

# Pedagogy for Global Level Education

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## Abstract

*Children should be supported by parents' teachers and by the educational resources to make them investigate the world. To encourage children on native culture, tradition and literature, child centric content should be featured.*

*Teachers should be provided with proper virtual global learning projects and also proper resources should be provided through systems that is formed with native language teachers. Students across the Globe is fully equipped with proper multi-media through the educational institution in which they develop their knowledge. Learning should be made interesting. Interest could create to students if little fun is added into the way of teaching. Country like India which has a diverse culture has many creative actives for young learners.*

*Students should be given practice on skill development inside classroom and need to be given ideas on how to implement those practises on learning real-world topic. There are certain traditional activities of learning such as reading text books, listening to lectures and most traditional method of memorizing their learning. Instead of these activities they must be prepared for more active learning to develop their global competence.*

**Keyword's:** Pedagogy, Traditional learning, Global education.

## Introduction

Education towards development which would help students to meet different level of achievement across Global level. The focus on education teaching for the competence across Global in been creating a rapid change. Educators and Education system worldwide are working on reassessing the skills and knowledge students need for the changing world. Understanding and recognizing the perspective of Global view is been developed.

The definition undergirds the competence of the global assessment in the 2018 PISA test and it has provided a complete road map which would give clearidea and knowledge. For Educators and the Education system to integrate global competence into their teaching. The basic point is to open a discussion on the nature of education and its description by various reputable bodies to come on with further clarification through discussion on the skills, knowledge, attitudes which help to frame content towards international Education.

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## Global Education

Starting from primary to higher education technology, online search engine has become more popular mode of instructional delivery in all the educational system to meet the educational development globally. Educators and students should be given enough knowledge about the technologies available to develop and meet Indian education values across world for effective teaching and learning many practises should be adopted through pedagogical approach. Learns should be given enough skills and knowledge on picking up materials for the study from online platform UNESCO has always urged its state members to inculcate international education into their system of learning. The aim of international education expressed in a UNESCO 1974 document were reaffirmed by a UNEDCO1996 (P9) declaration was defined as international education as teaching about peace, democracy and human rights. The aims were to develop:

1. Traditional values and culture of peace
2. Responsibility of each citizen towards value freedom
3. Non-violent conflict skills were resolved
4. Cultural heritage values and education about environment and its protection
5. Knowledge to make decisions on choices necessary.

Above mentioned declarations also develop creativity, critical analysis and civilisation are given clear knowledge to learners by the Educators.

## Pedagogy Impacting Global Education

The form and nature of human existence on the world – The Earth are been questioned by the two major Global events in the 3rd decade of 21st century. COVID-19 pandemicis interconnected Globally with everyone in the world. All countries around the Globe had one or the other seivour impact due to the virus which was spreadingfast around the clock.

The impact over the poor and marginalized countries was worst comparatively. Education system and their teaching took a new form so called online mode of teaching. Educators they themselves found it new method of teaching. It was equally new to students as well; the invention of technologies was highly helpful for non-stop learning and improving learning system. As all new methods of teaching online mode of teaching also had its own flaws. It was not as easy to give online education to all the students, only families with good income and with some basic knowledge about technologies could manage to afford online education with proper computer or laptop and uninterrupted network connections. Economically backward students remained helpless due to the seivour spread of virus people could neither help them physically nor financially. But still Indian government tried their level best to make students learn and not to be ideal. School lessons were broadcasted in government Tv channels and Radio.

The second and major treat was climaticcalamities due to change in climatic conditions and global warming. The reality around the globe was very worse with floods, land slides and many other calamities. In spite of all natural disasters, the best part was citizens were with great humanities, helping each other young people in India brought situation under control somehow.

Educationalist should bring in hope into their teaching life has to be taught as well. Learning is also about moving forward whatever happens in life. Enrichment should happen indivual as well as to the whole society, to ensure the development educator is responsible.

## Conclusion

Global education is a valuable source of social learning. Institution development is challenged with global education challenges and chance of development. Introducing global education

projects and programmes through formal curriculum. The state of Global education crisis has taken different form towards the educational development. The sudden transition to online pedagogy education.as a result of COVID-19 in developed countries had difference from other countries. Crisis offer great changes, Face-to-Face teaching and learning took change with online. The technology development was not met by many people due to poverty, the sudden change for staff and educator was also under great responsibility. Programmes and system have become a good start to life-long learning facilitate the development of education system across the globe.

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