

A study of Perception of Prospective Teacher of Madhya Pradesh about Global Citizenship Education for Sustainable Development in the context of NEP 2020

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ABSTRACT

As education systems worldwide shift toward fostering responsible, informed, and globally aware citizens, GCED has emerged as a crucial component in preparing learners to address complex global challenges such as climate change, social inequality, and cultural diversity. NEP 2020 emphasizes holistic, multidisciplinary, and value-based education, aligning closely with the principles of sustainable development and global citizenship. This study explores the perception of prospective teachers in Madhya Pradesh regarding Global Citizenship Education (GCED) for Sustainable Development within the framework of the National Education Policy (NEP) 2020. The research aims to examine the level of awareness, understanding, and perception of prospective teachers toward GCED concepts and their integration into teaching practices. A descriptive survey method was employed, collecting data from teacher trainees enrolled in various teacher education institutions across Madhya Pradesh. The findings indicate that the difference found in the perception among the different variable of the study like gender, qualification, subject stream, pedagogy subject, parents qualification and parental occupation, while female prospective teachers show a more positive inclination toward the ideals of sustainability, inclusivity, and global responsibility. This may due to a gap exists in their conceptual clarity and practical preparedness to implement GCED effectively in classrooms. The study highlights the need for strengthening teacher education curricula by incorporating experiential learning, critical thinking, and interdisciplinary approaches aligned with GCED objectives. It also underscores the importance of capacity-building programs, workshops, and policy support to equip future educators with the necessary skills and competencies.

In conclusion, the successful implementation of GCED in line with NEP 2020 depends significantly on the preparedness of prospective teachers. Enhancing their awareness and pedagogical readiness can contribute to nurturing globally responsible citizens committed to sustainable development, thereby supporting India's broader educational and developmental goals.

Key Words - Prospective Teachers,
Global Citizenship Education, Sustainable
Development

Introduction

In India, the introduction of the National Education Policy (NEP) 2020 marks a significant shift toward holistic, multidisciplinary, and competency-based education. NEP 2020 advocates for the integration of ethical reasoning, constitutional values, environmental awareness, and global perspectives within the education system. It aligns closely with the principles of GCED and Sustainable Development Goals (SDGs), thereby highlighting the need to prepare learners who can contribute meaningfully to both national and global development. The rapid pace of globalization, technological advancement, and emerging socio-environmental challenges has transformed the role of education in the 21st century. Education is no longer confined to the transmission of knowledge but is increasingly viewed as a means to develop responsible, informed, and active global citizens. In this context, Global Citizenship Education (GCED) for Sustainable Development has gained prominence as an approach that equips learners with the knowledge, skills, values, and attitudes necessary to address global issues such as climate change, inequality, cultural diversity, and social justice. It emphasizes critical thinking, empathy, collaboration, and a commitment to building a more sustainable and inclusive world. Teachers play a pivotal role in translating policy objectives into classroom practices. Therefore, the perceptions, awareness, and readiness of prospective teachers become crucial in determining the successful implementation of GCED. In the state of Madhya Pradesh, where

diverse socio-cultural and educational contexts exist, understanding how future teachers perceive global citizenship and sustainability is particularly important. Their beliefs and attitudes can influence how effectively these concepts are integrated into teaching-learning processes. This study seeks to explore the perceptions of prospective teachers in Madhya Pradesh regarding GCED for Sustainable Development within the framework of NEP 2020. It aims to assess their level of awareness, conceptual understanding, and preparedness to incorporate these ideas into their future teaching practices. By examining these dimensions, the study intends to identify gaps and suggest strategies for strengthening teacher education programs to align with contemporary educational goals and global priorities.

Review of Literature

Kavita Doda (2024) conducted study on A Comparative Study of Students Perception towards Cocurricular activities among Rural and Urban Schools in Rajasthan. Data was collected through survey from rural and urban school of Shriganga nagar and Hanumangarh Rajasthan T-test was used. Finding shows that there in no difference in perception in rural and urban govt. school and no difference in Hindi and English medium school also.

