Semester-IV

VAC-2(Value Added Course-2)

Paper Name-GLOBAL CITIZENSHIP EDUCATION FOR SUSTAINABLE DEVELOPMENT

Credits-2   **Full Marks-50**

End Semester University Examination-50   **Pass Marks-20**

No Internal Examination

Objectives

That the undergraduate students embibe the true qualities of a global citizen. Every student must be aware of the local and global problems and be able to solve them applying their competencies and true knowledge. Moreover, the course is designed to make students aware of multifarious problems, understand them and that they learn to adopt corrective measures to mitigate the problems. The objective of the course lies in inculcating broad perspectives of problem- solving ethos so that they become part of the epistemic community to mitigate local and global ills. As such the thrust is upon digital engagement with community participation of the young learners as 'future-proofing' tool. Hence, sensitized students should be able to grasp the true meaning of environmental- consciousness and sustainable development, within the broader perspective of transdisciplinary approach.

Learning Outcomes

1.Understanding and acquiring comprehensive knowledge of the global issues within the broader multidisciplinary approaches.

2. To develop wide-ranging practical skills and acquire the capacity to extrapolate from what one has learned to apply those competencies in the varied contexts to solve specific problems.

3. That the students acquire problem solving skills, critical thinking, creativity and enhance their communication skills to cooperate and coordinate as a team for common good.

4. Students pursue learning activities throughout their life that include learning out to learn skills.

5. That every student acquires multicultural competence that entail global perspective and honour diversity yet accomplish common group tasks and goals.

6. That students embrace universal human values, promote sustainable development and take effective measures to mitigate the effects of environmental degradation and is aware of climate change and its impact.

7. That every student promotes universal respect for and observance of human rights, promotes peace and non-violence and fosters community participation.

Unit-I: Introduction (i) The concept of Citizenship (ii) Citizenship Education in India. (iii) The Concept of Global Citizenship & Global Citizenship Education (iv)The notion of Global Citizenship embedded in Indian ethos. **(10 Hrs)**

Unit-II: (i) Attributes and Aims of Global Citizenship Education (ii) Importance of Problem solving skills, critical thinking and creativity to generate solutions (iii) Knowledge and multi-culturalism (iv) Value inculcation and accountability of knowledge **(10 Hrs)**

Unit-III: (i) Global governance systems and Human Rights education (ii)Equality and Non-discrimination, Dignity and Justice, Inclusion and Participation (iii) The importance of peace and non-violence in mediating and resolving conflicts (iv) Environmental awareness and sustainability. UN's Sustainable Development Goals for heralding peace and prosperity by the year 2030. **(10 Hrs)**

Readings:

1. Bakshi ,G.D, Constitution of India , Part 2, Articles 5-11 and part 4-A
2. Guha ,Ramchandra , Environmentalism : A global history.
3. Carlsen , Rachel , silent spring

4. www.undp.org
5. Hrdin, G. Living within limits: Ecology, Economics and population.
6. Hardin , G"Essays on Science and Society :Extensions of "The Tragedy of the Commons " " Science 280 (5364): 682-683.
7. Journal of Education for sustainable development, CEE, Centre for environment education, www.journals.sagepub.com/home/jsd
8. Das, Sujata. K Global Climate and sustainable development, Disha Books (Orient Longmen)
9. Ossewaarde , Martin J, Introduction to Sustainable Development ,sage
10. Devaki , N , Education for Sustainable Development , Shanlax
11. Chalkley,Brian, Martin Haigh,David Higgitt,Education for Sustainable Development, Routledge