

# Educational Framework for Global Citizenship in Higher Education



December 2021



सत्यमेव जयते



ज्ञान-विज्ञान विमुक्तये

**University Grants Commission**

Bahadur Shah Zafar Marg, New Delhi-110002

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**University Grants Commission**  
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## FOREWORD

India's rich heritage, democratic values and peaceful living despite socio-cultural diversities over thousands of years shaped its identity with universal brotherhood central to it. In fact, "*Vasudhaiva Kutumbakam*" (whole world is one family) reflects the idea of universal brotherhood as an integral part of Indian philosophy. Today's world marked by conflict, poverty, inequality, climate change, etc. reveals an erosion in these values. In an interconnected and interdependent world with wide-ranging challenges, the need of Global Citizenship Education is more than ever, for a sustainable future.

The National Education Policy (NEP), 2020, makes a strong pitch for Global Citizenship Education (GCED) for all learners to make them aware of and understand global issues and to become active promoters of more peaceful, tolerant, inclusive, secure and sustainable societies. Global Citizenship Education is guided by the Sustainable Development Goal 4 (SDG 4) on Education of the 2030 Agenda adopted by member states of United Nations. This calls for ensuring all learners to acquire the knowledge, skills, values and attitudes needed to promote sustainable development, including among others through education for Global Citizenship.

With a matter of great pride and privilege, I am sharing **Educational Framework for Global Citizenship in Higher Education** formulated by UGC in accordance with the NEP, 2020 and in alignment with SDGs. I sincerely thank Prof. Rakesh Mohan Joshi, Chairman and other members of the Expert Committee for formulating this framework. I also take this opportunity to acknowledge the support and valuable cooperation of Prof. Rajnish Jain, Secretary, Dr. Manju Singh, Joint Secretary, Dr. N. Gopukumar, Joint Secretary and Dr. Diksha Rajput, Deputy Secretary, UGC in bringing out this framework.

I hope this Framework will enable our Higher Education Institutions to integrate the concept of Global Citizenship amongst the learners through teaching, pedagogy and research and I call upon all Universities/Colleges to come forward and take measures in this direction.



(Prof. D. P. Singh)  
Chairman

University Grants Commission

New Delhi.

Thursday, 2<sup>nd</sup> December, 2021

# Educational Framework for Global Citizenship in Higher Education

## 1.0. Introduction

The vision of the National Education Policy (NEP), 2020 is to instil among the learners a deep-rooted pride in being Indian, not only in thought, but also in spirit, intellect and deeds as well as to develop knowledge, skills, values and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being thereby reflecting a truly global citizen.

The NEP, 2020 further notes that “as the world is becoming increasingly interconnected, Global Citizenship Education (GCED), a response to contemporary global challenges, will be provided to empower learners to become aware of and understand global issues and to become active promoters of more peaceful, tolerant, inclusive, secure, and sustainable societies”. The NEP 2020 highlights certain aspects which have a direct linkage with citizenship education. It points out that towards the attainment of a holistic and multidisciplinary education, “the flexible and innovative curricula of all Higher Education Institutions (HEIs) shall include credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based education”. Environmental education is expected to include areas such as climate change, pollution, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable development and living. Value-based education is expected to include the development of humanistic, ethical, constitutional, and universal human values of truth, righteous conduct, peace, nonviolence and love, citizenship values, and life-skills; lessons in service and participation in community service programmes is considered an integral part of holistic education.

Globally, the programmes relating to the Global Citizenship Education is guided by the SDG4 – Education 2030 agenda, especially Target 4.7 of the Sustainable Development Goal 4 (SDG 4) on Education, which calls on countries to “ensure that all learners are provided with the knowledge and skills to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development”.

Therefore, the Educational Framework for Global Citizenship will provide conceptual clarity, infused with Indian values, on how HEIs can integrate the concept of Global Citizenship amongst the students through teaching, pedagogy and research.

## 2.0. The concept of Citizenship and Citizenship Education

The term citizen ordinarily refers to a native or naturalized member of a state or nation who owes allegiance to its government and is entitled to its protection. The term “citizenship” is used to describe the state of being permanent inhabitants of a State whose rights and duties vis-à-vis the state and community are different from those of persons who are not citizens (aliens). Citizenship defines membership of a political community called State. It is a status under law, which has several privileges and advantages. Citizenship also carries several obligations.

