educational system to instil ethics in pupils that will enable them to think like global citizens. With the increasing access to the world's knowledge, it can be more accessible. Technology has provided us with multiple ways to interact with one another.

Developing technologies are transforming the concept of citizenship and redefining participation and belonging. While the extent of this shift is uncertain, new technologies are already blurring the distinctions between the physical and digital worlds and local and global boundaries. (Global citizenship.eu, 2019). This can aid in the sharing of best practices among classes, irrespective of which country they are located in.

The study raises the questions of how technology contributes to Global Citizenship Education (GCE) and the advantages and challenges facing by learners and educators in using digital technologies for global citizenship education. It also highlights the potential of technology to develop a new concept, 'digital citizenship' refers to citizenship in the digital era.

Global Citizenship Education

Since the Vedic era, India has believed that the entire world is a family, the term is called 'Vasudhaiva Kutumbakam' or Global Citizenship. This belief should be multiple through time and since the advent of the internet, the availability of information from all over the world has developed this term so far. This brings us as a global society, where our decisions and actions may have an impact on people and communities locally and worldwide.

The critical aspects of global citizenship education emphasize active participation in social and political life at the global level. In this way, global citizenship education enables global knowledge, values and abilities. GCE is a type of education that tries to instil the needed values to promote sustainability. This sense of GC emphasizes global interdependence. The work of UNESCO moving forward for Sustainable Development Agenda 2030.

We need global citizenship education for quality education requires in the 21st century global citizenship education is not just another subject of curriculum, it involves all curricular areas. It is not limited to the classrooms; it considers whole world as learning environment. It is a framework for learning that extends beyond the classroom and into the community. It can be encouraged in the school through the current curriculum or new projects and activities. GCE practises centred primarily on global competencies that promote better global citizenship. this is the time to change our perception toward citizenship education, strengthen ourselves for the better in this way. (Pike2008a: 47). Peterson (2016) also discusses the importance of citizenship being shaped by and shaping as a global imagination. In summation, Global citizenship education is being proposed as a recommendation in a global period, in the context of increasingly culturally diverse societies and a global world (Pashby 2008).

GCE consists primarily of three dimensions

1. A cognitive dimension focuses on learners' acquisition of cognitive abilities by learners.
2. Socio-emotional dimension which focuses on values and responsibilities and feeling of togetherness of learners.
3. Behavioural dimension which focuses on learner's behaviour.

Technology in Education

Technologies in education, referred to as educational technologies include (1) desktop computers; (2) mobile devices such as laptops, tablets, ultra-mobiles, mobile phones, smartphones, PDAs and game consoles; (3) digital recording devices such as cameras, voice and video recorders; (4) data logging equipment and associated probes; (5) interactive whiteboards (also called SmartBoards); etc.

Textbooks, for example, have become not only digitized (e-Books), but also interactive, including animations, videos, extended texts, evaluation quizzes, and other features to aid students in learning. Technology in education stimulates discovery learning while also allowing students to adapt to a wide range of experiences, values, and people, while also assisting them in maintaining a decent attitude toward them. It enables collaborative approach learning and encourages cross-cultural connections amongst students.

In this pandemic circumstance, schools found the alternatives to face-to-face teaching and learning have been implemented by the majority of educational systems. Many countries are researching ways to use remote learning to manage and cope with the crisis in this pandemic condition to assist offset the loss of learning. Technology allows teachers to develop their instructional strategies and optimize learning for their students. Teachers can communicate with students one-on-one due to technological advances which are sometimes not possible in traditional classrooms. Many educational systems have moved activities online, and developing good learning attitudes can help students overcome some of the problems with online learning. The school sector has used technology in Education which has shown to be a good move toward student

growth. Classes that are conducting online using a laptop or mobile devices in schools. These tools enabled the communication between students and educators and continue their studies despite the crisis. Zoom, Google Meets, and Cisco- WebEx are some of the tools that many educators frequently use. It allows users to interact with others via video and audio conferencing and conduct simple online meetings in schools and universities.

Massive open online courses (MOOCs) are open access, global, free video-based instructional content, videos, problem sets, and forums distributed through an online platform to a large number of learners. MOOCs bring together experts and learners from all over the world because of their time and location flexibility. MOOCs are the newest trend in distance education that appears to be here to stay, indicating a considerable need for research studies on the subject. (Baturay, M. H. (2015). The majority of research on the use of social media for discipline-based learning comes from higher education, where favourable outcomes were observed. (e.g. Dunn, 2013; Mok, 2012)

Role of technology in global citizenship education

Initially, technologies in schools were limited to smart boards in classrooms and learning games in computer labs, but they have expanded significantly. The use of technologies like computers, audio-video conferencing, online games and programmes help us to improve our ability to learn from one another.: exploring new places, interacting, learning about different traditions, learning about different cultures and languages, and sharing and developing ideas.

In classrooms, these technologies can assist students in exploring their surroundings. For example, students can use Google Earth to research locations or real-time views using satellite views or even street-level views of a specific spot.

Students' global perspectives are cultivated through digital platforms, which connect them directly to students worldwide through collaborative learning initiatives.

Sharing ideas with students in other nations is an important part of gaining global communication. Also, Language learning is being revolutionised by the use of digital connections to interact with native speakers, particularly other students.

In this way, using digital technology in GCE can equip students with new experiences. GCE, through technologies has been discovered to have the potential to strengthen students to contribute to their civic participation as technology provides vital tools for 21st-century skills like communication, collaboration, critical thinking, and creativity to contribute to global citizenship education.

Another similar term is digital citizenship, which includes the concept of digital engagement brought about by the clever use of digital technology. According to the OECD, the requirement for educational support underpins citizens' ability to acquire the skills they need to participate effectively in a digital and global era. Citizenship Education in the Digital Age is defined as the process of equipping learners via the acquisition of skills for learning and engagement in a digital world. Engaging in digital activities is a powerful enabler of inclusion in social, cultural, and civil society so that a digital citizen can attentively combine necessary digital skills, knowledge, and attitudes. (Netsafe 2016). Engagement as a global citizen via digital technologies is also mentioned as a defining characteristic of digital citizenship. digital citizenship education refers to the information, skills, values, and attitudes cultivated by teaching and learning about global citizenship in an educational context (Parker and Fraillon 2016). As a result, a suitable educational framework is essential not only for providing effective learning opportunities but also for teacher training. It is argued that global citizenship education should be integrated into teacher education programmes in a comprehensive manner (Guo 2014).

With the pace with the fast use of technology and the resulting technological innovation in all aspects of life, there is a fastest need to promote digital citizenship. Even the ways of educating children evolve and

change. many schools and coaching centers avail advantage of this rapidly evolving technology to help their pupils study more effectively. The widespread availability of a digital citizenship culture has become an immediate demand, technology has become a priority, and our lives have become virtual lives.

Advantages of digital technologies in global citizenship education

The three main advantages are:

1. opportunities for students to engage in global citizenship
2. a shift toward a more collaborative approach
3. assistance to educators' activities

Some of the research looked into a variety of techniques for more inherent benefits of GCE, such as the ability to think critically, a better understanding of different viewpoints.

Quaynor & Strum (2019) asserts that Instructors can use digital platforms like Twitter to offer an open, flexible, and generative space for sharing and exchanging ideas, as well as to help relieve the feeling of isolation felt by some GCE teachers.

Some of the research looked into a variety of techniques to help with this, as well as highlighting additional, more inherent benefits of GCE, such as understand and awareness towards the use of technology (Andreotti & Pashby, 2013)

Challenges in use of Technology for Global Citizenship Education

Although the inequality in access from energy and poor internet connections to equipment like computers and smartphones is a significant barrier to virtual learning in semi-urban and rural areas, many other challenges prevail in the use of Technology for Global Citizenship Education. The three main challenges are:

1. Knowledge disparity
2. lack of participation of learners with technology
3. Accessibility issue of technology among learners

Street (2014) argues on the gap between pupils' perceived digital literacy and their real abilities to interact with technology.

Global citizenship requires a convergence of competencies that our students need to be empowered with competencies and knowledge (Alton Grizzle 2014)

Transcultural citizenship necessitates interaction with a wide range of people. This is one area where media and information literacy programmes may make a significant contribution by teaching citizens how to use ways that make online discourse a good experience and how to imagine online places that strengthen global citizenship. (Pathak-Shelat, 2014)

Andreotti & Pashby, 2013 argued that the Critical Approach to achieve the Goal of global citizenship education is that Individuals should be able to critically reflect on their cultures' and environments' legacies and processes, conceive alternative futures, and take responsibility for their decisions and actions. They also argued that digital technology could democratise information and learning opportunities is challenged by accessibility in a broad sense. Others, on the other hand, contend that they can aggravate existing learning disparities.

Many researchers are also arguing the value and sustainability of educational tools used in the digital learning process. (Selwyn, 2013; Ng & Nicholas, 2013)

Collins (2011) emphasised the importance of advanced assistance for students in order for them to engage with technology in the intended manner. In the majority of the nations studied, opportunities for students to encounter innovative teaching that enhanced their learning were not widely available in schools. Wherever

innovative techniques were found, they were disconnected, non-integrated experiences. (Shear et al. 2011).

Conclusion

To conclude, digital technology has been adopted and widely accepted, deployed, and implemented by educators and students. To achieve the goal of SDG4, Global citizenship education is the need of the hour and could be better achieved through the integration with Technology. The fast-changing nature of technology and how soon children and adolescents might outgrow specific gadgets is presented as an important subject to consider (apps, games, videos, etc.). There are many advantages mentioned in this paper, of using technology in education which enables Global citizenship education. However, Lack of infrastructure, insufficient electrical supply, and low internet signals in semi-urban and rural areas are some of the problems that have hindered the usage of digital facilities in schools. Apart from that many challenges are also the disparity of knowledge base, lack of critical engagement and uneven access to digital technologies among learners. If governments continue online education without taking the appropriate steps, the current inequality in the virtual world could transfer into growing educational inequities among students. Stable policy frameworks with robust quality standards can be used to combat electricity and technological issues.

Researches emphasise the critical role of teachers in equipping the children with knowledge of technology for GCE. Teachers play an important role in deciding the purpose and intentionality that supports using digital technologies to promote GCE when they are utilised to GCE. This raises concerns about teachers' technical skills and abilities, as well as the available and accessible support. therefore, educators should be much capable of dealing with the technical sides of technology and the emotional ones, assisting pupils in processing their feelings and moving from awareness to comprehension.

The researcher of this study explored the roles, advantages, and challenges of using technology in global citizenship education so implementation can be done to develop digital resources for teachers and educators so that educators can empower themselves with proper knowledge and competence which can help overcome the challenges.

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Technology And Global Citizenship Education

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Abstract

Global Citizenship is a mindset rather than a term. A global citizen is aware of the Global World and understands the world in broader sense with awareness and their place in the wider world. The Education for global citizenship is a framework for learning, reaching beyond school to the wider community. The global citizenship education is a program which helps to nurture respect for all, building a sense of belongingness for humanity as a whole and helping people from different geographical dispersion across the world to become responsible and active global citizens. The Technology has a significant contribution in promoting Global Citizenship Education as it has bridged distances and increased our opportunities to learn from each other to see new places, meet new people, explore other cultures, learn new languages, and share and develop ideas.

Keywords

Global Citizenship, Global Citizens, Technology.

Introduction

Global Citizenship is the idea that all people have civic responsibilities to the world as a whole, rather than just their local communities or countries. According to the United Nations, Global citizenship is the umbrella term for social, political, environmental, and economic actions of globally minded individuals and communities on a worldwide scale. The term can refer to the belief that individuals are members of multiple, diverse, local and non-local networks rather than single actors affecting isolated societies. Promoting global citizenship in sustainable development will allow individuals to embrace their social responsibility to act for the benefit of all societies, not just their own. So, by expanding one's personal horizons through global learning, we are able to effect change in a more meaningful sense on both a small and larger scale

A global citizen is aware of a large world and his role as a citizen of it. He values diversity and respects it, Understands the world, technologically, environmentally, economically, politically, socially, and culturally. He is furious about social injustice, Participates in communities in local to global levels and is ready for all activities to make the world a more just and sustainable place. He also takes responsibility of his actions.

Who Are Global Citizens?

A global citizen is related to wider world. They are aware of and understands the wider world – and their place in it. They take an active role in their community and work with others to make our planet more peaceful, sustainable and fairer.

The Education for global citizenship is a framework for learning, reaching beyond school to the wider community and not an additional subject. The education of Global Citizenship can be promoted in class through the existing curriculum or through new initiatives and activities. Global citizenship is a more a mindset than a Title. In this emerging digital world, where the international communities are getting closer and closer, the value and need for Global citizenship education is a must as the communities we are part of that includes our homes, work, school or literal neighbourhood in local has to be expanded into the world community which further makes one as Global Citizens. Thus being a global citizen simply means a willingness to do this with people from different nations and cultural backgrounds which makes one a member of the International community.

Need for Global Citizenship Education

The global citizenship education is a program which helps to nurture respect for all, building a sense of belongingness for humanity as a whole and helping people from different geographical dispersion across the world to become responsible and active global citizens. According to Wiseman, (2018), the concept of citizenship is enriched with a number of attributes which include rights, due process, and personal responsibility of striving to pursue the best out of life. Thus the Global citizenship Education helps young people to:

- Build their own understanding of world events.
- Think about their values and what's important to them.
- Take learning into the real world.
- Challenge ignorance and intolerance.
- Get involved in their local, national and global communities.
- Develop an argument and voice their opinions.
- See that they have power to act and influence the world around them.

It inspires and informs teachers and parents, too. But above all, it shows young people that they have a voice. The world may be changing fast, but they can make a positive difference - and help build a fairer, safer and more secure world for everyone.

The effects of globalisation on education bring rapid developments in technology and communications are foreseeing changes within learning systems across the world as ideas, values and knowledge, changing the roles of students and teachers, and producing a shift in society from industrialisation towards an information-based society.

