

POLICY ON GLOBAL CITIZENSHIP

2024



**CHOITHRAM
EDUCATION SERVICE
UNIT**





Our Vision

Creating learning experiences that foster Intellectual Curiosity, Confidence and Compassion in individuals and nurture them into Balanced, Resilient and Responsible Citizens who celebrate diversity.

Our Mission

We aim to create a joyful, friendly atmosphere in a stimulating environment, where learning is a pleasurable activity and the flame of positivism is kindled to bring about an Integrated Individual who has a strong belief in himself.



Our Values

- **Education Excellence:** A commitment to providing high-quality education and promoting academic achievement.
- **Diversity and Inclusion:** Fostering a welcoming and inclusive environment that respects and celebrates diversity.
- **Respect and Integrity:** Promoting honesty, integrity, and respect for all members of the school community.
- **Responsibility and Accountability:** Encouraging a sense of responsibility for one's actions and their impact on the community.
- **Teamwork and Collaboration:** Promoting collaboration, teamwork, and a sense of community among students, staff, and parents.
- **Lifelong Learning:** Instilling a love of learning and a belief in the importance of continuous personal and intellectual growth.
- **Citizenship and Social Responsibility:** Encouraging students to be active, engaged citizens who contribute positively to society.
- **Innovation and Creativity:** Fostering a culture of innovation, creativity, and critical thinking.
- **Environmental Stewardship:** Promoting sustainability and an awareness of environmental issues.
- **Health and Well-Being:** Prioritizing the physical and mental well-being of students and staff.
- **Community Engagement:** Building strong connections with the local and global community through service and outreach.
- **Cultural and Ethical Awareness:** Instilling an understanding and appreciation of various cultures and ethical principles.
- **Personal Growth and Empowerment:** Fostering an environment where students can discover and develop their unique talents and potential.
- **Safety and Security:** Ensuring a safe and secure environment for everyone within the school.
- **Parental Involvement:** Encouraging parents to be actively engaged in their child's education and the school community.
- **Transparency and Communication:** Maintaining clear and open communication channels between the school and its stakeholders.

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1. INTRODUCTION

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Meaning of Global Citizenship

Global citizenship refers to the idea that individuals have a sense of belonging to a wider global community and that their actions have an impact beyond national borders. It is an understanding that we are all interconnected and interdependent, regardless of nationality, and that we have shared responsibilities towards each other and the planet.

Global citizens recognize the importance of promoting inclusivity, justice, and sustainability on a global scale. They are aware of the challenges that we face as a global society, such as poverty, inequality, climate change, and conflicts, and actively work towards finding solutions. Global citizenship encompasses having an open mind, valuing diversity, respecting human rights, and engaging in actions that contribute to positive change in the world.

Philosophy

'Embrace Unity, Celebrate Diversity!'

Believing that every learner is unique and endowed with hidden talents which need to be tapped, we at Choithram offer our learners multitudinous opportunities and a healthy environ to excel and reach their acme.

Exposing the learners to our glorious culture as well as diversified cultures around the globe, we enable them to become fine human beings; humane and empathetic, proud of their country as well as harbingers of global peace.

2. RATIONALE

'Preparing Global Citizens for an Interconnected World!'

To create a more inclusive and interconnected world that values diversity, empathy and collaboration, it is imperative to equip the learners with global and cultural competencies in today's era. We hope to make a conscious effort towards this end by making them understand various global issues that encompass them. They need to value their own culture as well as respect other cultures and must engage in the preservation of harmony at the local and global levels.

As they gain international understanding, the feelings of empathy and humaneness will be instilled in them. Transcending the barriers of discrimination and developing reverence for the

human family will further benefit them in becoming messengers of peace and nurture global citizenship amongst them.


Rajesh Awasthi-

Director- Choithram Education Service Unit

We believe that...

- Our institution is a place where learners look forward to come every day, a place where the values underlying responsible citizenship – peace, international understanding, democratic ethos, tolerance and equality are nurtured
- by valuing learners as individuals and making them feel unique, we are helping them to develop their self-esteem which will assist them in becoming strong and positive. They will be able to exercise their roles, rights, and responsibilities within the family, the community, the country and the world with competence
- a creative, well planned child-centric curriculum addressing global issues will inspire a love for learning and ignite a spirit of enquiry amongst them and hone their potential to the maximum. As global education becomes a part of the curriculum, students will be actively involved in activities at the school, neighbourhood, national and international level and will strive in every possible way for world peace
- by treating our learners with respect and kindness, they will imbibe the values of respectfulness, helpfulness, sharing, happiness, empathy, compassion and reverence for the human family

3. AIM

'Building Bridges and Not Walls!'

We aim to create a joyful, friendly atmosphere in a stimulating environment, where learning is a pleasurable activity, where the flame of positivism is kindled to bring about integrated individuals who have a strong belief in themselves. At the same time, we foster the feeling of camaraderie and brotherhood in the young minds, influencing their thought process, value systems and empowering them to look upon the school, the neighbourhood, the nation and the world as a part of the integral family of mankind.

We wish our learners to...

- appreciate and respect the culture of their community as well as the cultures of the other communities at the local, regional, national and global level
- keep the glorious culture of their country alive at the global level
- be exposed to art, music, dance, literature, science and technology, sports of their country as well as other parts of the world

- be responsible global citizens who respect themselves and other people in the community, who are committed to human rights and global well-being, and are advocates of pluralism, equality, and justice
- be active citizens who address issues encompassing them, their school, neighbourhood, nation and world with understanding and tolerance
- be equipped with 21st century skills viz., critical thinking and problem solving, creativity and imagination, communication and collaboration, digital literacy, leadership, citizenship as well as skills of cross cultural awareness and adaptability which will enable them to thrive in an interconnected and diverse world
- be sensitized towards various environmental issues facing them and how they can learn from the safe practices followed in other countries, thus appreciate and preserve the rich biodiversity
- be equipped with scientific temperament to find a solution for various global issues and work towards addressing United Nations Sustainable Development Goals
- realize how they can influence and shape the changes in the global economy, environment and society of which they are a part
- be empowered with understanding of how the world works economically, politically, socially, culturally, technologically and ecologically
- ‘think globally and act locally’ by engaging in community outreach projects which enable them to delve deeper into local issues that have a global impact

4. STRATEGIES TO MEET FUTURE REQUIREMENTS AND GOALS

4.1 Integrating International Dimension in the Curriculum

Integrating international dimension in the curriculum enables learners to gain a better understanding of different cultures as well as global issues. This will help to expand their knowledge and worldview, as well as foster greater tolerance and respect for others.

Identifying Global Issues: Select global issues such as climate change, hunger, poverty that are relevant to the curriculum and help learners understand the interconnectedness of our country with another country.

Identifying Important Facets Related to Culture: Select any important facet of culture viz. dance, music, cuisine, festivals, art, craft, language, religion, places of tourist attraction in India in a particular class lesson plan. Help learners study about any of these aspects of another country and compare and contrast them with their own culture. By doing so, they can gain a better understanding of cultural similarities and differences.

Including Diverse Perspectives: Introduce learners to perspectives from different parts of the world to develop a deeper understanding of cultural diversity. Implement participatory, inquiry-based, and collaborative activities to explore these diverse perspectives.

Participating in Model United Nations (MUN): Help learners participate in Model United Nations (MUN) in class wherein they don the role of delegates of different countries and deliberate on various global issues. Participation in MUN will develop their research and analytical skills, public speaking skills, leadership skills, cultural awareness and sensitivity as well as their sense of global responsibility.

Planning and Participating in Service Programmes: Motivate learners to involve in self-initiated and curriculum driven Service Programmes. This will help in developing a caring attitude and empathy towards all living beings around the globe, thereby steering the learners to become global citizens.

4.2 Embedding UNSDGs in the Curriculum

Embedding United Nations Sustainable Development Goals (UNSDGs) in the curriculum helps learners understand that even small actions at a local level can have a significant impact globally. By aligning local efforts with the global goals, communities can become more sustainable, more resilient and more connected to the larger world. Learners will realize the role they have to play in creating a sustainable future and become active participants in the process.