However, the above view of citizenship is limited to a vertical relationship between citizen and the State. Prior to advent of nation-state a few centuries ago, practice of citizenship in societies referred to relationship amongst citizens themselves. Such a horizontal meaning of citizenship is based on rights and obligations within kinship, community, neighbourhoods and localities. Even if not codified formally, such rights and obligations vis-à-vis fellow citizens are learnt and practiced in most societies, especially pre-dominantly rural and tribal ones.

The concept of citizenship has evolved over time. Historically, citizenship did not extend to all – for example, only men or property owners were eligible to be citizens. During the past century, there has been a gradual movement towards a more inclusive understanding of citizenship, influenced by the development of civil, political, and social rights. Current perspectives on national citizenship vary between countries, reflecting differences in political and historical context, among other factors.

Nationality and citizenship are sometimes used as interchangeable terms though they are conceptually distinguishable. While citizenship defines relationship between an individual and the State, nationality is used to describe the status of a person internationally. All nationals are not necessarily citizens. There are Indian nationals who are foreign citizens.

A responsible citizen is one who consciously participates in the common destiny with fellow citizens respecting the dignity of each individual and the unity of the nation. He/she would voluntarily abide by the Constitutional duties and agree to obey the law and legal processes in his relations with the State and other citizens. A responsible citizen has knowledge about his/her role in the community, State and the country; has a role in making the world a better place to live. A responsible citizen would act against injustice in social, economic, and environmental sectors.

### 2.1. Citizenship in Indian Ethos

The concept of ‘citizenship’ in India is all-encompassing, that included citizenship of a community or a society, wherein the rights and responsibility of its citizens, though not formally codified, but were widely practiced. Thus, India has a horizontal construct of citizenship, unlike the western concept, that continue to guide our social behaviour even today. Over the years, democracy remarkably empowered its citizens ensuring their increased and continued participation in decision making. India has a glorious history of democracy since ancient times. Ancient republics or Janpadas and their constitutions are the foundations of constitutional



democracy of India. Since ancient times to the present day, performance of one's duties towards society/country/family is emphasized clearly. Therefore, India's rich heritage, democratic values and peaceful living despite several socio-cultural varieties over thousands of years shaped the identity of this nation. This perspective of horizontal citizenship is critical to understand how rights and obligations within communities and social groupings, at village and hamlet levels, were understood through socialisation and practiced in everyday life. So, service to the needy was a part of practice of citizenship; looking after cattle, animals, birds and feeding them was part of the practice of citizenship in India before the nation-state. Historically, showing respect for, and protecting and preserving, trees, rivers, ponds and all forms of habitations, regarded as 'living beings' in Indian ethos, was learnt as a part of citizenship towards society. Thus, participatory citizenship was an integral practice of Indian ethos, learnt and practiced in everyday life. Social norms for practicing citizenship in everyday life, as above, and mechanisms to enforce them, were a part of Indian society then. Respect for differences of different communities, cultures, languages and ways of life was an integral part of participatory citizenship in that era. Huge strides made by India over centuries in knowledge, education, trade and economy is because of the underlying belief in the Indian concept that is "Unity in Diversity". Indian view propounds that the individual is an integral part of the family and society as a whole.

## 2.2. Citizenship Education

In many countries, citizenship education is taught as an academic subject similar to political science or sociology. It is known by different names in different countries - for example, 'citizenship education' (or just 'citizenship' for short) in the UK, 'civics' in the US, and 'education for democratic citizenship' in parts of Europe. In many countries, the focus of instruction is on 'active citizenship'. The purpose of 'active citizenship' is to enable learners to work together and take practical action, using their citizenship knowledge and understanding to contribute to a better society.

In India, historically, citizenship education was a part of socialization, growing up to learn values of service to others, learning to protect trees, water, animals and birds. It was a learnt obligation to society, others in the community and even those who were different from us. Mentoring by elders and modeling by them in everyday life were the dominant modes of citizenship education then.

In India, Citizenship education today covers a range of topics in Civics, Citizenship and Life Skills Education.

Citizenship education helps strengthen the balance between State and civil society thus contributing to the establishment of good governance. Citizenship education in a country's context aims to enable learners to:

- See relationship and connections between national and local systems and processes;
- Recognise and appreciate difference and multiple identities, for example in terms of culture, language, religion, gender, socio-economic status etc., and demonstrate skills for living in an increasingly diverse world;

- Apply critical skills such as critical thinking/inquiry, digital/information technology skills, media literacy, judgement and decision-making, problem solving, negotiation, peace building, and social responsibility;
- Examine beliefs and values and to recognise the ways in which they influence political decision-making and civic engagement;
- Respect and honour diversity, and demonstrate attitudes of care and empathy for others and the environment;
- Practice values of fairness and social justice, and demonstrate skills to analyse inequalities based on gender, socio-economic status, culture, religion, age and other issues;
- Participate in, and contribute to, contemporary issues at local, state and national levels as informed, engaged, and responsible citizens.