According to **Banks** (2004) citizenship education needs to be transformed due to the increasing diversity in nations globally.

Noddings (2005) suggests that good global citizens should be concerned about diversity, which includes a desirable mix of people representing racial, ethnic, and religious differences.

Citizenship education makes necessary the understanding of citizens sensitive to global issues and problems without limiting themselves to national scale. National Council of Social Sciences of the USA also emphasizes on global citizenship while stating the qualities of effective citizens. Among these qualities statement: "knows the history and traditions of his own nation and the people in the world and is aware of events and problems effecting humanity"

Technology and Global Citizenship Education

Information and Communication Technology (ICT) have been touted as potentially powerful enabling tools for educational change and reform. Information is one of the important assets in today's society. Information and communication technologies (ICT) may be particularly important for students as one of the tools shaping global citizens. Computers, video conferencing, computer games, online courses, blogs, video-sharing Web sites, smart phones, Web 2.0 tools, help connect our world like never before. They have bridged distances and increased our opportunities to learn from each other to see new places, meet new people, explore other cultures, learn new languages, and share and develop ideas. Bringing the world into the classroom has never been faster, easier, or more motivating for teachers and students. It has been argued that a world transformation is being stimulated by the phenomenon of globalization and the information technology revolution that has resulted in gains of productivity for countries, companies and individuals (Carnoy, 1999; Castells, 1999; Giddens, 2000)

Global society based on new digital technology has affected the process of education and added dynamics to the transfer of information and knowledge creation. The mission of ICT is to transfer values,

knowledge, and skills that students need for long-term success in a globalized business world, undergoing constant technological and market transformations.

Today's market is mostly based on advanced informatization so that the students themselves could be more competitive in the market of education. ICT is one of the main link in their development. Without well implemented ICT knowledge, students lose the battle with competitiveness in the future. Precisely for this reason it is extremely important that the ICT is widely integrated in education and that it helps students to use all the advantages of new technology in their education.

Digital technologies can help students investigate their world in many classes and curricular areas. Through Technology, Globally competent students are able to weigh their own perspectives and those of others and also against the perspectives that data, science, and history offers students can also understand and articulate the differences between their viewpoints.

The digital technologies has been a major force in providing extended opportunities for global exploration, learning, and reflection. These technologies are especially valuable to students who don't have the opportunity to travel. Virtual worlds immerse young learners in a new environment and encourage exploration. Online networks foster global perspectives among students by connecting them directly to peers around the world through collaborative learning projects.

Castells (1999) stated that, "there is little chance for a country, or a region, to develop in the new economy without its incorporation into the technological system of the information age"

Banks (2004) argues that, "Citizens in a diverse democratic society should be reflective, moral, and active citizens in an interconnected global world ... should have the knowledge, skills and commitment needed to change the world to make it more just and democratic"

Warschauer (2003) states that effective use of ICT improves many aspects of a society-education, government and health care being a key factor for social inclusion, rather than simply providing an infrastructure of hardware, software and connections. He defines social inclusion as "the extent that individuals, families, and communities are able to fully participate in society and control their own destinies, taking into account a variety of factors related to economic resources, employment, health, education, housing, recreation, culture, and civic engagement" (Warschauer, 2003, p. 29).

The World Commission on the Social Dimensions of Globalization (2004) discusses a clear relationship among globalization, information, development, technology and social exclusion, as it emphasizes the importance of education for a more inclusive world. The report, *A Fair Globalization—Creating Opportunities for All*, states that "knowledge and information are the keys to social inclusion and productivity, and connectivity is the key to global competitiveness" Effective use of ICT improves many aspects of a society-education, government and health care being a key factor for social inclusion, rather than simply providing an infrastructure of hardware, software and connections. Social inclusion as "the extent that individuals, families, and communities are able to fully participate in society and control their own destinies, taking into account a variety of factors related to economic resources, employment, health, education, housing, recreation, culture, and civic engagement"

The term "digital divide" is defined by CHEN and Wellman (2004, p. 40) as "the gap between individuals (and societies) that have the resources to participate in the information era and those that do not".

It is clear that education of global citizens needs to incorporate new perspectives. We cannot systematically leave anyone behind or out of the global community. This approach places the communities' core assets and capabilities center stage for the analysis of the role of the improved flow of ICT as a catalyst in expanding the capabilities of the poor, promoting social justice and inclusion.

However, as Murelli (2002) states, lack of access and poor knowledge with new ICT is one of the serious problems that needs to be addressed to prevent the creation of new social gaps among people and to avoid the fragmentation of societies by the emergence of new technologies highlighting the inequalities brought by ICT access and use, which then leads to under-development and further social exclusion. Similarly to literacy, newly acquired “informational capabilities” can act as an agent for change for individuals and communities enhancing their abilities to engage with the formal institutions in the economic, political, social and cultural spheres of their life” Additionally, access and use of ICT can serve as a promoter of development and social inclusion, if adequately used or cause underdevelopment and exclusion if implemented poorly.

Conclusion

Informational communication technology (ICT) is a tool of global educational development. The use of technology has been successful in playing a key role in Promoting the Global Citizenship Education as students and other stakeholders are provided with the knowledge of new environment and also have enhanced exploration. The virtual platform has connected them directly with the world enhancing Global Citizenship Education making them Global Citizens.

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Role of Education in Creating Global Consciousness

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Abstract

Global This paper focuses on the prevailing education system, its incompetence and impact. The true purpose of education has been explained. Right kind of education has also been explained. The process of changing educational system to educational process has also been told. And a five-tier educational process has been introduced that is not inhuman and focuses on intelligence and not on intellect. The new kind of educational process will focus on self, love, compassion and empathy.

Keywords

Education System, Right Kind of Education, Five-tier Educational Process and Self.

Introduction

The Education System that has prevailed within the past is extremely insufficient, incomplete, and superficial. It only creates people that can earn their livelihood but it doesn't give any insight into living itself. It's not only incomplete, it's harmful too – because it's supported competition.

What we now call education may be a matter of accumulating information and knowledge from books, which anyone can do who can read. Such education offers a subtle kind of escape from ourselves and, like all escapes, it inevitably creates increasing misery. Conflict and confusion result from our own wrong relationship with people, things and concepts, and until we understand that relationship and alter it, mere learning, the gathering of facts and the acquiring of varied skills, can only lead us to engulfing chaos and destruction.

While it's obviously necessary to understand the way to read and write, and to understand engineering or another profession, will technique give us the capacity to know life? Surely, technique is secondary; and if technique is the only thing we are striving for, we are obviously denying what's by far the greater part of the life.

Life is pain, joy, beauty, ugliness, love, and once we know it as an entire, at every level, that understanding creates its own technique. But the contrary isn't true: technique can never create creative understanding.

Present-day education may be a complete failure because it's overemphasized technique. In overemphasizing technique we destroy man. To develop capacity and competence without understanding life, without having a broad insight of the ways of thought and desire, will only make us increasingly brutal, which is to provoke wars and make vulnerable our physical security. The special cultivation of technique has shaped scientists, mathematicians, bridge builders, space conquerors; but do they understand the complete process of life? Can any expert experience life as a whole? Only if he ceases to be an expert.

Education at the present is goal-oriented: what you are learning is not significant; what is significant is the assessment that will come a year or two years afterward. It makes the future vital – more vital than the present. It sacrifices the current for the future. And that becomes your very approach of life; you are constantly sacrificing the moment for something which is not present. It creates a terrific blankness in life.

Education should become a pleasurable choice, not a habitual extruder through which every child has to come out in a definite shape. Right now, wretchedly, our education systems have not done this.

The True Purpose of Education

Education is not bringing stillness and calmness and blissfulness to people. There is something absent in it; it is only education in subjects which do not touch your inner being at all. They may make you doctors, engineers, professors, but they do not give you the insight that can form a Gautama Buddha in you. The proper meaning of the word “education” is “to draw out.” But all that so-called education does is to force in. From outside, rented knowledge is being forced into the brains of blameless children.

We just have to produce people who are indication of right education. An education is absolute when it is inner and outer both. And we have to generate people who can change this whole exploitative arrangement with love and empathy in a democratic way. There is no need for any aggression. The underprivileged just have to be made conscious: It is moment for you to waken up, the whole thing belongs to you.

We have to find a human type of education in the world, the education that exists is very inhuman. We have to find ways so that children can play in the sun and still learn a little mathematics. That can be done — once we know that mathematics is not as vital as playing in the sun, once that thing has been decided, then we can find ways. A little mathematics can be taught, and a little is required. Everyone is not going to become an Albert Einstein. And those who are going to become Albert Einsteins, they won't worry playing in the sun — their joy is mathematics, that is their poetry.

And education should get ready you to be yourself. Right now it prepares you to be an impersonator, it teaches you how to be like others. This is miseducation. Right education will educate you how to be yourself, genuinely yourself. This is a great esteem that God has showered on you. This is our glory, that we are unique. Our so-called education goes on doing, it makes carbon copies, it destroys our creative face. The word “education” has two meanings, both are stunning. One meaning is very well-known, even though not accomplished at all, that is- to depict something out of you. “Education” means - to draw out that which is within you, to make your potential genuine. Real education will be to fetch out what is hidden. Education is to fetch you from darkness to light. Without understanding ourselves, mere occupation leads to aggravation, with its unavoidable escapes through all kinds of harmful activities.

The principle of education is to develop right connection, not only between individuals but also between the individual and society, and that is why it is vital that education should above all help the individual to recognize his own psychosomatic process. Intelligence lies in understanding oneself and going beyond oneself, but there cannot be intelligence as long as there is fear. Fear perverts intelligence and is one of the reasons of self-centered act. Discipline may repress fear but does not eliminate it, and the shallow knowledge which we receive in contemporary education only further conceals it.

The Right Kind of Education

The right kind of education is not apprehensive with any ideology, yet much it may undertake a future Utopia: it's not based on any system, however cautiously thought out; nor is it a means of habituation of the individuals in some particular manner. Education in the right sense is serving the individual to be mature and free, to blossom greatly in love and goodness. That is what we should be paying attention in, and not in influencing the child according to some idealistic pattern.

Any method which classifies children in terms of personality and aptitude simply emphasizes their differences; it breeds aggression, encourages divisions in society and does not help to develop incorporated human beings. It is evident that no method or system can provide the right kind of education, and strict devotion to a particular method indicates sluggishness on the part of the teacher. As long as education is based on cut-and-dried principle, it can turn out men and women who are competent, but it cannot produce artistic human beings. Only love can fetch the understanding of another.

Where there is love there is immediate communion with the other, on the same point and at the same time. It is since we ourselves are so dry, empty and without love that we have allowed governments and

systems to take over the education of our children and the course of our lives, but governments want well-organized technicians, not human beings, because human beings become hazardous to governments - and to structured religions as well. This is the reason why governments and religious organizations seek out to control education.

The right kind of educator, seeing the inner character of freedom, helps each individual student to observe and understand his own self-projected values and impositions; he helps him to become attentive of the conditioning influences about him, and of his own desires, both of which limit his mind and raise fear; he helps him, as he grows to adulthood, to observe and understand himself in relation to all things, for it is the longing for self-fulfillment that brings never-ending disagreement and distress.

The highest purpose of education is to bring about an incorporated individual, who is accomplished of dealing with life as a whole. The idealist, like the specialist, is not worried about the whole but only with a part. There can be no incorporation as long as one is pursuing an idyllic pattern of action; and the majority of teachers who are idealists have put away love, they have arid minds and rigid hearts. To study a child, one has to be attentive, observant and aware, and this demands far superior intelligence and love than to encourage him to follow an ideal.

Another purpose of education is to form new values. Simply to embed existing values in the mind of the child, to make him match to ideals, is to condition him without arousing his intelligence. Education is warmly related to the present world crisis, and the educator who sees the causes of this worldwide disorder should ask himself how to arouse intelligence in the student, thus helping the approaching generation not to bring about further conflict and catastrophe. He must give all his thought, all his care and love to the creation of right surrounding and to the growth of understanding; so that when the child grows into ripeness he will be capable of dealing intelligently with the human troubles that meet him. But in order to do this the educators have got to understand himself instead of relying on ideologies, systems and beliefs.

While the children are juvenile, we must of course guard them from bodily harm and stop them from feeling physically insecure. But sadly we do not stop there, we want to form their ways of thinking and feeling, we want to mould them in accordance with our own craving and intentions. We seek to fulfill ourselves in our children, to bring about ourselves through them. We build fortifications around them, stipulation them by our beliefs and ideologies, fears and hopes - and then we cry and pray when they made to suffer by the experiences of life.

Such experiences do not bring freedom; on the contrary, they fortify the will of the self. The self is made up of a series of self-protective and expansive reactions, and its fulfillment is always in its own projections and flattering identifications. As long as we interpret experience in language of the self, of the "me" and the "mine," the ego, maintains itself through its reactions, experience cannot be unchained from conflict, confusion and pain. Freedom comes only when one understands the behavior of the self. It is only when the self, with its gathered reactions, is not the experience. That experience takes on an entirely diverse meaning and becomes creation.

The right kind of education consists in understanding the child as he is without daunting upon him an ideal of what we think he should be. To surround him in the outline of an ideal is to support him to conform, which breeds horror and produces in him a constant conflict between what he is and what he should be; and all inner conflicts have their external manifestations in society. Ideals are an actual obstruction to our understanding of the child and to the child's understanding of himself.

