

Global Citizenship Education Revamping the Higher Education System Through A Holistic and Multi-disciplinary Perspective

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Abstract

Our nation, society, economy, and the world have all seen substantial changes in the current situation. In light of this, the education sector must be ready to meet the demands of the 21st century as well as those of the populace and the nation. In order to create a new system that is in line with 21st-century educational objectives, including SDG4, while building on India's cultural values and programs, the Government of India introduced the National Education Policy 2020. Several policy directions are suggested in the National Education Policy 2020 (NEP 2020) for providing transdisciplinary education. Through the use of Global Citizenship Education, the NEP 2020 seeks to holistically develop an individual's intellectual, aesthetic, social, physical, emotional, ethical, and moral aspects. This will directly contribute to the transformation of the nation and make India a global knowledge superpower. Global citizenship Education is an adventure because it is a way to construct and shape a new idea of social responsibility and engagement as well as a way of learning for global learning and thinking about the community. This paper illustrates the ideas, initiatives, and viewpoints of global citizenship education by using education to help restructure the higher education system in a holistic and multidisciplinary way in order to understand the emotional and intellectual demands of the modern world and find effective ways to meet them. This paper suggests the Guidelines for transforming Higher Education with a multidisciplinary and holistic approach to promote GCED in India.

Keywords: Global Citizenship Education (GCED), NEP2020, Higher Education, Multidisciplinary.

Introduction

Education opens up a world of opportunity, brings prosperity, and enables each of us to contribute to future-oriented and healthy communities. Everyone should be able to get an education because education benefits all beings. All efforts in education are done toward understanding multicultural worldviews, and the ability to deal with global concerns should consider working on it. Abroad, they are experimenting with the idea of bringing a global perspective into their schools and classrooms, or have worked hard for years to foster a world-conscious educational culture.

According to UNESCO (2017), a solid and comprehensive foundation for lifelong learning and well-being should be built. People can expand their knowledge through higher education.

In order to build India into a democratic, socially conscious, culturally and empathetic country that upholds liberty, equality, fraternity, and justice for everyone that is envisioned in its Constitution, higher education is crucial. The nation's economy and ability to sustain livelihoods are both greatly aided by higher education. More and more young Indians are probably going to want to pursue higher education as many nations, like India, are heading toward being a knowledge economy and culture.

Aanobhadrakrtavoyantuviswatah

Let noble thoughts come from all directions

The insightful idea of the Rigveda demonstrates that Vedic Period was aware of the potential for endless learning. India has a long history of using a multidisciplinary approach, as shown by the presence of ancient institutions like Takshashila and Nalanda. These historic institutions of higher learning in India were renowned for teaching every subject, including singing, art, chemistry, and mathematics, as well as practical skills like carpentry and clothing manufacturing, as well as academic subjects like engineering and medicine and soft skills like debate, discussion, and communication. Over the years, the range of educational choices shrunk, and emphasis shifted to subject-specific learning, leading to the expansion of single-stream institutions.

Several policy directions are suggested in the **National Education Policy 2020 (NEP 2020)** for providing transdisciplinary education. The comprehensive National Education Policy 2020 intends to provide a **holistic and multidisciplinary approach to education**, enhancing the educational field and increasing its effectiveness and inclusivity. The 21st century is postmodern, thus education must take a multidisciplinary approach.

In order to transform the nation and make India a global knowledge superpower, NEP 2020 aspires to advance all domains of a learner. But regrettably, India's current higher education system is unable to satisfy the requirements and standards of the global scenario. Higher education reform is thought to be urgently necessary. Today, young people should grow up to be responsible, global citizens. Teachers must equip their students to meet global difficulties since ecological and geopolitical events in an increasingly networked globe disregard all national boundaries, including those of India.

The main purpose of education is to prepare people to live in fair, safe, moderate, and inclusive societies not only to develop proficiency in reading, writing, and mathematics. In order to encompass a broad variety of international obligations, and local acts, the concept, practice, and the term "global citizenship" evolved.