Mishra, Manisha (2023) conducted study on A Comparative Study of Inclusive Education in Practice at Government and Private CBSE Affiliated Secondary Schools in Delhi Data was collected through survey total population of government and private CBSE affiliated secondary

schools in Delhi. Finding shows that there is no difference in perception in private and govt school teacher but difference found in students

Syed Farhat (2017) conducted study on A Comparative Study of Academic Stress and Social Perception of Santhal and Non Santhal Students. Random sampling used, from Santhal district of Jharkhand. 200 children from govt and private school standardised psychological tests which have been used in psychological investigation. Findings shows that male non Santhal high students have more frustration, conflict, pressure and anxiety academic stress on frequency and quantity level than the male Santhal students.

2. Objectives

1. To Study the Perception of Prospective teacher of Madhya Pradesh about Global Citizenship Education for Sustainable Development in context of NEP-2020.
2. To study the influence of Gender, Residence and their interaction on the perception of prospective teachers of Madhya Pradesh about Global Citizenship Education for sustainable development in the context of NEP-2020.
3. To study the influence of Qualification, Course Stream, Pedagogical subject and their interaction on the perception of prospective teachers of Madhya Pradesh about Global Citizenship Education for sustainable development in the context of NEP-2020.
4. To study the influence of Parental Qualification, Parental Occupation, Family

Income and their interaction on the perception of prospective teachers of Madhya Pradesh about Global Citizenship Education for sustainable development in the context of NEP-2020.

Hypothesis

1. There is no significant difference in Perception of Prospective teacher of Madhya Pradesh about Global Citizenship Education for Sustainable Development in context of NEP-2020.
2. There is no significance influence of Gender, Residence and their interaction on the perception of prospective teachers of Madhya Pradesh about Global Citizenship Education for sustainable development in the context of NEP-2020.
3. There is no significance influence of Qualification, Course Stream, Pedagogical subject and their interaction on the perception of prospective teachers of Madhya Pradesh about Global Citizenship Education for sustainable development in the context of NEP-2020.
4. There is no significance influence Parental Qualification, Parental Occupation, Family Income and their interaction on the perception of prospective teachers of Madhya Pradesh about Global Citizenship Education for sustainable development in the context of NEP-2020.

3. Methodology

The study adopted a descriptive survey design to examine the perception of prospective teachers regarding Global Citizenship Education for Sustainable Development in the context of NEP 2020. The Population comprised prospective

teachers (B.Ed. students) from different Teacher Education institution affiliated to Barkatullah University Bhopal, 1085 sample drawn from the districts of Bhopal, Raisen, Rajgarh, Sehore, and Vidisha using stratified random sampling. Data were collected through a structured questionnaire developed on key dimensions of global citizenship and sustainability through online Google form. Questionnaire based on 5point Likert scale. The tool was validated by experts, and reliability was ensured through pilot testing. Data were analyzed using descriptive statistics such as mean, standard deviation, and ANOVA, F-value, to interpret participants' perceptions.

Data Analysis and Interpretation

The first sub objective stated that to study the influence of Gender, Residence and their interaction on the perception of prospective teachers of Madhya Pradesh about Global Citizenship Education for sustainable development in the context of NEP-2020. Under this study gender was of two levels (1- male and 2- females) while Residence was also divided into two levels (1- Rural and 2- Urban). The data were analyzed with the help of 2 X 2 Factorial design ANOVA and the results are given in table 1.0

Table 1.0: Summary of 2 X 2 Factorial Design ANOVA of perception of prospective teacher of Madhya Pradesh about Global Citizenship Education for Sustainable development in the context of NEP-2020.

Source of Variance	Degree of Freedom (df)	Type III Sum of Squares	Mean Square	F-value
Gender (A)	1	2001.39	2001.39	4.24*
Residence (B)	1	5247.11	5247.11	11.13**
A X B	1	95.54	95.54	0.20NS
Error	1083	509792.78	471.59	
Total	1084	519882.54		