The Five-Tier Educational Process

The *first part* of the five-tier educational process is factual, like history, geography, and many other subjects. But about history – we have to take a totally essential standpoint. At present history consists of

Adolf Hitler, Nadirshah, Genghis Khan, Tamerlane etc. These are not our history, these are our ephialtes. Even the thought that human beings can be so unkind to other human beings is upsetting. Our children should not be fed with such thoughts. In the future, history should consist only of those great geniuses who have contributed something to the magnificence of this world, to humankind. We should teach the positive magnificence of our legacy, with footnotes about the people that are counted up to now as historically great men – people like Hitler. They will have only an edge in footnotes, or an appendix, with a transparent explanation that they were either insane or suffered from some complex or other psychiatric disorder. We have to make the future generations completely conscious that a sinister side existed in the past and conquered the past, but now there is no place for that side. In the first dimension also come languages. Everyone within the world should know a minimum of two languages; one is his maternal language, and other is English as an international vehicle for communication.

The *second part* of the five-tier educational process is the investigation of scientific subjects, which is extremely important because it is half of reality, the outside reality (the other half is the inner reality). They can be imparted by television and computers too, but they are more complex, and the human guide will be more essential.

The *third part* of the five-tier educational process will be what is absent in present-day education, the art of living. Society has taken it for granted that they know what love is. They do not know and till the time they know, it's too late. Every child should be helped to change his hatred, jealousy, anger into love.

The *fourth part* of the five-tier educational process will be art of creativity - painting, vlogging, blogging, music, craftsmanship, pottery, masonry, acting, anything that is creative. Any form of creativity should be allowed, students can choose.

The *fifth part* of the five-tier educational process will be art of dying; all kinds of meditations will be in this part. And this is a very essential part, because everyone has to die one day. The art of meditation will also help in realizing that there is really no death.

Conclusion

Education as it is at present in no way encourages the understanding of the inborn tendencies and environmental influences which form the mind and heart and uphold fear, and therefore it does not help us to break through the conditioning and bring about an incorporated human being. Any type of education that concerns itself with a part and not with the whole of man unavoidably leads to growing divergence and distress. Parents and educators, by their own thought and behavior, can help the child to be free and to blossom in love and goodness. With the help of the five-tier educational process a child can become intelligent, fearless, compassionate and loving.

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Importance of Global Citizenship Education For Youth

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Abstract

The human scenery has always preferred to organize itself in groups and communities, in which people share the kind of values, cultures, and even their own overall social individuality. The beauty of this traditional trend is that it helps to shape people socially, economically, politically, and religiously. However, in the 21st century, the proliferation of the internet technology has brought with it a new paradigm shift that has made the world flatter which translates to lesser and lesser physical and communication barriers among people from different geographical dispersions all over the world and an increase in a higher demand for global collaboration and engagement. This new trend has given forth to global citizens who are observed to have a craving sense of belonging to that world than their little small boxes in the geographical locations. This study focuses on the importance of global citizenship education by exploring five broad themes on the issue of globalization and pursuit of global citizenship education. The study literature will also describe the idea of global citizenship by seeking an understanding of global citizenship using the findings from several research studies on global citizenship education and its progress in different geographical locations of the world.

Keywords

Global Citizenship Education.

Research limitations

This study is limited to a few youth in selected colleges; thus, our findings may not be generalisable on a national or global level.

Introduction

History of Global Citizenship Education Throughout human history, we have always organized ourselves into groups and communities that share similar values, ideas, culture, and an overall identity. This in turn helped and still helps shape our needs economically, politically, religiously and socially. But in the 21st century, as the world becomes flatter, meaning having less physical and communication barriers, there has been a rise in a higher demand for global engagement, thus resulting in global citizens who desire to be recognized as citizens of the world rather than a small, local one. This human motivation for a new unique identity has helped a great in the efforts of promoting and advocating for global challenges which include fight against terrorism, pursuit of human rights, and gender equity, promotion of the rule of law, sustainable worldwide economic growth and environmental protection among others (Gasper & George, 2018). A global citizen is aware that we live in an interconnected world where many of our actions and choices affect those locally, nationally and many times even internationally. This type of citizen is also aware that they need to respect themselves as well as others, regardless of where they live. A global citizen experiences several benefits among them is how the world works, global community participation towards the large cause of combating extreme levels of poverty, environmental protection and willing to act to save the nature. (Kesselman et al., 2018)

Emerging research from the neurosciences clearly suggests that the human brain needs to be socially connected and emotionally engaged for learning to occur. Cognitive Science research has now shown that social and emotional skills can be taught in the classroom. That social and emotional learning can lead to good citizenship is also quite apparent.

The underlying theme of global citizenship is to promote wellbeing not only of the self but also contributing

to the welfare of others. When students who are future citizens develop skills that enable self-regulation and disposition, which promote social contribution, they engage in prosocial behavior. To this end, UNESCO MGIEP has developed a framework on social and emotional learning, titled, EMC² that builds competencies of empathy, mindfulness, compassion and critical inquiry – all of which are embedded in a curriculum for global citizenship. The project aims to achieve the goal of sustainable and peaceful societies through a digital curriculum on Global Citizenship Education, with a focus on the development of key Social and Emotional Learning skills. The mandate of integrating social and emotional learning into curricula draws from the latest research in cognitive neuroscience that shows that the brain learns when it is ‘socially connected’ and ‘emotionally engaged’. Social and Emotional skills not only improve academic scores in the classroom but also build rational, empathetic and compassionate citizens.

Controversies on the Issue of Global Citizenship Education

One controversial issue that practiced in many states across the world is putting limitations on the voting rights on some of the persons living within the borders of a country. In the third and developing countries, many people have continued to be denied the rights to vote because most of the regimes are too protective of the ruling elite and are afraid that if they allow all citizens to vote will lose power. In this regard, the leaders of such states engage in massive conspiracies and propaganda to scare away potential voters or even sabotage the voting patterns in order to realize their goals (Gasper & George, 2018). According to Tarrant et al., (2014), it is important to note that actively engaged individuals do more than merely vote and pay taxes the often cited, although narrowly defined, duties of citizenship. Voting and paying taxes are often viewed by political philosophers as short forms of participation because they are sporadic and do not involve a regular investment of time. Voting, in particular, is seen as a limited form of engagement (Boni & Calabuig, 2017). There is a lot of evidence pointing to the fact that many rich nations across the world contribute to the high poverty levels that endures in other developing countries, and the concept of global citizenship is motivated by the desire to continuously pursue change in policies that stand in the way of development in the poor states. Globalization programs and initiatives have significantly contributed to; stabilization of mutuality dependency among the nations of the world to guarantee a balanced global sustainability. The author strongly asserts that a person is not a citizen if voting is the only function he/she undertakes: People who argue for their positions in a town meeting are acting like citizens. People who merely drop scraps of paper in a box or pull a lever are not acting like citizens; they are acting like consumers picking between prepackaged items.. Global Citizenship Education The agenda of pursuing global citizenship is a worldwide initiative, that dates back to several decades ago where learners in public and private universities across the globe decided to come together in order to find more lasting and sustainable means of addressing the pertinent global issues of in all aspects of human and national existence.

Global citizenship education has been structured, designed, developed and implemented through high quality programs that have the capability and capacity of instilling global competences, skills and knowledge in the younger generation to work holistically together towards changing the world to be a better place for all, and not just a few (Boni & Calabuig, 2017).

Importance of global education

The educational experience helps young people to improve their core competencies in dealing with the social issues. Many students go abroad to study and develop their competency in all areas as it is one of the main advantages when you work in business, politics, education and peace processes. Global citizenship is a way of thinking that helps to increase cultural awareness, resulting in a deeper sense of cultural empathy. First, increasing one’s own cultural awareness can help to add pleasure to life as well as positively affect the lives of others. This can be achieved by keeping up with current events, having meaningful conversations with people from other backgrounds, watching documentaries, trying new foods, or traveling to other countries. This awareness of differences and cultural appreciation could be towards a culture’s food, dance, music, or religion–

anything, really. It is fun and exciting to experience new cultural festivals, see varying types of architecture, and learn how others live. Learning about other cultures by means of global citizenship is the most effective way to build bridges between what happens locally and globally (Green). Green explains that the commonalities among all humans are greater than the differences, and that this realization leads to intercultural competence and understanding. Therefore, once a person has had the pleasure of learning about other cultures, he or she can better appreciate the richness of each and every group of people around the world. This new perspective is vital in respecting and appreciating all human beings—despite differences in religion, race, or gender.

1. Embodying Global Competence

It is essential to develop one's competency to cope up with the trend especially if you plan to venture into a multicultural firm in the future. The educational experience helps young people to improve their core competencies in dealing with the social issues. Many students go abroad to study and develop their competency in all areas as it is one of the main advantages when you work in business, politics, education and peace processes.

2. Empowering the 21st-century Educators and Institutions

Integrating the GCE is a single step avenue to further upgrade the educational system. The ever-changing needs of the students create an impact to the educators dramatically. The more we move to the advancement of education, the more efforts the teachers must drive in the workplace. Educators are the agents of social change. Thus, incorporating the global competence to the education system means to better prepare the lesson plans and curriculum. Through this, students will be prepared to the vast changing and increasingly interconnected world.

3. Coping up in the Technological and Educational Innovation

Innovation has come to this age where people are connected virtually. Integrating innovative education is one way to eradicate poverty existing in the third world echelon. Learners must step up and be empowered in both cultural and socioeconomic atmosphere. Global Citizenship Education drives for a quality teacher towards a quality learning for innovation targeting the mediocre and especially peoples in less access. Furthermore, progress in education accelerates through systematic technological innovation.

4. Understand and Resolve Global issues

Developing the global dimension is necessary for the millennial age. We live in an interconnected web where we know the issues and happenings in our places both local and national or even in the international arena. Global citizenship education is a civic learning composing the learners advocacy and active participation addressing contemporary issues in the aspect of economic, social political and natural. Students will look in a wider prospective, think deeper about social injustices and oppression and combat extremism through constructive discourses.

Conclusions

This research study focused on the importance of global citizenship education that sought to answer questions on why human nature has always preferred to organize itself in groups and communities, in which people share the kind of values, cultures, and even their own overall social identity. The beauty of this traditional trend is that it helps to shape people socially, economically, politically, and religiously. The 21st century, the proliferation of the internet technology has brought with it a new paradigm shift that has made the world flatter which translates to lesser and lesser physical and communication barriers among people from different geographical dispersions all over the world and an increase in a higher demand for global collaboration and engagement. This new trend has given forth to global citizens who are observed to have a craving sense of belonging to that world than their little small boxes in the geographical locations.

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Understanding the role of Digital Technology in advancing Global Citizenship Education

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Abstract

Global citizenship education is viewed as an educational response to global trends such as interconnectedness, culture sensitivity and empathy and skills that relate to critical thinking, civic participation and activism (Sant et al, 2018). It provides the understanding, skills, and values in resolving the interconnected challenges of the 21st century i.e. climate change, conflict-ridden global order, poverty, and issues of equity and sustainability. Global Citizenship Education constitutes a forward-looking framework, which is indispensable to forming a global society based on fair, inclusive and just world order. It is more than theoretical concept that can be implemented at schools, in youth work and adult education. In addition, it offers knowledge, competences, values and attitudes that enable them to work towards a more equitable world for all. It encapsulates how education can develop the knowledge, skills, values and attitudes learners need for securing a world which is more just, peaceful, tolerant, inclusive, secure and sustainable (UNESCO 2014). Based on these interconnections, the present paper provides an analysis to understand the nuance role of digital technology in advancing the global citizenship education.

I pose the following research questions: how did digital technology impact on global citizenship education. What are the limitations of digital technology to foster global citizenship education? Would technology ridden education promote equal participation in education system? To address these research questions, the causal variables i.e. the role of internet as a valuable channel for knowledge dissemination, the phenomenon of globalization, are the major pattern of analysis to shed light on global citizenship education.

Keywords

Global Education; Citizenship, Technology; UNO, Knowledge, Digital.

Introduction

Global citizenship education becomes an important tool to aid learners' appreciation the interconnectedness of the world and its diverse cultures, and their role in responding to global challenges. The aim of global citizenship education is to create active and responsible global citizens (Pacho, 2020). Today, global challenges such as climate change, migration, and conflict will require people to do more than just think about solutions. They will require effective action, by both individuals and communities. Education for global citizenship is one means to help young people develop the knowledge, skills, behaviours, attitudes, and values to engage in effective individual and collective action at their local levels, with an eye toward a long-term, better future at the global level. The era of globalisation has had a profound effect on education systems worldwide. Interest and debates on global citizenship have increased over the years. At the launch of the Secretary-General's Global Education First Initiative, 2012, Ban Ki-moon asserted that "... we must foster global citizenship. Education is about more than literacy and numeracy – it is also about citizenry. Education must fully assume its essential role in helping people to forge more just, peaceful and tolerant societies" (United Nations, 2012). Globalization, or the compression of time and space in many aspects of daily life, has contributed to any number of existing problems, from exacerbating global warming to increasing income inequality to the proliferation of weapons technology to increasing insecurity of being online, to name just a few (Gaudelli, 2021). UNESCO has made global citizenship education one of its core education priorities for the next eight years 2014-2021 (UNESCO, 2014).

Global citizenship is the idea of citizenship in a global context, and is a concept which is highly contested and not straightforward to define. Some argue that global citizenship is based on moral identity, which implies that everyone has a moral obligation to care about each other, regardless of geographic locations or nationality. Others believe global citizenship can only be achieved through the leadership of global institutions, such as the United Nations, or through involvement in non-governmental organizations (NGOs) (Dower, 2002).

Heater (1997: 36) suggests interpretations of what it means to be a global citizen: a member of the human race; responsible for the condition of the planet; an individual subject to moral law; and promotion of world government. Dower (2002) considers global citizenship to be a moral obligation, proposing that a global citizen is expected to feel a moral responsibility to all human beings around the world. He defines in the following words:

“When someone says of himself „I am a global citizen , he is making some kind of moral claim about the nature and scope of our moral obligations. That is, he accepts that he has obligations in principle towards people in any part of the world; for instance, help alleviate poverty, work for international peace, support organisations trying to stop human rights violations, or play one’s part in reducing global warming (Dower, 2002).