Including Modules on the 17 UNSDGs: The curriculum of the institution should include modules on the 17 UNSDGs, their relevance and action plans to achieve the goals.

Incorporating Case Studies: The curriculum should incorporate case studies from different parts of the world highlighting successful initiatives and challenges in achieving the UNSDGs.

Promoting UNSDGs Through Various Activities: The institution should promote the UNSDGs through various co-curricular and extracurricular activities, events and community outreach programmes to raise awareness and inspire learners to take action. Learners should be encouraged to create short films, TV programmes, blogs, podcasts, wikis etc. focusing on international issues.

Partnerships with Other Organizations: The institution should engage in partnerships and collaborations with organizations working towards achieving the UNSDGs, to provide learners with first hand practical learning opportunities.

Collaborative Projects with Partner Institutions: Engaging learners in collaborative projects with partner institutions with a strong focus on UNSDGs can help them think critically and creatively, identify root causes of these issues and propose solutions.

4.3 Collaborative Projects with Institutions of Different Countries

Engaging learners in collaborative projects with different institutions around the globe provides them a window to look into the cultural richness of various countries as well as relearn their own culture. The projects also help them to explore various global issues like climate change, poverty, or human rights in their own community and make cross-cultural connections by making comparisons with their peers of other countries.

Identifying Shared Objectives: Before initiating an international collaborative project, both institutions should identify common objectives. This will help to establish a shared vision and goals for the project and enable both institutions to work in sync towards a common goal.

Establishing Clear Communication: It is essential to establish clear communication methods and protocols that integrate all stakeholders involved in the collaborative project (administrators, teachers and students). This could include regular virtual meetings, use of collaboration tools, or setting up a communication platform to facilitate easy and efficient communication between the two institutions.

Developing a Project Timeline: Develop a project timeline that outlines all essential project milestones, beginning with project inception all the way through to evaluation. This timeline should include target dates for all steps involved in the project, along with names of responsible individuals to ensure accountability.

Using Different Forms of Expression: Expose the young learners to varied forms of expression while working on these collaborative projects viz. making videos, power point presentations, mind maps, persuasive writing, essay writing, debate, speech, street plays, role plays etc.

Maintaining Flexibility and Adaptability: International collaborative projects require flexibility and adaptability, as partner institutions may have varying approaches to learning, teaching, management and vacation time. It is important to create an environment that allows for open dialogue and willingness to adjust plans as needed.

Monitoring and Evaluating Progress: Consistent monitoring and evaluation are necessary to ensure that the project is on track and achieving its goals. Feedback and evaluation should be shared with all stakeholders to facilitate continuous improvement.

4.4 Videoconferences/Virtual Exchange Programmes with International Institutions

Videoconferences/virtual exchange programmes with international institutions widen the thought process of the learners, helping them to appreciate perspectives of their peers of other countries as well as of their own country.

Agreeing on Technology Standards: Both institutions should agree on basic technology standards for video conferencing such as the type of videoconferencing software / app to be used viz. skype, google meet, zoom etc.

Agreeing on Date, Time and Duration: Both institutions should mutually decide the date, time and duration of the videoconference beforehand and communicate to all stakeholders involved (administrators, students and teachers). In case of any change in plans due to unforeseen circumstances, the partner teacher from the international institution should be duly informed and a fresh date can be decided.

Maintaining Protocols and Etiquettes: Both institutions should establish protocols for how the video conference will be conducted. This can include flow of the event, deciding on a moderator, taking turns speaking etc. Teachers must ensure that learners respect the cultural differences in communication styles and norms and are polite in their conversation.

Maintaining Privacy: Institutions should address privacy issues for the videoconference. Some international institutions have strict child protection laws and prohibit clicking photographs during the videoconference. This should be strictly adhered to by the teacher in charge of the event.

Agreeing on Content and Purpose: Both institutions should agree on the content and purpose of the videoconference. Consideration should also be given to content that may be sensitive or controversial. Institutions should work together to ensure that the content is age appropriate and relevant.

Evaluation and Feedback: Both institutions should establish a system for evaluating the effectiveness of the videoconference and soliciting feedback from participants. This process can help to identify areas for improvement and ensure that the videoconference meets the needs of both the institutions.

4.5 Intercultural Learning - Learning the Culture of a Foreign Country

Learning the culture of a foreign country can help learners to explore international mindedness, increase their cultural awareness, appreciate, respect and develop empathy towards others culture.

Diverse Curriculum: The institution should offer a curriculum wherein the young minds learn the culture of a foreign country. Some examples of practice are:

- (a) Research work pertaining to the culture of a foreign country viz. its location, capital city, demography, main languages spoken, important religions prevalent, history of existence, traditional dress, family relationships, important traditions/beliefs/rituals, celebration of weddings, dance, music, cuisine, occupations, festivals, art and craft/handicrafts and places of tourist interest. This research work can later be compiled by the learners in the form of scrap books or power point presentations which can be followed by showcasing of their work in front of their peers.
- (b) Evaluating the similarities and differences in the culture between their own country and the foreign country.
- (c) Learning to speak the greetings, a few sentences, numerals 1 to 10 and writing the alphabet of the language of the foreign country. Teachers/parents/alumni well versed with foreign languages can be invited as resource persons to facilitate learning.
- (d) Learning dance, folk music, national anthem, instrumental music, art, craft and clay modelling related to the foreign country.
- (e) Use art and theatre as a means of exploring international mindedness.

Intercultural Exchange Project: The institution should explore opportunities for intercultural exchange projects with partner institutions wherein learners of both institutions share different aspects of their culture. This would enable learners to learn about other cultures first-hand and also develop their intercultural communication skills.

Morning Assembly and Class Presentations: Participating in morning assembly and class presentations focusing on national independence days of countries and important festivals of different countries can foster cross cultural understanding.

International Mindedness (IM) Awareness Week/Month: International Mindedness (IM) Awareness Week/Month can be observed which will enable learners to understand, respect and value different cultures. It will help them to embrace diversity and develop high levels of empathy and compassion.

4.6 Hosting Exchange Students From Abroad on an Exchange Programme

Hosting exchange students from abroad on an exchange programme can help to promote a more diverse and global learning environment in the institution, exposing learners of our institutions to different perspectives, cultures and languages. It can also help to foster cross-cultural understanding among learners, staff and the community.

Informing Parents of the School: Parents should be informed through a circular about hosting family opportunities available for long term / short term programmes. Parents who desire to host a student from abroad should send a consent form to the institution.

Meeting with the Parents: After receiving the consent form from the parents, the institution should arrange a meeting with the parents to apprise them about the exchange programme. They must be informed that host families need to provide a safe, comfortable and welcoming environment for the host student from abroad. They should respect the host student's cultural background and make an effort to understand their customs and beliefs. They would be responsible for providing meals and a separate bedroom / bedroom shared with the sibling.

Identifying the Prospective Host Family: The prospective host family would be selected on the basis of their willingness to provide a safe and supportive environment for the host student, cultural openness to learn about the host student's culture, availability of a separate bedroom for the host student /shared bedroom with the sibling, willingness to provide guidance and support to the student throughout their stay, financial stability and ability to cover the costs associated with hosting an exchange student. The selection process includes a family interview, a home visit, and the completion of an application and background check. The ultimate goal is to match the student with a host family that can provide them with a positive, enriching cultural exchange experience.

Signing of an Undertaking by the Parents: The selected host parents should sign an Undertaking provided by the institution that they would be willing to take care of the host student during the entire stay of the student in the institution, provide a safe and nurturing environment and treat the host student as a member of their family, provide a separate bedroom for the host student /shared bedroom with the sibling and liaise with the Counselor of the institution on a regular basis. The parents must inform the Counselor in case they experience any problem or difficulty with the host student.

Providing a Safe and Welcoming Environment in the Institution: The host institution must provide a safe and welcoming environment for the host student. This could include providing adequate accommodation (either with the host family or in the school hostel), access to medical care, and support for academic and personal concerns.

