

# Teaching Lesson Plan

VAC (2 +2 Credits)

GLOBAL CITIZENSHIP & SUSTAINABLE DEVELOPMENT (2 Credits)

Lecture hours: 30

**OBJECTIVES:** To understand the concept and structure of global governance

SN	Subject and Objectives	Lectures Hrs	Methodology	Evaluation Mode
Unit-I	1. The concept of Citizenship and Citizenship Education 2. The Concept of Global Citizenship and Global Citizenship Education (GCED) 3. Aims of Global Citizenship Education 4. Global governance – concept and structure 5. Cultural diversity and tolerance	6Hrs	PPT, Illustrations	Q & A, Assignments
Unit-II	1. Inequality and Global Citizenship 2. Social Justice 3. Gender Equality 4. Multi culturalism	6Hrs	PPT, Illustrations	Q & A, Assignments
Unit-III	1. Human Right Education 2. Peace and non-violence 3. Global Economy	6Hrs	PPT, Illustrations	Q & A, Assignments
Unit-IV	1. Combating climate change 2. Environmental sustainability	44Hrs		
Unit-V	1. Global Citizenship and leaders 2. G-20 and India's role in it 3. Global Citizenship and Indian Ethos	6	PPT, Illustrations	Q & A, Assignments

## Reference Books:

1. Peter N. Stearn- Education Global Citizens in College and University; Routledge Publication
2. Adeel Jalil, A.K. Kari, Kathrine Meleg- Global Citizenship Education, A Critical and International Perspectives Springer
3. Eva, Aboagye & S. Nomburo Dlamini, global Citizenship Education: Challenges and Successes.
4. William Gaudelli, global Citizenship Education.
5. A text book of Environmental Studies- E. Bharucha (English/ Hindi)
6. Fundamental Concepts in Environmental sciences DD Mishra- Sultan Chand publication
7. A textbook of environmental studies; C. Rajgopalan
8. A text book of environmental studies: SVS Rana
9. Carson, R. 2002. Silent Spring. Houghton Mifflin Harcourt.
10. Gadgil, M., & Guha, R. 1993. This Fissured Land: An Ecological History of India. Univ. Of California Press.
11. Odum, E.P., Odum, H.T. & Andrews, J. 1971. Fundamentals of Ecology. Philadelphia

Prepared by: Department

**Lesson Plan (Ishan Tiru) Department of Political Science (NEP) – Multidisciplinary course**

**Lesson Plan:** 01

**Sem.:** II (B.A.)

**Name of the Teacher:** Asst. Prof. Ishan Tiru

**MULTIDISCIPLINARY COURSE**

**Subject:** Global Citizenship Education & Education for Sustainable Development

**Credits:** Theory-02, Tutorial-

01

**Allotted:** 45 Lectures and 7 Tutorials

**Course Objectives:**

1. To understand the concept and structure of global governance
2. To empower learners to become aware of and understand global and sustainable development issues •
3. To become active promoters of more peaceful, tolerant, inclusive, secure, and sustainable societies.
4. Enabling students to embrace and practice constitutional, humanistic, ethical, and moral values in conducting one's life, including universal human values and citizenship values.
5. To practice responsible global citizenship required for responding to contemporary global challenges
6. To enable the students in recognizing environmental and sustainability issues, climate change impacts and to participate in actions to promote sustainable development.
7. To instill integrity in students and enable them to identify gender issues, human rights issues, ethical issues, related to work and follow just and ethical practices both at home and workplace.

**Teaching Aids:**

Sl.	Unit	Topics	Teaching Methodology	Assessment	Outcome
1	<b>Unit 1</b> 5 Lectures 1 hrs. Tutorials	1. Global governance – concept and structure	— Lecture — Group Discussion — Debates — Peer Teaching	— Quiz on basic concepts — Class Test — Open Book Test — Assignments	1. The students will know about the contemporary concept of global governance and its structure.
2	<b>Unit 2</b> 5 Lectures 1 hrs. Tutorials	1. Global Citizenship, Multi-culturalism & diversity and tolerance	— Lecture — Group Discussion — Debates — Peer Teaching	— Quiz on basic concepts — Class Test — Open Book Test — Assignments	1. The students will know and understand their role and responsibility as global citizen in a multi-cultural and diverse world. 2. The students as global citizen will be tolerant towards other cultures.
3	<b>Unit 3</b> 5 Lectures 1 hrs. Tutorials	1. Inequality/ Social Justice	— Lecture — Group Discussion — Debates — Peer Teaching	— Quiz on basic concepts — Class Test — Open Book Test — Assignments	1. The students can promote the idea of social justice and reduce inequality.
4	<b>Unit 4</b> 5 Lectures	1. Gender equality	— Lecture — Group Discussion — Debates	— Quiz on basic concepts — Class Test — Open Book Test	1. The students will know the concept of gender equality and how can it be promoted in a global world.