A citizen should thus be proactive in bringing about change for a better future in the community. Citizenship implies “active participation and taking responsibility for one’s own actions, contributing to one’s living environment and showing a willingness to engage in democratic behaviour” (Hooghoff, 2008). Conversely, global citizenship can be described as: A sense of belonging to a broader community, beyond national boundaries, that emphasizes our common humanity and draws on the interconnectedness between peoples as well as between the local and the global. Global citizenship is based on the universal values of human rights, democracy, non-discrimination and diversity. It is about civic actions that promote a better world and future (UNESCO, 2016). Global citizenship education is included within the Sustainable Development Goals. Let me put the statement of UNESCO

“The world faces global challenges, which require global solutions. These interconnected global challenges call for far-reaching changes in how we think and act for the dignity of fellow human beings. It is not enough for education to produce individuals who can read, write and count. Education must be transformative and bring shared values to life. It must cultivate an active care for the world and for those with whom we share it. Education must also be relevant in answering the big questions of the day. Technological solutions, political regulation or financial instruments alone cannot achieve sustainable development. It requires transforming the way people think and act. Education must fully assume its central role in helping people to forge more just, peaceful, tolerant and inclusive societies. It must give people the understanding, skills and values they need to cooperate in resolving the interconnected challenges of the 21st century”.

Evolution of Global Citizenship Education

The idea of global citizenship is not a new one. Dower (2002) cites the example of the Stoics from the ancient Graeco-Roman world, who believed that human beings were part of and had obligations to a global community beyond the local, national or wider regional communities in which they were located, to point out that the concept of a „universal ethic has been part of religious and philosophical movements for centuries. The idea of global citizenship has existed for several millennia. In ancient Greece, Diogenes declared himself a citizen of the world, while the Mahaupanishads of ancient India spoke of the world as one family. Today, education for global citizenship is recognized in many countries as a strategy for helping children and youth prosper in their personal and professional lives and contribute to building a better world. During the early part of the twentieth century a series of initiatives took place in the wake of the First World War, which sought to promote “education for international understanding (Tye, 2003).

Key Challenges

Having identified some key developments and themes in the emerging concept of global citizenship education, we now turn our attention to key challenges. Some of these are due to on-going uncertainty about the precise meaning of global citizenship both in theory and practice, whilst others relate to tensions about who is defining what and for what purpose, and all of this of course within the context of rapid globalization with all its opportunities, challenges and contradictions. There are the following limitations of GCE

1. Legacy of the current education system
2. Out-dated curricula and learning materials
3. Less focus on value based education
4. Leadership role on Global Citizenship.

Digital Technology and Global Citizenship Education

Technological changes are considered as a significant factor for the development of societies. This change has led to society's going beyond in addition to pervasion of value judgments pertaining to cultural, political and especially economic aspects and formation of internationally shared and valid structures. The development of technology, world's being smaller and increasing of its population rises the mutual dependency of us with the people whom we may never see in life. In this process, which also affects the educational systems, "Global Citizenship" comes to the fore in accordance with these developments as a model dealing with the problems of not only his own nation but also those of the whole humanity (Bulut, 2013). Let me put Lima and Brown (2007) who state on global citizenship: "The world we live in is constantly changing and generating new challenges for its inhabitants. Information and communication technologies (ICT) present opportunities for all to be more informed, engaged, and able to communicate within an interconnected world, but new skills must be mastered by the individuals to be empowered and included in this knowledge society where access and use of information are the most valuable assets".

Thanks to technological advancements, now, all kinds of information are being reached rapidly; new global economies are being formed with economic developments; all social systems are being changed with social changes in a way to form new social reactions (ÇalÖk ve Sezgin, 2005). Technological developments are driving global citizenship, which is a prerequisite for cultural diversity and a coexistence of cultures. Digital communications are new tools for cultural expression as they enable citizens to participate more to shape new forms of cultural ties. Global citizenship in a digital age then moves the focus from media, technology, film etc. to a focus on individuals, communities and their interaction with information and knowledge. It is about how citizens effectively participate in development processes; engaging with media, information and technology to promote cultural exchange and tolerance, economic development, good governance, equality and peace (Grizzle, 2014). Friedman (2005) notes that we are living in an era of globalization, as a result of the empowerment of individuals who understand the "flat world".

Human activity depends on the power of ICT innovations, which are accelerating at a rapid pace daily (Castells, 1999). This approach places the communities' core assets and capabilities center stage for the analysis of the role of the improved flow of ICT as a catalyst in expanding the capabilities of the poor, promoting social justice and inclusion. However, as Murelli (2002) states, lack of access and poor knowledge with new ICT is one of the serious problems that needs to be addressed to prevent the creation of new social gaps among people and to avoid the fragmentation of societies by the emergence of new technologies highlighting the inequalities brought by ICT access and use, which then leads to under-development and further social exclusion. Technology is introducing opportunities:

- To reduce intolerance and increase understanding across political or cultural boundaries.
- For citizens from all around the world to easily communicate thus enabling more cultural exchange.

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युवाओं के लिए वैश्विक नागरिकता शिक्षा का महत्व

अनिता पांडे,

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वैश्विक नागरिकता शिक्षा (GCED) का एक रूप है जो वैश्विक मुद्दों को नैतिक या नैतिक पहलू और वैश्विक दक्षता या कौशल जो शिक्षार्थियों को दुनिया को बदलने और विकसित करने में भाग लेने में सक्षम बनाती है। वैश्विक नागरिकता शिक्षा का प्रचार सरकारों और गैर सरकारी संगठनों द्वारा सुपरनेशनल संस्थान, क्षेत्रीय आर्थिक ब्लॉकों के उद्भव और सूचना और संचार प्रौद्योगिकियों के विकास के लिए एक प्रतिक्रिया थी इन सभी के परिणाम स्वरूप शिक्षा के प्रति अधिक वैश्विक रूप से उन्मुख और सहयोगात्मक दृष्टिकोण का उदय हुआ है। वैश्विक नागरिकता शिक्षा, विविधता और साहिष्णुता के लिए सम्मान और समावेशिता जैसे विषयों को संबोधित करता है।

वैश्विक नागरिकता शिक्षा समग्र दृष्टिकोण प्रदान कर मानव अधिकार शिक्षा, शांति शिक्षा, सतत विकास के लिए शिक्षा, अंतरराष्ट्रीय और अंतरसांस्कृतिक समझ के लिए शिक्षा सहित अन्य शिक्षा प्रक्रियाओं के अनुभव पर आधारित है। वैश्विक नागरिकता शिक्षा का उद्देश्य शिक्षार्थियों को अधिक न्यायपूर्ण, शांतिपूर्ण, साहिष्णु, समावेशी, सुरक्षित और स्थायी संसार के लिए सक्रिय योगदानकर्ताओं के रूप में स्थानीय और विश्वस्तर पर सक्रिय भूमिका निभाने के लिए सशक्त बनाना है। वैश्विक नागरिकता शिक्षा शिक्षार्थियों को उनके अधिकारों और दायित्वों को महसूस करने के अवसर और दक्षता प्रदान करने के लिए एक परिवर्तनकारी अनुभव बनाने की इच्छा रखता है यह शिक्षार्थियों को एक बेहतर दुनिया और भविष्य को बढ़ावा देने के लिए प्रोत्साहित करता है।

वैश्विक नागरिकता शिक्षा आजीवन सीखने के दृष्टिकोण पर बनाया गया है। यह न केवल बच्चे और युवाओं के लिए बल्कि वयस्कों के लिए भी है। वैश्विक नागरिकता शिक्षा को औपचारिक, गैर-औपचारिक और अनौपचारिक शिक्षा के रूप में वितरित किया जा सकता है। इस कारण से वैश्विक नागरिकता शिक्षा, शिक्षा पर सतत विकास लक्ष्य का अभिन्न अंग है।

वैश्विक नागरिकता शिक्षा की सबसे महत्वपूर्ण विशेषताएँ स्वैच्छिक कार्रवाई है जो स्थानीय से अंतरराष्ट्रीय सामूहिक तक विस्तारित हो सकती है। 1990 के दशक के अंत में युनेस्को ने वैश्विक नागरिकता शिक्षा के लिए एक पाठ्यक्रम तैयार किया जिसमें वैश्विक नागरिकों की सक्रिय भूमिका पर जोर दिया गया था। इस दृष्टिकोण से, शैक्षिक क्षेत्र के अंदर और बाहर दोनों व्यक्ति और समूह कार्रवाई कर सकते हैं। जो मानव अधिकारों, व्यापार को संबोधित करते हैं।

वैश्वीकरण के वर्तमान युग में, आम जनता की ओर से वैश्विक अन्वयनाश्रयता की मान्यता ने शिक्षा में वैश्विक नागरिकता में उच्च स्तर की रुचि पैदा की है। यद्यपि आधुनिक स्कूली शिक्षा 19वीं और 20वीं शताब्दी में राष्ट्र-राज्य के लिए उपयुक्त शिक्षा के लिए उन्मुख हो सकती है। 21वीं सदी में नागरिकता को वैश्विक संदर्भ में समझा जाता है। ताकि स्कूली शिक्षा व्यक्तिगत राष्ट्रों की वैश्विक प्रतिस्पर्धा में सुधार कर सके। दुनिया भर में कई विश्वविद्यालयों ने अपने छात्रों को विदेशों में अध्ययन करने के लिए भेजकर विश्व स्तर पर उन्मुख शिक्षा की आवश्यकता का जवाब दिया है और कुछ ने घोषणा की है कि जल्द ही अनिवार्य डिग्री आवश्यकता बन जाएगी। कई सरकारें भी अब समाज की एकता के लिए, वैश्विक नागरिकता की एकता के लिए वैश्विक नागरिकता शिक्षा को बढ़ावा देती हैं। इसके अलावा स्थिरता से संबंधित वैश्विक मुद्दे, जैसे कि दुनिया की भविष्य की ऊर्जा व्यवस्था को भी वैश्विक नागरिकता शिक्षा के क्षेत्र में शामिल किया गया है।

वैश्विक नागरिकता एक सीखा और पोषित व्यवहार है और वैश्विक कौशल विकसित करने के लिए सबसे व्यापक रूप से इस्तेमाल की जाने वाली कक्षा रणनीति परियोजना आधारित शिक्षा है। इस शैक्षणिक तकनीक का

उपयोग लगभग किसी भी स्कूल विषय के मामले में किया जा सकता है।

वैश्विक नागरिकता शिक्षा को शिक्षक उपकरण—तकनीकी और भावनात्मक के विकास के लिए एक महत्वपूर्ण विधि के रूप में देखते हैं।

वैश्विक नागरिकता शिक्षा की एक अन्य महत्वपूर्ण शैक्षणिक विशेषता कक्षा के बाहर संचार प्रथाओं के माध्यम से सीख रही है कि व्यापक संस्कृति की शैक्षिक शक्ति का उपयोग करे।

वैश्विक नागरिकता शिक्षा की छात्र—केन्द्रित भागीदारी प्रकृति का एक अन्य महत्वपूर्ण तत्व यह है कि छात्र सामाजिक नेटवर्क सेवाओं के माध्यम से दूसरों के साथ अपने जुड़ाव के माध्यम से, संवाद सीखने और कार्यवाही के माध्यम से वैश्विक नागरिकता के अपने स्वयं के रूपों का निर्माण करते हैं।

वैश्विक नागरिकता शिक्षा के तीन अपेक्षित परिणाम हैं

1. विद्यार्थी स्थानीय, राष्ट्रीय और वैश्विक मुद्दों और विभिन्न देशों और अबादी की परस्पर निर्भरता और अन्योन्याश्रयता का ज्ञान और समझ हासिल करते हैं। विद्यार्थी महत्वपूर्ण सोच और विश्लेषण के लिए कौशल विकसित करते हैं।
2. विद्यार्थी मानव अधिकारों पर आधारित मूल्यों और जिम्मेदारियों को साझा करते हुए एक सामान्य मानवता से संबंधित होने की भावना का अनुभव करते हैं। विद्यार्थियों में सहानुभूति, एकजुटता एवं मतभेदों और विविधता के प्रति सम्मान की प्रवृत्ति विकसित होती है।
3. अधिक शांतिपूर्ण और स्थिर संचार के लिए विद्यार्थी स्थानीय, राष्ट्रीय और वैश्विक स्तर पर प्रभावी और जिम्मेदारी से कार्य करते हैं। विद्यार्थियों में आवश्यक कार्यवाही करने के लिए प्रेरणा और इच्छाशक्ति विकसित होती है।

युवाओं के लिए वैश्विक नागरिकता शिक्षा का महत्व

यूनेस्को प्रकाशन के अनुसार "वैश्विक नागरिकता शिक्षा शिक्षार्थियों को 21वीं सदी की चुनौतियों के लिए तैयार करना" के प्रतिमान के रूप में परिभाषित किया गया है। जो यह बताता है कि शिक्षा कैसे ज्ञान, कौशल, मूल्यों और दृष्टिकोण को विकसित कर सकती है। जिसके लिये युवाओं को वैश्विक नागरिकता की शिक्षा देने की विशेष आवश्यकता है जो युवाओं के लिये वैश्विक नागरिकता शिक्षा की महत्व को स्पष्ट करता है।