Organising an Orientation Programme: An orientation programme for the host student must take place on their arrival which includes information about the country's culture, customs, laws, and regulations, to help the host student settle into the new environment and avoid any cultural misunderstandings. The host student should be briefed about the contact details of the Counselor who can be contacted at any point of time during their stay.

Designing a Separate Timetable for the Host Students: The institution must design a separate timetable for the host student which includes language classes, music, dance, art and craft classes pertaining to the culture of the host country, cross-cultural discussions, community outreach projects and other extracurricular activities for promoting social integration and cultural exchange. The host student must be engaged in cross-cultural discussions to promote intercultural understanding and appreciation.

Ensuring Academic Support: The host student should receive adequate academic support and access to appropriate educational resources in the institution.

Promoting Mutual Understanding: The institution must promote mutual understanding between the learners of the institution and the host student and encourage them to celebrate their cultural differences as well as their similarities.

Providing the Services of a School Counselor: The institution must provide the host student with a Counselor who will assist in the following ways:

Selection of Classes: Helping the host student choose appropriate classes, coordinating with teachers to ensure that the student is making progress and staying on track with their activities and studies.

Cultural Adjustment: Providing support as the host student adjusts to a new culture, language and environment. The Counselor may offer advice on how to make friends, overcome homesickness, and cope with stress.

Personal and Emotional Counseling: Supporting the host student or host family with any emotional issues or personal problems they may be experiencing, and intervening in cases they have any issues with each other.

Ultimately, the role of a Counselor for the host students is to ensure that the student is able to thrive both academically and personally during their time in a new environment.

Self-Assessment of Intercultural Learning Experience: The host students must complete a Self-Assessment form pertaining to competency building in the 'Knowledge Domain', 'Attitudinal Changes' and 'Development of Skills' at the end of their stay. They can be asked to write/speak about what they found most difficult in adapting to their host culture and why.

4.7 Sending Learners Abroad on an Exchange Programme

Learners who go on an exchange programme are able to immerse themselves in a new culture which helps them expand their horizons and broaden their perspectives. The exchange programmes also assist learners in knowledge acquisition and thereby become more globally aware individuals.

Announcing the Programme in the Institution: Learners of the institution must be informed about any exchange programme through announcements in the morning assembly as well as through circulars sent to their parents. Parents who desire to send their children on an exchange programme should send a consent form to the institution.

Meeting with the Parents: The institution should arrange a meeting with the parents and inform them about the exchange programme. During the meeting, the parents must be apprised about the duration of the programme, the fee, the eligibility criteria as well as the selection criteria of the learners. All queries of the parents must be solved during this meeting.

Signing of an Undertaking by the Parents: Parents of the selected learners should sign an Undertaking provided by the institution that they would be willing to send their child for the exchange programme, they would not hold the school responsible for any untoward incident during the programme and they would bear the cost of the trip in case the trip is cancelled due to any unforeseen circumstance or due to visa rejection or if their child withdraws from the programme at any point of time – before or after issuance of the visa.

Exchange Programme Requirements: The institution should ensure along with the partner school that the exchange programme would meet the academic, safety and welfare requirements of the students. The partner institution must:

- (a) Provide accommodation (stay with host family /hostel) to the exchange students that is safe, comfortable and adequately equipped with basic necessities.
- (b) Assign a dedicated Counselor for the exchange students, who can act as a point of contact, provide assistance and ensure their well-being throughout the exchange programme.
- (c) Offer orientation programmes which include information about the country's culture, customs, laws, and regulations, to help the exchange students settle into the new environment and avoid any cultural misunderstandings
- (d) Provide guidance and support to the exchange students in terms of academic and extracurricular activities
- (e) Provide opportunities for the exchange students to interact with the students of the institution which will help them understand each other's culture and create a positive atmosphere for cultural exchange

(f) Ensure that the exchange students have access to counseling services, medical facilities and emergency support, if required.

(g) Inform the Counselor of the partner institution in case of any emergency situation concerning the exchange students.

Sharing of Experience with Peers: On their return, the exchange students must share their experiences and learning outcomes with their peers and teachers through talks in the morning assembly and class as well as write ups in the school magazine/newsletter. The exchange students can also make videos about their stay abroad and share on the School Facebook page with the student, parent and teacher community.

Evaluation and Reporting: The institution should evaluate the effectiveness of the exchange programme and report to the Management.

Self-Assessment of Intercultural Learning Experience: The exchange students must complete a Self-Assessment form pertaining to competency building in the 'Knowledge Domain', 'Attitudinal Changes' and 'Development of Skills' after they reach back. They can be asked to write/speak about what they found most difficult to accept about people from another culture and why.

4.8 Hosting Visitors from Abroad

Hosting visitors from abroad can provide learners of the institution with opportunities to learn about different cultures, beliefs, and values. This can broaden their worldview and enhance their appreciation of diversity.

Planning and Preparation: The institution should plan and prepare for the visitor from abroad by developing a detailed schedule and itinerary, setting up appropriate meeting venues, and ensuring that the necessary equipment is available and functioning properly.

Communication and Coordination: Clear and effective communication with the visitors prior to their arrival is essential to ensure that all parties involved are prepared and informed about the purpose, objectives, and expectations of the visit. The institution should ensure that the visit is well planned and managed.

Cultural Sensitivity: The institution should be culturally sensitive, respectful, and accommodating to the visitors. Staff and students should be aware of the visitors' cultural norms and values and should adhere to appropriate protocols while interacting with them.

Safety and Security: The institution should take appropriate measures to ensure the safety and security of the visitors while they are on campus. This could include providing staff members and students to escort them, ensuring their valuables are safe as well as sharing emergency contact information.

Evaluation and Follow-up: After the visit, the institution should evaluate the success of the visit and identify areas for improvement. The visitors should be thanked and feedback of the visit should be taken from them. Outcomes or accomplishments resulting from the visit should be shared with all the stakeholders viz. students, staff members and parents.

4.9 Teacher Exchange Programmes

Teacher exchange programmes can help create long-lasting partnerships between institutions and teachers across borders, which can lead to greater cooperation and collaboration in areas such as curriculum development, research and global citizenship.

Eligibility Criteria: The institution should have eligibility criteria for teachers interested in participating in the exchange programme. This may include the number of years of teaching experience, diligence, language proficiency and cultural awareness.

Orientation of Teachers before the Exchange Programme: The teachers selected for the exchange programme must be briefed about various details pertaining to the exchange programme, viz. accommodation (school/hostel/host family), duration of stay, meals, transportation, goals of the programme, activities to be taken up during the exchange programme.

Funding: The institution must identify sources of funding for the teacher exchange programme, such as grants by any organisation, scholarships, or any other support.

Collaboration with Partner Institution: Participating teachers should be encouraged to collaborate with their counterparts in the partner institution to develop innovative curriculum that integrates cultural diversity and multicultural perspectives as well as participate in various conferences, workshops and activities organised by the partner institution with enthusiasm. They should share their best practices and bring back new information, skills and methodologies to their institution. Teachers should not only share their teaching practices but also their culture. This can lead to greater cultural understanding and appreciation, which can help to break down stereotypes and promote global citizenship.

Evaluation: The institution should have a framework for evaluating the effectiveness of the teacher exchange programme. This can involve collecting feedback from the teacher in verbal and written form.

4.10 Celebrating Various International Days, National Independence Days and Important Festivals of Different Countries Across the Globe

These celebrations help broaden learners' understanding of the world and different cultures, help them to develop a global perspective and appreciate cultural diversity as well as promote cross-cultural understanding.

Respect: The institution should emphasize the importance of respect for all cultures during these celebrations.

Inclusion: The institution should ensure that all learners feel included in the celebrations regardless of their cultural background.

Diversity: The institution should incorporate a diverse range of international days and festivals to educate learners on different cultures.

Integrating into the Curricula: Activities related to international days and festivals can be integrated into the curricula to provide learners with a more comprehensive understanding of other cultures.

Parental Involvement: Parents can be invited to participate in activities related to international days and festivals to promote cultural awareness in the larger community.

Inviting Visitors From Abroad: Visitors from abroad can be invited for the celebration of the national independence day or the festival of their country.