### 3.0. Concept of Global Citizenship and Global Citizenship Education

Global citizenship is a term that includes social, political, environmental, and economic actions of globally minded individuals and communities. Global citizenship implies that individuals are members of multiple, diverse, local, and non-local networks. The notion of global citizenship that goes beyond the nation state is not new. It is recognized that changes in the global context – for example, the establishment of international conventions and treaties, the growth of transnational organisations, corporations and civil society movements, and the development of international human rights frameworks – have significant implications for global citizenship. Global citizenship refers to a sense of belonging to a common humanity. It emphasises political, economic, social and cultural interdependency and interconnectedness between the local, the national and the global.

India has a rich tradition of promoting universal values. Ancient Indian texts are replete with knowledge advocating “*Vasudhaiva Kutumbakam*” and “*Yatra Visvam Bhavatyekanidam*” the whole world is one family and the idea of universal peace “*Shanti*”, thus advancing people to be the cosmic citizens by widening their narrow selves. These examples from ancient texts explicitly demonstrate that the concept of global citizenship is an Indian concept and not alien to us. The genesis of this ethos is solidarity with distant and unknown others. The meaning of “*Vasudhaiva Kutumbakam*” in everyday life was to understand humanity as a whole part of the extended family, without ever meeting those members of ‘family’ who are far away. Likewise, the respect for environment is not just about looking after plants and animals in my own neighbourhood, village or locality, but a commitment to the ecological well-being of all around the world. Such a planetary view of global citizenship was embedded in Indian ethos of global solidarity, with distant and unknown others, their communities, life- styles and culture.

The world now is marked by division, conflict, climate change, inequality and poverty. Modern education system has to deal with rising ambitions to achieve by undermining the value of cooperation, humanity, tolerance, justice and mutual respect thereby losing peace in life. Education

aiming to build a more peaceful, tolerant, inclusive and secure societies is therefore important, resulting which the recognition of the fundamental importance of educating for global citizenship started growing. Universities have a responsibility to teach their students about global citizenship and how to use their skills and education to contribute to the global community.

### **3.1 Attributes of a Global Citizen**

A global citizen is considered to be an individual who: i) is aware of the world and has a sense of their role in it; ii) respects and honours cultural diversity; iii) participates in communities at all levels (from local to state, national and global) and takes responsibility for their actions and interactions with members of community at the local, state, national and global levels; iv) is creative, flexible, and proactive in seeking solutions to issues that affect humanity; v) gets involved as members of the international community and is committed to building on this community in a meaningful and positive way; v) demonstrates skills such as problem solving, critical thinking, judgement and decision making; vi) values traditional knowledge with them and helps build interconnectedness.

Global Citizenship Education (GCED) refers to educational practices that seek to develop the knowledge, skills, values, and attitudes that are required by an individual to participate fully in a globalised society and economy, and to support initiatives aimed at building a more just, secure, peaceful, tolerant, inclusive, and sustainable world. The GCED helps learners recognize the importance of understanding and resolving global issues in their social, political, cultural, economic, and environmental dimensions. It seeks to instil values among learners and equip them with the social and emotional skills and attitudes that can facilitate international cooperation. GCED seeks to ensure that all learners acquire the knowledge and skills needed to embrace their social responsibility to act for the benefit of all societies and generate solutions to solve the problems faced by humanity.

### **3.2 Aims of Global Citizenship Education**

The overall aims of Global Citizenship Education (GCED) include: i) equipping learners with a deep knowledge of global issues and universal values such as justice, equality, dignity and respect; ii) cognitive skills to think critically, systemically and creatively, including adopting a multi-perspective approach that recognizes different dimensions, perspectives and angles of issues; iii) non-cognitive skills including social skills such as empathy and conflict resolution, and communicative skills and aptitudes for networking and interacting with people of different backgrounds, origins, cultures and perspectives; and iv) behavioural capacities to act collaboratively and responsibly, and to strive for collective good.