** Significant at 0.01 level *Significant at 0.05 level NS- Non -significant

The 'F' value for gender is 4.24, which is significant (Table 1.0) at 0.05 levels. It shows that

gender wise mean perception of prospective teachers of Madhya Pradesh about Global Citizenship Education for sustainable development in the context of NEP-2020 differ significant at 0.05 levels. It means there is significant influence of gender on perception of prospective teachers of Madhya Pradesh about Global Citizenship Education for sustainable development in the context of NEP-2020. It may therefore be said that gender wise perception of prospective teachers of Madhya Pradesh about Global Citizenship Education for sustainable development in the context of NEP-2020 is different. The gender-wise means perception of prospective teachers of Madhya Pradesh about Global Citizenship Education for sustainable development in the context of NEP-2020 are given in tabular and graphical form-

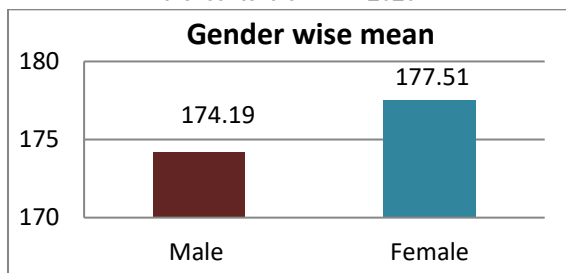
Table No.1.1: Shown below also reveals the gender-wise perception of prospective teachers of Madhya Pradesh about Global Citizenship Education for Sustainable development in the context of NEP-2020

S.N.	Gender	N	Mean	Standard Deviation
1	Male	309	174.19	21.80
2	Female	776	177.51	21.88
	Total	1085	176.57	21.90

Table 1.1 reveals that the mean of the female (Female=177.51) is high than that of male (Male=174.19). It depicts a quiet better mean of Prospective female teachers studying in B.Ed. Colleges. The standard deviations of female and male are 21.88 and 21.80 respectively. Gender wise mean perception of prospective teachers of Madhya Pradesh about Global Citizenship Education for sustainable development in the

context of NEP-2020 given below in graphical form.

Graph No. 1.1: shown below also reveals the gender-wise perception of prospective teachers of Madhya Pradesh about Global Citizenship Education for sustainable development in the context of NEP-2020



The 'F' value (Table 1.1) for Residence is 11.13, which is significant at 0.01 levels. It means there is significant influence of residence on perception of prospective teachers of Madhya Pradesh about Global Citizenship Education for sustainable development in the context of NEP-2020. It may therefore be said that residence wise perception of prospective teachers of Madhya Pradesh about Global Citizenship Education for sustainable development in the context of NEP-2020 is differ, which given in the following table:

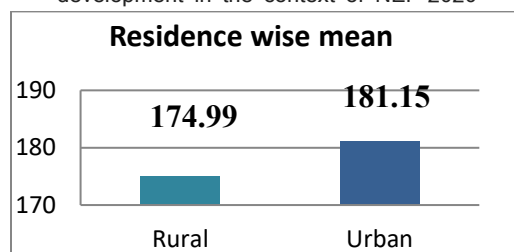
Table 1.2: Residence wise mean perception of prospective teachers of Madhya Pradesh about Global Citizenship Education for sustainable development in the context of NEP-2020

S.N.	Area	N	Mean	Standard Deviation
1.	Rural	807	174.99	22.31
2.	Urban	278	181.15	20.00
	Total	1085	176.57	21.90

Table 1.2 reveals that the mean of the urban area (Urban=181.15) is high than that of rural area (Rural=174.99). It depicts a better mean of Prospective teachers residing in urban area of B.Ed. Colleges. The standard deviations of rural and urban are 22.31 and 20.00 respectively. The interaction between Gender and Residence is not

significance. This means their combined effect does not influence the outcome. Residence wise mean perception of prospective teachers of Madhya Pradesh about Global Citizenship Education for sustainable development in the context of NEP-2020 given below.

Graph No. 1.2 shown below also reveals the residence wise mean perception of prospective teachers of Madhya Pradesh about Global Citizenship Education for sustainable development in the context of NEP-2020



The 'F' value (Table 1.0) of interaction between gender and residence is 0.20, which is not significant at 0.05 levels. It means there is no significant influence of interaction between gender and residence on perception of prospective teachers of Madhya Pradesh about Global Citizenship Education for sustainable development in the context of NEP-2020. It may therefore be said that interaction between gender and residence wise perception of prospective teachers of Madhya Pradesh about Global Citizenship Education for sustainable development in the context of NEP-2020 is not differ.