Sharing with Partner Institutions: Video footage and pictures taken of the celebration of the national independence day or the festival of a respective country can be shared with the partner institutions.

4.11 Embedding Global Programmes like School Enterprise Challenge

Participation in School Enterprise Challenge, an initiative of UK-based charity Teach A Man To Fish enables school learners to run a business in their institution. It helps them to come closer to the environment and the community as well as equips them with 21st-century skills.

Announcement in the Morning Assembly and Class WhatsApp Groups: Announcements in the morning assembly should be made and messages in the class WhatsApp groups should be sent about how the learners can register for being a part of the business enterprise. A Google Form can be shared with the learners for registration.

Orientation about the Business Enterprise: The learners who register should be briefed about the purpose of the enterprise and how it would help them to be equipped with 21st century skills as well as run a business that is student-led.

Forming a Team: The learners should form a team comprising a General Manager at the top, with other Managers like Manager – Marketing & Sales, Manager – Finance, Manager – Production and Manager – Human Resources, Manager - IT etc. with the rest of the learners as members of the business team.

Coming up with a Business Idea, Business Plan and Implementing it: The business team should come up with a business idea, business plan and implement it. While coming up with the business idea, the business team must ensure that the business revolves around 3 Ps - Profit, Planet and People. The business should be such that it is environmentally sustainable and enables learners to come closer to the community.

Reaching out to the Community: The business team should be engaged in community outreach projects and help the needy from the profits earned.

Submission of Templates: The business team must ensure that the templates of Business Idea, Business Plan and Implementation Phase are submitted to the organisers UK based charity Teach A Man To Fish on time.

Learning From Business Teams Abroad: The business team should engage in meaningful discussions with other business teams from around the globe and enrich their learning.

4.12 Embedding Global Programmes like the TED-Ed Club

Participation in a TED-Ed Club helps learners to hone their public speaking skills, encourages them to explore their own ideas and express them in a unique and creative way, facilitates them to provide constructive feedback to each other aiding in developing valuable collaboration skills, enhances their research and writing skills and offers opportunities for leadership.

Eligibility Criteria: The institution should specify the eligibility criteria for learners who want to join the TED-ED Club. This could include public speaking skills as well as critical thinking and problem solving skills.

Curriculum: The institution should design a curriculum taking cues from the TED-ED resources that offers members of the TED-ED Club opportunities to develop their public speaking skills and gain experience in research, storytelling and creative problem-solving.

Deep Dive Into Explorations: Members of the TED-Ed Club should be exposed to various explorations comprising activities, watching TED talks and brainstorming sessions. This will enable them to identify and research ideas that matter the most to them.

Mentorship: The TED-Ed leader of the institution should mentor members of the TED-Ed Club during their brainstorming sessions and later assist them to come up with a script for their talk. The Leader should also ensure that learners are given adequate practice to expand their skills in public speaking.

Participation in Showcase Event: The TED-Ed Leader of the institution should encourage members of the TED-Ed Club to participate in the final showcase event to present their big idea in the form of a TED style talk.

Partnership with Other Institutions: The TED-Ed Leader should consider partnering with other institutions around the globe to offer joint projects, videoconferences and other initiatives that allow learners to collaborate with peers from other countries and cultures.

4.13 Hosting TEDx Event

The aim to host a TEDx Event in the institution is to foster an inclusive, educational, and engaging platform for disseminating ideas, promoting dialogue, and inspiring positive change within the institution community. While hosting a TEDx Event, every institution must ensure compliance with global standards set by TED.

Application and Licensing: The institution interested in hosting a TEDx event must submit an application and obtain a TEDx license from TED. The institution should adhere to the licensing terms and conditions set by TED, including respecting brand guidelines, event format, and recording rules. The institution can apply for any of these events - Standard Event, TEDxWomen Event, Youth Event, Countdown Event, Studio Event, University Event or Ed Event.

Organizing Committee: The institution should establish an organizing committee responsible for planning and executing the TEDx event, consisting of learners of the institution and a Curator.

Theme: The organizing committee should choose an overarching theme that aligns with the institution's values, mission, and global issues.

Speaker Selection: The selection of speakers should prioritize diverse voices, backgrounds, and expertise to ensure a well-rounded and inclusive representation. Alumni of the institution who have carved a niche for themselves in various fields, as well as any TED-Ed speaker of the institution who has performed exceedingly well in the Final Showcase Event can be invited to participate. Speakers must undergo a thorough vetting process to ensure the quality and integrity of their ideas and presentations.

Speaker Management: The Curator of the event must send an invitation letter to the speakers, brief them about the institution's expectations from the talk, ask them to submit their talk well in advance and suggest changes (if any) required.

Promotion and Branding: The Organising Committee must create a Teaser of the Event a month before the event and circulate it on the institution's Facebook Page, TEDx Event Facebook Page, institution's website, TEDx website of the institution, other social media handles following TEDx branding guidelines. TEDx website of the institution can be created by linking it with the institution's website and all details about the event viz., theme, speakers, team, teaser and TEDx talks can be highlighted on it. Care must be taken to complete the TEDx Event page on the TED website before the event.

Event Logistics: The Organising Committee must ensure that attendee and speaker badges as well as flex banners are ready before the event. The institution should allocate appropriate resources for event logistics, including suitable venues, audio-visual equipment, and technical support. All event materials, including signage, programmes, and online presence, should follow TEDx branding guidelines. The institution must make proper arrangements for videography and photography of the event.

Community Involvement: The institution must try to engage the broader community, by inviting learners of other institutions of the group or city to attend the event. The Curator must ensure that attendees fill an Attendee Survey Form by sending email ids of the attendees to the TED organizers after the event.

Media and Documentation: The Curator of the TEDx event must ensure that all talks of the speakers are edited properly before being uploaded on the TED Media Uploader as well as photographs of the event are uploaded on social media platforms included Flickr. Press Release of the event must be sent in all local dailies after the completion of the event.

Post-Event Tasks: The institution must apply for the renewal license after successful completion of the event.

4.14 Providing Opportunities to High School Learners to Know More About Foreign Universities

Learning about foreign universities empowers high school learners to make informed decisions about their academic and career goals and can broaden their perspectives, enhancing their educational experience.

Inviting Delegates of Global Universities: The institution should encourage delegates of global universities to visit their school and interact with high school learners. The delegates should apprise learners about various aspects of taking the SAT exam, the application process, eligibility requirements, financial aid offered to international students - need based and merit based scholarship as well as courses offered by the universities.

Providing Virtual Tours and Webinars: The institution should provide virtual tours and webinars to inform learners and parents about foreign universities and their programmes.

Organising University Fairs: The institution should organise University Fairs where representatives from foreign universities visit their institution or their city and interact with high school learners. During the fair, learners can learn about the courses and scholarships offered by the universities as well as get contact details of these representatives.

Housing Brochures and Handbooks: The institution should have a dedicated place in the library for housing brochures and handbooks of global universities so that learners who could not attend the fair or meet the delegates during their visit can benefit from them.

4.15 Embedding Global Perspectives

Embedding Global Perspectives helps learners to consider significant global issues from different perspectives. It promotes global competence, cultural awareness and prepares them to be global citizens who are capable of solving complex global problems.

Incorporating Global Issues and Topics: Including global issues and topics in various subjects such as Geography, History, Science and Literature exposes learners to diverse perspectives and cultures. Some examples of practice are mentioned below:

Literature: Screen foreign films / ask learners to read books by different authors: Ask learners to identify differences in cultural outlook and explore the basis for these differences, to share their insights into what these differences mean and how they might be addressed.

Science: Identify a specific issue and then compare and contrast how three different societies approach it, i.e., global warming, birth control, reproductive technologies, AIDS research etc.

Ethics: Identify several ethical issues and then explore how, if at all, these are viewed in other societies, e.g., same-sex marriage, abortion/euthanasia, academic honesty, distribution of wealth, child labour, sex trade etc.

Social Science: Explore how different societies approach class, work, entertainment, adolescence, education, marriage, kinship and family, economic organization, criminal justice, substance-abuse etc.

Inviting Guest Speakers: Guest speakers such as international students, diplomats, and experts in different fields can be invited to talk about their experiences, cultures and insights.

