



EIU Best Practices Series **No. 51**

EIU Best Practices 2019

**Building Knowledge, Transforming Lives:  
A GCED Handbook  
A Case from India**



**APCEIU**

United Nations  
Educational, Scientific and  
Cultural Organization  
국제연합  
교육과학문화기구

Asia-Pacific Centre of  
Education for International Understanding  
under the auspices of UNESCO  
유네스코 아시아태평양 국제이해교육원



# Foreword

The Education for International Understanding (EIU) /Global Citizenship Education (GCED) Best Practices programme is one of APCEIU's efforts to share diverse experiences, practices, and approaches to bolster EIU and GCED which can inform and inspire education professionals who wish to design and implement policies, activities, and educational programmes on EIU and GCED. A total of 49 EIU Best Practices has been published and disseminated around the Asia-Pacific region and beyond since 2006. This year, Dr. Sangeeta Pethiya's case has been added to the series with the series number 51, which includes training workshops for teachers, school administrators, staffs, and officers.

In the past few years, APCEIU has encouraged the participants of its capacity-building programmes to share their experiences and stories of promoting EIU and GCED through these series. At the end of each training workshop organized by APCEIU, participants present their own action plans to implement EIU and GCED after returning home. This publication shows the continued commitment and endeavors of APCEIU's training alumni to carry out EIU and GCED after the completion of the workshops. In fact, Dr. Sangeeta Pethiya's case is the outcome of the action plans established from her learning in the Asia-Pacific Training Workshop for GCED and EIU 2017.

The EIU/GCED Best Practices Series is unique in that it provides insights into how EIU/GCED is interpreted and put into practice in different contexts by those who are at the forefront of education. Although each case is set in different locations and institutional backgrounds, others can draw practical ideas and observations and learn from the case contributors' experiences, challenges they faced, strategies used, and lessons learned while striving to overcome those challenges. I hope that the EIU/GCED Best Practices will continue to serve as a

useful reference for educators, policymakers and practitioners, who share a strong commitment for EIU and GCED.

Lastly, I would like to convey my deepest appreciation and congratulations to Dr. Sangeeta Pethiya for her continuing efforts to promote EIU and GCED, and creating a synergy effect among themselves by encouraging each other and sharing ideas, which I believe contributed to the successful publication of the EIU/GCED Best Practices 2019.

September 2019

A handwritten signature in black ink, appearing to read 'LIM Hyun Mook', written in a cursive style.

LIM Hyun Mook  
Director

# EIU Best Practices is...

APCEIU has been committed to the promotion of Education for International Understanding (EIU) since its inception, in line with one of the pillars of education “Learning to Live Together.” EIU is a UNESCO initiative to promote a Culture of Peace through education, which is central to UNESCO’s mission. EIU aims to foster global citizens with values, attitudes, knowledge and skill sets necessary for learning to live together and overcoming racial, cultural, and religious conflicts. In the recent years, this mission has been reaffirmed by the adoption of the Sustainable Development Goals (SDGs) and Education 2030. The SDG-4 and the accompanying Target 4.7<sup>①</sup> highlights the importance of promoting global citizenship education (GCED).

APCEIU launched EIU Best Practices in 2006 to encourage and support educators, scholars and activists who wish to promote EIU and GCED by collecting and sharing success stories and lessons learned in promoting EIU/GCED in different social and cultural contexts. The EIU Best Practices aim to provide practical ideas and insights on how to design and implement EIU and GCED by sharing specific examples and practices carried out by practitioners on the ground.

The programme is conducted through the following steps: 1) Call for applications: APCEIU sends announcement letters along with application forms and guidelines to the alumni of the EIU/GCED capacity-building training programmes organized by APCEIU; 2) Screening and selection: Submitted applications are reviewed by the Screening Committee, who select the five best practices; 3) Online Monitoring: The selected applicant is required to make his or her programme/project available for online monitoring. The selected applicant

is obligated to cooperate in terms of making arrangements for APCEIU's online monitoring on his/her respective country. 4) Case presentation and award ceremony where selected applicants present their cases and receive the Global Citizenship Education Award at one of APCEIU's international events; 5) Submission of the final reports: Selected applicants submit the final reports to APCEIU based on the guidelines; and 6) Publication and dissemination: Final reports are published and disseminated on and offline.

APCEIU encourages educators, scholars, and activists to apply and share their diverse experiences and perspectives. It is hoped that the EIU Best Practices will continue to inspire and inform practitioners, generate meaningful dialogue, and serve as useful materials for those who are committed to promote EIU and GCED and contribute to building a more just, peaceful, and sustainable world.

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① Target 4.7: By 2030, ensure that all learners acquire knowledge and skills needed 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.

# Contributor



**Dr. Sangeeta Pethiya**

Assistant Professor, Regional Institute of Education,  
NCERT

Dr. Sangeeta Pethiya completed Masters in History and Ph.D. from Bhopal University, India with a University Grants Commission (UGC) fellowship. She has a Bachelor's degree in Education from Delhi University, India. She is currently working as an Assistant Professor in History, at Regional Institute of Education, National Council of Educational Research Training (NCERT) in Bhopal, India. Prior to this, she taught social sciences for seven years at secondary level and as headmistress and Principal for four years. Besides teaching, she has also undertaken several trainings on pedagogy and content of social sciences, professional skills and ethics, classroom management, lesson planning and similar other topics. She has conducted several researches on diverse issues.

Dr. Pethiya is an alumna of the Asia- Pacific Training Workshop on Education for International Understanding (APTW), which took place in Seoul in July 2017. After her participation in the 17th APTW, she has worked enthusiastically for expanding GCED. She presented a paper in International Conference on School Sciences entitled "Integration of Global Citizenship Education (GCED)

in Teaching of Science by Pre-service Teachers: A Research Based Analysis' and conducted several training programs on integrating GCED in the teaching-learning process. The most recent being a handbook on GCED, a brief of which is presented in this monograph.

# Acknowledgement

At the very outset I would like to express our sense of gratitude to Prof. Hrushikesh Senapaty, Director, NCERT for motivating and for being the constant source of inspiration in all our endeavors. I am indebted to Prof. Nityanand Pradhan, Principal, Regional Institute of Education, NCERT, Bhopal for the valuable ideas, moral support and encouragement.

I sincerely thank all the resource persons and school teachers from O.P Jindal Global University, Sonipat, Haryana, UNESCO Mahatma Gandhi Institute for Education for Peace and Sustainable Development (MGIEP) New Delhi, Eklavya, Hoshangabad, Kendriya Vidyalaya, Jawahar Navodaya Vidyalaya, Demonstration Multipurpose Higher secondary School and Delhi Public School, Bhopal and Neelbad for their valuable contribution.

I am humbled that APCEIU has chosen to feature this handbook as part of EIU Best practices 2019.



# Summary

Equipping the learners with knowledge, values and skills in order to be active members of society has been a challenge in the twenty-first century. Global citizenship education (GCED) empowers the learners to engage and attain their potential to adopt in the fast-changing world. A significant dimension of global citizenship education is the use of transformative pedagogies in order to ensure that it touches upon the three domains of learning – the cognitive, socio-emotional and behavioural. The *Global Citizenship Education: A Handbook for Teachers at Upper Primary Level in India* stresses the importance of integrating GCED in different subjects. The handbook is designed to provide teachers with samples of practical teaching-learning activities along with the corresponding GCED components and possible competencies. It explores how the different GCED themes can be realized within the framework of the existing curriculum. The handbook can also be used as a resource to give teachers more ideas on how to deliver their lessons. It can be used in different ways depending on the needs and contexts of the learners. This initiative is a result of various researches, consultations and workshops.



