BANASTHALI VIDYAPITH
JAIPUR, INDIA

AURORA

Co-funded by the
Erasmus+ Programme
of the European Union

EDU 504 Gender, School and Society

Max. Marks: 100	L	T	P	C
(CA: 40+ESA:60)	4	0	0	4

Learning Outcomes:

On successful completion of the course, students will be able to:

- approve and appreciate gender equality.
- elucidate the constitutional and legal provisions related to women.
- disapprove the gender bias in family, workplace and educational institution.
- appreciate the role of education in eradicating gender bias.
- discuss the achievements and problems related to transgender.
- reflect roles and responsibilities of various agencies in promoting gender equalities.
- integrate the knowledge about gender into understanding the broader context of inequalities and global problems.

Unit-I: Basic Concepts related to Gender

- Sex and Gender-Concept and Difference
- Patriarchy and Matriarchy-Concept and Difference
    - Gender related terms
    - Gender Bias
    - Gender Stereotype
    - Gender Disparity
    - Gender Equality

Activity - Student will use AURORA Lab

- Analyze Gender Inclusion by introducing the concept of sex and gender and identifying the difference between them.

Unit- II: Constitutional and Legal Provisions

- Constitutional Provisions related to women
- Legal Provisions
    - The Dowry Prohibition Act, 1961
    - Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013
    - The Protection of Women from Domestic Violence Act, 2005

Activity - Presentation and Discussion on Constitutional Provisions and Legal Polices related to women.

Unit- III: Gender Bias in School and Society

- Gender bias in School Education

(School Setting, Text Book, Class Interaction and Co-Curricular Activities)
- Gender bias in family
- Gender bias in workplace
- Role of Education in eradicating gender bias in School and Society.

Activity - Student will use AURORA Lab
  - Discuss the Gender aspects in Education.

Unit -IV: Trans gender persons: Issues and Legal Provision
- Concept of Transgender Persons
- Problems related to Transgender Persons
- Achievements of Transgender Persons
- Legal Provision for Transgender Persons
- Role of Education to overcome the problems of Transgender Persons

Activity - Presentation and Discussion on Problems and Achievements of Transgender Persons.

Unit-V: Role and Responsibilities in Promoting Gender Equality
- Family
- Community
- Mass Media: Print and Electronic Media

Activity- Student will use AURORA Lab
  - Discuss the Cultural, Political, Economical barriers for gender inequality in Education.

Practicum- Any two of the following:
- School Visits/Observe the Schooling Processes from a Gender Perspectives and Submission of its Report.
- Thematic term paper
- Exhibition on gender related issues
- Survey based activity on gender issues

References:
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- Govinda, R. (ed.). (2002). *India Education Report: A Profile of Basic Education.* New Delhi: Oxford University Press.
- Kathleen, W. (1988). *Women Teaching for Change: Gender, Class, and Power.* New York: Bergin Garvey.
- Mehrotra, S. (2006). *Child Malnutrition and Gender Discrimination in South Asia.* Economics and Political Weekly, Vol. 41, No. 10 (Mar. 11-17, 2006), pp. 912-918.
- Ramachandran, V. (2004). *Gender and Social Equity in Education: Hierarchies of Access.* New Delhi: Sage.
- Ramchandran, V. (1998). *Girls and women Education: Policies and implementation Mechanism.* Case study: India, Bangkok, UNESCO.
- Sharma, M.C. & Sharma, A.K. (2003). *Discrimination based on Sex, caste, religion and disability: Addressing through educational interventions; A handbook for Sensitizing Teacher and Teacher educators.* NCTE & NHRC.
- Subramanyam, R. (2003). *Gender Equality in Education: Definitions and Measurements.* International Journal of Educational Development, July 2005. Vol.25 No.4: p.p. 395-407.

