# CONFLUX JOURNAL OF EDUCATION

ISSN 2320-9305 (PRINT) ISSN 2347-5706 (ONLINE)

A PEER REVIEWED JOURNAL PUBLISHED SINCE 2013

VOLUME 12

ISSUE 1

DECEMBER 2023

cjoe.naspublishers.com





## ONLINE NATIONAL CONFERENCE ON SUSTAINABLE EDUCATION: LOCAL AND GLOBAL PROGRESS AND CHALLENGES

10 October 2023



Organised By:

INTERNAL QUALITY ASSURANCE CELL (IQAC)

MES'S PILLAI COLLEGE OF EDUCATION AND RESEARCH

CHEMBUR

Organised By:

NIRMALA MEMORIAL FOUNDATION COLLEGE OF EDUCATION KANDIVALI



## **INDEX**

Sl.	Title	Page
1	Effectiveness of Project Based Learning in Enhancing 21st Century Skills of Student Teachers Miss Smruti Salve & Dr. Rekha Chavhan	1-12
2	Experiential Learning for Sustainability	13-18
	Dr. Anjali G. Kirkinde	
3	Sustainable practices in Education - Experiential Learning Combined	19-24
	with the Hybrid approach is the need of the hour	
	Mrs. Kalyani Arumugam & Dr. Reni Francis	
4	Deployment of Community-Based Programs for Optimizing Global	
	Citizenship Education and Education for Sustainable Development	25-37
	Dr. Vidhya Satish	
5	Understanding the scenario of Single Use Plastic in the State of Goa	38-43
	Pednekar Amisha* R.	
6	Role of Education in fostering Global Citizenship	44-48
	Mrunali Rupesh Pansare	
7	Learning practices toward sustainability Conceptual framework for	49-62
	blended and active constructive Learning in the classroom to engage	
	students	
	Sharmistha Kant & Nitya Potham	
8	Teaching Learning Practices towards Sustainability	63-70
	Dr. Archana Thakre	
9	Effect of Outcome Based Education (OBE) on Academic Achievement	71-78
	of Student –Teachers	
	Ms. Archana Bhople	
10	Innovative Teaching Learning Strategies for Sustainability	79-92
	Dr. Vinayak Shinde & Dr. Rupali Wadkar	
11	Teaching Learning Practices towards Sustainability	
	Tejal Nikam	93-105
12	The Role of Holistic Education in Sustainable Development	106-124
	Miss. Seema L. Kadam	
13	Sustainable Practices in Education	125-132
	Dr. Mrs. Vidyullata Kolhe	



14	Enhancing Critical Thinking Skills through Lifeskills Education	133-140
	Programme	
	Dr. Vithoba Sawant	
15	The Sustainable Teacher	141-147
	Ms. Reema Nikalje	
16	The Importance of Global Citizenship Education in a Globalized World	148-161
	Dr. Shumaila Patrawala Siddiqui	
17	Social, Emotional and Ethical Learning	162-176
	A concept to build an inclusive community	
1.0	Dr Manisha Ramesh Gawde	1== 10=
18	The Role of Teachers Competencies in Education for Sustainable	177-185
	Education	
1.0	Dr. Nitisha Jha	106100
19	Higher education for sustainability: A global Perspective	186-193
	Ms. Sweety Singh	
20	Role of Education for Addressing Sustainability	194-205
	Mrs. Shubhangi Kore	
21	A Step Towards sustainability: Theme Based Teaching	206-211
	Ms. Anjana Tawani	
22	Perspective on Creating an Ecosystem to be Self-Sustainable	212-220
	Dr. Swati Sharma	
23		221-237
	गडचिरोली जिल्ह्यातील माध्यमिक शाळेतील विद्यार्थ्यांच्या सामाजिक -	
	आर्थिकस्तराचा शैक्षणिक गुणवत्तेवर होणाऱ्या परिणामांचा अभ्यास	
24	कु. सुवर्णा ना. भोंगळे, डॉ. अर्चना के. ठाकरे	220 250
24	शिक्षणातील शाश्वत पद्धती	238-250
	Dr. Mugdha Sangelkar	
25	वैश्विक नागरिकता के लिए शिक्षा	251-260
	Dr. Punam Kesharwani	



### **Role of Education in Fostering Global Citizenship**

Mrunali Rupesh Pansare

Asst. Professor Gurukrupa College of Education and Research, Kalyan (W)

### Abstract

In an increasingly interconnected world, the concept of global citizenship has gained prominence as a means to address pressing global challenges. This abstract explores the pivotal role of education in nurturing global citizenship. It delves into the fundamental aspects of this role, highlighting the importance of imparting global awareness, cultural sensitivity, and critical thinking skills. The abstract also touches upon the challenges and opportunities that educators face in integrating global citizenship education into curricula. By examining the impact of education on fostering global citizens, this abstract underscore the significance of preparing individuals to actively engage in the complex and interconnected global community, promoting tolerance, empathy, and a sense of responsibility toward the world at large. By investigating existing educational frameworks, programs, and best practices, the paper aims to provide insights into how educational institutions can enhance their efforts to prepare students for active engagement in global issues.

*Keywords:* Education, global citizenship, interconnected world, values of education.

### Introduction

The role of education in fostering Global citizenship is a concept that emphasizes the development of knowledge, skills, and attitudes that enable individuals to understand and engage with complex global issues. This paper explores the significance of the role of education in fostering global citizenship, its core components, and its role in preparing students to be responsible, informed, and active global citizens.



