

HIS0602LM CITIZENSHIP FOR SUSTAINABLE DEVELOPMENT

(Sem. V: 4 hrs./wk. & Sem. VI: 4 hrs./wk.)

COURSE OUTCOMES:

On successful completion of the course, the student will be able to

- CO1: Outline the principles of community engagement and plan for strategies to address the prevailing issues ethically
- CO2: Recognize the pivotal link between citizenship and sustainability through experiential Learning facilitated by community engagements and their obligations to the society as primary agents in sustainable development
- CO3: Develop skills to apply their academic knowledge to real life situations and reflect on their experiences
- CO4: Show greater involvement in community activities and get a stimulating learning experience
- CO5: Build responsible and productive citizens striving to make the SDG (Sustainable Development Goals) a reality

PROJECTED BENEFITS OF COMMUNITY PARTNERS:

On successful completion of the course the community will be able to

- actively participate in policy making and local government
- empower the girl child through education and thus create enlightened adult women
- appreciate local resources natural and man made

COURSE CONTENT:

SECTION I: UNDERSTANDING LIFE FRONTIER ENGAGEMENT

15 hrs.

- a) Service Learning and Life Frontier Engagement
- b) Principles – engagement, reflection, reciprocity, public dissemination
- c) Meaning of community and understanding of community dynamics
- d) Programme planning in Life Frontier Engagement – stages: Need analysis, Problem identification, Goal setting, Concept finalization, planning for stages of research, research and analysis, reflection and dissemination of results
- e) Ethical concerns in Life Frontier Engagement – Confidentiality, Conflict of interest, Informed consent.

Activity Module for Section I

- a) (i) Making students understand the concept of Service Learning and Life Frontier Engagement based on the information in the given reading material using student centered learning activities.
(ii) Interaction with any local group in a nearby community (Example: Children, adolescents, adults within or outside college) and identifying community dynamics.
(iii) Need based analysis to be done on the community by framing a questionnaire for base line socio economic survey.
- b) (i) Asking students to prepare a programme plan based on the sub – themes and target group identified by the department.
(ii) Presentation by teams by refining the ideas of students based on programme planning stages.
- c) Activity based on case studies relevant to ethical issues in community engagement.

SECTION II: THEMATIC CONCEPTS

15 hrs.

Sub Themes:

- A. Good governance for sustainable development
- B. Sustainability in socio economic and cultural environs
- C. Environmental sustainability

A. GOOD GOVERNANCE FOR SUSTAINABLE DEVELOPMENT

Theoretical Concepts:

- Role of citizens in good governance
- Governmental policies for local area development

Classificational Concepts:

- Effective working of local self-government
- Fostering civic responsibilities
- Collaborative activities between Governmental and Non-Governmental organisations in the implementation of government policies

Correlational Concepts:

Good governance is the basis for sustainable development which empowers citizens to actively participate in policy making

B. SUSTAINABILITY IN SOCIO ECONOMIC AND CULTURAL ENVIRONS

Theoretical Concepts:

- Need to understand the progress of socio economic and cultural dynamics for sustainable development
- Role of community in bringing out socio economic and cultural sustainability
- Protection of manmade local heritage

Classificational Concepts:

- Welfare schemes for the promotion of socio economic and cultural environs
- Need to develop an equitable, diverse and democratic society providing a good quality of life
- Significance of the protection of manmade local heritage

Correlational Concepts:

Community development and good governance together enhance the socio economic and cultural standards of the community

C. ENVIRONMENTAL SUSTAINABILITY

Theoretical Concepts:

- Environmental sustainability is essential for the survival of our planet and humanity
- Responsibility of the citizen to protect, preserve and conserve the natural environment

Classificational Concepts:

- Explore the natural heritage of the locality
- Through responsible interaction with the environment, develop consciousness for the avoidance of depletion and degradation of the environment
- Enlighten the community on scientific methods of waste disposal

Correlational Concepts:

The sense of environmental consciousness that engenders positive action on behalf of the environment through personal lifestyle changes as envisioned by Mahatma Gandhi and the adoption of the 3 R's (reduce, reuse and recycle)

