

<b>Course title:</b> Global Classroom: Integrated Approaches to Sustainable Development Practice				
<b>Course code:</b> MPD 101		<b>No. of credits:</b> 3	<b>L-T-P:</b> 27-18-0	<b>Learning hours:</b> 45
<b>Pre-requisite course code and title (if any):</b>				
<b>Department:</b> Department of Policy Studies				
<b>Course coordinator(s):</b> Dr Swarup Dutta			<b>Course instructor(s):</b> Dr Swarup Dutta	
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<b>Course type:</b> Core			<b>Course offered in:</b> Semester 1	
<b>Course description</b> Feasible pathways to long-term sustainability are highly complex, subject to technological uncertainty, and requiring substantial financial resources. Sound policy-making in each country requires a long-term approach that integrates strategies vis-à-vis many challenges: food and nutritional security, social service delivery, energy policy, water resource management, urbanization, infrastructure, human rights, biodiversity, adaption to climate change, mitigating GHGs, sustainable business, good governance, and much more. New kinds of cross-disciplinary expert teams, knowledgeable of and sensitive to these issues, and often working across national borders, are needed to provide an integrated approach to sustainability. The broad goal of this course is to introduce the foundations of key sectoral and thematic knowledge for these important challenges to sustainable development. For this, the course has been divided into four modules, one for each pillar of Sustainable Development: Economic Well-Being, Environmental Protection, Social Inclusion, and Governance for Sustainable Development. Through the Global Classroom, an approach pioneered by Columbia University and the Global MDP Association, and led for the first time by Lehigh University, SDP students from TERI SAS will do this together with academic partners from around the world.				
<b>Course objectives</b> Main objectives of the course are to make the students to <ul style="list-style-type: none"> <li>• familiar with current and emerging global issues related to Sustainable Development Goals</li> <li>• be equipped to analyze critical dimensions of sustainable development in the context of both industrialized and developing countries</li> <li>• be cognizant of the key spatial and temporal connections and their integration for successful policy and practice of sustainable development.</li> </ul>				
<b>Course content</b>				
Module	Topic	L	T	P
1.	<b>Economic well-being</b> Main aim of this module is to make the students understand the basic aspects wellbeing in relation to sustainable development and related SDGs. Most of the lectures will cover the present and future financial security and how various SDG indicators have been formulated for serving the purpose. The global experts will specifically highlight the present financial security including the ability of individuals, families, and communities to consistently meet their basic needs (including food, housing, utilities, health care, transportation, education, child care, clothing, and paid taxes), and have control over their day-to-day finances. As far as the future financial security is concerned the experts will deliver lectures on the ability to absorb financial shocks, meet financial goals, build financial assets, and maintain adequate income throughout the life-span.	7	5	
2.	<b>Environmental protection</b> Main aim of this module is to provide a systematic approach for conserving natural resources and the existing natural environment, managing hazardous materials and raising awareness of environmental impacts. The experts will be focusing on various SDGs, providing country-wise case studies on national policy for the environment and for water resources. Second part of the lecture, the experts will orient the students reading various policies for the preservation, conservation and sustainable use of ecosystems, biodiversity and forests.	7	5	
3.	<b>Social Inclusion</b> The objective of this module is to orient the students regarding the concept of social inclusion. The students will be able to understand how poverty, social stratification like caste, class, gender, ethnicity etc. play a divisive role in the society, which in fact major	7	5	

	hindrance for achieving SDGs. They will also get know how SDGs could play a major role for eradicating the exclusion in order to direct it more inclusive society.			
4.	<b>Governance for Sustainable Development</b> The basic objective of this module is to understand the role of SDGs in good governance. The global experts will explain how various multilateral agencies assist developing countries to develop on effective government within a democratic system, and to implement sustainable development principles through global partnership. Three major highlight will be – a) mechanisms of empowering the public to enable them to effectively participate in decision making for public interest and to undertake local initiatives; b) how to develop and strengthen good governance at the local level; and finally c) how the capacity of public and the government at the local level help to cooperate in increasing welfare of the people.	6	3	
		27	18	

#### Evaluation criteria

- **Assignment 1 (30%):** One Policy Brief, due by last week of October: The brief, written in a group of two individual, would be approximately 800-1000 words in length. The policy brief would require the student to display deep substantive knowledge of sustainable development policy field, and grasp of relevant methods / data challenges. The policy brief accounts for 30% of the final grade [Submission date: last week of October]
- **Assignment 2 (60%):** One individual final paper, due by last week of November: The paper would need to be approximately 1500 words. The paper would analyze key challenges in the implementation of sustainable development, in a specific country or subnational level setting. A clear exposition of the practical challenges in addition to fluency on substantive grasp of the relevant field is expected. The final paper accounts for 60% of the final grade.
- **Active class participation (10%)** throughout the semester, accounting for 10% of the final grade: Students are expected to actively participate in Global Classroom discussions and Local Classroom discussions, drawing deeply on class readings and on their experience. Students are expected to attend every session and actively participate in the discussions.

#### Learning outcomes

- **From the Assignment-1,** the students will able to synthesize and review the policy relevant to their area of intervention. It will relate the findings to current policy debates, with an emphasis on applying the research outcomes rather than assessing the research procedures.
- **From the Assignment-2** the students will be able to identify and analyse key challenges in the implementation of sustainable development, in a specific country or subnational level setting.

#### Pedagogical approach

**Method of instruction:** The course will achieve its learning objectives by deploying a combination of lectures from internationally recognized experts, classroom and online discussion, extensive readings, and class writing projects. Each class on Tuesdays will run for 120 minutes, in two parts. First, the *Global Classroom* with a lead speaker and discussion (for about 75 minutes). Following day, the second part of the class is the *Local Classroom* (for TERI SAS Students), involving experts from India.

**Discussion format for the Global Classroom:** As described above, the course will be sub-divided in two different ways: First, the course will be divided into four modules, one for each pillar of Sustainable Development: Economic Well-Being, Environmental Protection, Social Inclusion, and Governance for Sustainable Development.

Thereafter, each module will be divided into 3 sections, starting with (i) a Global Thought Leader to provide a current overview of the module, followed by (ii) another world expert to lead a deeper dive into the module, and concluding with (iii) a practitioner currently applying the SDGs in action to offer a perspective from the front lines. An interactive discussion in real time involving students from across the MDP Network is highly desirable. However, at the current stage of ICT technology, this remains an aspirational goal. Nonetheless, we will be attempting several types of approaches for interactive discussion with the speakers and each other throughout the

semester, using the Zoom Video Conferencing web-based platform, including but not limited to the following:

- Global Thought Leaders will speak for at least 45 minutes, and any remaining time will be devoted to Q&A between classrooms and the speaker;
- Experts and Practitioners will speak for a shorter period than the Global Thought Leaders, at which time we will open up to live Q&A and interactive discussion among participating classrooms

**Course Reading Materials:**

All readings will be posted on the course website, (for e.g. in the last year I was published on [globalclassroom2018.com](http://globalclassroom2018.com)), a minimum of one week in advance, with some indicated as required and others as recommended. These may change as new ones are considered. For some topics, students may be requested to view a video or become familiar with relevant websites. While the Tuesday Global Classroom speakers will address some of the issues covered in the readings, the readings are designed to provide a background to the topic of discussion and are complementary to the lectures. Students may be invited at random to provide an overview of issues for debate.

**Additional information (if any)**

**Student responsibilities**

Attendance: At-least 75% attendance will be necessary to be able to appear for the final exam.