	<b>1 hrs. Tutorials</b>		— Peer Teaching	— Assignments	
5	<b>Unit 5</b> <b>5 Lectures</b> <b>1 hrs. Tutorials</b>	1. Human Right Education	— Lecture — Group Discussion — Debates — Peer Teaching	— Quiz on basic concepts — Class Test — Open Book Test — Assignments	1. This unit will enable the students to understand the concept of human rights and will also know the importance of human rights awareness.
6	<b>Unit 6</b> <b>5 Lectures</b> <b>1 hrs. Tutorials</b>	1. Peace and non-violence	— Lecture — Group Discussion — Debates — Peer Teaching	— Quiz on basic concepts — Class Test — Open Book Test — Assignments	1. The students will know the importance of peace and non-violence in a globalized world.
7	<b>Unit 7</b> <b>5 Lectures</b> <b>1 hrs. Tutorials</b>	1. Combating climate change and its impact	— Lecture — Group Discussion — Debates — Peer Teaching	— Quiz on basic concepts — Class Test — Open Book Test — Assignments	1. The students will be enabled to understand the modern day global issues of climate change, its impact and measures to combat it.
8	<b>Unit 8</b> <b>5 Lectures</b> <b>1 hrs. Tutorials</b>	1. Environmental sustainability	— Lecture — Group Discussion — Debates — Peer Teaching	— Quiz on basic concepts — Class Test — Open Book Test — Assignments	1. The students will about environmental sustainability, its importance and need for the global world.
9	<b>Unit 9</b> <b>5 Lectures</b> <b>1 hrs. Tutorials</b>	1. Global Economy	— Lecture — Group Discussion — Debates — Peer Teaching	— Quiz on basic concepts — Class Test — Open Book Test — Assignments	1. The students will understand the concept of global economy, its various aspects and its functioning in the global arena.

### Suggested Readings:

1. Peter N. Stearn- Education Global Citizens in College and University; Routledge Publication
2. Adeel Jalil, A.K. Kari, Kathrine Meleg- Glocal Citizenship Education, A Critical and International Perspectives Springer
3. Eva, Aboagye & S. Nomburo Dlamini, global Citizenship Education: Challenges and Successes.
4. William gaudelli, global Citizenship Education.
5. Global governance – concept and structure
6. Global Citizenship, Multi cultursim & diversity and tolerance
7. Inequality/ Social Justice
8. Gender equality
9. Human Right Education
10. Peace and non-violence
11. Combating climate change and its impact
12. Environmental sustainability
13. Global Economy

## NAAC Sample Lesson Plan

**Lesson Plan:** 02      **Sem.:** II (B.A.)      **Name of the Teacher:** Asst. Prof. SANI SANTOSH TOPPO  
**COMMON COURSES - : SEM 2 Subject:** GLOBAL CITIZENSHIP EDUCATION & EDUCATION FOR SUSTAINABLE DEVELOPMENT **Credits:** Theory-02, **Allotted:** 30 Lectures

### Course Objective:

1. To understand the concept and structure of global governance
2. To empower learners to become aware of and understand global and sustainable development issues •
3. To become active promoters of more peaceful, tolerant, inclusive, secure, and sustainable societies.
4. Enabling students to embrace and practice constitutional, humanistic, ethical, and moral values in conducting one's life, including universal human values and citizenship values.
5. To practice responsible global citizenship required for responding to contemporary global challenges
6. To enable the students in recognizing environmental and sustainability issues, climate change impacts and to participate in actions to promote sustainable development.
7. To instill integrity in students and enable them to identify gender issues, human rights issues, ethical issues, related to work and follow just and ethical practices both at home and workplace.

Sl.	Unit	Topics	Teaching Methodology	Assessment	Outcome
1	<b>Unit 1:</b> <b>30</b> <b>Lectures</b> <b>3hrs.</b> <b>Tutorials</b>	<ol style="list-style-type: none"> <li>1. Global governance – concept and structure</li> <li>2. Global Citizenship, Multi culturism &amp; diversity and tolerance</li> <li>3. Inequality/ Social Justice</li> <li>4. Gender equality</li> <li>5. Human Right Education</li> <li>6. Peace and non-violence</li> <li>7. Combating climate change and its impact</li> </ol>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Digital Classes</li> <li>• Group Discussion</li> <li>• Self-study</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz on basic concepts and Theories</li> <li>• Class Test</li> <li>• Assignments</li> <li>• Presentation</li> </ul>	<ol style="list-style-type: none"> <li>1. Enhance the capacity of the learners to acquire and demonstrate problem-solving skills involving the capacity to solve different kinds of problems in familiar and non-familiar contexts and apply one's learning to real-life situations.</li> <li>2. Promote critical thinking involving capability to apply analytical thought to a body of knowledge, including the analysis and evaluation of policies, and practices, as well as analyse and synthesize data related to global issues from a variety of sources and draw valid conclusions and support them with evidence and examples.</li> <li>3. Creativity characterized by the ability to create or</li> </ol>

		8. Environmental sustainability 9. Global Economy			<p>think in different and diverse ways, deal with problems and situations that do not have simple solutions; view a problem or a situation from multiple perspectives; think ‘out of the box’ and generate solutions to complex problems in unfamiliar contexts.</p> <p>4. Communication Skills characterized by skills that enable a person to present complex information in a clear and concise manner to different groups/audiences; express thoughts and ideas effectively in writing and orally and communicate with others using appropriate media, convey ideas, thoughts and arguments using language that is respectful and sensitive to gender and social groups.</p> <p>5. Coordinating/collaborating with others involving the ability to: work effectively and respectfully with diverse teams, facilitate cooperative or coordinated effort on the part of a group, act together as a group or a team in the interests of a common cause and work efficiently as a member of a team.</p> <p>6. Leadership readiness/qualities involving capability for: mapping out the tasks of a team or an organization and setting direction; formulating an inspiring vision and building an efficient team and using skills to guide people to the right destination.</p>
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