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# Building Knowledge, Transforming Lives: A GCED Handbook

## 1. Introduction and Background

### Base for Implementation

The Government of India draws guidance from the Preamble of the Constitution for establishing the country into a sovereign, socialist, secular, democratic and republic and to secure for all citizens justice, liberty, equality and fraternity. The National Curriculum Framework 2005 (NCF 2005) echoes this spirit and spells out the objectives of peace, gender equality, secularism, sustainable development and human rights at the core of the curriculum. The NCF clearly states the education objectives such as independence of thought and action, sensitivity to others' wellbeing and feelings, learning to respond to new situations in a flexible and creative manner, predisposition towards participation in democratic processes, and the ability to work towards and contribute to economic process and social change. National Council for Education for Research and Training (NCERT), the apex body in the school education in India has designed textbooks based on these principles spelled out in NCF 2005. The aim is to raise active citizens who have respect for different cultures and to have skills and value needed for sustainable development.

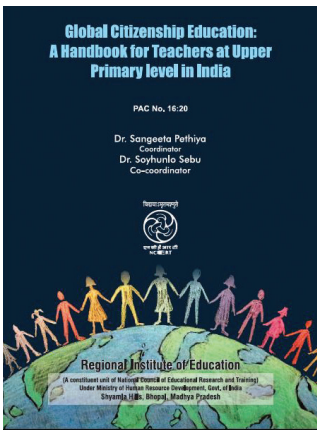
NCERT believes that well-trained and passionate teachers can bring a positive and desirable change in the world. As part of this commitment several training programmes were initiated. Thus, different training modules were developed based on the conducted trainings. The development of handbook for upper primary teachers on GCED was one such programme by RIE, Bhopal, with the support of NCERT.



▲ Participation in 17th APTW on EIU,2017

The inspiration to propose and coordinate this programme started when Dr. Pethiya participated in the 17th Asia- Pacific Training Workshop (APTW) on EIU and GCED held in Seoul. The event was organized by APCEIU in association with UNESCO Bangkok in 2017. The ten-day workshop provided insights on various aspects of GCED and transformative pedagogies. A commitment was made to further promote GCED at the grassroot level. Hence, this handbook aims to uphold the fundamental principles of GCED.

## Designing the Handbook

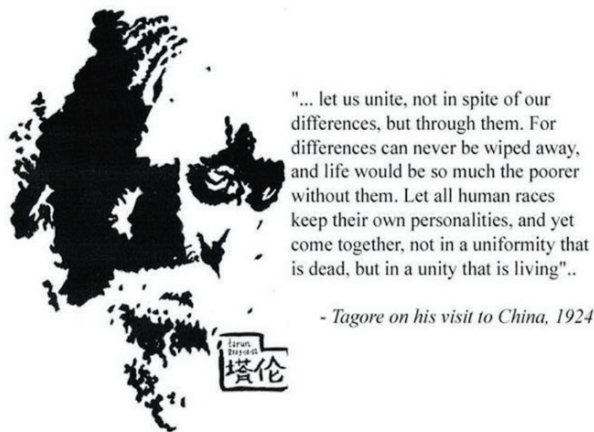


There is an urgent need of taking up global citizenship education in all nations of the world. In this era of globalization, it is vital to empower the learners to handle the challenges, critically think about the global issues and acquire knowledge to create a peaceful world. GCED enable the learners to develop human potential to the fullest. It upholds human rights, gender equality, peace, cultural diversity and sustainable development which will result to a just and humane society.



The interconnectedness and interdependency of the world can be seen in India's philosophy - Vasudhaiva Kutumbakam (the world is one family), as it is said in Sanskrit. The Prayer '*Om Sarve Bhavantu Sukhinah, Sarve Santu Nir-Aamayaah, Sarve BhadraanniPashyantu, MaaKashcid-Duhkha- Bhaag-Bhavet ,Om Shaantih*

*Shaantih Shaantih* is a universal prayer for the entire humankind rising above the caste, creed, colour, religion, race or nationality. It means that *'May all become happy, may all be free from illness, may all see what is auspicious, may no one suffer. Aum Peace, Peace, Peace'*. Similarly, other cultures in the world believe in the interconnected and interdependent nature of life on Earth.



▲ Tagore's call for a similar notion of global citizenship in 1924

National Curriculum Framework-2005 (NCF-2005) clearly states these core principles as its aims of education. It argues that citizenship training needs to be reconceptualized in terms of the discourse of human rights and the approaches associated with critical pedagogy. The educational aims - commitment to democracy and the values of equality, justice, and freedom; concern for others wellbeing; secularism; respect for human dignity and rights; and sustainable development are included in social values. Further, NCF 2005 declares human rights to be a universal frame of reference and recommends age- appropriate introduction. It also considers human rights to be at the core of peace education and peace building in the society.

To realize the goal, numerous trainings of GCED for key resource persons were organized from 2017 to 2018. However, to reach out extensively to huge number of teachers, a training manual was developed. Global Citizenship Education: A Handbook for Teachers at Upper Primary Level in India explicates the importance of GCED in this era of globalization. The handbook proposes activities for teachers which can be used independently or integrate in the teaching-learning process.

## 2. Description of the Programme

### 2.1 Outline of the Programme

#### Specific Objectives:

1. It will promote better understanding of global citizen education and at the same time provide the teachers with samples of practical teaching-learning activities.
2. The teachers will be able to make interconnections between the local and global for the learners through the lessons and make them realize their responsibility of thinking global and acting local.
3. The exemplar lesson plans provided for various disciplines will help them in understanding the ways of carrying out diverse and transformative pedagogical processes in the classroom, and also plan their lessons accordingly.
4. While planning pedagogies, the facilitators will ensure that their lesson plan addresses all domains of learning -Cognitive, socio- emotional and behavioural among the learners.
5. The facilitators will be able to integrate ICT in the teaching- learning process effectively

#### Main targets of the Programme

1. Practicing teachers at upper primary level of schools in India.
2. B.Ed. college teachers for training of pre-service teachers for GCED.
3. It will be shared with State Councils for Educational Research and Training, for disseminating it further to State Resource Groups who conduct teachers training , for handholding and carrying out GCED by their teachers.

The handbook will be of immense value to all the stakeholders of school education, including - teachers, teacher educators, research scholars, academic leaders and policy makers, in understanding the various aspects of GCED and in attaining values and competencies required of a global citizen.