Activity Module for Section II

- Concept clarification from the learning of history through interactive sessions
- Group discussion and reflection in understanding the concepts
- Preparation of mind map / pictorial representation of concepts
- Role play
- Guest lecture on the thematic concepts
- Experience sharing by previous batch students
- Analysis of case studies related to the sustainable development goals
- Review of articles published in journals, newspapers and magazine to identify the key issues to be focused on the targeted community.
- Preparation of post cards / brochure / pamphlets
- Album creation
- Creation of short film / documentary film / e-content to create awareness

SECTION III: COMMUNITY ENGAGEMENT PROCESS**90 hrs.**

The Department of History will focus on either a village / heritage site / school / Lady Doak College as the community site for LiFE project. After making a pilot study the faculty facilitators and guides will help the students to identify the community partners and the community site. Participatory learning and research will be applied for the LiFE project. The research will begin with the interaction of stakeholders (students, faculty, community partners and community) to understand the community dynamics. Students will be grouped and a faculty guide will be assigned for each group. Students will be facilitated to collect sources to develop a research proposal and frame a questionnaire on the identified issues with regard to political, social, economic, cultural and environmental factors of the community from the study. As a team, students will present the proposal and questionnaire to the stakeholders and get their consent and approval before embarking into the community.

Students will have contact with the stakeholders and visit the community people in the site and collect data through the questionnaire and relevant materials for analysis. In the process of data collection, students will apply survey, interview and case study methods and utilize historical method for report writing. Reflection plays a vital role in the process of participatory learning and research in LiFE. Hence reflections will be shared in the form of journal writing, presentation or community sharing. With the consideration of the reflection and recommendations the project report will be prepared with supporting evidences like photographs, videos and feedback. Suitable strategies will be followed to highlight the issues of the community to appropriate agencies. Final reflection of all the stakeholders will be recorded and documented. Finally, the project report will be presented using ICT tools for evaluation.

Focused SDGs:

- 2 Zero Hunger – 2.4 Sustainable Food Production and resilient agricultural practices
- 3 Good Health and Well-being
- 4 Quality Education

- 5 Gender Equality
- 6 Clean Water and Sanitation
- 8 Decent Work and Economic Growth
- 10 Reduced Inequalities
- 11 Sustainable Cities and Communities
- 12 Responsible Consumption and Production
- 13 Climate Action
- 15 Life on Land
- 16 Peace, Justice and Strong Institutions
- 17 Partnerships for the Goals

REFERENCE BOOK(S):

Dobson Andrew and Derek Bell, “*Environmental Citizenship*”, The MIT Press, 2006.

https://www.google.co.in/books/edition/Environmental_Citizenship/CZL6AQAAQBAJ?hl=en&gbpv=1&dq=environmental+citizenship+by+andrew+dobson&printsec=frontcover

Erach Brucha., *Textbook for Environmental Studies*, Orient Black Swan PVT Limited, 2021.

<https://www.ugc.ac.in/oldpdf/modelcurriculum/env.pdf>

Kamaljit S. Bawa, Reinmar Seidler., *Dimensions of Sustainable Development*, EOLSS Publishers, 2009.

Laxmikanth.M., *Governance in India*, McGraw Hill Education, 2021.

REFERENCE MATERIAL:

Facilitator’s and Student’s Guide. Madurai: Lady Doak College, 2015. (Section I)

WEBLINK(S):

https://scholar.google.co.in/scholar?q=SDGS+and+citizenship&hl=en&as_sdt=0&as_vis=1&oi=scholart 20.8.2021

<https://www.drishtiiias.com/to-the-points/paper4/good-governance-2> 20.8.2021.

<https://www.thwink.org/sustain/glossary/EconomicSustainability.htm> 20.8.2021

<https://sdgs.un.org/goals> 20.8.2021.

https://planning.org.nz/Folder?Action=View%20File&Folder_id=185&File=Brain.pdf

20.8.2021

MAPPING: COs cognitive level and mapping with PSOs

HIS0602LM CITIZENSHIP FOR SUSTAINABLE DEVELOPMENT									
Class: III UG History					Semester: V & VI				
CO/PSO	COGNITIVE LEVEL	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	K-2 Understand	3	3	3	3	3	3	3	3
CO2	K-2 Understand	3	3	3	3	3	3	3	3
CO3	K-3 Apply	3	3	3	3	3	3	3	3
CO4	K-3 Apply	3	3	3	3	3	3	3	3
CO5	K-6 Create	3	3	3	3	3	3	3	3

Strongly correlated (3), moderately correlated (2), weakly correlated (1)