The results here are given for qualification, course stream, and pedagogical subject and their interaction on the perception of prospective teachers of Madhya Pradesh about Global Citizenship Education for Sustainable Development in the context of NEP-2020. So the data was analyzed with the help of 2X2X4

Factorial design ANOVA and the results are given in table 2.0

Table 2.0: Summary of 2 X 2 X 4 Factorial design ANOVA for qualification, course stream and pedagogical subject and their interaction on the perception of prospective teachers of Madhya Pradesh about Global Citizenship Education for sustainable development in the context of NEP-2020

Source of variance	Degree of Freedom (df)	Type III Sum of Squares	Mean Square	F-value
Qualification (A)	1	1221.966	1221.966.	2.82NS
Course Stream (B)	1	72.663	72.663	0.17NS
Pedagogy Subject (C)	3	5756.045	1918.682	4.42NS
A X B	1	652.625	652.625	1.50NS
A X C	3	792.243	264.081	0.61NS
B X C	2	3247.168	1623.584	3.74*
A X B X C	2	850.778	425.389	0.98NS
Error	1071	464917.339	434.096	
Total	1084	519882.538		

Significant at 0.01 level, Significant at 0.05 level NS Non-significant

The 'F' value for qualification is 2.82 which is not significant (Table 2.0); it shows that mean score of qualification do not differ significantly. It reveals that the qualification wise mean perception of prospective teacher not significantly differs. The qualification wise mean score and standard deviation are given below:

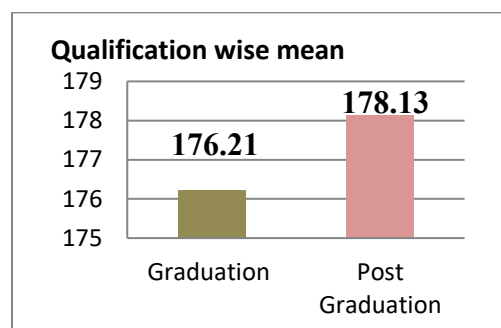
Table 2.1: Qualification wise mean perception of prospective teachers of Madhya Pradesh about Global Citizenship Education for development in the context of NEP-2020

Qualification	N	Mean	Std. Deviation
Graduation	885	176.21	22.183
Post Graduation	200	178.13	20.581
Total	1085	176.57	21.900

Table 2.1 reveals that the mean of the Post Graduation (Graduation =178.13) is more than that of Graduation (Post Graduation=176.21). It depicts a quiet better mean of Prospective Post Graduate teachers studying in B.Ed. Colleges. The standard deviations of Graduate and Post Graduate are 22.183and 20.581respectively.

Qualification wise mean perception of prospective teachers of Madhya Pradesh about Global Citizenship Education for sustainable development in the context of NEP-2020given below in graphical form.

Graph 2.1: Qualification wise mean perception of prospective teachers of Madhya Pradesh about Global Citizenship Education for sustainable development in the context of NEP-2020



The 'F' value for Course stream 0.17 NS is which is not significant (Table 2.0); it shows that mean score of different Course stream do not differ significantly. It shows that the different Course stream wise mean perception of prospective teacher not significantly differs. The Course stream wise mean score and standard deviation are given below:

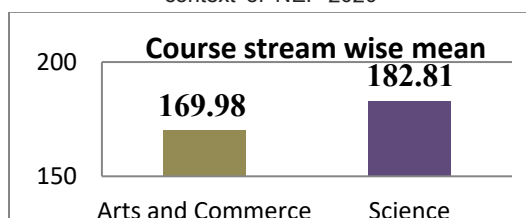
Table 2.2: Course wise mean perception of prospective teachers of Madhya Pradesh about Global Citizenship Education for sustainable development in the context of NEP-2020

Course Stream	N	Mean	Std. Deviation
Arts and Commerce	528	169.98	23.053
Science	557	182.81	18.737
Total	1085	176.57	21.900

Table 2.2 reveals that the mean of the Science (Science =182.81) is more than that of Arts and Commerce (Arts and Commerce =169.98). It depicts a quiet better mean of Arts & Commerce Prospective Graduate teachers studying in B.Ed.