Encouraging International Collaboration: Learners should be encouraged to participate in international exchange programmes, internships, or projects that foster cultural exchange and global competence.

Adding Intercultural Communication Skills: Intercultural communication skills and strategies in the curriculum like resolving conflicts, building relationships between different cultural groups and promoting understanding of multiple perspectives should be introduced.

Using Technology: Incorporating technology into the curriculum, offering distance learning programmes, video conferencing with international institutions or classrooms and accessing online resources for diverse cultural information can enable learners to have diverse perspectives.

4.16 Volunteering In Global Organisations - Online and Offline

Volunteering in global organisations can provide young learners with a chance to engage in local/global issues, collaborate with people from different countries and backgrounds, develop new skills and contribute to a meaningful cause.

Finding the Right Global Organisation: The learners must find the right global organization that aligns with their interests and values. They can search for global organizations that offer online or offline volunteering opportunities by browsing through their websites or online volunteering marketplaces like VolunteerMatch.

Research the Global Organisation's Requirements : The learners must make sure that they meet the time commitment, skills and other requirements set by the global organisation.

Complete Necessary Training or Orientation: The learners must complete any necessary training or orientation that the global organisation provides for volunteers. This may include online courses, webinars or training materials.

Fulfilling Volunteer Duties: The learners must fulfill their volunteer duties based on the expectations set by the global organisation. This may involve various tasks such as research, content creation, social media management, community outreach projects or other activities.

Engagement: The learners must regularly communicate with the global organisation's staff or fellow volunteers to stay updated and remain engaged.

Reflection: The learners must reflect on their online volunteering experience in the global organisation to identify what they learned, how it helped them to grow, and how they could apply their skills and knowledge in the future.

4.17 Learning a Foreign Language

Learning a foreign language can expose learners to diverse cultures and promote cross-cultural understanding, which can facilitate international communication and cooperation. Additionally, it can also enhance cognitive skills such as problem-solving and creativity of the learners.

Comprehensive Language Learning Programme: The institution should provide a comprehensive language learning programme that includes instruction in a foreign language as well as immersion opportunities for learners, to practice their language skills in real-life settings.

Integrate into Timetable: The institution should integrate the foreign language programme into the overall school timetable, making sure that there is enough time for learners to learn the language.

Language Exchange Programmes with Partner Institutions: The institution should encourage learners to participate in language exchange programmes with partner institutions in other countries, where they can interact with native speakers and learn about other cultures.

Providing Professional Development and Training to Foreign Language Teachers: The institution should provide professional development and training to foreign language teachers to ensure they are equipped with the latest teaching methods and materials.

Supportive and Inclusive Learning Environment: The institution should also strive to create a supportive and inclusive learning environment that encourages learners of all backgrounds to learn and appreciate foreign languages and cultures.

4.18 Academic and Research Collaboration

Academic and Research Collaboration with reputed universities and schools enhances knowledge sharing, increases research opportunities, provides access to specialized expertise, promotes diversity in learning experiences, and can lead to co-publication of research papers and joint grant applications. Additionally, it can foster international partnerships and establish global networks of researchers and educators, thereby advancing academic and research excellence.

This can be achieved through the following programmes:

International Exchange Programmes: International exchange programmes for learners for short-duration visits to reputed schools and universities abroad can be organised which will lead to knowledge acquisition and hands-on experience.

Teacher Exchange Programmes: Faculty members are encouraged to get exposure to overseas schools and universities in exchange programmes, short-term projects etc. to share each other's best practices.

Expanding Strategic Research Partnership: Strategic research partnership can be expanded and learners can work on research projects with overseas schools and universities.

Organizing Academic and Research Workshops, Seminars and Conferences: Such academic and research workshops, seminars and conferences in partnership with overseas schools and universities will help the learners in knowledge acquisition and enhancing quality of education.

Collaborating with Alumni (Both Students and Faculty): Alumni students and faculty at various foreign universities can be roped in for collaborative academic and research activities.

Formation of Knowledge Partnership: Network of individual researchers who contribute knowledge, experience, resources and participate in two-way communication can be created.

4.19 ICT Based Internationalisation

By embracing ICT (Information and Communication Technology), institutions can create new pathways for internationalisation that promote global awareness, cross-cultural communication, and intercultural learning, all of which are essential for students to become active and informed global citizens.

Enrolling in Various Online Courses and MOOCs (Massive Open Online Courses) Offered by Foreign Universities / Global Organizations:

Access to World-Class Education: Online courses and MOOCs offered by foreign universities and global organizations provide learners with access to world-class education from the comfort of their own homes.

Exposure to Diverse Perspectives: By participating in online courses and MOOCs from different parts of the world, learners can gain exposure to diverse perspectives and ways of thinking.

Improved Career Prospects: Enrolling in online courses and MOOCs can give learners additional knowledge and skills that can improve their career prospects.

Cost-effective: Online courses and MOOCs are often considerably more cost-effective than taking traditional courses from foreign universities, while still providing high-quality education.

Learning Flexibility: Online courses and MOOCs offer the flexibility of self-paced learning, which can be beneficial for learners who have other commitments like work or family.

Seeking Virtual Partnership with Foreign Experts in Workshops, Webinars and Conferences:

Identifying Potential Partners: Start by identifying foreign experts who are willing to collaborate with your institution.

Establishing Contact: Once potential experts have been identified, they can be reached out via email or a professional networking platform.

Determining the Scope of Collaboration: Work with the foreign expert to determine the scope of collaboration. Discuss topics, format, and logistics of the workshop, webinar or conference. Decide if the event will be live or pre-recorded, and if there will be opportunities for interactive engagement.

Planning the Event: Plan the event and establish the necessary technical requirements for hosting it. Ensure that both parties have the required equipment and software.

Promoting the Event: Promote the event through social media, newsletters, and other marketing channels to generate interest and participation.

Evaluating the Success of the Event: Finally, evaluate the event's success and gather feedback to improve future events. Consider documenting the event and sharing it with faculty and students of the institution for continuous learning.

Virtual mobility by exposing learners to foreign universities through e-conferences and workshops:

Explore Online Programmes: Encourage learners to explore the online programmes offered by foreign universities. These programmes can be attended remotely, allowing learners to gain knowledge and interact with faculty and students from different parts of the world.

Attend Virtual Conferences: Many universities and educational organizations conduct virtual conferences and events. These events provide an excellent opportunity for learners to interact with renowned experts from different parts of the world and learn about global issues from varied perspectives.

Participate in Virtual Workshops: Encourage learners to participate in virtual workshops offered by foreign universities. These workshops can cover various topics and can provide students with hands-on learning opportunities.

Connect with International Students: Encourage learners to connect with international students studying at foreign universities. Interaction with international students can provide learners with an opportunity to understand different cultures and ways-of-life.

Join International Student Organizations: Many universities have international student organizations that organize various events and activities. Encourage learners to join these organizations to gain exposure to different cultures and explore different opportunities for international collaboration.

Exploring Pedagogical Opportunities of ICT

Encourage Cross-Cultural Communication: Pedagogical opportunities can be created by integrating ICT tools, such as video conferencing, with curricular materials. This allows learners to interact with and learn directly from different cultures and perspectives. By promoting cross-cultural communication, learners learn to appreciate different values and opinions and develop a global mind-set.

Foster Collaborative Learning: With ICT tools, learners can work together on different projects and assignments, even if they are in different locations. This allows them to work together in real-time, exchange ideas, and learn from each other. This type of collaborative learning not only develops ICT-related skills, but also promotes cultural exchange and intercultural learning.

Create Digital Learning Materials: Digital learning materials provide a flexible and accessible way to engage students in internationalisation. By using multimedia resources, such as videos, podcasts, and simulations, teachers can present authentic and diverse content that supports learners' understanding of different cultures and traditions. These materials can enable learners to develop knowledge and skills that reflect the complexity of growing up in an interconnected world.

Use Online Learning Platforms: Online learning platforms, such as Moodle or Canvas, can support internationalisation in a variety of ways by providing access to diverse resources, promoting cross-cultural communication and facilitating collaborative learning. These platforms enable learners to work at their own pace and interact with their peers and teachers, no matter where they are located.