GCED also aims at enabling individuals to i) recognise their identity and their position within a network of multiple relationships (family, friends, school, local community, country, international community), which is the basis for understanding the global dimension of citizenship; ii) understand the structures of global, national and local governance, the rights,

duties and responsibilities of each citizen; iii) recognise, respect and appreciate differences and multiple identities, to live in harmony with others; and demonstrate empathy and compassion; iv) acquire values of equity and social justice, as well as skills to critically analyse inequalities linked to gender, socio-economic situation, culture, religion and age; v) acquire the capacity to make decisions, to use the methods and tools of problem solving, mediation, negotiation, collaboration, dialogue and peace building; vi) familiarise themselves with ethical issues: biodiversity, climate change, consumerism, fair trade, migration, sustainable development, etc.; vii) reflect on the general impact of their choices and decisions, engage in civic action, social entrepreneurship, active participation, taking personal and social responsibilities.

The other aspects of GCED include: imparting the knowledge, skills, values, and attitudes necessary to help promoting tolerance, equity and peace in the world; instilling in learners the values, attitudes and behaviours that support responsible global citizenship: creativity, innovation, and commitment to peace, human rights and sustainable development; acquainting learners with the importance of political, economic, social, cultural interdependence, as well as the interconnection between the local, the national and the global; and empowering learners of all ages to assume active roles, both locally and globally, in building more peaceful, tolerant, inclusive and secure societies. Therefore, global citizenship education can draw from Indian ethos of horizontal citizenship that focuses on active participation of all citizens to serve others, protect nature and respect diversity locally in everyday life. Building on everyday practice of citizenship locally, learning to act in solidarity with distant and unknown others at national and global levels can be supported in an organic manner. Thus, an active citizen practices such norms and behaviours locally, nationally and globally, in a seamless manner.

#### **4.0. Learning Outcomes-based Curricular Framework for GCED**

The expected learning outcomes provide reference points that would help formulate learner attributes, programme learning outcomes and topics-related learning outcomes associated with GCED which in turn help design and deliver relevant learning experiences relating to different aspects of Global Citizenship Education. The key outcomes that underpin the design of learning experience relating to the GCED include the following:

##### **4.1 Learner Attributes/Profile**

The curricular interventions relating to GCED envisages that learners on going through the prescribed learning activities/experiences must acquire and demonstrate the defined learner attributes/profile acquired through meaningful learning experiences made available through the learning activities, the total college/university experience, and a process of critical and reflective thinking. Learner attributes/profile include learning outcomes that are specific to selected themes related to GCED within broad multidisciplinary/interdisciplinary contexts, and generic learning outcomes that all learners involved in GCED should acquire and demonstrate.

The Learning Outcomes that are associated with specific learning themes relating to GCED would include the capacity of learners to demonstrate:

- A comprehensive knowledge and coherent understanding of the different learning areas/themes related to GCED, their linkages with different global issues, and current and emerging developments associated with the chosen themes of learning.
- Skills in areas related to the chosen learning themes relating to GCED in a broad multidisciplinary context, including wide-ranging practical skills, involving variable routine and non-routine contexts relating to one's chosen themes of learning.
- Capacity to extrapolate from what one has learned, and apply acquired competencies in new/unfamiliar contexts, to generate solutions to specific problems/issues relating to GCED.

The Generic Learning Outcomes that are associated with GCED would include 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.
- ***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 evidence, arguments, claims, beliefs and the reliability and relevance of evidence; identify relevant assumptions or implications; and formulate coherent arguments; identify logical flaws and holes in the arguments of others; and analyse and synthesise data related to global issues from a variety of sources and draw valid conclusions and support them with evidence and examples.
- ***Creativity*** characterized by the ability to: create or think in different and diverse ways about same issues or scenarios; 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.
- ***Communication Skills*** characterized by skills that enable a person to: listen carefully, read texts and research papers analytically and 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; confidently share one's views and express herself/himself; construct logical arguments using correct technical language related to a theme of learning relating to GCED; convey ideas, thoughts and arguments using language that is respectful and sensitive to gender and social groups.
- ***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.