#### Structure of the Handbook

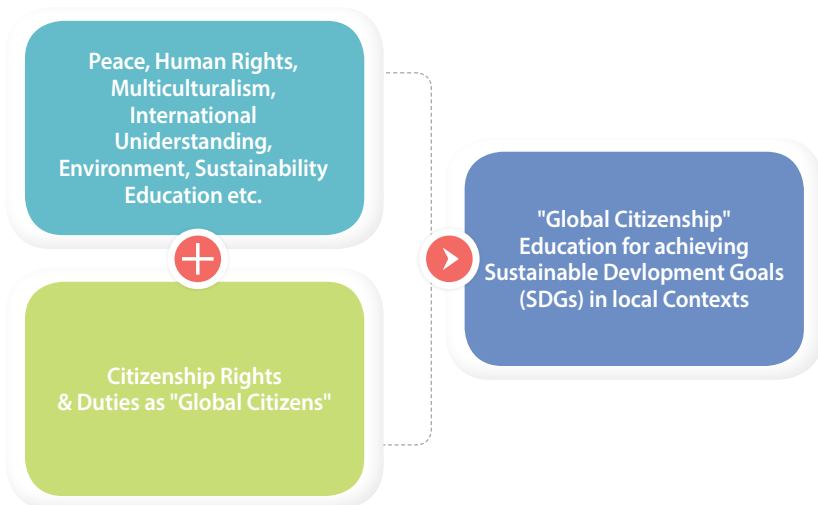
The handbook has three parts. Part 1 explains the concept of citizenship and global citizenship, learning objectives of GCED and pedagogical principles. Self-assessment activities for teachers for analyzing their understanding of the concepts on GCED have also been given. This also contains a brief description on online teacher resources such as GCED clearing house and online campus.

Part 2 shows the various related fields of GCED such as education for sustainable development, education for peace, multicultural education, education for gender equality and human rights education.

Part 3 offers different suggested activities for teachers along with the corresponding GCED components and possible competencies. The participatory teaching-learning activities can be applied in various ways depending on the needs and contexts of the learners (see Annex I). Exemplar lesson plans drawing from the NCERT various social science textbooks (see Annex II). The lesson plans are suggestive. A checklist for integrating GCED in lesson plans for the teachers has been provided (see Annex III).

The aim of this handbook is to highlight the interconnected and interdependent nature of the social, political, and ecological issues beyond the boundaries of the nation-states. Global issues such as Legal and illegal global migration, refugee crises, as well as social media platforms are increasingly bringing people across cultural differences.

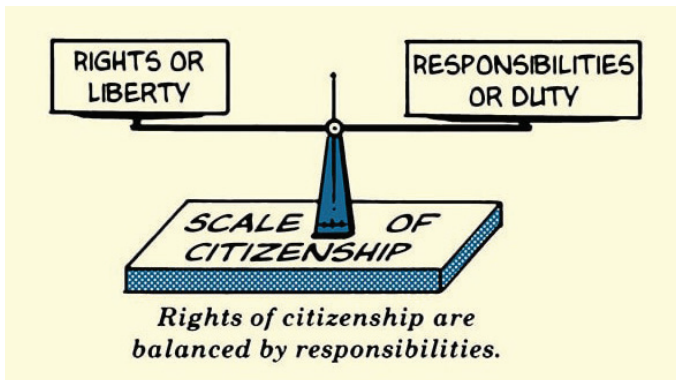
How do we deal with diversity in real life and on social media platforms? How can we learn to accept people from different cultural and social backgrounds? How can we protect our natural environment and preserve indigenous traditions and values? How can we become aware of our rights and duties as citizens? These questions are being dealt with in this handbook. The handbook is expected to trigger new questions in the minds of the teachers. Only when the teachers are aware of the possibilities and engage deeply with the concepts will they be able to work towards making these ideas relevant and meaningful for their students. Thus, the handbook aims to invoke teachers' curiosity and help them see the subjects through new lenses.



▲ *Components of Global Citizenship Education*

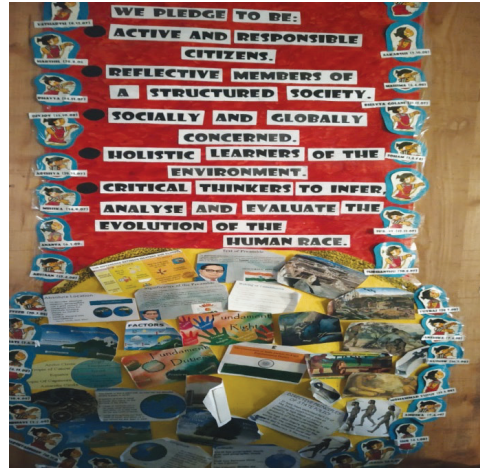
## How is this Handbook Expected to help teachers in Taking GCED to the grassroots level?

Global citizenship education requires educators who have a good understanding of transformative and participatory teaching and learning processes. Educators need to provide the learners with ample opportunities to collect and construct knowledge through brainstorming, debating, group discussions, preparing questionnaires, conducting interviews and surveys, presenting role plays, and creating models. The students also need to be encouraged to address real life social issues such as discrimination, violence and ecological conservation in the form of thought-provoking questions, anecdotes and case studies.



▲ *The Balance of Rights and Responsibilities*

One of the challenges of Indian classrooms is the relative homogeneity in terms of understanding of students (and even teachers) of social issues, both global and local. Their embeddedness in local social structures (caste, patriarchy, gender) and lack of exposure to (and interaction with) people from other cultures, states and linguistic backgrounds makes incorporating of GCED components a challenge. This handbook attempts to strengthen the conceptual and pedagogical understanding of GCED components of the teachers, so as to equip the learners to take GCED at grass root level.



▲ Prepared by children of class 5 of Billabong High International School in Bhopal, M.P

As they analyze these issues through group and whole class discussions, they will learn to listen to each other's viewpoints and look at events and issues from multiple and often divergent perspectives. The learners must be encouraged to weigh and respect different perspectives, develop listening skills, and build empathy and tolerance.

Safe, inclusive, and engaging learning environments are also critical for effective global citizenship education. Such environments enhance the experience of teaching and learning, support different types of learning, value the existing knowledge and experience of learners, and enable the participation of learners from diverse backgrounds, to that all learners feel valued and included.

To live in a diverse world, such environments also provide a safe space for discussion of controversial issues (which are likely to appear in GCED).

Educators play a central role in creating an environment for effective learning. They can use a range of approaches to create safe, inclusive and engaging learning environments. For example, the teachers can work with the learners to agree on the ground rules for interaction. The classroom can be arranged to allow learners

to work collaboratively in small groups; the learners can identify resources with support from the teacher; and space can be allocated to learners to display their work.

### Duration, scope and scale of the program/project

The creation of the handbook on GCED started in 2018 and took a year to develop.

Four workshops were conducted from April 2018 to February 2019. These have been summarized in the table given below.



▲ Dr. Sharad Pandey, Assistant Professor, NIE, NCERT New Delhi, Prof. Nidhi Tiwari, Head DESSH, RIE, Bhopal, Dr. Sangeeta Pethiya, (Programme Co-ordinator) and Prof. Jaydeep Mandal (Officiating Principal, RIE, Bhopal)

Dates	Activity	Outcome
24th May 2018	In-house planning meeting	Deliberation on the overall framework, structure, content and design of the handbook.
30th July 2018 - 3rd August 2018	Five-day workshop	Finalization of the structure of Handbook. A few text books were mapped and evaluated . A few exemplars were also developed, presented and evaluated.
3rd to 7th December 2018	Five-day workshop	Presentation of literature developed by team members and discussion for improvisation on it. A roadmap and time line for vetting and finalization of the handbook was prepared.
28th - 30th January 2019	Workshop analysis on and review of Global Citizenship Education Handbook	Feedback from teachers on different aspects of the handbook was taken and their ideas such as simplification of certain topics, more graphics and illustrations were included.

## 2.2 Case study I

### Embedding GCED in languages

A training was conducted in the State of Maharashtra to enhance the contents of the handbook. Such training was attended by key resource persons in English language.