Web Resources:
- Gender School and Society, http://www.bdu.ac.in/cde/docs/ebooks/B• Ed/II/GENDER,%20SCHOOL,%20SOCIETY%20AND%20INCLU SI VE%20SCHOOL.pdf
- Gender Bias in Education, http://uou.ac.in/sites/default/files/bedl 7/PE-5.pdf
- Dowry prohibition Act, 1961. http://wcd.nic.in/act/dowry-prohibition• act-1961
- Sexual Harassment Act, 2013 http://!legislative.gov.in/sites/default/files/ A2013-14.pdf
- Domestic Violence Act, 2005. http://wcd.nic.in/sites/default/files/wdvact.pdf

- Problems of Transgender.
www.academia.edu/33006703/problems-of
transgender-in-india-a-study-from-social-exclusion-to-social-inclusion
- Transgender Rights in India-
http://iasscore.in/national- issues/transgender-rights-in-india
- Transgender Rights. www.clearias.com/transgender-rights
- Anu R., Vu, P. (2018) Gender Inequality in Education and Kinship Norms in India, Feminist Economics, 24:1, 142-167, DOI: 10.1080/13545701.2017 .1364399
- Bhattacharya, Prabir C. 2006. "Economic Development, Gender Inequality, and Demographic Outcomes: Evidence from India." Population and Development Review 32(2): 263-92. doi:10.1111/j.1728-4457.2006.00118.
- Goodman, J., Martin, J. 2002. Gender, Colonialism and Education. An International Perspective. London. Routledge.
- Kambhampati, Uma S. 2009. "Child Schooling and Work Decisions in India: The Role of Household and Regional Gender Equity." Feminist Economics 15(4): 77-112. doi: 10.1080/13545700903153997
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EDU 402 Creating an Inclusive School

Max. Marks: 100	**L**	**T**	**P** **C**
(CA: 40+ESA:60)	**4**	**0**	**0** **4**

LearningOutcomes:

Successful completion of the course, students will be able to:

- Analyze and explain the diversity in Indian classroom, School and Society.
- Differentiate the concept of Special Education, Integrated Education and Inclusive education.
- Analyze and discuss about National initiatives and provisions for Inclusive Education.
- Use various aids and equipments in Inclusive Classroom.
- Create learning environment of an Inclusive Classroom.
- Discuss the role of supportive services in Inclusive Schools.

Course Outline:

Unit I: Classroom as Reflection of Society

- Meaning of Diversity
- Diversities in Indian Society
- Diversities in Indian Classroom
- CWSN (Children with Special Need) in classrooms.
    - Concept & Categories

Activity: Discussion on the type of diversity which exist in Indian Classroom.

Unit II: Inclusive Education: An Overview

- Concept of Inclusion
- Different relative concepts - Special Education, Integrated Education, Inclusive Education.
- National Initiatives for Inclusive Education
    - RCI Act 1992
    - PWD Act 1995
    - Sarva Shiksha Abhiyaan (SSA)
    - NCF 2005

Activity: Explore the concept of 'Inclusion' and critically discuss the inclusive role of education. (Student will use AURORA Lab).

Unit III : **Inclusive Schools - Provision**

- Provision in Inclusive Schools
    - Physical Facilities
    - Aids & Equipments

- Curricular Adaption for CWSN.
- Role of a Teacher in Inclusive School.

Activity: Discussion on teacher's role in inclusive school.

Unit IV: Generating Learning Environment in Inclusive Classroom

- Pedagogical strategies to support learners' need
  - Cooperative Leaming
  - Peer Tutoring
  - Individualized Education Programm (IEP) Multisensory Teaching
- Evaluation process in Inclusive Classroom (with reference to CBSE & RBSE's Provisions).

Unit V: Supportive Services for Inclusive Schools

- Role of Supportive Services for Inclusive Schools
  - In-service Teacher Educations Institutions
  - Professionals
  - Parents
  - Community

Activity: Group discussion on supportive services for Inclusive Schools.

Practicums: (Any two of the following)

1. Visit and observation of Inclusive school and preparation of a report about provisions in inclusive school.
2. Exhibition on Inclusive Education
3. Thematic Term paper.

References:

- Dash, N. (2006). *Inclusive Education for CWSN.* New Delhi: Atlantic Publisher and Distributers.
- Loreman, T.., Jaonne D .. , & Davice, H. (2005). *Inclusive Education A Practical guide to Supporting Diversity in classroom.* London: Roudledge Falmer.
- Puri, M. & George, A. (2009), *Handbook of Inclusive Education for Educators, Administrators and Planners.* New Delhi: Sage Publications.
- Balsara, M. (2011). *Inclusive Education for Special Children.* New Delhi: Kanishk Publishers.
- Dash, N. (2003). *Integrated Education for Children, with Special Need.* New Delhi: Dominant Publishers.
- Sharma, B. (2011). *Inclusive Education-Needs Practices and Prospects.* New Delhi: Kanishk Publishers.
- Gargiulo, R. M. & Debbie, M. (2008). *Teaching in Today's Inclusive Classroom.* California, USA: Wadsworth Publishing Company.