1. वैश्विक नागरिकता शिक्षा युवाओं को सशक्त बनाती है कि कैसे वे वैश्विक नागरिकों के रूप में उन वास्तविक चुनौतियों का सामना करने के लिए संलग्न हो सकते हैं जिनका वे दैनिक जीवन में सामना करते हैं जिसके परिणाम स्वरूप अक्सर संघर्ष होता है।
2. समकालीन संघर्ष प्रवृत्तियों पर शोध के अनुसार वैश्विक दक्षिण में संघर्ष की जड़ें जातीय, सांस्कृतिक और धार्मिक गलतफहमी हैं इस पृष्ठभूमि के खिलाफ वैश्विक नागरिकता शिक्षा युवाओं को संस्कृति की गतिशीलता पर ज्ञान के साथ सशक्त बनाने और सहिष्णुता और समावेश के मूल्यों को विकसित करने का प्रयास करता है।
3. वैश्विक नागरिकता शिक्षा के माध्यम से युवाओं को ऐसे कौशल से सशक्त किया जाता है जो उन्हें वैश्विक परिप्रेक्ष्य से अपने पर्यावरण और इसकी नागरिक वास्तविकताओं को समझने में मदद करते हैं। और वे मतभेदों को दूर करने के गैर—टकराव वाले तरीकों का पता लगा सकते हैं।
4. वैश्विक नागरिकता शिक्षा युवाओं को ऐसी योग्यताएँ भी प्रदान करती है जो उन्हें संघर्ष समाधान में सक्रिय भागीदार बनने में सक्षम बनाती है।
5. वैश्विक नागरिकता शिक्षा के माध्यम से युवाओं को संवाद और जुड़ाव कौशल के साथ सशक्त बनाया जाता है यह कि वे शांति निर्माण के नए मीडिया का प्रभावी ढंग से उपयोग कैसे कर सकते हैं।

6. वैश्विक नागरिकता शिक्षा के माध्यम से युवाओं में सतत शांति निर्माण की दिशा के प्रति दृष्टिकोण को विकसित किया जा रहा है।

संदर्भित ग्रंथ

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वैश्विक नागरिकता शिक्षा की अपरिहार्यता – वर्तमान परिदृश्य में

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शोध सार

*अयं निजःपरोवेति गणना लघुचेतसाम्।
उदार चरितानाम् तू वसुधैव कुटुम्बकम्।*

यह संस्कृत वाक्यांश हिंदू धर्म ग्रंथ के महाउपनिषद् में मिलता है इस वाक्यांश को सनातन धर्म का मूल वाक्यांश माना गया है। भारत की सभ्यता सनातन सभ्यता है, यह रूढिवादिता को नकारता है। भारत और भारत की संस्कृति वसुधैव कुटुम्बकम् का भाव रखने वाली संस्कृति है। भारतीय संस्कृति ने न केवल भारत को अपितु समूची धरती को एक परिवार माना है, शिक्षा के क्षेत्र में देखें तो नालंदा विश्वविद्यालय इस बात का पुख्ता प्रमाण है, जहाँ पूरी दुनिया से छात्र शिक्षा ग्रहण करने के लिए यहाँ आते थे। और यह वाक्यांश सीधे जी०सी०ई० के लक्ष्य को इंगित करता है। इस प्रकार भारतीय संस्कृति में वैश्विक नागरिकता के लक्षण बहुत पहले से देखे जा सकते हैं।

मुख्य शब्द

वैश्विक नागरिकता, वैश्विक जागरूकता, वैश्विक समाज, वैश्विक नागरिकता शिक्षा, अंतर्राष्ट्रीय शैक्षणिक संस्थान।

चौथी शताब्दी पूर्व में डायोजनीज नामक एक ग्रीक आलोचक दार्शनिक से जब भी कोई पूछता कि आप कहाँ से आये हो तो उसका एकमात्र उत्तर होता था कि I am a citizen of the world. इसके लगभग तीन शताब्दियों के बाद रोमन दार्शनिक सिसरो और इसके बाद सेनेका ने "सोसायटीज जनरल ह्यूमानी" नामक एक विचार प्रस्तुत किया जिसके अनुसार मानव जाति का समाज ही सबसे व्यापक समाज माना गया। इस प्रकार प्रत्येक मनुष्य दो समाज में रहता है, एक वो समाज जिसमें वह पैदा होता है और दूसरा वैश्विक समाज।

दूसरे विश्वयुद्ध के बाद वैश्विक सामाजिक आंदोलन ने वैश्विक नागरिकता की धारणा को फिर से जीवित करने में अपना योगदान दिया है। इस प्रकार के आंदोलन ने संपूर्ण विश्व के लिए एक सामूहिक और व्यक्तिगत जिम्मेदारी की भावना को मजबूत करने एवं वैश्विक गरीबी और असमानता के साथ-साथ पर्यावरणीय हास वैश्विक महामारी प्रवासी आबादी और मानवाधिकार के उल्लंघन से निपटने के लिए प्रभावी वैश्विक संस्थानों के विकास का समर्थन किया है। वैश्विक नागरिकता के पक्ष में एक बात यह है कि उन समस्याओं से निपटना आसान बना सकते हैं जो राष्ट्रीय सीमाओं तक फैली है और इसलिए कई राज्यों के लोगों और सरकारों के द्वारा सहकारी कार्यवाही की आवश्यकता है। हाल ही के वर्षों में वैश्विक नागरिकता शिक्षा (G.C.E) राष्ट्रीय और अंतर्राष्ट्रीय शैक्षणिक संस्थानों के साथ साथ शोधकर्ताओं द्वारा शिक्षा के अंतर्राष्ट्रीयकरण में वृद्धि की व्याख्या करने के लिए उपयोग की जाने वाली एक ट्रेडिंग अवधारण रही है।

आज वैश्विक नागरिकता शिक्षा अति आवश्यक है, शिक्षा बच्चों और युवाओं को कक्षा के सुरक्षित स्थान में जटिल और वैश्विक मुद्दों के बारे में महत्वपूर्ण सोच विकसित करने का अवसर देती है। बच्चों और युवाओं को सुनने के दौरान अपने स्वयं के मूल्यों और विचारों का पता लगाने, विकसित करने और व्यक्त करने के लिए प्रोत्साहित करती है। वैश्विक नागरिकता शिक्षा का उदय अति विविधता की स्थिति में राष्ट्रों के भीतर अधिक विविध आबादी वाले वैश्वीकरण के खिलाफ निर्धारित है। बहुसंस्कृतिवाद से उत्तर संस्कृतिवाद में बदलाव के परिणामस्वरूप वैश्विक नागरिकता शिक्षा उभरा है। इस बदलाव के निहितार्थ आंतरिक शिक्षा पर जोर देते हैं, जहाँ G.C.E अंतर्राष्ट्रीय स्तर पर दिमागी पाठ्यक्रम प्रदान करने के लिए स्कूलों की प्रतिक्रियाओं में प्रमुख मार्करो में से एक है। इसके परिणामस्वरूप कई बार स्कूलों ने वैश्विक

नागरिकता शिक्षा को अपने विजन और मिशन स्टेटमेंट में शामिल किया है।

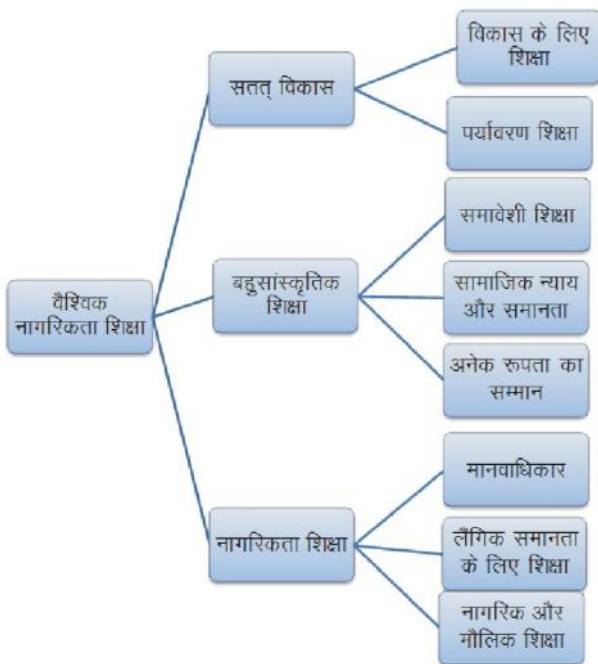
भूमिका

जैसे-जैसे दुनिया तेजी से सपाट होती जा रही है शिक्षकों के लिए छात्रों को वैश्विक दृष्टिकोण को समझने और दुनिया भर के देशों तथा संस्कृतियों के लोगों के साथ जुड़ने के लिए तैयार करना महत्वपूर्ण हो गया है। हालांकि एक सपाट दुनिया की मांगों को पुरा करने के लिये वैश्विक शिक्षा के महत्व के बारे में कोई सवाल नहीं है। कक्षा में अंतर्राष्ट्रीयकरण और वैश्वीकरण का क्या मतलब है यह अभी भी एक ऐसा क्षेत्र है जो कुछ स्तर की अनिश्चितता से मिलता है, यद्यपि वैश्विक नागरिकता की धारणा इस तरह के वैश्वीकरण के समय में हवा में है। परंतु इस स्थिति में बदलाव के लिए युवाओं को तैयार करने की आवश्यकता है तथा व्यवस्थित सीखने की आवश्यकता है।

वैश्विक नागरिकता शिक्षा आवश्यक क्यों

वैश्विक नागरिकता के समर्थकों का तर्क है कि दुनिया में एक विश्व समुदाय और वैश्विक समाज अभी तक मौजूद नहीं है, लोग पहले से ही राष्ट्रीय सीमाओं के पार एक दुसरे से जुड़े हुए महसूस करते हैं। उन्हे लगता है कि हमें इस भावना को मजबूत करने का प्रयास करना चाहिए और वैश्विक नागरिकता की अवधारणा की दिशा में काम करना चाहिए। वर्तमान समय में विभिन्न राज्य कई समस्याओं का सामना कर रहे हैं जिनका वे स्वयं समाधान नहीं कर सकते। इस स्थिति में प्रश्न उठता है कि क्या राज्य द्वारा दिये गये व्यक्तिगत अधिकार आज लोगों की स्वतंत्रता के लिए पर्याप्त है, क्या मानवाधिकारों और वैश्विक नागरिकता की अवधारणा की ओर बढ़ने का समय आ गया है? क्या वैश्विक नागरिकता एक समाधान है? आज जब वैश्वीकरण की अवधारणा ने संपूर्ण विश्व को एक मंच पर ला दिया है तब यह आवश्यक है कि सभी राष्ट्र अन्य राष्ट्रों के प्रति एक आदर्श पड़ोसी की भूमिका में हो जिनमें हम की भावना हो। इस क्रम में हम कह सकते हैं विश्व नागरिकता एवं विश्व बंधुत्व अंतर्राष्ट्रीय सदभावना को आधार प्रदान करते हैं। यह अवधारणा इस बात की ओर संकेत करते हैं कि प्रत्येक मनुष्य में भाईचारे का संबंध हो तथा विश्व के संपूर्ण राष्ट्र एक कुटुम्ब के सदस्यों की भांति प्रतीत हो। इस प्रकार से वैश्विक नागरिकता विश्व बंधुत्व और मानव कल्याण पर बल देती और इसलिए वैश्विक नागरिकता शिक्षा आज के परिदृश्य में आवश्यक है।

वैश्विक नागरिकता शिक्षा क्या है



वैश्विक नागरिकता की भावना इस बात पर बल देती है कि संसार के प्रत्येक मानव में भाई-चारे के संबंध हों तथा वसुधैव कुटुम्बकम की भावना विद्यमान हो। इसप्रकार वैश्विक नागरिकता शिक्षा अंतर्राष्ट्रीय सदभावना, विश्व मैत्री तथा विश्व-बंधुत्व की भावना पर आधारित है जो पूरे विश्व के सतत् विकास की ओर संकेत करता है।

वैश्विक नागरिकता शिक्षा का उद्देश्य सभी उम्र के शिक्षार्थियों को अधिक शांतिपूर्ण सहिष्णु, समावेशी, और सुरक्षित समाज के निर्माण में स्थानीय और विश्व स्तर पर सक्रिय भूमिका निभाने के लिए सशक्त बनाना है।

जीसीईडी सीखने के तीन क्षेत्रों पर आधारित है



- संज्ञानात्मक** : दुनिया और इसकी जटिलताओं को बेहतर ढंग से समझने के लिए आवश्यक ज्ञान और सोच कौशल।
- सामाजिक-भावात्मक** : मूल्य, दृष्टिकोण और सामाजिक कौशल जो शिक्षार्थियों को भावनात्मक, मनोसामाजिक और शारीरिक रूप से विकसित करने और उन्हें दुसरो के साथ सम्मानपूर्वक और शांति से रहने में सक्षम बनाता है।
- व्यवहारिक** : आचरण, प्रदर्शन, व्यवहारिक अनुप्रयोग और जुड़ाव। जीसीईडी में सुझाये गये प्रमुख सीखने के परिणाम, प्रमुख शिक्षार्थी गुण, विषय और सीखने के उद्देश्य ऊपर बताये गये तीनों क्षेत्रों पर आधारित है। वे आपस में जुड़े हुए हैं और सीखने की प्रक्रिया में एकीकृत है।

इस क्षेत्र में युनेस्को का काम शिक्षा 2030 एजेंडा जो विशेष रूप सतत विकास के लक्ष्य पर आधारित है। जो कि देशों से यह सुनिश्चित करने के लिए कहता है कि सभी शिक्षार्थियों को ज्ञान एवं कौशल प्रदान किया जाये।

सतत विकास एवं सतत जीवनशैली मानवाधिकार, लैंगिक समानता, शांति और अहिंसा कि संस्कृति को बढ़ावा देने, वैश्विक नागरिकता और सांस्कृतिक विविधता की सराहना और सतत विकास में संस्कृति के योगदान के लिए शिक्षा के माध्यम से दुसरो के बीच सतत विकास को बढ़ावा देना।

शिक्षा में भाषायें

एक वैश्विक नागरिक सांस्कृतिक विविधता और मातृभाषा को बोलने के अधिकार को महत्व देता है, स्थानीय भाषायें अपने साथ संपूर्ण संस्कृति, मूल्य और पारंपरिक ज्ञान लाती है और परस्पर संबंध बनाने में मदद करती है। यह मातृभाषा की महारत के माध्यम से भी है कि पढ़ने लिखने अंकगणित की बुनियादी कौशल को सबसे प्रभावी ढंग से हासिल किया जाता है।