▲ *Dr. Sangeeta Pethiya briefing about the objectives and plan of vetting of GCED handbook. Prof. Nityanand Pradhan, Principal, RIE, Bhopal, NCERT Prof. Ramesh Babu, Dean Research, RIE, Bhopal, NCERT and other internal resource persons and teachers from different schools participating in the analysis and review workshop on GCED handbook.*

Material required : Wool of different colors. Each speaker is required to hold the wool while speaking and pass it to the next speaker. A perfect wed means all participants got equal opportunity to speak.

Time : 15 minutes

Forty participants were divided into five groups and were given wool with different colors. The classroom group discussion can be an effective teaching-learning strategy for:

- Understanding a topic better
- Soliciting multiple perspectives.

- Arriving at commonly agreed solutions to an issue/ challenge /problem.
- Realizing one's strengths and weaknesses.
- Enhancing oral and presentation skills.
- Increases confidence and communication skill.



▲ Topics allotted to various groups

1. Pink – Should multinational companies be allowed to invest in developing/ underdeveloped nations by the Government?
2. Orange- Is war and conflict inevitable?
3. Magenta-How can gender bias be eliminated from society?
4. Blue-Sustainable development is not possible in todays materialistic world.
5. Red- The aim of education is to build a humane person.

### Tips on facilitating group discussions

- Initiate discussion, interpret the topic and lead the discussion forward.
- Everybody should be given equal opportunity to speak.
- Allow different opinions and views
- Encourage learners to research on the topic.
- Encourage learners to organize their thoughts logically and present them confidently.
- Encourage learners to avoid verbosity because mental aggression can lead to physical aggression

- Interact constructively and positively
- Conversational and friendly talks with simple sentences and language will lead to desired results.
- Motivate learners to display positive body language.
- Show appreciate to participants for useful and relevant contributions.



▲ *Reflection on the Activity*

### Was your group discussion able to:

- Find out the facts of the case
- Identify the reasons for the problem
- Recommend solution to the problem
- Give equal opportunity to the learners

## 2.3 Case Study II

### Activity: Field Trip to Sanchi

As part of training on GCED in social sciences the participants were taken to Sanchi which is a UNESCO Heritage site.



▲ Sanchi Buddhist Monuments, UNESCO Heritage site

### Pedagogical Processes

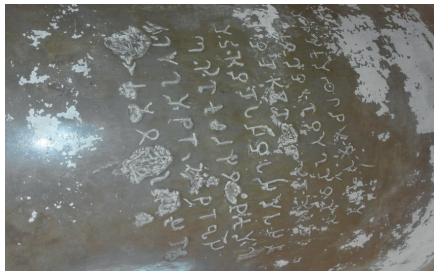
Activity 1 : Exploring the monument of Sanchi through a guided tour.

Activity 2 : Self Exploration: Reflections on Architecture

Activity 3 : Illustration of Architecture

Activity 4 : (Formative assessment) PowerPoint Presentation/virtual tour on Sanchi

During the visit to Sanchi Stupa the following details are to be recorded by the participants. A PPT / Virtual tour had to be presented covering the questions (see below) after the field trip.(Alternatively a brochure or a project report can be submitted by the learners after field trips.)



## Asoka's Edicts

1. Why were the stupas constructed?
2. Who constructed the Sanchi Stupa? What stories are associated with its construction?
3. What impression on the architecture do you gather from the archaeological remains?
4. Look at the Torans carefully. Describe the stories or messages that they give.
5. Look at the panels. What religious principles do they imply?
6. Jatak stories have been engraved on the panels. Locate them on the panels. Take their pictures and describe them .
7. What could have been the daily life schedule of the Buddhist monks? Gather information on the archaeological evidences.
8. The Sanchi Stupa was commissioned by Ashoka. Do you see images of Ashoka in the monument?
9. Describe the messages of Ashoka that you see? How are they relevant in today's context.
10. How can the principles of global citizenship education i.e. peace, sustainable development, respect for diversity be Incorporated?
11. What is a UNESCO heritage site and what is its importance? Why do you think Sanchi was included?
12. Identify the UNESCO Heritage sites in your state.
13. Discuss the role and achievements of UNESCO in conservation of the heritage.
14. How can you motivate the learners to help conserve tangible and intangible heritage?



## **Participants at the Sanchi museum in front of lion capital of Maurya period.**

### **GCED Learning Outcomes:**

1. Appreciation of all forms of art, culture and heritage.
2. Commitment to work for peace and harmony and respect for the rights of others.
3. Taking responsibility for exploration, conservation and protection of tangible and intangible heritage.
4. To act effectively and responsibly at the local, national and global level for a more peaceful and sustainable world.

### **2.4 Relevance To EIU/GCED**

The handbook provides core ideas and principles of EIU/GCED. It covers related fields such as education for sustainable development, peace education, human rights education and multicultural education. In the developing the content, all domains of learning such as cognitive, socio-emotional and behavioural have been taken into account. The content and exemplars categorically outline the learning outcomes of the theme or the lesson in line with GCED objectives.. Teachers are also provided with a check list to ensure that they incorporate GCED components while planning their lessons in all disciplines. The literature and resources shared (through a session on GCED clearing house) at the 17th APTW were of immense help and value in the development of the handbook.

### **2.5 Evaluations and critical reflections**

After the first draft of the handbook was prepared, it was shared with external resource persons for reviewing and vetting. A workshop was conducted to solicit ideas on how to improve the handbook. Some of the chapters were rewritten based on the feedback and the comments received. Since the handbook will be used in future trainings, continuous improvement of it is then possible.

### **3. Conclusion**

#### **Impact on the target group(s), school and/ or larger communities**

The themes in GCED are very much aligned to the principles outlined in the NCF 2005 such as secularism, conservation of resources, gender equality and peace. As the handbook integrates GCED in the existing curriculum, it will not add burden to the teachers. Thus, it was accepted positively by the teachers during the training workshops and even confirm their commitment to use and promote the handbook. This handbook will further help the teachers as the emphasis is not only on the themes but on the teaching strategies in order to enhance the three domains of learning - cognitive, socio-emotional and behavioural.

#### **Implications and suggestions**

In the beginning, GCED was a new concept for teachers involved in the development of handbook. The possibility of implementing the idea is quite hard for them. But through familiarization, planning, and understanding, they were able to come up with examples of integrating GCED in their subjects. Hence, the importance of developing a training manual for teachers focusing on GCED was then realized. GCED components can be mainstreamed in the existing curriculum.