Colleges. The standard deviations of Arts & Commerce and Arts & Commerce are 23.053 and 18.737 respectively. Course Stream wise mean Perception of prospective teachers of Madhya Pradesh about Global Citizenship Education for sustainable development in the context of NEP-2020 given below in graphical form.

Graph 2.2: Course stream wise mean perception of prospective teachers of Madhya Pradesh about Global Citizenship Education for Sustainable Development in the context of NEP-2020



The 'F' value for Pedagogy Subject 4.42 NS is which not significant (Table 2.0) is; it shows that mean score of different Pedagogy Subject do not differ significantly. It shows that the different Pedagogy Subject wise mean perception of prospective teacher not significantly differs. The Pedagogy Subject wise mean score and standard deviation are given below:

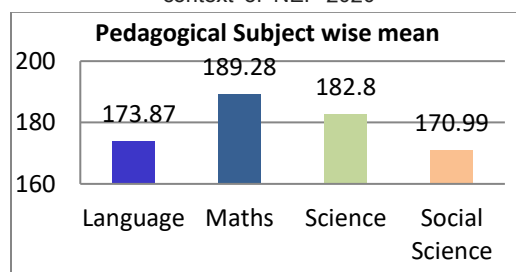
Table 2.3: Pedagogy Subject wise mean perception of prospective teachers of Madhya Pradesh about Global Citizenship Education for sustainable development in the context of NEP-2020

Pedagogical Subject	N	Mean	Std. Deviation
Language	576	173.87	22.125
Mathematics	85	189.28	21.303
Science	240	182.80	17.856
Social Science	184	170.99	22.313
Total	1085	176.57	21.900

Table 2.3 reveals that the mean of the Mathematics (Mathematics =189.28) is more than that of Language, Science and Social Science. It depicts a better mean of Mathematics pedagogy subject Prospective Graduate teachers studying in B.Ed. Colleges. The standard deviations of

Language, Maths, Science and Social Science are 173.87, 189.28, 182.80 and 170.99 respectively. Pedagogy Subject wise mean Perception of prospective teachers of Madhya Pradesh about Global Citizenship Education for sustainable development in the context of NEP-2020 given below in graphical form.

Graph 2.3: Pedagogy Subject wise mean perception of prospective teachers of Madhya Pradesh about Global Citizenship Education for sustainable development in the context of NEP-2020



Similarly 'F' value (Table 2.0) for interaction between qualification and course stream is 1.50 (NS) which is not significant. It means that interaction between qualification and course stream do not differ significantly. Similarly 'F' value (Table 2.0) for interaction between qualification and pedagogy subject is 0.61(NS) which is not significant. It means that interaction between qualification and pedagogy subject do not differ significantly. Similarly 'F' value (Table 2.0) for interaction between course stream and pedagogy subject is 3.74 which is Significant at 0.05 levels. It means that interaction between course stream and pedagogy subject differ significantly. Similarly 'F' value (Table 2.0) for interaction between qualification and course stream and pedagogy subject is 0.98 (NS) which is not significant. It means that interaction between qualification and course stream and pedagogy subject do not differ significantly.

The results here are given for data which was collected for Parental qualification, parental occupation, family income and their interaction on the perception of prospective teachers of Madhya Pradesh about Global Citizenship Education for sustainable development in the context of NEP-2020. So the data were analyzed with the help of 3 X 5 X 3 Factorial design ANOVA and the results are given in the table 3.0

Table 3.0: Summary of 3 X 5 X 3 Factorial design ANOVA of parental qualification, parental occupation, family income and their interaction on the perception of prospective teachers of Madhya Pradesh about Global Citizenship Education for sustainable development in the context of NEP-2020

Source of Variance	Degree of Freedom (df)	Type III Sum of Squares	Mean Square	F-value
Parent qualification (A)	2	716.504	358.252	0.78NS
Parent occupation (B)	4	979.272	244.818	0.53NS
Family income (C)	2	911.221	455.611	0.99NS
A X B	8	9560.526	1195.066	2.60**
A X C	4	263.315	65.829	0.14NS
B X C	7	6559.411	937.059	2.04*
A X B X C	9	9396.375	1044.042	2.27*
Errors	1048	482314.986	460.224	
Total	1084	519882.538		