The United Nations (UN) claims that global citizenship education (GCED) gives students the skills, attitudes, and conduct needed to handle intellectual problems of the twenty-first century, such as issues of equality and sustainability as well as issues with climate change, conflict, poverty, and famine.

It promotes the construction of a better future for everyone, GCED enables students to learn their duty toward the globe. The objectives of education for development are associated with several allied topics under GCED.

The Sustainable Development Goals, or SDGs, were endorsed by UN members in 2015 and urge for the growth of GCED in the educational sector.

After all, target 4.7 of the SDGs places special focus on:-

4.7 By 2030, make sure that all students have the knowledge and abilities necessary to advance sustainable development. This includes, among other things, promoting human rights, gender equality, a culture of peace and nonviolence, global citizenship, and an appreciation of cultural diversity and its role in sustainable development.

The comprehensive and holistic strategy outlined in NEP 2020 means that higher learning should focus on producing moral, considerate, all-around, and creative people. The system of higher education must be the key to creating more thriving, socially involved, cooperative communities as well as a happier, more unified, culturally diverse, creative, innovative, forward-thinking, and prosperous country.

Importance of the Study

It will be advantageous for society because GCED will be a significant factor in changing higher education as we know it now. The increased requirement for human capital justifies the demand for more potent, transformative education strategies. As a result, educational institutions will provide students with superior training. For this, a new perspective on GCED aims for a long-term shift in favor of peace and human rights rather than the replication of existing structures and systems or the upkeep of hegemonic ones.

Objective

The main goal of this investigation is to examine the state of the Indian system of higher learning at present in concentrating on NEP 2020's vision for a comprehensive and multidisciplinary approach to higher education through the promotion of Global Citizenship Education. The paper also identifies the key components of GCED and makes some recommendations for improving higher education.

Research Methodology

It is a qualitative study. The required secondary data was gathered from a variety of websites, including those run by the Indian govt., magazines, journals,

and other publications. Utilizing a variety of databases, a sizable number of academic works on the topic of NEP-2020 and GCED were reviewed. To get at the outcomes and conclusions, this data was examined and put through analysis.

Higher Education System In India

The idea that high-quality higher education is essential for long-term human growth is apparent in the modern world. Learning analytical and problem-solving skills through higher education eventually aids in the development of intellectual zeal and personality in people. It encourages learners to define and make career objectives.

" We owe a lot to the ancient Indians for teaching us how to count. Without which most modern scientific discoveries would have been impossible."
- Albert Einstein

Indian system of learning has evolved in a spectacular way, especially in the post-independence era. In terms of the global network, India has the largest higher learning systems, ranking second. In relation to India, the phrase "**higher education**" refers to the tertiary level instruction that is provided following 12 years of formal education (10 years of primary education and 2 years of secondary education). There are around 42,000 institutions and over 1000 universities that make up India's whole higher education ecosystem, which offers top-notch instruction. These organizations are all governed by the Ministry of Education.

According to the All India Report on Higher Learning, the Gross Enrolment Ratio (GER) in India increased from 20.8% in 2011–12 to 25.8% in 2017–18. The use of cutting-edge innovation and technology is helping to transform the paradigm in India's higher learning. **The (NEP) 2020** and the changed system both emphasize the learners' inclusive growth. The major goal of NEP 2020 is to strengthen and execute technology-based, multidisciplinary education that is open to everybody. It aims at delivering higher learning that helps students achieve their personal goals and equips them to build successful futures. Furthermore, the policy emphasizes the necessity of internationalizing higher education. For this reason, programs like **Study in India and International**

Students Offices are used to promote Indian higher education institutions on a global scale. Additionally, the NEP 2020 gave institutions more freedom to design their own curricula and choose how to assess students internally in order to give students an engaging learning experience. In other words, the objective is to achieve the highest possible standards of quality of learning.

India is a desirable alternative for overseas students because of its valued and competitive education ecosystem. Additionally, the recently introduced policies encourage kids to build positive skill sets. India is a fantastic study-abroad location for higher education.