## ■ Annex

### Mapping and embedding GCED Components in History Textbook; Our Pasts-II, CLASS VII

Chapter	Content	Existing GCED Components	Suggested activities	Possible GCED Competency
1	Role and importance of coins, inscriptions, architecture and textual records in the construction of History.	Respect for tangible and intangible heritage.	Recreating primary sources, coins through clay molding. Designing a rock/pillar edict and writing a message that they would like to give to the world for peace and solidarity.	Appreciating and caring for heritage.
	Migration and advent of new technology, ideas and food in Indian subcontinent - Persian wheel, potato, corn, chillies.	Understanding the role of interdependence and mutual learning through social, political and cultural exchanges.	Discussion on why do people migrate within and outside the. Why do people become refugees? List the countries of origin of refugees such as Syria, Afghanistan. What problems do refugees face how it can be resolved? (Rohingya issue may be discussed)	Building empathy and sensitivity towards nations and people facing internal challenges to help them in reconstruction.
	Emergence of Hinduism, Jainism, Buddhism, Islam and Christianity	Respect for multiculturalism and secular Society	Migration and religion	Building mutual trust and respect. Culturally enriching each other through peaceful and joyful living.
2	Taxes collected in the past.	Equality and social justice	Linking in today's context- reasons for collecting taxes. Progressive taxation for bringing social justice and equality.	Developing values to contribute towards national and human development by doing one's responsibilities.
	Waging Wars for acquisition of wealth, plunder, and access to land and trade routes.	Conflict resolution. Promotion of peace instead of war.	Sharing videos on the impact of wars on the lives of people. Enabling learners to relive life of soldiers or the family of soldiers war realities.	To act effectively and responsibly at local, national and global level for a more peaceful and sustainable world.
	Temples of Thanjavur and Gangaikond Cholapuram, bronze images Conservation of water through building of reservoirs.	Respect for heritage.	Model making of temples and bronze images through group work. What stories about the past do they tell?	Appreciation and awareness of heritage commitment towards its protection.

2	Chola Administration – Sabha; Organization of local self - government bodies	Participative democracy	Critical reflection on whether it was democratic - inclusive, critically exploring its achievements.	Appreciation of power sharing and taking responsibility in achieving economic development and social justice through democracy.
3	Raziya sultan	Gender Equality	Discuss the role of society in establishing gender equality. Analyze Iltutmish in terms of - How was Iltutmish able to raise a daughter like Raziya and entrust her with Sultanatship. Connect in today's context parents (fathers) role in establishing equality for their daughters. Are world societies still patriarchal? Where and why?	Building a society based on gender equality.
	Displacement of Hunter gatherers and pastoralists due to consolidation of internal frontiers by the Delhi sultans.	Displacement of local inhabitants and related issues and concerns.	Relating to local and global issues of displacement and migration and understanding their plight and looking for a solution to their problems.	Develop sensitivity towards migrants and their inclusion in the society Empathy for safe pathways for refugees and asylum seekers. Sensitivity and empathy towards marginalized sections.
	Military campaigns by Delhi Sultans for consolidation of empire	Effect of wars on the conquered people. Conflict resolution - Alternatives to war.	Showing videos on the impact of war and peace on people and nations.	Building a world which is based on equitable sharing of resources.
	Class distinctions in the society based on economic status.	Social justice	Through group discussions understanding on how historical legacies continue to plague societies and perpetuate and widen inequalities.	Reducing the gaps of income, building a just society.

3	Legacy in heritage of Buildings (forts, Mosques) paintings, books.	Understanding the factors that lead to multiculturalism Appreciating the rich and diverse art architecture. Building a secular society.	Discussion on 'Intercultural exchanges and their impact on heritage'.	Sensitive towards appreciation and preservation of rich cultural heritage.
4	Mughal wars and policy of reconciliation after wars followed by Akbar. Aurangzeb's policy and its repercussions.	Conflict resolution, effects of War.	Comparison on social relations, social and economic conditions during Akbar's and Aurangzeb's rule.	Working to create peaceful and just society.
	Akbars Religious Policy: Sulh-i-kul or Universal Peace	Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.	Presentation on Sulh-i- kul through PPT / Collage/ Chart and discussing its relevance in today's context.	Respect for multicultural, secular and a peaceful world.
6	Religious coexistence in medieval India - Example of Ajmer which was an erstwhile Chauhan Capital and later became a Mughal Subah	Respect for multiculturalism.	What shapes the culture and practices in a town.	Taking responsibility and creating a world where everyone is accepted and respected in spite of different cultural practices.
	Trade and interdependence Improvement in the quality of goods Decline of independence of crafts persons, ruin of local merchants	Fair trade practices Rights of local producers	Following the experience of history, discussion on the importance of strengthening domestic economy whilst also partnering as global partners. India's 'Make in India' or skill development programme. Contemporary US policies and its implication.	Just and equitable society
7	Tribal societies - isolation and interaction and social change.	Understanding diversity, relating, accepting and respecting people as they are.	Sharing videos on different tribes of India and the world. Asking students about their opinion on the life and culture of the tribes. Building on the responses and developing respect for tribal culture and way of life.	Living together amicably.

8	Bhakti and Sufi Movement.	Oneness of God, Universal Peace and Brotherhood Equality.	Reciting Doha's experiencing the beauty of Kabeer's philosophy by collecting, listening and reciting Kabir's bhajans or sufi songs For audio on Kabir <a href="https://www.youtube.com/watch?v=XhmuA61cNsS">https://www.youtube.com/watch?v=XhmuA61cNsS</a> Audio on Sufi <a href="https://www.youtube.com/watch?v=EvE5Uk46DT8">https://www.youtube.com/watch?v=EvE5Uk46DT8</a> <a href="https://www.youtube.com/watch?v=p5WWwYyK1ys&amp;feature=youtu.be">https://www.youtube.com/watch?v=p5WWwYyK1ys&amp;feature=youtu.be</a>	Promoting respect for culture and, secularism.
9	Growth of regional cultures, interactions and mutual enrichment of heritage.	Respect for tangible and intangible heritage.	Making miniature paintings, watching / performing Kathak and understanding Indo Islamic exchanges and interactions.	Shouldering responsibility for conservation of heritage.
10	Impact of wars . Rise of local powers. French Revolution.	Ideas of liberty, equality and fraternity, citizenship, nation states and democratic rights.	Discussion on how Aurangzeb's continuous wars led to exhausting of resources and weakening of Mughals. Interconnecting with how massive resources are spent by nations on wars today and how they can help in growth of primary needs across the world. Map work locating independent principalities in the 18th century.	Respect for human rights

## **Exemplar on Integrating GCED in Social and Political life (Civics) lesson Grade 8; Chapters 10 - Law and Social Justice**

This chapter talks of the central role that the Government plays in regulating economic activities. It focusses on the importance of implementing existing laws as well as making new laws to protect the rights of the workers, consumers and producers in the market. The chapter takes the Bhopal gas tragedy as an example of the lax enforcement of laws which resulted in the loss of life and misery of innumerable people. The idea of accountability of the manufacturer as well as the Government to the workers and the citizens at large is one of the key ideas underlying this chapter. The teacher needs to build on the local experiences of the learners to enable them to understand the importance of laws in establishing social justice. As global citizens the learners need to be aware of and take action against the social injustices at the local, national and global level.

### **Learning outcomes of the Lesson:**

#### **Cognitive**

1. To help them understand the importance of laws in regulating economic activities and establishing fair trade practices.
2. To help them understand the gaps between enactment and implementation of laws for the establishment of justice.
3. To enable learners to understand the link between peoples' aspirations /needs and the role of the Government.
4. Understand the concepts of social justice and ethical responsibility.
5. Critically examine local, national and global issues, responsibilities and consequences of decision making, examine and propose appropriate responses.
6. Assess the root causes of major local, national and global issues and the interconnectedness of local, national and global factors.

### **Socio-emotional**

1. Understand how our choices and actions affect other people and the planet and how we can adopt responsible behaviours.
2. Learners experience collective responsibility towards creating a just and empathetic world.
3. Learners experience collective responsibility towards creating a safe, green and clean world.

### **Behavioural**

1. Learners are expected to take responsibility towards the conservation and protection of the environment and thereby improving the world to live in.
2. Learners are expected to explore ways of taking action to strike a balance between the environment and industrial growth (For example: looking at green alternatives using indigenous products).
3. Understand the concepts of social justice and ethical responsibility and learn how to apply them in daily life.
4. They are expected to stand and take action for equal and just world.