- Alur, M. & Timmons. (2009). *Inclusive Education across Cultures.* New Delhi: Sage Publication.
- Florian, Lani (2015). *Inclusive Pedagogy: A transformative approach to individual differences but can it help reduce educational inequalities?,* Scottish Educational Review 47(1), 5-14.
- Pantie, N. & Florian, L. (in press). *Developing teachers as agents of inclusion and social justice.* Education Inquiry.

Web Resources:
- Inclusive Education- https://education.cu-portland.edu/ blog/ classroom-resources/inclusive-education/
- RCI Act- http://rehabcouncil.nic.in/writereaddata/rti_manual.PDF
- NCF 2005- http://www.ncert.nic.in/rightside/links/pdf/framework/ncf_ hindi_2005/ncf2005.pdf
- Cooperative Leaming- https://sere.carleton.edu/introgeo/cooperative/whatis.html
- Multi Sensory Leaming- http://www.calverteducation.com/learning motivation/an-introduction-to-multi-sensory-learning

EDU 531 Education for Awareness and Preventing Radicalisation

Max. Marks: 100		L	T	P	C
(CA: 40+ESA:60)		4	0	0	4

Learning Outcomes: Student will be able to:

a. explain the concept of Radicalisation, Terrorism, Extremism.
b. describes general principles of radicalization.
c. identify & analyze radicalisation as a new challenge.
d. discuss the stages in the radicalisation process.
e. explain the concept of human rights.
f. describe human right approach as action against radicalisation and protecting vulnerable communities.
g. discuss the various National & International cases of radicalization.
h. identify various ways of radicalizing others.
i. identify & discuss various Countering & Preventing strategies to Radicalisation.
j. crilicarly appraise the role of education for combating and preventing Radicalisation.

Unit 1: Introduction to Radicalisation
- Concept of Radicalisation, Terrorism & Extremism
- General Principles of Radicalisation
- Stages in the Radicalisation Process
- Radicalisation as a New Challenge

Unit 2: The Human Rights Approach
- Concept of Human Rights
- Human Rights Approaches as Action Against Radicalisation
- Protecting Vulnerable Communities
- Role of Legal Authorities, Social Actors, Community and Peers

Unit 3: Radicalisation: LearningThrough Cases
- Real cases of Radicalisation
  - Giuliano Delnevo
  - 'Young Troop' of Attackers at Barcelona & Cambrills
- Cases of radicalisation in Indian context
- Radicalisation and Criminal Activities

Unit 4 : Radicalisation of others
- Radicalising others: Direct Contact Vis. Virtual Contact
- Disseminating Radical Opinions and Ideas through -Terrorism and Hate Speech
- Role of Community, Family & Media in disseminating radicalisation

- • Self-Indoctrination: Acquiring a Radical Thinking

Unit 5: Countering & Preventing Radicalisation
- • Education as a means of combating radicalistion
  - – Role of Teacher
  - – Role of Educational Institutions
- • Education for-
  - – Respect to Diversity
  - – Learning to live together
  - – Good and Global citizenship
- • Informal Education as means for preventing Radicalisation
  - – Family, Community and Media
- • Legal Interventions:
  - – UN Legal Instruments
  - – EUROPEAN Legal Instruments

Practicum: (Any two of the following)
- • A term paper related to any one theme of the course content.
- • Identification and discussion on a real case of Radicalisation (National/International)
- • Presentation on legal interventions related to combating radicalism.

References:

- • Dahri, N. *(2019).Global Jihad, Islamic Radicalisation and Counter Strategy.* Indian Books and Periodicals.
- • Hartley, J. *(2023).Counter-Terrorism Community Engagement: Pitfalls and Opportunities.* Routledge.
- • Khosrokhavar, F. (2017). *Radicalization: Why Some People Choose the Path of Violence.* The New Press.
- • Littler, M. &Lee, B. *(2020).Digital Extremisms. Readings in Violence, Radicalisation and Extremism in the Online Space.* Springer.
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- • Lumby, J., Coleman, M. (2007). *Leadership and Diversity: Challenging Theory and Practice in Education.* SAGE Publications Ltd. DOI: https://dx.doi.org/10.4135/9781446213612
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Radicalization in the Digital Era. IGI Global- Publisher of Timely Knowledge.