### **Core Components of Global Citizenship**

**Awareness of Global Issues:** Global citizens are well-informed about global challenges such as climate change, poverty, and human rights violations.

**Cultural Competence**: They appreciate cultural diversity, embrace differences, and foster intercultural understanding.

**Social Responsibility:** Global citizens feel a sense of responsibility to address local and global issues, advocating for positive change.

**Environmental Stewardship:** They recognize the importance of sustainability and work towards preserving the environment.

**Critical Thinking and Problem Solving:** Global citizens are equipped with the skills to analyze complex problems and develop innovative solutions.

### The Role of Education

Education plays a vital role in nurturing global citizenship by:

**Curriculum Integration**: Incorporating global issues into the curriculum across subjects to promote awareness.

**Experiential Learning**: Encouraging students to engage in hands-on experiences like volunteering, cultural exchanges, or international projects.

**Technology and Connectivity:** Utilizing technology to connect students with peers from different countries, promoting cross-cultural learning.

**Ethical Education:** Teaching ethics and values that emphasize empathy, compassion, and social responsibility.

### **Challenges and Solution**

### 1. Cultural Bias in Curricula:

Challenge: Educational materials may be biased toward a particular culture or perspective, limiting the development of a truly global mindset.



Solution: Promote diverse and inclusive curricula that incorporate perspectives from various cultures, ensuring a comprehensive understanding of global issues.

### 2. Limited Access to Quality Education:

Challenge: Disparities in educational resources and access hinder the development of global citizenship skills in marginalized communities.

Solution: Implement equitable educational policies, increase funding for underserved areas, and leverage technology for broader educational reach.

### 3. Nationalistic Approaches in Education:

Challenge: Some educational systems prioritize nationalistic perspectives over global understanding, hindering the cultivation of global citizenship.

Solution: Advocate for curriculum reforms that emphasize global interconnectedness and cooperation, encouraging a more inclusive worldview.

### 4. Language Barriers:

Challenge: Language differences can impede effective communication and collaboration in global contexts.

Solution: Integrate language education programs that focus on key international languages and promote multilingualism as part of global citizenship education.

### **5. Resistance to Change in Educational Systems:**

Challenge: Traditional educational systems may resist adapting to evolving global citizenship needs.

Solution: Encourage educational reforms that prioritize flexibility, innovation, and responsiveness to the changing dynamics of the global landscape.

### **Solutions to Overcome these Challenges**

### **International Collaboration and Partnerships:**

Foster collaborations between educational institutions globally to share best practices, exchange



resources, and jointly develop curricula that transcend cultural biases.

### **Teacher Training and Professional Development:**

Provide comprehensive training for educators to equip them with the skills needed to teach global citizenship effectively, including intercultural competence and innovative pedagogical approaches.

### **Integration of Technology:**

Leverage technology to overcome geographical barriers and provide access to educational resources, virtual exchange programs, and online collaborations, ensuring a more inclusive educational experience.

### **Advocacy and Policy Reforms:**

Advocate for policy changes at the national and international levels to integrate global citizenship education into formal curricula, emphasizing its importance in shaping well-rounded, socially responsible individuals.

### **Community Engagement and Awareness:**

Involve communities in the educational process, raising awareness about the benefits of global citizenship education and garnering support for its implementation at the grassroots level.

### **Evaluation and Assessment Strategies:**

Develop effective assessment tools that measure global citizenship skills, encouraging educational institutions to prioritize and track progress in this crucial area.

By addressing these challenges and implementing solutions, education can play a pivotal role in fostering global citizenship, preparing individuals to navigate the complexities of our interconnected world with understanding, empathy, and a commitment to positive global impact

### Conclusion

Global citizenship education is a key driver in preparing individuals to navigate an increasingly interconnected world. By fostering awareness, empathy, and a sense of responsibility, it empowers students to become proactive agents of positive change on a global scale.



### References

- Alkire S., Deneulin S. (2009). The human development and capability approach. In Deneulin S., Shahani L. (Eds.), An introduction to human development and capability approach (pp. 22-48). London, England: Earthscan.
- Appiah K. A. (2005). The ethics of identity. Princeton, NJ: Princeton University Press.
- Bourdieu P. (1991). Language and symbolic power. Cambridge, MA: Harvard University Press.
- Cameron J., Fairbrass S. (2004). From development awareness to enabling effective support: The changing profile of development education in England. Journal of International Development, 16, 729-740.
- Crosbie V. (2013). Capabilities and pedagogies for global identities. In Boni A., Walker M. (Eds.), Universities and human development: A new imaginary for the university of the XXI century (pp. 178-191). London, England: Routledge.
- Delanty G. (2001). Challenging knowledge: The university in the knowledge society. Berkshire, UK: Society for Research Into Higher Education.
- Delanty G. (2003). Citizenship as a learning process. International Journal of Lifelong Education, 22(6), 597-605.
- Global University Network for Innovation. (2009). Higher education at a time of transformation. London, England: Palgrave McMillan.
- Killick D. (2012). Seeing-ourselves-in-the world: Developing global citizenship through international mobility and campus community. Journal of Studies in International Education, 16, 372-389.
- Mälkki K. (2010). Building on Mezirow's theory of transformative learning: Theorizing the challenge to reflection. Journal of Transformative Education, 8, 42-62.
- Marginson S. (2014). Student self-formation in higher education. Journal of Studies in International Education, 18, 6-22.