The teacher needs to connect the lesson with their understanding of laws and the reason they are passed. The learners can be asked about the various purposes that laws serve. Building upon their responses the learners can realize the various purposes that laws serve-justice and equality. They can also be asked to exchange their understanding of social justice through the various activities mentioned below.

## Activity I :

### Group work for Understanding social Justice

Let the learners sit in a circle. Play some light instrumental music. Provide a small ball of clay which they can pass on while the music is being played. When the music stops, the learner who has the ball will share the idea on social justice. One of the learner can write this idea on the board.

Alternatively, each learner can be given a paste and slip to write down their understanding of social justice, which can then be pasted on a chart. (This activity will involve the learners and can also give equal opportunity for all to share their opinion.). One way of mapping students' responses could be like the one given below.

### Social Justice is:

1. When there is no racial discrimination and violence.
2. When there is no inequality, no vast gaps in income between the rich and poor.
3. When people have an equal chance for success and prosperity.
4. When there is gender equality.

*Activity II: The learners can be asked to prepare a similar table The table below may be given as a group project to be completed. It will familiarize the learners with the several laws for protecting different sectors society. Group work also trains them to work listen, and respect each other. Since it is a research-based activity, it will sharpen their skills of information gathering, analyzing and understanding.*

S.No.	Laws/Acts for Protecting	Title and the Clauses of the Law	Why is the law important?	How does the act/law protect?
1	Children	POCSO	To prevent children against sexual offenses	Severe punishments for violence against minor girls
2	Women			
3	Minorities			
4	Senior Citizen			
5				
6				

### **Activity III:**

#### **Collecting stories from around the world**

In order to avoid injustices, it is important to be aware and know the laws and rights of the people. Ask the learners to gather information on human rights violation based on personal experiences and articles and stories on different types of media. Reflect on the actions taken to protect their rights.

Discuss the role that individuals and organizations play in restoring these rights.

#### **Malala Yousafzai**

Malala Yousafzai is a Pakistani education advocate who, at the age of 17, became the youngest person to win the Nobel Peace Prize after surviving an assassination attempt by the Taliban. Malala Yousafzai was only 11 years old when she blogged for the BBC about living in Pakistan while the Taliban was threatening to close girls' schools. Her advocacy for girls' education resulted in the Taliban issuing a death threat against her. On October 9, 2012, a gunman shot Malala while she was traveling home from school. She survived and has continued to speak out on the importance of education. In 2013, she gave a speech to the United Nations and published her first book, *I Am Malala*.

Source: <https://bit.ly/2uQ3REo>

#### **Mr. Kailash Satyarthi**

Mr. Kailash Satyarthi is an internationally acclaimed child rights activist from India who has been at the vanguard of the global movement to end child slavery and exploitation of children since 1980. He gave up a lucrative career as an Electrical Engineer for initiating a crusade against child slavery. As a grassroots activist, he has led the rescue of over 87,000 child slaves and developed a successful model for their holistic rehabilitation and reintegration into the mainstream society with a particular emphasis on their most basic right to education. He founded Bachpan Bachao Andolan (Save the Childhood Movement) to rescue children and their families from the shackles of slavery paving way for their reintegration in the society with the help of state actors under the legal policy framework of India.

Source: <https://www.kailashsatyarthi.net/who-we-are>

These are real life heroes committed to the well being, rights and safety of people around them. What can we learn from them.



Whose Rights would you stand For... Your rights, immigrant rights, animal rights....

Activity IV: Amnesty International is an organization which is campaigning and fighting for human rights for all. 'Write for rights' is a global letter-writing campaign in which people across the globe will write letters for those whose basic human rights are being violated. This can be an example for learners to take part in upholding social justice. Children may be told about the Albert Woodfox from Louisiana, USA, who has been imprisoned for life on charges of murder which he denied and with no physical evidence found. Allegedly, he has been convicted of fighting for black rights.

Similarly the story of Maria\*(name changed for protecting identity) from Burkina Faso (Country in West Africa) may be shared. This girl was married at the age of 13 to a 70 year old. She walked 170 kms for 3 days to escape. She could not go back home as her father threatened to kill her if she will not join her husband. The same incident happens to all the girls in the place where she lives.

Ask children to gather similar stories from their neighborhood in which they feel justice has been denied. Encourage them to become the voices of the victims and help them obtain justice.

Learners can be encouraged to write letters to their local, state and national governments, and to amnesty international thus showing their concern and solidarity with the victims. For further references visit <https://bit.ly/2stWBhG>

## Bhopal Gas Tragedy

The world's worst industrial tragedy took place in Bhopal on December 3, 1984. A group discussion based on the following can be conducted in class. These questions may be given a week in advance to the learners for collecting data and information.

### Activity V:

#### Group Discussion

1. Why do multinational companies invest in other countries?
2. Why do countries permit multinational companies to invest in their countries?
3. What steps should the Government take in order to ensure protection of workers, consumers and producers rights and for the protection of environment when permitting MNC's to establish industries?
4. What is World Trade Organization (WTO)? Do you think that the WTO has been successful in fulfilling its responsibilities? Why? Why Not?

*As teachers, we must see that the dynamics of group discussion is followed when undertaking this activity. All learners must be given equal opportunity to voice their opinion.*

### Activity VI:

#### Enactment through a drama/ Mime

Write a script based on Bhopal Gas tragedy. The following may be included: What are the reasons for establishing Union Carbide by the MNC? Who owned it? What were the safety norms and procedures? How were these violated? Who was responsible for these violations? How did the law fail? How did the gas leak? What happened on the night of December 2, 1984? How did people respond to the disaster? What health problems did the people face as a result of inhaling the deadly Methyl isocyanide? What was the government's response? Did the government succeed in ensuring that the people who suffered get justice? What role did media play? What role did the courts play? Were they able to give justice to the people?

This activity will let the learners feel and know the effects of the tragedy. They will also appreciate the role that good Samaritans played in saving the lives of others. The work done by the government, organizations and civilians also needs to be acknowledged and appreciated. The activity will make them realize and take action against hazardous industries and stand for social justice and equality at a local and global level. Facilitators must assess whether the objectives have been realized among the learners.

*Organizing a talk show: Divide the class into different groups*

- i. Representative from Business
- ii. Representatives from World Trade Organization
- iii. Representatives from International Monetary Fund
- iv. Representatives from common people
- v. Representatives from NGO's working for Green and Just world
- vi. Media Representatives
- vii. Government representatives
- viii. Representatives from local producers
- ix. Representatives from the consumers
- x. Jury members
- xi. Representatives from people living in areas where industry is to be established.

*Provide time for all groups to discuss on why industrialization should or should not take place. The teacher (in the role of facilitator/anchor or host of the talk show) needs to prepare questions that will be asked to these particular groups.*

*While the groups are working, the facilitator should visit each group to see how learners think. Identify the learners who are vocal about the violence and through one on one discussion try to find reasons for it. The teacher must make efforts to transform learners thought towards peace initiatives. After the activity, the teachers needs to collect and summarize the answers.*

## Activity VII:

### Debate

‘Globalization has resulted in unfair trade practices and broadened the inequality divide between the global north and the global south’ The objective of the activity is to make learners think about fair trade practices, sensible consumption of resources, inequalities between nations and people, revisiting the notion of development, importance of the use of indigenous resources and practicing austerity.

