



Global Education Standard (Vs) Local Curriculum Needs

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Abstract

This paper highlights the significance of E-Learning in modern education and discusses its technical aspect, market and comparison with instructor led training and possibility of whether E-Learning will replace the old classroom teaching. Presently the concept of E-Learning is becoming very popular as the number of internet savvy users is increasing. As the global education landscape evolves, the tension between international educations standards and local curriculum needs has become a critical area of study. Global education frameworks, such as the United Nations Sustainable Development Goals (SDGs) and initiatives by international bodies like UNESCO, advocate for universal education objectives, including access to quality education, literacy, and skills development. Many institutions of higher education and universities are resorting to E-Learning. Big corporate companies are also heavily investing in E-Learning and setting up interactive classrooms. Indira Gandhi National Open University (IGNOU), the world largest open university launched a 24X7 and 365 days a year-round access as compared to instructor-led training, which is one time class that must be schedule. E-Learning also provides students freedom from carrying heavy school bags and stop cutting of trees for the sake of paper, pencil and rubber.

Keywords : Ancient (VS) Modern Learning, Education, E-Learning.

Introduction

Education is essential in forming communities because it gives pupils value, knowledge and skills. Standardized educational systems are becoming more popular as a result of globalization, as they guarantee that students can complete in a linked globe. Local educational systems, however also need to match community expectations. The co existence and mutual support of local curriculum requirements and global education standards are examined in this study.

Global Education Standards

An overview and significance of the term “Global Education Standards” refers to globally accepted criteria for academic performance, such as the International Baccalaureate (IB), the programme for International Student Assessment (PISA), and sustainable Development goal (SDG4) on quality education. These model highlights:

- Problem solving.
- Digital literacy.
- Language Proficiency.
- Promoting sustainability and global citizenship.

➤ Problem Solving

Students are being prepared for global challenges through critical thinking and problem solving (OECD, "PISA 2022").

➤ Digital Literacy

Preparing pupils for new technologies.

➤ Language Proficiency

Promoting multilingualism for global communication is known as language proficiency.

➤ Promoting Sustainability and Global Citizenship

Intercultural understanding through global citizenship education (UN, "SDG 4: Quality Education").

Needs for a Local Curriculum:

Giving national and community interests priority a regions historical, cultural and economic realities are reflected in local curricula. In terms of education policy, they preserve national identity and sovereignty while making ensuring that students acquire knowledge that is pertinent to their society. Crucial zones consist of:

- Cultural and historical education:

Teaching native customs, history and values is known as cultural and historical education.

- Local language and literacy:

Giving national or regional precedence.

- Socio economic Relevance:

Meeting community and labour market demands

- Rules and administration Autonomy:

Giving local leaders the power to choose the priorities for education.

Challenges of Localized Curriculum Development:

Problems with developing a localized curriculum include the possibility of isolationism if it is not in line with global competencies.

Conflicts between Local Needs and International Standards Curriculum overload:

Combining local studies with global competencies may result in a curriculum that is too full.

Cultural identity VS Globalization:

Some community's worry that local customs may be compromised by global educational frameworks (Smith and Taylor, "Cultural Identity and Globalization in Education").

Resource Disparities:

Due to budgetary limitations, developing countries may find it difficult to adopt international standards.

Policy Opposition:

Foreign-imposed educational methods may encounter opposition from national governments.

REACHING THE CORRECT BALANCE BETWEEN GLOBAL STANDARDS AND LOCAL CURRICULUM

It is possible to develop strategies to incorporate local curriculum requirements and global education standards rather than seeing them as mutually exclusive. Here are a few strategies that can assist,

Standard Implementation:

Standard implementation can be made more flexible with the use of global education frameworks. While guaranteeing that core learning objectives, including literacy and numeracy, are fulfilled, nations could continue to have the autonomy to modify curriculum to fit their unique circumstances.

Emphasis on transferable skills:

Education systems should place more emphasis on cultivating abilities like critical thinking, problem-solving, communication, and teamwork that cut across national borders rather than strict subject standards. These abilities enable pupils become globally competitive and can be used in any situation (Chavez and Myers, 2022).

Teaching that is culturally sensitive:

Students can feel more connected to their education when local history, languages, and customs are incorporated into the curriculum. While maintaining adherence to international educational standards, this can be accomplished, guaranteeing a comprehensive, culturally appropriate educational experience.

Trade and cooperation:

While honoring one another's regional requirements, nations can work together to trade teaching strategies, educational materials, and best practices. The gap between local criteria and global standards can be closed with the support of international relationships among organizations, colleges, and schools (Brown et al., 2023).

LITERATURE REVIEW

More people believe that in order to prepare pupils to succeed in a globalized environment, global education standards are crucial. Universal skills like computer literacy, critical thinking, and teamwork are given a lot of attention worldwide. These standards can provide uniformity, support international collaboration, and assist students in competing on a worldwide scale. For example, the IB program has been adopted in schools across several nations because to its reputation for demanding academic standards and the development of abilities that are prized globally. Organizations such as the OECD have also created educational frameworks that emphasize the value of standardized assessments in guaranteeing that everyone has fair access to education. Critics argue that a one size fits all strategy frequently overlooks the local context, despite the allure of standardized schooling. Local and national curriculum is influenced by socioeconomic, historical, and cultural elements specific to a locality. Education that is firmly anchored in a region's history, language, culture, and values must be emphasized in local curricula. To ensure that students are prepared to engage in their nation's economy and cultural life, nations such as Japan and India, for example, have developed curricula that place a high priority on national history, regional languages, and societal demands. Furthermore, it is believed that these kinds of curricula promote a sense of community and identity, which may be undermined by excessively globalized educational systems.

CONCLUSION

Global education standards have the ability to improve educational achievements for all pupils amid the world's growing interconnectedness. It is imperative, therefore, to make sure that the significance of local settings is not diminished by these criteria. An educational system that is both locally relevant and globally competitive can be produced by finding the ideal balance between the two. We can guarantee that students have the abilities and information required to prosper in a globalized world while staying rooted in the distinct cultural and economic realities of their communities by implementing a flexible, culturally sensitive approach.

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