वैश्विक नागरिकता शिक्षा के प्रमुख मुद्दे और चुनौतियाँ

जीसीई के कार्यान्वयन में प्रमुख मुद्दे और चुनौतियाँ जीसीई के अभ्यास के लिये कार्यान्वयन दिशानिर्देशों को रेखांकित करने का एक प्रयास जो वैश्विककरण और शिक्षा के बीच समकालीन संबंधों को दर्शाता है, महत्वपूर्ण चुनौतियों का सामना करता है। जीसीई को लागू करने के लिये वैचारिक ढांचे को समझने के संयोजन और नीति और अभ्यास के लिये एक चिंतन की आवश्यकता होती है जो कि भूराजनीतिक वास्तविकताओं के लिये प्रासंगिक रूप से संवेदनशील है। यह देखते हुए कि औपचारिक स्कूली शिक्षा के लिये जीसीई को सबसे अधिक प्रचलित रूप से शिक्षा शास्त्र के रूप में माना जाता है, नागरिकता की अवधारणा को आम तौर पर पहले राष्ट्रीय नागरिकता के रूप में पढाया जाता है साथ ही ग्लोबल नागरिकता की धारणा का वर्णन करना मुश्किल है जो कि केवल एक विस्तार नहीं है और इस प्रकार राष्ट्रीय नागरिकता में निहित है इसलिए हम वास्तविक रूप में यह उम्मीद नहीं कर सकते हैं कि कुछ वैश्विक नागरिकता शिक्षा की कक्षाएँ लेकर व्यक्ति वैश्विक नागरिकता के पक्ष में अपनी स्वाभाविक पहचान को छोड़ दे। इसके अलावा हम नागरिकता की अवधारणा को एक ऐसी चीज के रूप में नहीं मान सकते जिसे केवल स्थानीय से राष्ट्रीय तक बढ़ाया जा सकता है।

कोरोना महामारी में भी लगभग सभी देशों ने अपने-अपने यहाँ लॉकडाउन के समय भ्रमण पर आये विदेशी नागरिकों को चिकित्सा साधन मुहैया कराते हुए वैश्विक नागरिकता पर ही जोर दिया है और यह कोरोना महामारी सभी को वैश्विक नागरिकता शिक्षा के प्रचार-प्रसार एवं विश्व बंधुत्व पर ध्यान केन्द्रित करने हेतु बाध्य कर रहा है। भारत ने इसी धारणा को मजबूत करते हुए कोरोना वैक्सीन अनेक देशों को मुहैया कराये है।

भारत ने पाकिस्तान एवं अन्य देशों में सताये जा रहे हिंदुओं एवं अन्य धर्म के लोगो को नागरिकता प्रदान की है तथा उसी तरह इजरायल भी दुनिया के किसी हिस्से में जन्में यहूदी को अपने देश का नागरिक मानता है, यद्यपि यह वैश्विक नागरिकता की अवधारणा का पूर्ण रूप से पालन नहीं करता है फिर भी इस अवधारणा को फलीभूत करने का एक उदाहरण हो सकता है। ब्रिटेन ने पाकिस्तानी मलाल युसूफजई को जिसे कट्टरपंथियों ने शिक्षा का अलख जगाने के लिए कई गोली मारी थी उसका इलाज कर अपने यहाँ की नागरिकता प्रदान की है।

हिंसक अतिवाद को रोकने के लिए संयुक्त राष्ट्र महासचिव की कार्ययोजना के अनुसार दिसम्बर 2016 यूनेस्को उन देशों का समर्थन करता है जो युवाओं के उद्देश्यो से सकारात्मक और समावेशी शैक्षिक सुधारों को बढ़ावा देना चाहता है, जो पहचान की सकारात्मक भावना को बढ़ावा देते हुए हिंसक चरमपंथी संदेश का विरोध करते हैं और प्रतिरोध का निर्माण करते हैं।

यूनेस्को की भूमिका

यूनेस्को की भूमिका में लिखा है – चूंकि युद्ध मनुष्यों के मस्तिष्कों में आरंभ होता है इसलिए शांति की रक्षा के साधन भी मनुष्य के मस्तिष्क से ही निर्मित किए जाने चाहिए। न्याय तथा शांति बनाए रखने के लिए मानवता की शिक्षा तथा संस्कृति का व्यापक प्रसार मानव की महत्ता के लिए आवश्यक है। केवल सरकारों के राजनितिक तथा आर्थिक समझौते तथा बंधनों द्वारा स्थापित की हुई शान्ति को ऐसी शान्ति नहीं कहा जा सकता है जिसे संसार के सभी लोग एकमत होकर स्वीकार कर लें। इस दृष्टि से यदि शान्ति को कभी असफल नहीं होना है तो उसे मानव की बौद्धिक तथा नैतिक अखंडता पर आधारित होना चाहिए। यूनेस्को की उपर्युक्त भूमिका से स्पष्ट हो जाता है कि यदि विश्व में स्थायी शान्ति स्थापित करनी है तो संसार के विभिन्न राष्ट्रों में शिक्षा विज्ञान तथा संस्कृति के क्षेत्रों में आपसी विभिन्नता तथा विरोध को मिटाकर विश्व नागरिकता को विकसित करना परम आवश्यक है। यह महान कार्य उसी समय पूरा हो सकता है जब विभिन्न राज्यों के शिक्षाशास्त्री, दार्शनिक, साहित्यकार तथा कवि आदि समय-समय पर एक दूसरे से मिलकर अपनी समस्याओं को परस्पर विचार-विमर्श द्वारा सुलझाने के लिए एक दूसरे के दृष्टिकोण को समझाकर विभिन्न संस्कृतियों की अच्छी बातों को ग्रहण करते हुए पूरी दुनिया को एक परिवार की तरह देखे।

इस क्षेत्र में यूनेस्को की गतिविधियों में विशेष रूप से शामिल है:

01. हिंसक उग्रवाद को रोकने में शिक्षा की भूमिका पर बातचीत के लिए एक अंतर्राष्ट्रीय मंच प्रदान करना।
02. तकनीकी मार्गदर्शन और क्षमता निर्माण।
03. इस बात का प्रयास करना कि विभिन्न राष्ट्रों के बीच फैला हुआ भय संदेह तथा अविश्वास दूर हो जाये जिससे आपसी संबंध अच्छे बन सके।
04. प्रत्येक राष्ट्र के साहित्य, विज्ञान, संस्कृति तथा कला को अन्य राष्ट्रों के निकट पहुंचाने का प्रयास करता है।
05. एक राष्ट्र के शिक्षकों तथा बालकों को दूसरे राष्ट्रों में भ्रमण करने के लिए भी प्रोत्साहित करता है जिससे संसार के समस्त राष्ट्रों के मध्य की दूरी कम हो।

शिक्षा एवं खेल के माध्यम से हिंसा को रोकना

वर्तमान परिदृश्य में सीरिया, अफगानिस्तान, युगांडा एवं अन्य गृहयुद्ध झेल रहे राष्ट्रों में वैश्विक नागरिकता शिक्षा महती भूमिका निभा सकता है, चूंकि ऐसे अशांत राष्ट्र का संपूर्ण ढांचा ध्वस्त हो चुका होता है इसलिए वहाँ के निवासी पलायन कर पड़ोसी राष्ट्रों में शरण लेते हैं लेकिन वहाँ भी उन्हें आसानी से प्रवेश नहीं मिलता और वो

सभी पीड़ित खानाबदोश की जिदंगी जीने को विवश हो जाते हैं, वैश्विक नागरिकता की अवधारणा यदि धरातल पर सही मायने में उतर आये तो ऐसे लाखों करोड़ों लोग की जिदंगी में आमूलचूल परिवर्तन आ सकता है। बाढ़, अकाल, बेराजेगारी एवं गृहयुद्ध ऐसे बड़े कारण हैं जो वैश्विक नागरिकता शिक्षा का महत्व प्रतिपादित करते हैं, यदि विश्व बंधुत्व की भावना सभी में होगी तो यह समूची मानव जाति के लिए कल्याणकारी होगी। वर्तमान में अफगानिस्तान से अमरीकी फौज के हटते ही तालिबान ने पूरे अफगानिस्तान में लूटमार मचा रखा है और जब अफगानी नागरिक पाकिस्तान सीमा पर पाकिस्तान में प्रवेश करने के लिए प्रार्थना कर रहे हैं तो उन पर पाकिस्तानी रेंजर्स ने गोलीबारी की है। वैश्विक नागरिकता शिक्षा की अवधारणा को असल में चरितार्थ भारत देश ने ही किया है और यह हम प्राचीनकाल में से देखते आ रहे हैं, भारतीयों ने सभी धर्मों के लोगों को चाहे वो जिस देश से आये हों उन्हें एवं उनके धर्म संस्कृति को भी आत्मसात किया है। वैश्विक नागरिकता शिक्षा में ओलंपिक्स जैसे खेल के आयोजन भी अपना योगदान देते हैं जहाँ सभी देश के खिलाड़ी अपने देश का प्रतिनिधित्व करते हुए विश्व बंधुत्व का संदेश प्रदान करते हैं।

वैश्विक नागरिकता शिक्षा के माध्यम से कानून के शासन को बढ़ावा देना

कानून के शासन के लिए वैश्विक नागरिकता शिक्षा पर यूनेस्को का उद्देश्य शिक्षा के माध्यम से कानून के शासन को बढ़ावा देने के लिए शिक्षा नीति निर्माताओं, शिक्षकों, शिक्षक प्रशिक्षकों और पाठ्यक्रम डेवलपर्स की क्षमताओं को मजबूत करना है। अधिक विशेष रूप से साझेदारी शिक्षा डिजायन में पेशेवरों का समर्थन करती है और शैक्षिक हस्तक्षेपों को लागू करती है जो शिक्षार्थियों को ज्ञान, दृष्टिकोण और कौशल के साथ समाज में रचनात्मक और जिम्मेदारी से संलग्न करती है। न्याय के सिद्धांतों को बनाये रखती है और सभी स्तरों पर प्रभावी जवाबदेही और समावेशी संस्थानों के निर्माण में मदद करती है।

देश के कार्यान्वयन के लिए तकनीकी सहायता और क्षमता निर्माण

यूनेस्को जीसीईडी को बढ़ावा देने के लिए प्रासंगिक प्रमुख शैक्षिक मुद्दों पर मार्गदर्शक सामग्री विकसित करता है इस आधार पर यह शिक्षकों प्रशिक्षकों और शिक्षा नीति निर्माताओं पेशेवरों के लिए राष्ट्रीय तथा क्षेत्रीय स्तर पर क्षमता निर्माण कार्यशालाओं का आयोजन करता है। इस संदर्भ में यूनेस्को ने रूढियों और पूर्वाग्रहों से मुक्त पाठ्यपुस्तकों को कैसे विकसित किया जाये इस पर तकनीकी मार्गदर्शन भी दिया। हाल ही में यूनेस्को का क्षमता निर्माण और कार्य विशेष रूप से शिक्षा के माध्यम से हिंसक उग्रवाद की रोकथाम पर केन्द्रित है।

वैश्विक नागरिकता शिक्षा में इस तथ्य का भी पूर्ण ध्यान रखा जाना चाहिये कि इस अवधारणा के प्रचार प्रसार होने की स्थिति में तथा सामान्य जनमानस द्वारा इसे अंगीकार किये जाने पर सभी नागरिक एक दूसरे के धर्म, संस्कृति, भाषा एवं परंपरा का सम्मान करेंगे अन्यथा आपस में टकराहट पैदा होने से इस अवधारणा के भयंकर दुष्परिणाम होंगे। कोई राष्ट्र कितना भी विकसित क्यों न हो पर अपने प्राचीन परंपराओं तथा रीति रिवाज के प्रति संवेदनशील होता है तथा वैश्विक नागरिकता के सफलता के लिए यह आवश्यक है कि सभी नागरिकों इस बात की पूर्ण शिक्षा दी जाये कि वो सभी एक साथ रहते हुए सभी के रीतिरिवाजों का सम्मान करेंगे। कट्टरपंथी वैश्विक नागरिकता अवधारणा की सफलता में सबसे बड़े बाधक हो सकते हैं क्योंकि ये वो लोग हैं जो जहाँ भी रहे अपने ही रीतिरिवाज एवं सोच को दूसरे पर थोपने की कोशिश करते हैं।

द्वितीय विश्वयुद्ध के बाद अंतर्राष्ट्रीय कानून में काफी लचीलापन देखा जा सकता है और यह अपने कानूनी क्षेत्र में विश्व नागरिकता को शामिल करने के लिए अपना दायरा बढ़ा रहा है। यह बहुत महत्वपूर्ण है कि व्यक्ति के अंतर्राष्ट्रीय कानून में एक अभिनेता के रूप में पहचाना जाए। व्यक्तियों के लिए एक प्रेरणा के रूप में मानवाधिकारों की सार्वभौमिक घोषणा और अंतर्राष्ट्रीय अपराध न्यायालय की रोम संविधान इसे और अधिक मजबूत किया है। एक साझा वैश्विक पहचान और संबंध विश्व नागरिक बनाने में योगदान देते हैं।