The learners can be asked to read articles on how globalization and competition for the latest and trendy gadgets is responsible for untold miseries in the form of child exploitation, threat to health, trauma and disease, and uncontrolled damage to the environment. An example of one such article is given below.

Walk into any high-end phone shop and you’ll find all the hallmarks of the luxury market: slick surfaces, cool lines, spotless screens.

It’s a far cry from the toxic dust that children inhale as they mine the cobalt that powers the batteries of our phones and other portable electronic devices.

These child miners, some as young as seven, live in the Democratic Republic of the Congo (DRC).. Given that more than half of the world’s cobalt comes from the DRC, that one fifth of it is extracted by artisanal (or informal) miners, and that around 40,000 children work in southern DRC where the cobalt is mined, there’s a chance that our phones contain child labor.

Yet phone manufacturers – global brands.. – won’t tell us if their cobalt supply chains are tainted by child labour. They have a responsibility to do so –to check for and address child labour in their supply chains, setting an example for the rest of the industry to follow. Source: <https://bit.ly/232bQsJ>

### *Activity VIII: Finding about some more Industrial disasters*

People have suffered across the world due to man- made disasters which can be prevented. As global citizens, we need to know what is happening around and stand in solidarity with those who are victimized. Ask the learners to complete the chart below to find out about such disasters and what can be their contribution in preventing it.

Disaster	Place Of disaster	What Happened?	Causes	Losses	How was it preventable ?	Action taken thereafter	Information Credit
NTPC Power plant Explosion	Unchahar, U.P, India	Boiler explosion in the plant	Human Error, Decision not to shut down the boiler led to its overheating and explosion.	45 people lost their lives and several others were injured.	Reviewing and taking action to close the boiler on time.	The company has revised its safety policy and is regularly conducting safety audits	<a href="https://bit.ly/2Mj1STT">https:// bit.ly/2 Mj1ST T</a> <a href="https://reuters.com/2-TSk8EB">https://r eut. rs/2 TSk8E B</a>
Chernobyl, Nuclear power plant Explosion	Ukraine			56 died, almost 4000 children developed thyroid cancer			<a href="https://bit.ly/2CpVIRi">https:// bit.ly/2 CpVIRi</a>
Halifax Explosion	Canada	A French cargo ship loaded with wartime explosives collided with a Norwegian vessel in the Halifax Harbour, causing a massive explosion that devastated Halifax.					<a href="https://bit.ly/2CpVIRi">https:// bit.ly/2 CpVIRi</a>

The objectives of the activity are the same as Activity I, however, another column, information credit has been added to make the learners, responsible for information usage, to respect copyrights and to promote digital literacy and digital citizenship.

### What is Digital Citizenship?

UNESCO has defined digital citizenship as “being able to find, access, use and create information effectively, engage with other users and with content in an active, critical, sensitive and ethical manner; and navigate the online and ICT environment safely and responsibly, while being aware of one’s own rights”. Hence education for digital citizenship includes the development of basic ICT

literacy skills, the empowering of children to be active participants in the digital world, the supporting of teachers to be active advocates for cyber wellness, and the assisting of adults to be mediators of children's ICT use. Source: Preparing teachers for Global Citizenship Education: A template, UNESCO, 2018, p. 11

Further activities to motivate the learners and ways to create social awareness and be part of the global movement for social justice.

1. Letter to the editor/ government officials: Write a letter /article on any dangerous industry site which may be dangerous for the life and safety of the people working there or to the people living in the neighboring areas.
2. Point out with facts and figures how and what problems it is creating and why it is important to move the industry out of the residential areas.
3. Prepare slogans/posters/ street plays (Nukkad Nataks) or taking out a march to draw attention on ways to improve the quality of air (planting trees, controlling pollution). The activity may be in the form of a plantation drive or cleaning the beach.
4. Encourage children to prepare a scrapbook /posters /write their feelings in the form of a story on the incidence. An exhibition on the same can be organized for sharing and informing sensitizing other students in the school.
5. The exercises given in the text book on page 131 must be taken up. The responses of the learners must be discussed and deliberated upon. Teachers and students must visit the websites given under the reference section.

Conclusion: Making and enforcing laws is deeply related to issues of fair trade practices, social justice, sustainable development and peace. As teachers, we need to facilitate the understanding of the learners as to how these issues affect them and impact the sustainability of the world. They also need to develop a sense of commitment to take action for global social justice and peace.

Image URL source

Image 1: <https://urlzs.com/VZDX>

## Checklist for GCED enabled Lesson Plan

This is a checklist can use to create lesson plans that build Global Citizenship in learners. The checklist is divided into eight categories that can contribute in building the three components of global citizenship- cognitive, behavioural and socio- emotional learning.

Please note that this is a non-exclusive list and you can add more categories and components to suit the needs of the class.

Some keywords that are used in the checklist have been explained in detail here.

A lesson is a the lesson plan for a complete chapter. **A good class on GCED and SEL should have at least one component from each of the eight categories.**

Such daily lessons allow for, higher engagement, better student attention, and also contribute in building global citizens.

A resource could be a case study, news, article, story, video, movie, documentary, campaign, website,

a podcast, simple text, research paper, social media movements or any other accessible medium.

An activity could be a reflective exercise, supporting guided questions to the resource, visualization exercise, journal writing, writing reflective essays, project based learning, experiential interaction with a community, role playing, debate, group discussions and interactions, field trip and any other activity.

<b>1</b>	<b>Bonding - Stewardship</b>	Check all the items in your lesson
<b>My lesson has:</b>		
A.	At least one resource that captures different communities and encourages learners to wonder and inquire more about them.	
B.	At least one resource that allows learners to relate, reflect, learn from other communities and use this acquired knowledge to build connections to their local and national communities.	
C.	At least one activity that allows learners to identify the emotions of an individual.	
D.	At least one activity that allows the learners to take the perspectives of others in a group/ or a scenario.	
E.	At least one activity that allows the learners to name the emotions and thoughts that are invoked in them as they hear and learn about others' experiences (in a resource or in their class).	
F.	At least one resource or/ and activity that cognitively and emotionally invokes a sense of responsibility and willingness to act towards a local/ global issue.	
<b>2</b>	<b>Reflective Values</b>	Check all the items in your lesson
<b>My lesson has:</b>		
A.	At least one activity where learners have an opportunity to reflect on concern/ issue highlighted in a resource or the class.	
B.	At least one resource and activity that encourages learners to be opinionated and share their thoughts and emotions.	
C.	At least one activity where learners have an opportunity to hear the different perspectives, at times conflicting, and can engage in dialogue to resolve the conflict.	
D.	At least one resource/ and activity that encourages learners to listen and observe carefully.	
E.	At least one resource/and activity that encourages learners to build inquiry into the thoughts and emotions of others.	
F.	Has at least one mindfulness activity embedded in the lesson. ( <i>Mindfulness, 'being present in the now', is like a habit that needs practice. Plan daily or at least two-three times a week mindfulness exercises in your lessons. Being mindful will allow your learners to be more aware of themselves, others and their thoughts and actions.</i> )	