Participation in Online International Competitions: Encourage participation of learners in online international competitions related to technology, research, science and other subjects. These activities can help learners develop an appreciation for different cultures, improve their language skills, as well as enhance their technology skills and research skills.

Virtual Field Trips: Take learners on virtual field trips to other countries using online resources. This can help them gain a better understanding of different cultures and environments.

4.20 Overseas Alumni Connect

Involvement of alumni settled overseas leads to alumni playing a significant role in mentoring the learners and teachers, promoting our institutions as global study destinations as well as celebrating the spirit of togetherness.

Maintain a Database of Alumni Living Abroad: The institution must establish an Alumni Cell and maintain a detailed database of the alumni living abroad through contacts with alumni staying in our country as well as social media handles.

Connecting Virtually With the Alumni: Head of the institution must address the alumni living abroad once in a year through a videoconference and apprise them about the latest initiatives of their institution.

Tapping the Plethora of Talent of the Overseas Alumni: The institution must make efforts to tap into the talent of overseas alumni and engage them as resource persons for online workshops, guest lectures, and discussions with their learners and teachers, as well as for the professional development of their teachers. The alumni can also guide the learners about various career prospects in different countries.

Seeking Their Help for Admissions in Our Institutions: The institution can seek help from the alumni abroad for admissions in their institutions by providing them with brochures, pamphlets and other advertising materials about programmes and courses available in their institutions. The alumni can assist in dissemination of these materials abroad in their networking circles. In this way, they can help in promoting our institutions as global study destinations.

ANNEXURE

LESSONS PLANS INTEGRATING INTERNATIONAL DIMENSION AND UNSDGS

SENIOR MONTESSORI

Topic: ANIMALS

Brief Description: Learners will identify and classify different animals, learn about their homes and young ones, and participate in conversations to promote awareness of protecting animals and their habitats. The plan aligns with the United Nations Sustainable Development Goal 15: Life on Land and aims to develop empathy and observational skills in students.

UN Sustainable Development Goals to be Discussed:

- **UNSDG 15 Life on Land**

Objectives:

I. Specific Objectives

To enable the learners to

- **SP1** identify and name different animals from various groups
- **SP2** recognize and classify animals based on their characteristics
- **SP3** learn about the young ones of animals
- **SP4** develop an awareness of the importance of protecting animals and their habitats (UNSDG 15)
- **SP5** participate in conversations about the topic and engage them in creative activities to reinforce learning and promote awareness of protecting wildlife and forests (UNSDG 15)

II. Behavioural Objectives

To enable the learners to

- **B1** correlate their learning in class with their experience in the environment
- **B2** enhance their vocabulary
- **B3** become more observant and expressive
- **B4** develop an understanding of not harming animals (UNSDG 15)
- **B5** develop empathy towards animals (UNSDG 15)

III. Process / Activities

Activity 1: Introduction

The teacher will show flash cards/P.P.T. of **wild animals** and help the learners to recognize them. Learners will learn why these animals are known as wild animals.

(This activity will be continued for the introduction of all the groups of animals viz. pet, domestic, aquatic and farm.)

Activity 2: Who am I? (Assessment Activity)

The teacher will divide the class into two teams. She will call one child from one of the teams and ask him/her to pick a flashcard lying upside down on a tray. She will ask the names of animals randomly to all the learners individually.

Activity 3: The teacher will introduce homes of all the **wild animals** for example Lion - Den, Tiger-Lair etc. using flash cards or audiovisuals. Learners will observe and try to learn/recognize the same.

(This activity will be continued for the introduction of all the groups of animals viz. pet, domestic, aquatic and farm.)

Activity 4: Take Me to My Home (Assessment Activity)

The teacher will keep the flashcards of animals in one tray and flashcards of their homes in another tray. She will ask the learners (individually) to match them. (dog - kennel, snake - hole, rabbit - burrow, bird-nest, monkey - tree, horse - stable, cow - shed, lion - den, pig - sty, hen - coop, spider-web, bee - beehive, rat - hole, fish - water)

Activity 5: The teacher will introduce babies of all the **wild animals** for example Lion - Cub, Zebra - Foal etc. using flash cards or audiovisuals. Learners will observe and try to learn/recognize the same.

(This activity will be continued for the introduction of all the groups of animals viz. pet, domestic, aquatic and farm.)

Activity 6: Name my Baby (Assessment Activity)

The teacher will arrange the flashcards of animals in a tray upside down. She will call all the learners one by one and ask them to pick a card, see the picture, and name it and its baby.

Activity 6: Visit to the Zoo

A visit to the zoo will be organized for the learners to gain hands-on-experience.

Activity 7: Collage: (Art integration)

The teacher will categorize the animals according to their habitats and provide sheets to the students and guide them to do the collage activity.

Activity 8: Puppet Show: (UNSDG 15)

A puppet show will be organized for the learners through which the teacher will encourage the learners not to harm animals. She will also help the learners to realize how they can play an important role to save the environment through their small actions. The learners will watch the show and interact with the teacher during the question-answer session.

Activity 9: Nature Walk: (UNSDG 15)

Learners will be taken for a Nature Walk around the school campus, the teacher will help the students to understand the importance of not littering, saving the trees, throwing the waste in dustbins etc.

Activity 10: Home Assignment Followed by Speaking Activity

Learners will prepare a model of a home of an animal of their choice (with parents' help) and learn a few sentences based on the same. Thereafter Speaking Activity will be conducted wherein the learners will speak about the model they have prepared.

Activity 11: (UNSDG 15)

The teacher will show a visual representation of UNSDG 15 (Life on Land) or create a poster highlighting animals and their habitats. She will explain that animals need our help to protect their homes and the importance of taking care of the environment. She will also share a simple example of how learners can contribute to animal habitat conservation, such as not littering or planting trees. The learners will actively engage, reflect, and discuss the importance of protecting animal habitats. They will participate, ask questions, share experiences, and express willingness to contribute. They will demonstrate empathy and concern, apply prior knowledge, and commit to taking action by adopting eco-friendly habits.

Digital Content to be Used:

<https://www.youtube.com/watch?v=qAJgbh7jauc>
<https://www.youtube.com/watch?v=QhQpT9-8Bss>
<https://www.youtube.com/watch?v=pWepfJ-8XU0>
<https://www.youtube.com/watch?v=RVJbKPW3Crs>
<https://youtu.be/VKS1tuxYe1A>
<https://www.youtube.com/watch?v=HvV-SxflmyY>

IV. Expected Learning Outcome:

Learners will be able to

- identify and name different animals from various groups such as wild animals, pets, domestic animals, and aquatic animals
- classify animals based on their characteristics, such as their habitats and physical features
- learn about the young ones of animals and be able to identify them
- develop an awareness of the importance of protecting animals and their habitats, aligning with the UNSDG 15
- correlate their learning in class with their experiences in the environment, connecting their knowledge to real-life examples
- enhance their vocabulary related to animals and their characteristics
- become more observant and expressive, actively participating in activities that involve observing, recognizing, and naming

GRADE V, SOCIAL SCIENCE

TOPIC: CLIMATE OF INDIA

Brief Description of the Lesson: The lesson deals with the meaning of climate, the difference between weather and climate, factors affecting the climate, climate ideal for the cultivation of crops. It also gives an idea about the effect of global warming and the greenhouse effect on Earth.