निष्कर्ष

वैश्विक नागरिकता शिक्षा का प्रभावी ढंग से लागू होना ही इस अवधारणा को सफल बनायेगा अन्यथा जहाँ परिवार के सदस्य के मध्य ही मनमुटाव होता है तो संपूर्ण विश्व को इस अवधारणा के सूत्र में पिरोना व्यवहारिक रूप से संभव नहीं है। आज डिजिटलाइजेशन एवं सोशल मीडिया के युग में वैश्विक नागरिकता शिक्षा आसानी से आम जनमानस तक पहुँचा कर इसके फायदे नुकसान बताये जा सकते हैं। वैश्विक नागरिकता शिक्षा के प्रसार से विकसित एवं गरीब देशों के मध्य जो आर्थिक असमानता है उसे भी दुरुस्त करने का अवसर मिल सकता है, जहाँ विकसित देश के नागरिकों के पास दुनिया के तमाम सुविधाएं उपलब्ध हैं या आवश्यकता से ज्यादा उपलब्ध है वहीं गरीब देश आज भी बुनियादी सुविधाओं के लिए तरस रहे हैं। वैश्विक नागरिकता की भावना प्रबल होने से शायद विकसित देश गरीब देश के मदद के लिए और अधिक प्रभावी कार्य करेंगे।

हम पाते हैं कि विभिन्न संदर्भों में छात्र वैश्विक नागरिकता शिक्षा का अनुभव बहुत अलग तरीके से कर सकते हैं, भले ही वे सभी यूनेस्को के दिशानिर्देशों के साथ वैश्विक समुदाय का हिस्सा हों। ऐसे समय में जब दुनिया भर में मानवाधिकारों और मौलिक स्वतंत्रताओं पर दबाव बढ़ रहा है और कई देशों में सार्वजनिक संस्थानों में विश्वास कम हो रहा है समाजों को बदलने के लिए शिक्षा की शक्ति पहले से कहीं अधिक आवश्यक है।

युवाओं को उनके अधिकारों को समझने और उन्हें न्यायपूर्ण समाज को बढ़ावा देने के लिए सशक्त बनाने के लिए ज्ञान, मूल्यों, कौशल, और दृष्टिकोण से लैस करने में शिक्षा की महत्वपूर्ण भूमिका है। यूनेस्को शैक्षिक कार्यक्रम विकसित करता है जो बच्चों और युवाओं को उनके अधिकारों और कानून के बारे में सिखाता है, उन्हें एक मजबूत नैतिक ज्ञान का बोध कराता है। जिससे आने वाले समय में किसी भी प्रकार की समस्या की रोकथाम एक परिवार के रूप में कर सकें।

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वैश्विक नागरिकता शिक्षा के लिए पारदर्शिता एवं प्रौद्योगिकी की भूमिका

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वैश्विकरण शिक्षा वह प्रक्रिया है जो अंतर्राष्ट्रीय स्तर पर शिक्षा के माध्यम से सभी राष्ट्रों को एकीकृत कर सके जिससे अंतर सांस्कृतिक उद्देश्यों का समान वितरण हो सके। भारत के पास शिक्षा के क्षेत्र में वैश्विक शक्ति के रूप में उभरने के अवसर हैं और विश्वस्तरीय गुणवत्तापूर्ण शिक्षा प्रदान करने के लिए पाठ्यक्रम में सुधार और बुनियादी ढांचे को उन्नत बनाने की आवश्यकता है। शिक्षा प्रणाली का उद्देश्य एक नए, समावेशी अहिंसक और गैर शोषणकारी समाज का निर्माण होना चाहिए, जिसके लिए अत्यधिक सभ्य और अभिप्रेरित व्यक्तियों को मानवता के प्रति प्रेम से ओतप्रोत और विवेकानुसार कार्य करने की आवश्यकता है। इसके लिए छात्रों को अपनी संस्कृति, परम्पराओं, लोकचारों और रीति-रिवाजों का ध्वज वाहक बनने की जरूरत है।

अन्य राष्ट्र की बेहतर प्रथाओं, संस्कृति, बेहतर प्रथाओं को अपनाने और आत्मसात करने की आवश्यकता है। राष्ट्र की प्रगति में शिक्षा की नींव मजबूत करने के लिए 21 वीं शताब्दी के ज्ञान आधारित समाज के निर्माण में विशेष रूप से उच्च शिक्षा की महत्वपूर्ण भूमिका है।

इस वैश्विक गांव में भावी नेताओं द्वारा हमारे बीच में नए प्रकार की अंतर सांस्कृतिक समझ, सर्वसम्मत नियमों और निस्पक्षता के प्रति सम्मान, भिन्न-भिन्न हितों, दृष्टिकोणों और विचार शैलियों की समझ तथा विश्लेषण और संश्लेषण की क्षमता वैश्विक शिक्षा के माध्यम से हो सकती है। इसके लिए भविष्य में विद्यार्थियों को विज्ञान और प्रौद्योगिकी समेत नागरिकता शिक्षा को भी विभिन्न पाठ्यक्रमों में समाहित किया जाना आवश्यक है।

भूमण्डलीकरण, वैश्वीकरण आधुनिक युग की प्रमुख विशेषताएं हैं। विश्व की अर्थव्यवस्था में आया खुलापन, आपसी जुड़ाव और परस्पर निर्भरता का फैलाव उदारीकरण और वैश्वीकरण के ही परिणाम हैं।

भूमण्डलीकरण का अर्थ

विश्व के अधिकांश देशों ने शिक्षा प्रणाली का विकास किया है। सम्पूर्ण विश्व को एक भूमण्डलीय गांव के रूप में मानने की अवधारणा ही वैश्वीकरण है। वैश्वीकरण के द्वारा विभिन्न वस्तुओं का व्यापार संभव बनाना आधुनिक प्रौद्योगिकी के लिए उपयुक्त वातावरण बनाना वैश्वीकरण विश्व के सारे संसाधनों, ज्ञान, जानकारी, जनशक्ति और बाजारों को एक स्तर पर लाते हुए इन्हें निर्बाध रूप में लोगों को उपलब्ध कराने के लिए सभी विकसित अर्थव्यवस्थाओं को एकीकृत व आत्म निर्भर बनाने से होता है।

वैश्वीकरण एकरूपता एवं समरूपता की प्रक्रिया है जिससे सम्पूर्ण विश्व सिमटकर निकट हो जाता है।

वैश्वीकरण में शिक्षा में राष्ट्रीय चरित्र, राष्ट्रीय पाठ्यक्रम तथा राष्ट्रीय एकता को महत्व दिया जाता है इसके राष्ट्रीयता के साथ-साथ मानववाद की प्रवृत्ति को भी महत्व दिया जाता है। शिक्षा, संस्कृति एवं वैज्ञानिक कार्यक्रमों का आयोजन यूनेस्को द्वारा अन्तर्राष्ट्रीय स्तर पर किया जाता है। वैश्वीकरण को मानव जीवन में अधिक प्रयुक्त किया जाने लगा है।

विश्व नागरिकता में शिक्षा के लिए परिषद वैश्विक नागरिकता शिक्षा के लिए नए कार्यक्रम बनाने के लिए वैश्विक सूचना प्रौद्योगिकी विकास का लाभ उठाते हुए क्रिस्टन विश्वविद्यालय और यूनेस्को के लिए यूके राष्ट्रीय आयोग के साथ काम कर रही है। जो वैश्विक नागरिकता को व्यावहारिक अनुभव पर रिपोर्ट करता है प्राथमिक, माध्यमिक, वयस्क और उच्च शिक्षा में शिक्षकों के लिए सतत् वास्तविक विकास (अफ्रीका, आई एन टी 2007) को

निर्माण करने का अवसर प्रदान किया।

विश्व नागरिकता शिक्षा में वैश्विक स्कूल के व्यापक प्रसार एवं प्रचार के बावजूद स्पष्ट नहीं किया जा सकता कि नागरिकता शिक्षा जैसे वैश्विक नागरिकता शिक्षा, जी.सी.ई. आदि विकसित की जाती है।

अंतर्राष्ट्रीय स्तर के शैक्षिक विकास में मल्टीमीडिया विडियो कॉन्फ्रेंसिंग और वीडियो कैंपचरिंग साफ्टवेयर के उपयोग से किसी भी संगठन को पूरे विश्व में एक साथ मीटिंग करने की सुविधा देता है।

डिजिटल प्रौद्योगिकी हमारी दुनिया को निष्पक्ष, अधिक शांतिपूर्ण और अधिक न्यायपूर्ण बनाने में मदद कर सकती है। प्रौद्योगिकी में डिजिटल प्रगति सतत विकास लक्ष्यों में से प्रत्येक की उपलब्धि का समर्थन और तेजी ला सकती है। अत्यधिक गरीबी को समाप्त करने से लेकर मातृ और शिशु मृत्यु दर को कम करने, स्थायी खेती और अच्छे काम को बढ़ावा देने और सार्वभौमिक साक्षरता प्राप्त करने लेकिन प्रौद्योगिकियों की गोपनीयता को भी खतरे में डाल सकती है। इसमें सुरक्षा और मानव अधिकारों और मानव एजेंसी के लिए उनके निहितार्थ हैं।

डिजिटल प्रौद्योगिकियाँ हमारे इतिहास में किसी भी नवाचार की तुलना में अधिक तेजी से आगे बढ़ी है।

दो दशकों में विकासशील दुनिया के अखबारों का लगभग 50 प्रतिशत तक सुना और समाज को बदलना, व्यापार, सार्वजनिक सेवाओं तक पहुँच बढ़ा कर प्रौद्योगिकी एक महान लाभकारी हो सकती है।

इसमें संबंधित स्वास्थ्य क्षेत्र में आई सक्षम, फ्रंटियर प्रौद्योगिकियों के द्वारा ही तकनीकी क्रांतियों ने श्रम शक्ति को बदल दिया है। काम के नए रूप और पैटर्न, प्रचलित बनाना व्यापक, सामाजिक परिवर्तन करना आदि बदलाव डिजिटल प्रौद्योगिकी के माध्यम से हो पाया है।

अंतर्राष्ट्रीय श्रम संगठन का अनुमान है कि प्रौद्योगिकी ऊर्जा क्षेत्र में स्थायी इलेक्ट्रिक वाहनों के उपयोग और मौजूदा भविष्य की इमारतों में ऊर्जा दक्षता बढ़ाने के माध्यम है। डिजिटल संचार तकनीकी के साथ मल्टीमीडिया तकनीक ने वैश्विक कार्य समूह के गठन के लिए दरवाजा खोल दिया है। इस कार्य समूह में टीम के सदस्य विभिन्न कंपनियों में कार्यरत हो सकते हैं। प्रौद्योगिकी के महत्व को समझते हुए इसे हमें अपने दैनिक जीवन में उपयोग में लाना चाहिए।

वैश्वीकरण में दक्षिण अफ्रीका की भूमिका

दक्षिण अफ्रीका में युवा नेताओं का एक नेटवर्क है जिसका उद्देश्य समाज में समस्याओं के रचनात्मक समाधान के माध्यम से परिवर्तन लाना है। देश के सभी पृष्ठभूमि और प्रांतों के युवा दो साल के कार्यक्रम में भाग लेते हैं। पहले वर्ष में तीन आवाससीय प्रशिक्षण कार्यक्रम होते हैं, जो एक विशेष कार्य पर कार्य करते हैं। दूसरे वर्ष में प्रतिभागी विशिष्ट कार्यों पर कार्य समूह बनाते हैं, अपने कार्य को सार्वजनिक डोमेन में ले जाते हैं। एक उदाहरण में, एक एक्टिवेटर वर्णन करता है कि वह कैसे अपने स्थानीय समुदाय में युवा लोगों को गिरोह में शामिल होने और मादक द्रव्यों के सेवन में शामिल होने से हतोत्साहित करने के लिए काम करता है। वह गिरोह और ड्रग्स के साथ अपने स्वयं के नकारात्मक अनुभवों से आकर्षित करता है।

संयुक्त राज्य अमेरिका और कोलंबिया में शांति

संयुक्त राज्य अमेरिका में स्थित एक गैर लाभकारी संगठन का शांति पहले स्थापित करना एक कार्यक्रम है जिसमें युवा स्वयंसेवकों बच्चों के साथ मिलकर सामुदायिक परियोजना को डिजाइन और कार्यान्वित करने के लिए सहभागितापूर्ण तरीके से काम करते हैं। उसके पीछे उद्देश्य है कि बच्चे स्वाभाविक रचनात्मक विचारक बन सकें और समस्याओं को हल करने तकनीकी माध्यम से अपनी वैश्विक उपस्थिति दे सकें।

वैश्वीकरण में उच्च संकल्प की भूमिका में आस्ट्रेलिया— उच्च संकल्प एक माध्यमिक विद्यालय शैक्षिक पहल है (एफवाईए द्वारा कार्यान्वित, आस्ट्रेलिया में युवा लोगों के लिए एकमात्र राष्ट्रीय स्वतंत्र गैर-लाभकारी संगठन) जिसमें वर्ष 8 के छात्रों के लिए एक वैश्विक नागरिकता कार्यक्रम शामिल है। इसका उद्देश्य छात्रों को कार्यशालाओं,

सिमुलेशन, नेतृत्व कौशल प्रशिक्षण और व्यवहारिक कार्य परियोजनाओं के माध्यम से अपने समाज को वैश्विक समुदाय के रूप में विकसित करने में उनकी व्यक्तिगत भूमिका पर विचार करने में सक्षम बनाता है।

इंग्लैण्ड में वैश्विक आयाम का विकास करना स्कूली पाठ्यक्रम द्वारा: इंग्लैण्ड में शिक्षा और कौशल विभाग ने स्कूल पाठ्यक्रम में वैश्विक आयाम का विकास, प्रधान शिक्षकों, वरिष्ठ प्रबंधकों और पाठ्यक्रम विकास की जिम्मेदारी वाले लोगों के लिए एक प्रकाशन। इसका उद्देश्य यह दिखाता है कि कैसे वैश्विक आयामों को पाठ्यक्रम और पूरे स्कूल में एकीकृत किया जा सकता है। यह आठ प्रमुख अवधारणाओं वैश्विक, नागरिकता, संघर्ष समाधान, विविधता, मानवाधिकार अन्योन्याश्रयता, सतत विकास, मूल्यों और धारणाओं एवं सामाजिक न्याय को रेखांकित करते हुए वैश्विक आयाम को 3 वर्ष से 16 वर्ष की आयु तक एकीकृत करने के उदाहरण प्रदान करता है।

उदाहरण के लिए यह दुनिया भर के बच्चों की तस्वीरों, गतिविधियों, कहानियों और बच्चों द्वारा देखी गई विभिन्न जगहों की चर्चा के माध्यम से सबसे कम उम्र के शिक्षार्थियों उदाहरणों के माध्यम से सीखते हैं।

वैश्विक नागरिकता शिक्षा परिषद्

भारत काउंसिल फॉर ग्लोबल सिटीजनशिप एजुकेशन (ग्लोबल सिटीजनशिप फाउण्डेशन) का हिस्सा भारत में स्थित एक गैर लाभकारी संगठन स्कूलों को जी सी ई डी इनोवेटिव स्कूल इनिशिएटिव के माध्यम से वैश्विक नागरिकता शिक्षा के लिए सहभागी संपूर्ण विद्यालय दृष्टिकोण अपनाने में सहायता करता है। यह पहल शिक्षकों के सतत व्यावसायिक विकास (सीपीडी) को बढ़ावा देती है, जी.सी.ई.डी. पाठ्यक्रम का शिक्षक के नेतृत्व में संदर्भ, डिजाइन और विकास वैश्विक नागरिकता शिक्षा परिषद की पहल को भारत के 18 राज्यों में भी लागू किया गया है और उनके जी.सी.ई.डी. राजदूत कार्यक्रम के माध्यम से वैश्विक उपस्थिति रही है।

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The Inevitability of Global Citizenship Education in Present Scenario

Importance of the Global Citizenship Education for Youth

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Abstract

Global citizenship education gives the people knowledge and skills to understand, challenge and engage with democratic society including politics, the media, civil society, the economy and the law.