**Significant at 0.01 level *Significant at 0.05 level NS Non-significant

The 'F' value for parent qualification is 0.78 which is not significant (Table 3.0); it shows that mean score of parent qualification do not differ significantly. It shows that the parent qualification wise mean perception of prospective teacher not significantly differs. The parent qualification wise mean score and standard deviation are given below:

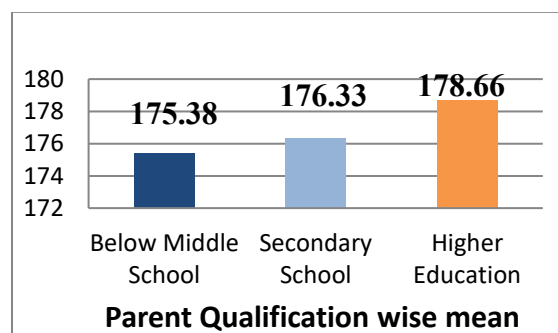
Table 3.1: Parent qualification wise mean, number and standard deviation of prospective teachers of Madhya

Pradesh about Global Citizenship Education for sustainable development in the context of NEP-2020 are given below

Parent qualification	N	Mean	Std. Deviation
Below Middle School	493	175.38	21.788
Secondary School	282	176.33	21.343
Higher Education	310	178.66	22.486
Total	1085	176.57	21.900

Table 3.1 reveals that the mean of Parent Qualification below Higher Education (Higher Education =178.66) is more than that of Below Middle School, Secondary School and Higher Education. It depicts a quiet better mean of parent qualification with Higher Education Prospective teachers than parent qualification Below Middle School and Secondary School Prospective teachers studying in B.Ed. Colleges. The standard deviations of below Middle School are 21.788 and Secondary School and Higher Education are 21.343 and 22.486 respectively. Parent qualification wise mean Perception of prospective teachers of Madhya Pradesh about Global Citizenship Education for sustainable development in the context of NEP-2020 given below in graphical form.

Graph 3.1: Parent qualification wise Mean, number and Standard deviation of prospective teachers of Madhya Pradesh about Global Citizenship Education for sustainable development in the context of NEP-2020 are given below:



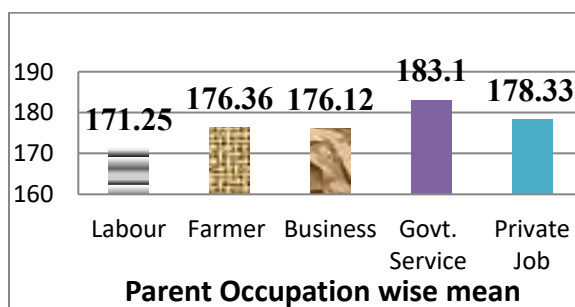
The 'F' value for Parent Occupation is 0.53 which is not significant (Table 3.0); it shows that mean score of Parent Occupation do not differ significantly. It shows that the Parent Occupation wise mean perception of prospective teacher not significantly differs. The Parent Occupation wise mean score and standard deviation are given below in table no. 3.2.

Table 3.2: Parent occupation wise mean, number and standard deviation of prospective teachers of Madhya Pradesh about Global Citizenship Education for Sustainable development in the context of NEP-2020 are given below:

Parent occupation	N	Mean	Std. Deviation
Labour	68	171.25	16.804
Farmer	494	176.36	21.788
Business	299	176.12	22.464
Govt. Service	42	183.10	21.213
Private Job	182	178.33	22.757
Total	1085	176.57	21.900

Table 3.2 reveals that the mean of the Govt. Service (Govt. Service =183.10) is more than that of Labour, Farmer, Business and Private Job. It depicts a better mean of Govt. Service in parent occupation of prospective teachers studying in B.Ed. Colleges. The standard deviations of Labour, Farmer, Business, Govt. Service and Private Job are 16.804, 21.788, 22.464, 21.213 and 22.757 respectively. Parent Occupation wise mean Perception of prospective teachers of Madhya Pradesh about Global Citizenship Education for sustainable development in the context of NEP-2020 given below in graphical form.