UN Sustainable Development Goal to be Discussed:

- **UNSDG 13 Climate Action**

Objectives:

I. Specific Objectives

To enable the students to

- **SP1** know the meaning of weather and climate **Bloom's Level - Knowledge - Recognizing**
- **SP2** distinguish between weather and climate **Bloom's Level - Analysis - Differentiating**
- **SP3** identify different factors affecting climate **Bloom's Level - Knowledge - Recognizing**
- **SP4** to understand climatic zones of India **Bloom's Level - Understanding - Classifying**
- **SP5** relate effect of climate on crops **Bloom's Level - Understanding - Explaining**
- **SP6** recognise the climatic changes affecting our environment **Bloom's Level - Understanding - Inferring**
- **SP7** discover the greenhouse effect resulting in global warming **Bloom's Level - Application- Executing**

II. Behavioural Objectives

To enable the students to

- **B1** spread awareness to take measures to minimize the carbon footprint (greenhouse gases) **Bloom's Level - Application - Executing**
- **B2** understands the cause and effect of human activity on climate change **Bloom's Level - Analysis - Differentiating**

III. Activities / Process

- **Act 1.** Introduction of weather and climate through videos **SP1/SP2**
Experiential Learning - Visit to a meteorological department **SP1**
- **Act 2.**Diagram/chart making on elements of weather - temperature, precipitation, wind **SP3**
- **Act 3.** Reading map – Climatic zones of India **SP4**
- **Act 4.** Make a comparative table of rabi and kharif crops **SP5**
- **Act 5.** Organise group discussion on impacts of climate change on India **SP6**

- **Act 6.** Ask learners to collect information related to natural disasters that occurred recently. (landslides, cyclones, floods etc.) **SP6**
- **Act 7.** PUC Project – Learners will spread awareness to reduce carbon footprints by encouraging their parents to get their vehicle checked by getting PUC certificate **SP7, B1**
- **Act 8.** Weather Forecast Activity
A table will be drawn on weather analysis. **SP2**
With the elements of weather, a weekly table will be prepared.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Temperature						

- **A9.** Brainstorming activities, crossword puzzles and picture comprehension during class in order to inculcate critical thinking skills

Resources/ Digital Content To Be Used

Picture dictionary – Book Creator

Links for references:

<https://www.youtube.com/watch?v=xUHKt4g1P2w>
<https://www.youtube.com/watch?v=2z15fCkuf5o>
<https://www.youtube.com/watch?v=ceVnin6XMZU>
<https://www.youtube.com/watch?v=Lbid5bYi7LA>
<https://www.youtube.com/watch?v=cwUuVdF8ohY>
<https://www.youtube.com/watch?v=5tC8OOxOFEk>
<https://www.youtube.com/watch?v=hY3sa68hpM8>
<https://www.youtube.com/watch?v=dN2SB2Jg77o>
<https://www.youtube.com/watch?v=tQQI6mxMQ70>
<https://www.youtube.com/watch?v=uPP8e3l83oE&t=397s>

IV. Expected Learning Outcomes

Learners will reflect on their learning by

- adapting to the climatic conditions
- experiencing the weather fluctuations
- comprehending the reason behind climatic variations
- correlating to the climatic impact on crops.
- contributing in reducing global warming to prevent climate change
- spreading awareness about the impact of human activities on climate change.

Assessment

Google Form, Worksheet, Quiz

GRADE XI, LEGAL STUDIES

Topic: UNIT 5, CHAPTER 5 – PREVENTION OF VIOLENCE AGAINST WOMEN

Brief Description of the Lesson: The chapter deals with Domestic Abuse/Violence, International Legal Framework, Laws in India on Prevention of Violence against Women

UN Sustainable Development Goals to be Discussed:

- **UNSDG 5 Gender Equality:** Learners will understand how women need to be aware of the prevention and protection that laws offer them in the patriarchal society in India, and thus must be treated with respect, not dominated or threatened. The laws not only cater to wives, but also to the shared householder including mothers, sisters and live-in partners.
- **UNSDG 16 Peace, Justice and Strong Institutions:** Learners will know and understand that judiciary has enacted PWDVA, POSH, CEDAW and VISHAKHA GUIDELINES to protect women from Domestic Violence and Violence at Workplace and bring the perpetrators to justice.

International Dimension:

- Explore/ research and study about domestic violence against women and prevention laws in India and any ONE foreign country (The USA/ The UK/Any country from Europe/Any country from the Middle East)
- Draw a comparative analysis (India and the country selected in a tabular form)

HEADING		INDIA	XYZ COUNTRY
Existence of Domestic Violence - what all types/ conduct of perpetrators			
Response of victims/women (majority) towards the same			
Laws/ Legislations on Prevention of Domestic Violence	1		
	2		
	3		
	4		
	5		

Objectives:

I. Specific Objectives

- **SP1 - Bloom's Level - Knowledge - Recalling**
 - To make the learners retain the various statutes and the years in which they had been enacted
- **SP2 - To enable the learners to Bloom's Level - Knowledge - Recognizing**
 - develop the knowledge of the Indian and the International legislations that govern Domestic Violence Prevention in India and abroad
 - to know the provisions of PWDVA, POSH and CEDAW
 - to know about the effective prevention strategies- education and awareness
 - develop the knowledge to identify the first signs of violence
 - know how to access support services
- **SP3 - To enable the learners to Bloom's Level - Understanding - Explaining**
 - understand what constitutes Physical, Emotional, Economic, Social and Sexual Abuse
 - To make them understand that women have many rights as per PWDVA which can be exploited
- **SP4 - To enable the learners to Bloom's Level - Analysis - Organizing**
 - analyse the various forms of domestic violence and the impact of the same on children

II. Behavioural Objectives

B1. To enable the learners to: Bloom's Level - Application - Implementing

- gain and create awareness about the remedies available to women
- foster empathy and concern for the victims of violence
- inculcate-
 - Social Engineering
 - A sense of equality for all
 - Fairness in actions

B2. To enable the learners to: Bloom's Level - Application - Executing

- encourage open dialogue and discussions about domestic violence to break the silence that surrounds the issue
- develop effective communication skills and conflict resolution skills to promote healthier relationships
- conduct research and collect data to understand evidence- based interventions
- conduct workshops and awareness sessions for teachers, students and other employees

B3. To enable the learners to: Bloom's Level - Analysis - Organising

- develop critical thinking to analyse societal norms, attitudes and power dynamics that perpetuate the violence against women
- challenge harmful beliefs and behaviours
- reflect on how people can take disadvantage of the criteria
- think **lawgically**

B4. To enable the learners to: Bloom's Level - Understanding - Inferring

- understand that no one should live intimidated and be barred from justice
- realize how they can help the women and work to curb violence when they take up legal profession, and be the instruments of change

III. Process / Activities

➤ **Activity (To Introduce The Lesson)**

Act 1. Fill a questionnaire on 'Domestic Violence' to assess previous knowledge **Knowledge - Recalling**

Act 2. Watch the episode of 'Satyamev Jayate' hosted by Aamir Khan on Domestic Violence **Knowledge - Recognising**
Video link -

Act 3. Enter their reflection- 'What I Feel' in approx. 300 words (Emotional Impact, My Awareness, My Actions- now/ when I grow up) **Analysis - Attributing**

➤ **Activity (To Support Learning)**

Act 4. Study laws on Domestic Violence from the course Book **Knowledge - Recognising**

Act 5. 'The Other Side of the Coin'- Watch videos/ news items on 'Domestic Violence against Men'- How some women misuse the laws that favour them **Knowledge - Recognising**

Act 6. Prepare a questionnaire and conduct a survey (two each) and analyse the findings
a) relatives/ neighbours/ acquaintances **Analysis - Organising, Attributing**
b) maids/ watchmen/ guards
c) study about celebrities/ elite class and enter the findings in the questionnaire

Act 7. Notes in points on the various laws (features) **Understanding - Summarising**

➤ **Activity (To Assess Learning)**

Act 8. Explore/ research and study about domestic violence against women and prevention laws in any ONE foreign country **Understanding - Exemplifying**

Act 9. Draw a comparative analysis (India and the country selected in a tabular form) **Understanding - Comparing**

Act 10. Prepare a presentation (Power point) and conduct short talks in classes VI- XII
OR awareness session on CASH for teachers/ other employees **Application - Executing**

Digital Content to be Used:

<https://youtu.be/pxa7GBVetZA> (Satyamev Jayate Episode- Domestic Violence Against Women)

<https://youtu.be/HfG1eswdABo> (Patni Peedit Aashram at Aurangabad)

https://youtu.be/_4qExREblOI (Men harassed by Women Misusing the Laws)

<https://youtu.be/T5rSos5XV2U> (Domestic Violence Against Men)