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- Victor Counted.(2021). The Roots of Radicalization: Disrupted Attachment Systems and Displacement. Rowman & Littlfield .

Web Resources:

- http://www.un.org/en/ga/search/view_doc.asp?symbol= S/RES/2178%20%282014%29
- http://unscr.com/en/resolutions/doc/2396
- https://www.un.org/counterterrorism/ctitf/en/un-global-counter terrorism-strategy#poa1
- http://www.un.org/en/counterterrorism/legal-instruments.shtml
- European Convention of Human Rights (ECHR) https://www.coe.int/en/web/con ventions/full-list/ /conventions/treaty/005
- European Convention of Human Rights (ECHR) https://www.coe.int/en/web/conventions/fulllist/- /conventions/treaty/005
- For the case law of the ECtHR- https://hudoc.echr.coe.int/eng
- European Convention for the Prevention of Torture https://www.coe.int/en/web/conventions/fu ll-list/- /conventions/treaty/126 Additional Protocols 1&2
- European Rules on community sanctions and measures https://search.coe.int/cm/Pages/result_details.aspx?ObjectlD =0900001680700a5a
- Council of Europe Compendium of conventions, recommendations and resolutions relating to prisons and community sanctions and measures - https://rm.coe.int/compendium-e-2018/16808ae2cf

BANASTHALI VIDYAPITH JAIPUR, INDIA

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EDU 480R Enhancement of Active Citizenship and Democratic Values

Max. Marks: 100

(CA: 40+ESA:60)

L	T	P	C
0	0	4	2

Learning Outcome:

- get familiarized with theoretical concepts related to active citizenship and democratic values.
- build a theoretical background related to the concepts in issue and identify implications on practice and experience, models of citizenship and citizenship education.
- develop a strong sense of own culture and identity; knowledge and understanding of local community.
- create strategies for supporting learners to explore active citizenship and community leadership.
- critically appreciate the values and principles of the Active Citizenship (social and personal responsibility and social justice) use reflection-based approach to tackle issues related to active citizenship and democratic values.
- identify local structures and resources for community engagement, learning, leadership, service-learning, community-based learning.
- use community development approaches to the promotion of active citizenship.
- exploring active citizenship issues from participants' own experience and the resources and opportunities available to address issues of concern through democratic and civic participation and engagement competences to use evaluation methods and tools for Active Citizenship Programs

Active Citizenship and Values

- Concept of active citizenship
    - Ways in which concrete strategies and activities can be used to enhance knowledge and working skills
- Concept of democratic values and active values
    - Implications of the concepts in issue to develop knowledge and modality of concrete application
    - Implications of Democracy, Democratic values and Active values
- Models of instruments to assess participation and empowerment
- Specific activities to apply knowledge and skills is own educational and social contexts.

- Evaluation methods and tools for Active Citizenship Programmes

Service-Learning in Education

- Definition and characteristics of the SL process as a form of critical pedagogy;
- Comparison of SL with other forms of critical pedagogy;
- Ways in which transition can be made from other similar activities to SL
- Benefits of SL for students, teachers, community partners, higher education institutions
- Stages of the SL process
- Role of reflection in SL
- Comparison between reflection and critical reflection
- Models of reflection in SL
- Specific activities in order to foster reflection in SL
- Assessment process in SL

Reference Books:

Suggested E-learning material:

- Bailey-Dempsey C and Reid WJ (1996) Intervention design and development. Research on Social Work Practice6(2): 208-228.
- Baker, J. L. (2000). Evaluating the impact of development projects on poverty: A handbook for practitioners. Washington, DC: World Bank.
- Bamberger, M., Rugh, J., and Mabry, L. (2006). Real world evaluation: Working under budget, time, data, and political constraints. Thousand Oaks, CA: Sage Publications, Inc.
- Besrest, V., Delahais, T., Flichy, A., & Sarunas, T. (2013). Measuring the impact of the Europe for Citizens Programme. [pelf] Lyon: Eureval & DG Communication.
- CDC Evaluation Working Group (1999). Framework for Program Evaluation in Public Health [Electronic version]. Retrieved [27.04.2021], CDC Evaluation Working Group site: https://www.cdc.gov/mmwr/preview/mmwrhtml/rr481lal .htm
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Improvement: Designing, Conducting, Analyzing, and Funding. Springer Publishing Company.