Graph 3.2: Parent occupation wise Mean, number and Standard Deviation of prospective teachers of Madhya Pradesh about Global Citizenship Education for sustainable development in the context of NEP-2020 are given below:



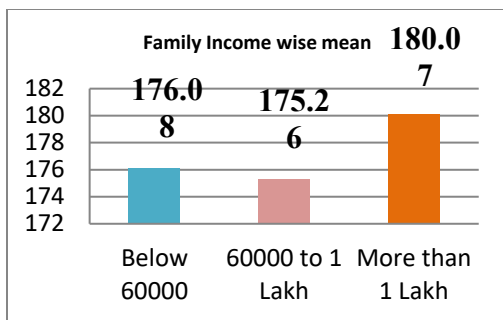
The 'F' value for Family Income is 0.99 which is not significant (Table 3.0); it shows that mean score of Family Income do not differ significantly. It shows that the Family Income wise mean perception of prospective teacher not significantly differs. The Family Income wise mean score and standard deviation are given below:

Table 3.3: Family income wise mean, number and standard deviation of prospective teachers of Madhya Pradesh about Global Citizenship Education for sustainable development in the context of NEP-2020 are given below:

Family Income	N	Mean	Std. Deviation
Below 60000	835	176.08	21.998
60000 to 1 Lakh	98	175.26	23.270
More than 1 Lakh	152	180.07	20.189
Total	1085	176.57	21.900

Table 3.3 reveals that the mean of the Family Income More than 1 Lakhs (More than 1 Lakhs =176.08) is more than that of below 60000 and 60000 to 1 Lakhs. It depicts a better mean in income level of More than 1 Lakhs of prospective teachers studying in B.Ed. Colleges. The standard deviations of income level below 60000, 60000 to 1 Lakhs, and More than 1 Lakhs is 21.998, 23.270 and 20.189 respectively. Family Income wise mean Perception of prospective teachers of Madhya Pradesh about Global Citizenship Education for sustainable development in the context of NEP-2020 given below in graphical form.

Graph 3.3: Family Income wise mean, number and Standard Deviation of prospective teachers of Madhya Pradesh about Global Citizenship Education for sustainable development in the context of NEP-2020 are given below:



Similarly, 'F' value (Table 3.0) for interaction between parent's qualification and parents' occupation is 2.60 which is Significant at 0.01 levels. It means that interaction between parents' qualification and parents' occupation differ significantly. Similarly, 'F' value (Table 3.0) for interaction between parents' qualification and family Income is 0.14 which is not significant. It means that interaction between parents' qualification and Family Income does not differ significantly. Similarly, 'F' value (Table 3.0) for interaction between parent occupation and family Income is 2.04 which is Significant at 0.05 levels. It means that interaction between occupation and family Income subject differ significantly. Similarly, 'F' value (Table 3.0) for interaction between parent's qualification, parent occupation and family Income is 2.27 which is Significant at 0.05 levels. It means that interaction between parents' qualification, parent occupation and family Income do not differ significantly.

Conclusion

The result shows that gender wise perception found to be different and female perception is better than male, so the first null hypothesis rejected, and second null hypothesis also rejected that urban area prospective teachers' perception is also more than the rural area. The hypothesis also rejected because the qualification wise

perception is also different and better perception in postgraduate prospective teacher and the last hypothesis is also rejected because there is different found in course stream wise, science stream background prospective teacher perception is better than the arts and commerce. The results of the three-way ANOVA indicate that qualification, course stream and pedagogy subject do not independently influence the dependent variable. Among the interaction effects, only the interaction between course stream and pedagogy subject was found to be statistically significant at the 0.05 level. All other interaction effects were non-significant. The results show the better perception of higher educated parent prospective teacher than below middle school and secondary school. Better perception found among prospective teacher of government service and private service parents than the Business, farmer and laborer. The results also show the better perception among high earning parent than the low earning parents. This suggests that while individual socio-economic variable do not independently influence perception, their combined effects plays a significant role in shaping the prospective teacher perception. Researcher suggestion to focus on combined socio-economic intervention to address multiple family background factors together, and designing holistic intervention rather than targeting a single variable.

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