In the NEP 2020, the inclusion of **Multidisciplinary Education** is a good addition. Large vistas for debate and discussion opened up when the arts and humanities were combined with STEM. With the introduction of multidisciplinary education, comprehensive education prepares students for entry into the professional, vocational, and technical disciplines of their choice. As they learn to methodically choose disciplines interconnected with each other, students in multidisciplinary education are better able to develop their skills.

The most effective way to organize knowledge is through a multidisciplinary approach, which also allows students to practice and assess both their technical and non-technical skills. Multidisciplinarity shouldn't be considered as a strategy that opposes specialization; rather, as Bohr famously put it, "contrariasunt complementa," the two approaches can be combined to create a new method of conceptualization. Additionally, multidisciplinarity has the potential to be a true social experiment in which teachers and students collaborate at several levels of organization and interaction. Actually, there are three stages of multidisciplinarity: pluridisciplinarity, interdisciplinarity, and transdisciplinarity.

The disruptive educational philosophy known as holistic and multidisciplinary education allows pupils more freedom..

Problems of the Higher Education System in India

There are various higher institutes but still, it is creating "islands of excellence in the sea of mediocrity." The democratization was facilitated by increased access to a system of lower-quality higher education.

However, the system is currently dealing with a number of pressing problems, such as funding, management, access, equity, and relevance; reorienting programs to place more of an awareness; principles, ethics, and standards of learning; and evaluating institutions and accrediting them. These concerns are crucial for the nation because it is currently working to create a world fit for the present condition using higher education as a potent tool. Only 24.5 percent of students are grossly enrolled in higher education or GER. Both the problem of quantity and quality exist. The Yashpal Committee (2010) highlights a number of issues with higher education in India:

- Knowledge system compartmentalization and fragmentation.
- Break out from Global citizenship.
- Excessive focus on entrance exams.
- Lack of originality in teaching strategies.
- University autonomy is deteriorating.

India has already been 50 years late to catch up on its promises to the world of education. The country must achieve the education SDG targets by 2030 if it intends to make significant improvements to the educational sector. There is a pressing need for India's educational system to advance.

How to transform education in India? - Education Quality Upgrading and Inclusion Programme (EQUIP) According to the Prime Minister's decision to create a five-year vision plan for each Ministry, MHRD has released EQUIP, a five-year vision plan for education. Ten expert groups, led by professionals both inside and outside of the government, developed the EQUIP project:

- I. Group 1: Accessibility-improving tactics
- II. Group 2: Towards the greatest teaching and learning practices worldwide
- III. Group 3: Promoting Excellence
- IV. Group 4: Governance reforms

- V. Group 5: Assessment, Accreditation, and Ranking systems
- VI. Group 6: Support for innovation and research
- VII. Group 7: Entrepreneurship and employability
- VIII. Group 8: Increasing reach with technology
- IX. Group 9: Internationalisation promoting Global Citizenship Education
- X. Group 10: Financing higher education

Nations have recently given global citizenship a lot of attention due to its significance for sustainable development.

Global Citizenship Education (GCED) – A Transformative Approach

The goal of GCED, according to Osler (2012), is to develop skills needed to forge a learner's personality, take an active role in society, and engage with others in a respectful manner. Additionally, it must encourage students to critically assess potential scenarios involving diversity concerns they might encounter in their daily lives and reinforce a positive attitude toward diversity.

Four guiding principles for Global Citizenship Education (GCED) were devised by an international panel with the aim of improving citizenship education programs and transforming students into successful global citizens:-

1. The complicated interrelationships between variety and unification in societies, countries, and the world should be taught to students.
2. Students should be taught about how people in their neighborhood, country, and region are connected to changes in the global economy, politics, culture, environment, and technology and how these changes affect people locally as well as globally.
3. In multicultural nation-states, citizenship education courses and programs should be based on teaching human rights.
4. Students should be given the chance to learn about democracy, democratic institutions, and democratic practices.

Fig. 1: Framework for GCED



The GCED star's graphic gives an overview of the fundamental pedagogical concepts as well as the major areas of knowledge. Self-reflection is at the core of any learning process, serving as its A and O. One fundamental concept is represented by each of the star's four points.