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- Organisation for Economic Co- operation and Development (OECD) Development Assistance Committee (DAC). (2010). Quality standards for development evaluation. Retrieved from www.oecd.org/development/evaluation/qualitystandards.pdf

- Ozer, E. J., Newlan, S., Douglas, L., & Hubbard, E. (2013). "Bounded" empowerment: Analyzing tensions in the practice of youth-led participatory research in urban public schools. American Journal of Community Psychology, 52, 13-26.

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- Patton, M.Q. (2011). Developmental Evaluation: Applying Complexity Concepts to Enhance Innovation and Use. New York: Guilford.

- Prati C, Pelliccioni GA, Sambri V, Chersoni S, Gandolfi MG (2020) COVIDD 19: its impact on dental schools in Italy, clinical problems in endodontic therapy and general considerations. International Endodontic Journal 53, 723- 5.
- Rodriguez, L.F., & Brown, T.M. (2009). From voice to agency: Guiding principles for participatory action research with youth. New Directions for Youth Development, 123, 19-34.
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- Oaks, CA: Sage.
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- 7_eng.pdf?sequence=l
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Web Resources:

Concept of Service Learning:

https ://www.suffolk.edu/ student -life/ student -involvement/ community•

public-service/ service-learning/what -is-service-learning

https ://cft. vanderbilt. edu/ guides-sub-pages/teaching-through•
community-engagement/

https ://sere. carleton. edu/introgeo/ service/what.html https ://dpi. wi. gov /service-learning/ about

https ://writing. colostate. edu/ guides/teaching/ service_ learning/ definition. cfm

Stages of Service Learning:

https ://www.freespirit.com/files/ original/ complete-guide-service learning-five-stages-of-service-leaming-1. pdf

https ://whyservice-learning. weebly. com/ stages.html

https ://www.plt.org/ educator-tips/6-steps-for-successful-service learning/

https ://discoverecsl. wordpress. com/2012/09/ 1O/the-five-stages-of service-leaming/

Benefits of Service Learning:

https ://www.marshall.edu/ ctl/ community-engagement/ cbl/benefits-of

service-leaming-for-community-partners

https ://sl. engagement. uconn. edu/ overview-for-community-partners/

https ://www.ncbi.nlm.nih.gov/pmc/ articles/PM C3 482 993 I

https ://web. augsburg. edu/ -erickson/ s-1/why. html

Active Citizenship

http://www. aughty. org/pdf/ activecitizen. pdf

http://www.fritid-samfund.dk/media/   1864/what -is-the-idea-of-active
citizenship. pdf

Ways of Active Citizenship

https ://www.extendednotes.com/ after-school-articles/   5-ways-to transform-students-into-active-citizens#:~:text=Encourage%20students%20to%20research%2C%20st u dy,the%20case%20for%20active%20citizenship.

https://scialert.net/fulltext/?doi=jas.2014.2450.2459 http://www.diva-portal.org/smash/   get/diva2: 564026/ ATT ACHMENT02.pelf

https://www.teachingcitizenship.org.uk/sites/teachingcitizenship.org.uk /files/Briefing%203 %20 Active%20Citizenship. pelf

https://files.eric.ed.gov/fulltext/EJl148058. pelf

Evaluation

https://research.gold.ac.uk/id/eprint/5615/1/ALAC_evaluation.pelf

https ://www.cambridgeassessment.org.uk/Images/465777-assessing active-citizenship-an-intemational-perspective.pelf

Models of Active Citizenship

https://pages.uoregon.edu/bybee/teachingapathy/citizenship.html

https://www.cambridge.org/core/books/local-citizenship-in-a-global age/three-models-of-citizenship/509C50F2A7432C797BC1A6B5EE5E52CO

Concept of Democratic Values

http:!/pubs.sciepub.com/education/2/l 2A/6/index.html

https ://www.ushistory.org/gov**/**l d.asp