Democracies need active, informed and responsible citizens; Citizens who are willing and able to take responsibility for themselves and their communities and contribute to political process. On International Youth Day, it is pertinent to examine how to inculcate these values and attributes in our youngsters to build a better world. It needs more policies and interventions. Interestingly, we had major initiatives in India in 2020, the much-talked about disc used, debated national education policy and the not-so-talked about discussed Science Technology and Innovation Policy (STIP). Interesting there is an entire chapter on international STIP engagement that speaks about the global aspirations of India SRT. This might create new opportunities for the youth involved in scientific endeavours.

Though these recent policies reflect global aspirations and alignment with global citizenship education, it is important to note that outcomes would largely depend on institutional responses. It is only then that the ideas would percolate down to students the youth whose participation in global development investigated at larger levels.

Let us be hopeful that these ideas of global citizenship make youth of the country more cosmopolitan more tolerant of difference, of challenges that lay ahead which is possible only in the larger environment around and the society in general resonate with similar ideas.

Keywords

Global citizenship, society, technology common national education, youth, institutions.

School, Society and Education

Education has the power to make a difference. It helps shape the values of future generations. We all know that adolescence is a crucial developmental period, during which identity, belonging and socialisation – especially among peers – are particularly important. Schools therefore play a major role in the socialisation of young people, their development, the construction of their ideas and their conception of justice, democracy and human rights. Teachers are usually the main actor in this work and have a decisive influence, along with families, on the attitudes and behaviours of young people.

The school is the first place where the children learn to socialise and there personality development along with the idea off their creativity as well as the knowledge. Society school and culture are interrelated.

As we all know social organisation is the network of status and roles. In school, the headmaster is at the top hierarchy. His word is the law and he delivers the goods. He is responsible for smooth functioning of school. The school is an important centre for promoting social mobility. It presents an example of fulfilment of social justice. It is a place where every social custom and tradition is analysed, evaluated an even question before acceptance is granted to it. Therefore, the school presents the forum for up bringing about desirable social changes. If the new generation learns that defect of the pernicious custom and traditions, it fights for their change and replacement in wider society.

As said earlier, it is evident from the intimate relationship that exists between society and school that influence each other. All the individuals, educators and education found in school come from society, and hence it is only natural that their thinking should influence life in the school. It is generally accepted that kind of family and education comes from can be judged from his conduct and that's cool. Society is dynamic and changing the structure when can see the effect of various social changes on schools.

Globalisation as the word used to describe the growing interdependence of the world's economies, culture and populations, brought by cross border trade it good cell services cover technology, an flows of investment, people an information. Although, the world global citizens is similar with globalisation, theyAre not same.

Global citizenship, is driving by identity and values global citizens build bridges, mitigate risk and safeguard humanity while globalisation is under hot debate to their, we have never needed global citizens more than now Global citizens are not born; they are created. Children do not have an innate understanding of their shared humanity; they learn this overtime. The importance of education and enabling global perspectives cannot be understated.

Global Citizen is someone who

- Is aware of the wider world and has a sense of their own role as a world citizen
- Respects and values diversity
- Has an understanding of how the world works
- Is outraged by social injustice
- Participates in the community at a range of levels, from the local to the global
- Is willing to act to make the world a more equitable and sustainable place
- Takes responsibility for their actions.

The concept of global citizenship helps in creating of mega nation along with acting on additional feeling that defines connectedness an encourages be various people to think on different issues globally. It also enables the diversification and expansion of different communities. The complex weave of connections between the communities are developing that further includes war, poverty and struggle for the piece of work. Also for the development of cultural and personal awareness and empathy, it has become important for global cities in in the preservation of planet that each and every human is sharing for better preparation of an individual to increase global community. It has become important for global cities and in the preservation of planet that each and every human is sharing for better preparation of an individual to increase global community.

Global citizenship is known as the method of thinking that helps in increasing cultural awareness which further results in cultural empathy with people. Firstly, it helps in increasing cultural awareness that further helps in adding pleasure to the life by creating positive effect on the lives of other. It can be achieved by keeping current events an meaningful conversation with people from different backgrounds. This awareness of culture appreciation and princes is to us the culture.

As the international community experiences an unprecedented health crisis, and contemporary challenges threatening the rule of law are a source of growing concern for many societies around the world, we realise now that the challenges we face are wholly interconnected. We all feel linked as citizens belonging to the same large community, to a common humanity called upon to define actions in order to promote peace, better living together, well-being, prosperity and sustainable development.

Global Citizenship Education (GCED) is UNESCO's response to these challenges. GCED is a form of civic learning, which aims to impart the knowledge, skills, values and attitudes necessary to help promoting tolerance, equity and peace in the world. This feeling of global citizenship emphasises political, economic,

social, cultural interdependence, as well as the interconnection between the local, the national and the global. GCED has a lifelong learning perspective, beginning in early childhood and continuing through each level of education into adulthood. It requires formal and informal approaches, interventions covering both educational programs and extracurricular activities, conventional and unconventional methods to encourage wide participation of learners. Learning topics should be practical, appropriate to the age of the learners, as well as to diverse geographic and socio-cultural contexts.

To better understand it, global citizenship can be broken down into

- **Cognitive learning:** Getting to know, understand and critically judge global, regional, national and local issues, as well as the interconnectedness and interdependence between different countries and peoples.
- **Socio-emotional learning:** Having a feeling of belonging to a common humanity, of sharing values and responsibilities, empathy, solidarity and respect for differences and diversity.
- **Behavioural learning:** Acting effectively and responsibly locally, nationally and globally to foster world peace and sustainability.

Global Citizenship nurtures personal respect and respect for others, wherever they live. It encourages individuals to think deeply and critically about what is equitable and just, and what will minimize harm to our planet. Exploring Global Citizenship themes help learners grow more confident in standing up for their beliefs, and more skilled in evaluating the ethics and impact of their decisions.

Indian Education System and Policies

Indian education system, although, makes the student ready for work and ace but rather than cultivating the idea of work and it's knowledge with moral values, it just make the epitome example of "All work and no play, makes jack a dull boy". Also, Indian education has had its share of flaws including dropout rates for the rural classes, gender disparity in the student audience, the monetarily well-off students only getting the chance to study abroad, and the chaos caused by the different strata of universities like public, private and central universities.

To deal with the above mentioned systematic defects, our government has launched National Education Policy in 2020, which deals with the issues, with the policy aiming to have equitable education for every person regardless of their socioeconomic background. The NEP also mentions holistic learning for school students through exposure to multilingualism and universal access to Early Childhood Care and Education (ECCE) while for higher education, research, multidisciplinary learning, and partnerships are the key points.

Advancement in technologies has made the need of technology more in the field of education more than before. Technology can deliver new educational opportunities for everyone. It offers huge opportunities to transform global education at all age levels. Technology continues to develop at a rapid pace and access to technologies such as mobile phones and the internet is growing.

Technology can add a new, global dimension to education by linking teachers, schools and communities across the world. This can help support the exchange of ideas and best practice between classrooms regardless of what country they are in, introduce new collaborative learning opportunities, and facilitate the connection of students across different cultures.

Advantages of global citizenship

It advantages young people by giving them the confidence of speaking themselves out. Also, it helps then develop a sense of agency and Successfully deal with the life challenging Such as bowling.

For schools and other educational organisations, it helps to produce motivated and responsible learners, who relayed positively to each other, to staff and to the surrounding community.

For society it helps to create an active and responsible citizenry, willing to participate in the life of the nation and the wider world and play its part in democratic process.

Examples of Various Global Citizenship Networks Around The World

1. Activate, South Africa

Activate is a network of young leaders in South Africa which aims to bring about change through creative solutions to problems in society. Youth from all backgrounds and provinces in the country participate in a two-year programme. In the first year, there are three residential training programmes, working on a particular task. In the second year, participants form action groups on specific tasks, taking their work into the public domain. In one example, an Activator describes how he works in his local community to discourage young people away from joining gangs and engaging in substance abuse. He draws on his own negative experiences with gangs and drugs, having served seven years in jail. On being interviewed, he states: "My vision for South Africa is to see young people standing up and becoming role models... Be yourself, be real and pursue your dreams".

2. Developing the global dimension in the school curriculum, England

In England, the Department for Education and Skills produced *Developing the global dimension in the school curriculum*, a publication for head teachers, teachers, senior managers and those with responsibility for curriculum development. It aims to show how the global dimension can be integrated in the curriculum and across the school. It provides examples of how to integrate the global dimension from age 3 to age 16, outlining eight key concepts – global citizenship, conflict resolution, diversity, human rights, interdependence, sustainable development, values and perceptions, and social justice. For example, it gives guidance for the promotion of personal, social and emotional development of the youngest learners through discussion of photographs of children from around the world, activities, stories, and discussion of different places children have visited.

3. High Resolves, Australia

High Resolves is a secondary school educational initiative (implemented by the FYA, the only national, independent non-profit organisation for young people in Australia) consisting of a Global Citizenship Programme for Year 8 students and a Global Leadership Programme for Year 9 and 10 students. It aims to enable students to consider their personal role in developing their society as a global community through workshops, simulations, leadership skills training and hands-on action projects.

4. Council for Global Citizenship Education, India (and global)

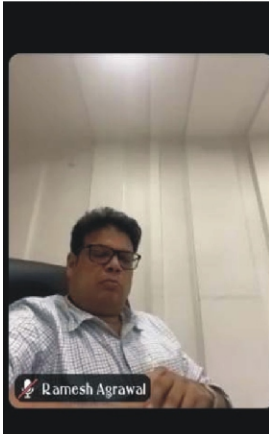
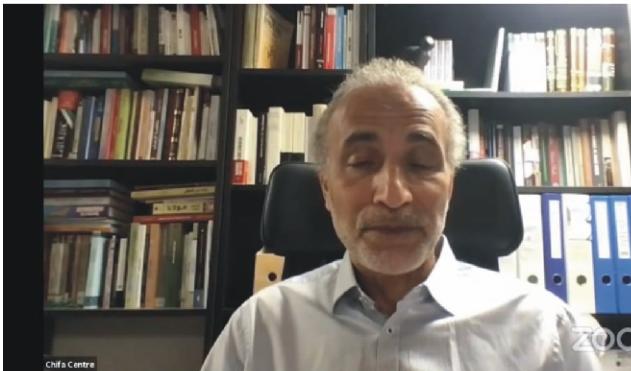
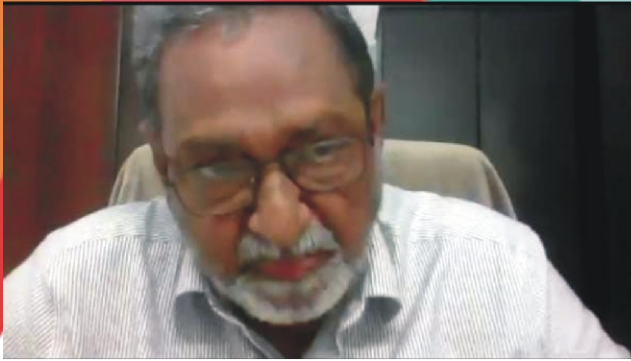
Council for Global Citizenship Education — part of the Global Citizenship Foundation, a non-profit organization based in India — assists schools to adopt a participatory whole-school approach to global citizenship education through the GCED Innovative Schools Initiative. The initiative fosters continuous professional development (CPD) of educators; teacher-led contextualization, design, and development of GCED curriculum; engagement of children through the '100 Acts of Global Citizenship' School Challenge; and community through a Global Citizenship Festival at '100 Acts of Global Citizenship' participating schools. The Council for Global Citizenship Education initiative has also been implemented in 18 States of India and has a global presence through their GCED Ambassadors Program.

The UN has identified several barriers to global citizenship education, including outmoded learning materials and lack of teacher capacity in this area. However, the biggest challenge may be the legacy of the current education system, which was designed for the agricultural era rather than for an interconnected world. With the adoption of the Sustainable Development Goals and the inclusion of global citizenship education as a target for global education, now is the time to connect and leverage the expertise and best practices of practitioners and programs to advance global citizenship education for all students around the world.

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