India has to encourage Education for global citizenship at various levels:

- i. Training of instructors
- ii. Development of curriculum and practical sessions
- iii. Work on policy conception and advocacy for education
- iv. Networking
- v. Scientific research

There should be proper focus given to various values, basic skills, study methods, and frameworks for action. We should think about the global

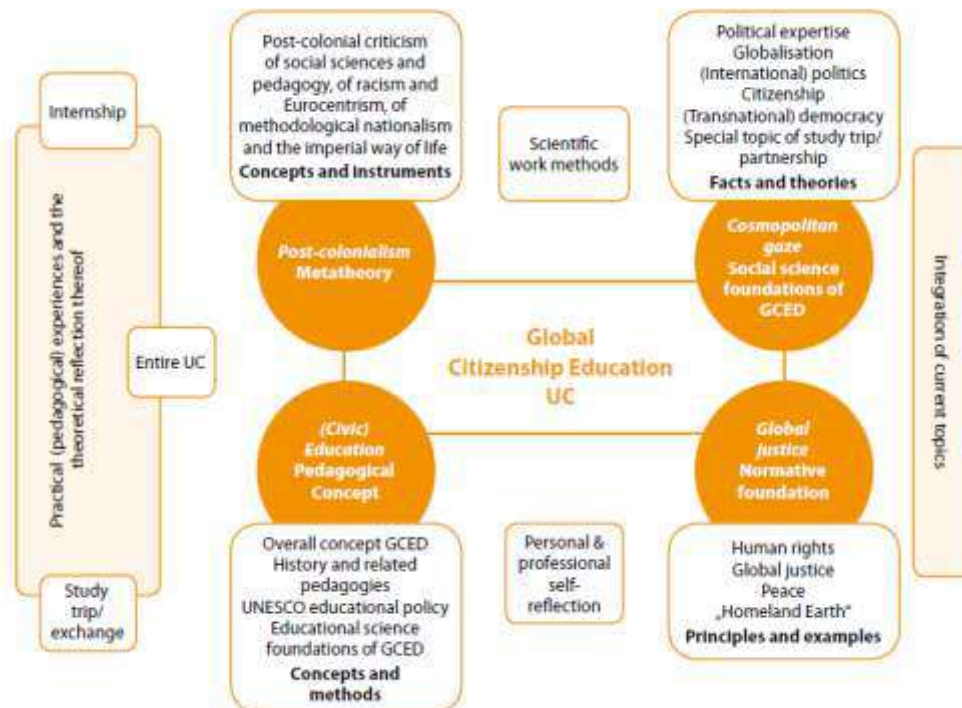
dimensions of all issues, individual reality, and critical thinking and generate a feeling of brotherhood among all learners from different corners of the world.

Steps to Promote GCED in Higher Education in India

The following initiatives can be taken to promote GCED in transforming higher education:-

- I. **Introducing the GCED University Course** as running in Austria - The course designed for the University to promote GCED will be hybrid education and training program that mixes block teaching units in the form of regional workshops, many short seminars, and seminars lasting several days combines self-directed learning stages and e-learning phases.

Fig 2:- University Course design



- II. Study abroad programs are an essential part of GCED preparation**—To promote GCED, a study tour is an invaluable learning experience. Such a trip enables students to experience in-context elements with real-world experiences consequently, educational outcomes. The study tour is a very rigorous and complicated learning approach, thus it is important to first guarantee that the necessary circumstances are met: thorough content-related preparation that links the social setting.
- III. GCED Classroom teaching** – In Global citizenship education students will experience their self-efficacy as "citizens" through education in the classroom, which will also help them internalize these experiences and make them a part of their personalities. Education in the classroom will also support students to learn the principle guiding values needed to become a responsible global citizen.

Conclusion

Although there is no shortage of good resources for teaching global citizenship, it will be guided and occasionally constrained by teachers' ability to effectively utilize resources and inspire students' interest in thinking and learning. These are potential beginning sites because many young people are already interested in environmental issues and have access to global television and the internet.

Education of global citizenship will highlight the disparities in citizens' rights and resources both within and between governments. Hence it will be proven as a milestone in transforming higher education with a more holistic and multidisciplinary approach.

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