- **Leadership readiness/qualities** involving capability for: mapping out the tasks of a team or an organisation and setting direction; formulating an inspiring vision and building a team that can help achieve the vision, motivating and inspiring team members to engage with that vision; and using skills to guide people to the right destination.
- **'Learning how to learn' skills** involving the ability to: acquire new knowledge and skills, including 'learning how to learn' skills, that are necessary for pursuing learning activities throughout life, through self-paced and self-directed learning aimed at personal development, meeting economic, social, and cultural objectives, and adapting to changing national and global issues and demands; demonstrating a healthy attitude to be a lifelong learner.
- **Multicultural competence** involving: the acquisition of knowledge of the values and beliefs of multiple cultures and a global perspective to honour diversity; capability to effectively engage in a multicultural group/society and interact respectfully with diverse groups; capability to lead a diverse team to accomplish common group tasks and goals.
- **Value inculcation** involving acquisition of knowledge and attitude that are required to: embrace and practice constitutional, humanistic, ethical, and moral values in conducting one's life, including universal human values and citizenship values; practice responsible global citizenship required for responding to contemporary global challenges, for enabling learners to become aware of and understand global issues and to become active promoters of more peaceful, tolerant, inclusive, secure, and sustainable societies; formulate a position/argument about an ethical issue from multiple perspectives and use ethical practices in all aspects of one's work; identify ethical issues related to one's work, and follow ethical practices; recognise environmental and sustainability issues, and participate in actions to promote sustainable development; adopt objective, unbiased, and truthful actions in all aspects of work; *empathise with* the ability to identify or understand the perspective, experiences, or points of view of another individual or groups, and to identify and understand other people's emotions.
- **Autonomy and responsibility** characterized by the ability to: apply knowledge, understanding and/or skills with an appropriate degree of independence relevant to the level of the qualification; work independently, identify appropriate resources required for a project, and manage a project through to completion; exercise responsibility and demonstrate accountability in applying knowledge and/or skills in work and/or learning contexts appropriate for the level of the qualification, including ensuring safety and security at workplaces.
- **Environmental awareness and action** involving the acquisition and application of the knowledge, skills, attitudes, and values required to take appropriate actions for: mitigating the effects of environmental degradation, climate change and pollution, effective waste management, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable development and living.

- **Community engagement and service** involving community-engaged services/activities that are undertaken with community members for promoting the wellbeing of the society.

## 5.0. Themes associated with GCED

The major themes that are covered under Global Citizenship Education included the following:

- **Global governance systems, structures, and issues:** Local, state, national and global issues and the interconnectedness and interdependence between global and local concerns.
- **Cultural diversity and tolerance:** Education about and for honouring diversity in terms of language, ethnicity, race, gender, religion, and for the development of tolerance, mutual respect and appreciation for cultural diversity; international or intercultural understanding, solidarity and cooperation; intercultural and interreligious dialogue; local, state, national and/or global citizenship. Respecting differences in everyday life and treating all equally with respect for diversity is the core essence of global citizenship.
- **Inequality:** Analysis of inequalities based on gender, socio-economic status, culture, religion, age, and other issues.
- **Gender equality :** Addressing the wider issue of gender equality by promoting new attitudes and patterns of belief, transforming the way people think about traditional gender roles and helping to build long-term sustainable change; how gender roles, activities, needs, opportunities, rights and entitlements affect men, women, girls and boys differently ; issues relating to access to and control of resources and the constraints women face ; the rights of all learners – women, men, boys and girls – to have access to quality learning opportunities, resources and protection ; equality of educational opportunity without the limitations set by stereotypes, rigid gender roles and prejudices ; gender- based equal opportunities, gender equality and justice, and gender roles, identity and stereotypes.
- **Human rights education :** Promoting universal respect for and observance of all human rights and fundamental freedoms ; prevention of human rights violations and abuses by equipping persons with knowledge, skills, attitudes and values, required to empower them to contribute for building and promoting human rights ; equality and non- discrimination, human rights values, dignity, justice, inclusion and participation and respect for human rights and fundamental freedoms.
- **Peace and non-violence\_:** Education about peace and peace-building, mediation, conflict prevention and resolution, non-violence, reconciliation and living together peacefully. Importance of friendly relations among peoples and nations; challenging negative stereotypes, promoting peaceful solutions, learning to live together; preventing violent extremism and other forms of violence.
- **Combating climate change and its impact:** Addressing, mitigating, and adapting to the impacts of climate change. Changes in attitudes and behaviours needed to reduce the impact of climate change; early warning of the impact of climate change.

- ***Environmental sustainability:*** Focus on responsible interactions with the environment to promote environmental quality, caring for the planet, protecting nature, and environmental justice, biodiversity etc. Environmental education will include areas such as measures/strategies required for reduction in pollution, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable development and living.

## 6.0. Approaches to the delivery of GCED

Several approaches could be employed to impart global citizenship education as per the specific character and capability of the concerned institution. The approaches to GCED will depend on factors such as educational policies and systems, competing priorities in the curriculum, available resources etc.