IV. Expected Learning Outcome:

Learners will be able to

- acquire knowledge about the various forms of violence against women
- develop an understanding of the root causes and consequences of violence against women
- gain awareness of the impact of such violence on individuals, families and community
- know and understand the procedure established by law to see that no woman is denied justice
- be aware regarding sexual abuse
- enhance their critical thinking and problem- solving skills
- raise their voice against injustice

V. Assessment:

A1. Through Unit Test (pen paper)

A2. Through project work - 20 marks

ACTIVITY NO.	PROJECT TASK	MARKS
Act. 3	Enter their reflection - 'What I Feel' in approx. 300 words (Emotional Impact, My Awareness, My Actions - now/ when I grow up)	3
Act. 6	Prepare a questionnaire and conduct a survey (two each) and analyse the findings	3
Act. 9	Draw a comparative analysis (India and the country selected in a tabular form)	6
Act. 10	Prepare a presentation (Power point) and conduct - short talks in classes VI- XII OR - awareness session on CASH for teachers/other employees	8
	TOTAL MARKS FOR PROJECT WORK	20

GRADE VIII, HINDI

Topic: अमरकंटक से डडंडोरी

Brief Description of the lesson: श्री अमृतलाल बेगड़ जी द्वारा रचित इस यात्रा वृत्तांत में नमदा - सौन्दर्य के साथ-साथ नमदा तट के जन-जीवन की अन्तरंग झलक भी डमलती है। जीवनदायनी नमदा के डवडभन्न रूपों को उन्होंने डिडत्रत डकया है। नमदा की हर बडूँ को शब्ों में बाँधा है। यह केवल यात्रा वृत्तांत नहीं है, इसका माध्यम से पयावरण की रक्षा, नदी जल संरक्षण की ओर लेखक ने ध्यान आकृष्ट डकया है।

UN Sustainable Goals to be Discussed:

- UNSDG 6 साफ पानी और स्वच्छता - और

International Dimension:

- तुलनात्मक अध्ययन - नमदा एवं अन्य डकसी देश की कोई भी नदी के स्वच्छता एवं प्रदूषण से बंिाव केडलए डकए जाने वाले उपायों का तुलनात्मक अध्ययन
मूल्यकन बंिदु - बिषय िस्तु एंि। सम्बधतय, प्रस्तुबत

Objectives:

I. Specific Objectives - डवडशष्ट उद्देश्य

- SP1 शुद्ध उच्चारण के साथ पढ़ना **Bloom's Level - Application - Executing, Synthesis - Producing**
- SP2 वतनीगत अशुद्धयों को कम कराने का अभ्यास करवाना (पाठ में आए नए शब्ों को शुद्ध वतनी के साथ डलखना) **Bloom's Level - Understanding – Interpreting, Application - Executing**
- SP3 कल्पनाशीलता को बढ़ाना, संवेदनशीलता तथा जीवन मूलों के प्रभाव को डवकडसत करना **Bloom's Level - Application - Executing**

II. Behavioral Objectives - व्यावहारक उद्देश्य

- B1 नडदयों का महत्त्व - जल का महत्त्व बताते हुए जलप्रदूषण न करने के डलए प्रेरत करना। **Bloom's Level - Knowledge - Recalling, Understanding - Inferring**
- B2 हर घटना व पररद्धथडत में स्वडववेक से काम लेना डसखना **Bloom's Level - Analysis - Organizing, Evaluation - Checking**
- B3 नमदा की डवशेषता बताते हुए अन्य नडदयों से डभन्नता बताना **Bloom's Level - Understanding - Comparing**
- B4 नमदा तट के जन-जीवन से पररिय करना **Bloom's Level - Knowledge - Recognising, Understanding - Inferring**

III. Process / Activities

➤ Activity (To Introduce The Lesson)

Act. 1

– छात्रों को पाठ से जोड़ने हेतु पाठ पढ़ाने से पूर्व नामदा पर क्रमावासी का वीडियो दिखाकर पाठ प्रवेश

<https://www.youtube.com/hashtag/namamidevinarmade>

➤ Activity (To Support Learning)

Act. 2 पाठ का वाचन

– छात्र पाठ डवराम डिनो का प्रयोग करते हुए, आवाज के उतार िढाव का प्रयोग करते हुए शुद्ध उच्चारण के साथ वाचन करेंगे। कठिन शब्दों के उच्चारण के लिए शिक्षका द्वारा मागदशन डकया जायेगा। छात्रों के अनुक्रमांक के अनुसार उन्हें वाचन करने को कहा जायेगा। उनमडलदखत मूलांकन डबंदुओं पर उन्हें परखा जायेगा। **मूल्यकन िन्दु – उच्चरण, प्रियह, िरिम बिल्ह कय प्रयहग**

Act. 3 श्रुतलेख

– शिक्षका पाठ में आए नए एवं कठिन शब्दों को बोलेंगी छात्र उन्हें क्रमवार डलखेंगे। तत्पश्चात शिक्षका उनी शब्दों को श्याम पट पर डलखेगी। छात्र स्वयं के द्वारा डलखे शब्दों से डमलान करेंगे। अशुद्ध शब्दों को तीन बार सुधार काया के रूप में डलखेंगे। यह कालांश के दौरान कक्षा में करवाया जायेगा। **मूल्यकन िन्दु – समय िधन, पूर्णतय, शुद्धतय**

Knowledge - Recalling, Understanding - Interpreting, Application - Executing

➤ Activity / Assignment (To Assess Learning)

Act. 4 जल स्रोतों के संरक्षण हेतु आकषक डवज्ञापन बनाइए।

UNSDG 6 साफ पानी और स्वच्छता - और

– छात्र जल के स्रोत जैसे कुएँ बावडडयाँ, तालाब, जलकूप आडड को बिलाने हेतु जागरुकता फैलाते हुए डवज्ञापन डनमाण करेंगे। डवज्ञापन का प्रारूप उन्हें ज्ञात है। उसके आधार पर आकषक डवज्ञापन बनायेंगे।

उनमडलदखत मूलांकन डबंदुओं पर उन्हें परखा जायेगा -

मूल्यकन िन्दु - विषय िस्तु िसम्बद्धतय, कल्पनयशीलतय, प्रस्तुत

Typology of Questions

1. नामदाकुंड से आगे की यात्रा को लेखक ने नया अध्याय कों कहा है? **Knowledge - Recognising**

2. नमदा का नाम मेकलसुता कों है ? **Understanding - Inferring**

3. डलखनी गाँव में पहुँचने पर लेखक नहिँहते पर भी रोटी क्यों खा लेते हैं?

Knowledge - Recognising, Understanding - Interpreting

4. बूंदी का लड्डू पूरा खाओ तो मीठा लगता है और चूरा खाओ तो भी मीठा लगता है।' साध्वी ने ऐसा क्यों कहा? **Understanding - Inferring, Analysis - Attributing**

Value Based Question: हमारी नडदयों के अनंतर प्रदूषण होने के का कारण हैं? इसे रोकने के डलए का-का प्रयास डकए जा सकते हैं ?

IV. Expected Learning Outcomes:

1. छात्र प्रभावशाली व शैक्षिक तरीके से वांन करने में सक्षम होंगे।
2. छात्र नमदा तट के जन- जीवन से परडित होंगे ।
3. छात्र पाठ में आए नए शब्ों को शुद्ध वतनी के साथ डलखेंगे ।
4. छात्रों के अडभव्यड्धि कौशल का अभ्यास होगा ।
5. जल स्रोतों का महत्व समझेंगे ।
6. नडदयों का महत्व - जल का महत्व समझेंगे जलप्रदूषण न करने के डलए प्रेररत होंगे ।



CHOITHRAM SCHOOL MANIK BAGH
SINCE 1972



TIRATHBAI KALACHAND SCHOOL SINCE 1978



CHOITHRAM COLLEGE OF NURSING
SINCE 1982



CHOITHRAM SCHOOL NORTH CAMPUS
SINCE 2004



CHOITHRAM INTERNATIONAL SINCE 2003



CHOITHRAM COLLEGE OF PARAMEDICAL
SCIENCES SINCE 2006