<b>3</b>	<b>Critical Thinking</b>	Check all the items in your lesson
<b>My lesson has:</b>		
A.	At least one resource where learners have an opportunity to identify the central theme/issues/questions/ ideas (either explicit or hidden in the resource).	
B.	At least two or more resources that allow learners to look at different perspectives on the same definition/issue/concern/problem solving etc.	
C.	At least one activity where learners are introduced to multiple opinions, at times conflicting, and have an opportunity to analyze and evaluate them to build their own opinion.	
D.	At least one text/ audio/ video where learners have an opportunity to identify logical consequences or/and create them.	
E.	At least one text/ audio/ video where learners have an opportunity to identify logical contradictions or/and create them.	
F.	At least one text/ audio/ video where learners have an opportunity to identify and remove logical contradictions.	
G.	At least one resource where learners can see the evolution of knowledge in a certain domain and discover that knowledge is fallible. ( <i>i.e. Knowledge is never constant. Knowledge is not always true. It can be challenged and proven to be incorrect and the evolution of knowledge is proof to this.</i> )	
H.	At least two sections in a lesson where learners are encouraged to make inquiry.	
I.	At least one activity where learners get an opportunity to support their opinions/ thoughts/ emotions with necessary reasons.	
<b>4</b>	<b>Dealing with Systems</b>	Check all the items in your lesson
<b>My lesson has:</b>		
A.	The scope of presenting nature and society as one system and explore situations and issue at the interface of these systems.	
B.	At least one resource and activity where learners can explore the interplay between nature and society. ( <i>How society relies on nature? How nature and society affect each other? Human- environment interrelations</i> )	
C.	At least one activity where learners can come up with new or alternative, sustainable interactions between nature and society.	

<b>5</b>	<b>Facing the future with creativity</b>	Check all the items in your lesson
<b>My lesson has:</b>		
A.	At least one activity that allows learners to imagine and come up with divergent ideas, inventions, story endings and possible future.	
B.	At least one activity that allows learners to come up with an alternative, and parallel visions of existing situations or solutions.	
C.	At least one activity where learners study ‘ cause and effect chain’ by anticipating the impact of the present actions on future.	
D.	At least one activity where learners provide solutions to a problem and act upon them in a compassionate manner.	
<b>7</b>	<b>Participation</b>	Check all the items in your lesson
<b>My lesson has:</b>		
A.	At least two activities in my daily lesson plan, that allow learners to identify their views on a resource and articulate them to others.	
B.	Systems and structures that provide opportunity to ‘all learners’ to participate. <i>(Participation simply means the action of taking part in something. It does not necessarily entitle to participate in larger groups like the whole class, it could also be done with the neighboring partner, or in smaller groups. It is also not limited to verbal articulation, it is multi-faceted and there could be different ways to let different learners participate in an activity.)</i>	
C.	Alternative tools for participation for all kinds of learners/ multi modal participation tools and techniques to encourage all learners.	
D.	At least one part of my lesson is learner centred, and is driven by learners, allowing active learner participation in knowledge creation.	
E.	Introductory ice-breaking sessions that allow learners to feel safe and confident to participate.	
<b>8</b>	<b>Acquiring Knowledge</b>	Check all the items in your lesson
<b>My lesson has:</b>		
A.	Different resources and modes to understand, create and develop knowledge of a concept and elements of global citizenship for different learners.	
B.	Encourage learners to generate methodologies to acquire knowledge.	

The categories have been inspired by the framework provided by UNESCO MGIEP in “Textbooks for Sustainable Development- A Guide to Embedding”

## Photos from the workshop



▲ Mr. Akash Saini from UNESCO, MGIEP making a presentation in the workshop

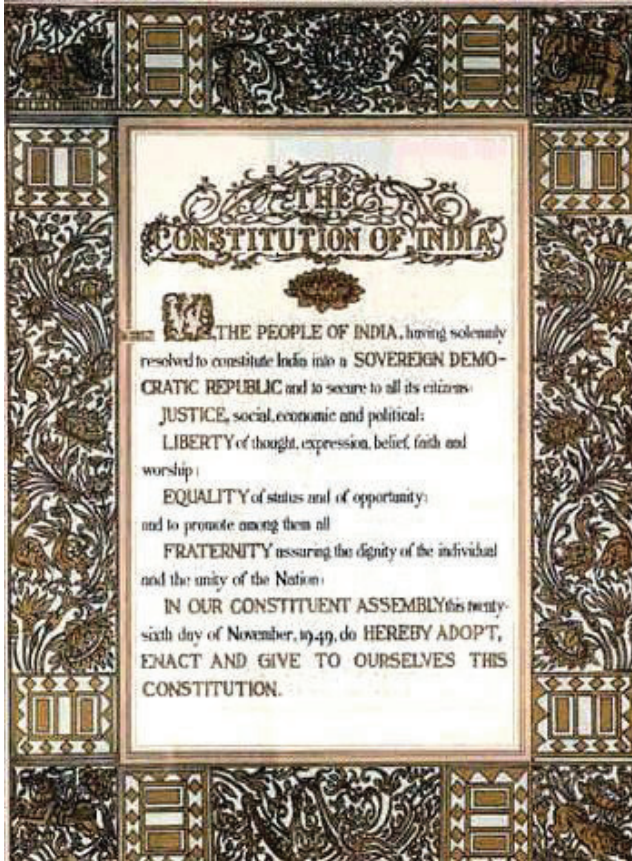


▲ Teachers from different schools during the review and analysis.

## Images from the Handbook



▲ Jhum cultivation: How sustainable? Photo courtesy: Asao Seb



## Preamble of the Indian Constitution



▲ Gandhi's first protest in apartheid South Africa  
Source: <https://bit.ly/2MaAoSv> <https://bit.ly/2EAqd3f>



▲ Martin Luther King Jr in front of Gandhi's photo  
Source: <https://bit.ly/2EAqd3f>

## #MakersofOurConstitution



**We should not make ourselves the laughing stock of our future generations by harping on separatism.**

**Communalism, whether Harijan, Christian, Muslim or Sikh, is opposed to nationalism.**

**What we want is not all kinds of safeguards. It is the moral safeguard that gives real protection to the underdogs of this country.**

- Smt. Dakshayani Velayudan

▲ Source: <https://bit.ly/2IbC7Sr>



▲ Painting by Ustad Mansur, c.1625; perhaps the most accurate depiction of a live Dodo.  
Source: <http://en.wikipedia.org/wiki/Dodo> on 1.8.2018



▲ Source: [www.jharia.in](http://www.jharia.in) 1.5.2019

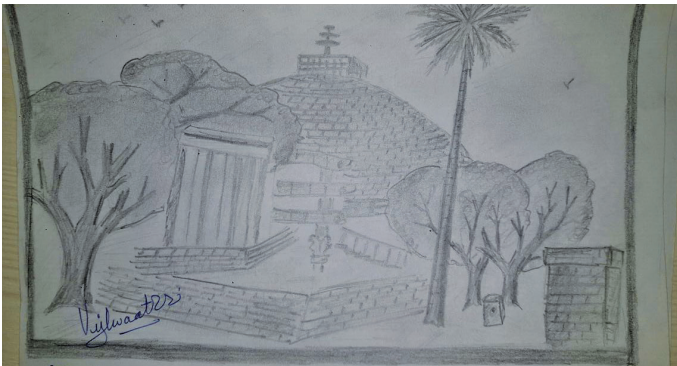


▲ Source: <https://urlzs.com/pc61>

## Images from different classes



▲ Presentation by the participants on GCED



▲ Illustration of Sanchi stupa by a participant

■ Photos