- Prepare digital materials in many languages to illustrate/explain the framework.
- Identify active teachers as champions for pilots. Also introduce training for trainers (ToT) programmes to create a critical mass of instructors to impart GCED.
- Create learning platform for sharing knowledge, review and scale-up.
- Undertake Master Trainers Programme.
- The institution may prefer to offer generic programmes, courses, or modules for the entire institution as a cross-curricular issue.
- The GCED could be included as an integrated component within different subjects like law, education, literature, social sciences and in science subjects.
- It could also be introduced as a separate, stand-alone subject/activity open to all transdisciplinary courses and degrees. Students across disciplines may be incentivized to offer this stand-alone course.
- The impartation of GCED could be done as a combination of the above approaches.

## 7.0. Approaches to Curriculum Organisation

Amid various approaches/models available to frame a GCED curriculum, the institutions may prefer any one or an eclectic approach depending on its specific needs and resources.

- Such choice may depend on the learning outcomes related to GCED by level of complexity.
- One such popular approach is embedded in the concept of ‘spiral curriculum’ which refers to a curriculum design in which key concepts are presented repeatedly throughout the curriculum, but with deepening layers of complexity, or in different applications.
- Concepts related to GCED to be introduced in conformity with the qualification/level descriptors indicated in the draft National Higher Education Qualification Framework (NHEQF).



## 8.0. Pedagogical Approaches

- Pedagogies of active and participatory citizenship should be introduced at all levels and across disciplines.
- The pedagogies of Global citizenry must be anchored in local and national citizenship.
- The overarching norms of respect for diversity, ecology, peace building, human rights, and gender equality should be framed in a culturally contextual pedagogies to enrich values, attitudes, and behaviours of students on and off campus.
- Thus, the GCED pedagogies should draw from the Indian ethos, culture, and its multicultural ways of living. It is vital to expose students to the ethos of Indian traditions.
- It's also important to familiarize students with similar cross-cultural and cross regional approaches of global cohesion and solidarity. The African norm of Ubuntu could be an exemplar which refers to humanness between people within a community.
- The pedagogies of GCED should be a combination of both theoretical and experiential approaches drawing from experiences of everyday life and 'lived in history'.

## 9.0. Implementation Modalities

- A step-by -step and dynamic approach is desirable to implement the GCED wherein we could learn from our experiences and define our targets in a realistic manner. Accordingly, an eclectic model of imparting GCED should be preferred.
- Thus, an inclusive two-pronged approach could be considered wherein GCED is introduced as a stand-alone subject (with credits) open to all transdisciplinary courses and degrees (undergraduate and postgraduate) along with the inclusion of critical themes of GCED into mainstream subjects like law, education, literature, social sciences and any other life or environmental science etc.
- Short term Diploma or credit course could be introduced around theme such as '*Vasudhaiva Kutumbakam*' for students.
- GCED could entail project-based studies wherein the student could explore such planetary sharing in our heritage as well as in everyday life. Such field work-based exercises should form a substantive part of curricula implementation.
- GCED should entail participation in public sphere, beyond immediate family which may be labeled as 'participatory citizenship'. It should be modelled as a process of Lifelong learning for Global Citizenry. This may include brief research or learning visits to instructive public spaces which offer examples of diversity and youth in everyday life.
- Encourage co-designing and co-teaching of courses in a class where a foreign faculty and an Indian faculty co-teach so that a global and local perspective could be combined.
- Collaborative Online International Learning (COIL) should be encouraged to impart virtual mobility experience connecting faculty and students from across the globe. Accordingly,

joint virtual projects, virtual internships e-academies, e-summer schools, e-winter schools could be encouraged.

- Collaborative research be encouraged between foreign and Indian faculty so as to find solutions to global problems through research. This also helps in inculcating the spirit of global citizenship as students are involved in such research activities to let them know that the problems in any country need collaborative efforts to find solutions.

## **10. Approaches to assessment of learning outcomes relating to GCED**

- Continuous assessment of students is recommended instead of traditional end semester examination.
- Students should be encouraged to carry out short term action research-based project which then could be assessed in terms of their social community impact.
- Assessment of learning outcomes should factor in judging the performance of students in experiential learning, internships, or field exposure with civil society organization/ NGOs/ IGOs concerned with such planetary issues like environment, human development, tribal development, gender equality and diversity.

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(Prof. Rajnish Jain)

Secretary

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