

University of Gour Banga

COURSE CURRICULUM

(Undergraduate Program as per NEP -2020)



Curriculum of Multidisciplinary

Name of Discipline Offers the Course: Education

Curriculum of Multidisciplinary Course (MDCEDN 101) for UG Program for Semester -I

Title of the Course:	<i>Gender Sensitivity</i>
MDC Paper Code:	MDCEDN 101
Semester = I	
Credit = 4	
Objectives of the Course: <i>On completion of this course, the students will be able to -</i>	<ul style="list-style-type: none"> • Understand the difference between sex and gender, and reflect on personal experiences of growing up as male, female, or others in various social contexts. • Analyze the social construction of gender and explore the role of patriarchy in shaping gender roles, stereotypes, and disparity. • Comprehend the meaning, nature, and need for gender sensitization, and explore the challenges associated with it. • Explore practices of gender sensitization in educational and social contexts and promote gender equality both within and beyond the classroom. • Critically evaluate cinema from a gender-sensitive perspective through the lens of selected films. • Understand the difference between violence and gender-based violence and recognize the various forms of gender-based violence. • Examine the constitutional provisions and legal acts related to gender-based violence, including POSH 2013 and the Protection of Women from Domestic Violence Act, 2005.
Learning Outcomes of the Course: By the end of this course, students will be able to:	<ul style="list-style-type: none"> • <i>Differentiate between sex and gender, and reflect on personal experiences related to gender roles and expectations in home, school, and society.</i> • <i>Analyze how gender is socially constructed and evaluate the role of patriarchy in shaping gender roles, stereotypes, and disparities.</i> • <i>Understand the meaning, nature, and importance of gender sensitization and identify the challenges in implementing it effectively.</i> • <i>Apply gender sensitization practices in educational and social settings and promote gender equality in the classroom and beyond.</i> • <i>Critically evaluate films like Ghare-Baire or Dangal from a gender-sensitive perspective.</i> • <i>Understand the distinction between violence and gender-based violence and identify various forms of gender-based violence.</i> • <i>Explain the constitutional provisions and acts related to gender-based violence, such as POSH 2013 and the Protection of Women from Domestic Violence Act, 2005.</i>
Course Content	

Module: -1	Conceptual Understanding of Gender <ul style="list-style-type: none"> • Sex vs Gender • Reflection on real life experience of growing up as male/female/others at home, school, and society • Social construction of Gender and the role of patriarchy • Social dynamics of Gender in context to: Gender role, Gender Stereotypes and Gender Disparity
Module: -2	Gender Sensitization <ul style="list-style-type: none"> • Meaning, nature, need and challenges • Practices of Gender Sensitization (Educational and Social) • Promoting Gender equality within and beyond the classroom • Critical evaluation of cinema from a Gender sensitive perceptive (for reference to any one: Ghare-Baire (1984) or Dangal (2017))
Module: -3	Gender-Based Violence <ul style="list-style-type: none"> • Violence vs Gender based Violence • Understanding forms of Gender based violence • Constitutional Provisions and Acts: POSH 2013, and Protection of Women from Domestic Violence Act, 2005

Suggestive Readings

- Aikman, S., & Unterhalter, E. (2005). *Beyond Access: Transforming policy and practice for gender equality in education*. Oxfam Publication.
- Bhasin, K. (1993). *What is Patriarchy?* New Delhi: Kali for Women.
- Bhattacharjee, N. (1999). Through the looking glass: Gender socialization in a primary school. In T. S. Saraswathi (Ed.), *Culture, socialization, and human development: Theory, research, and applications in India* (pp. 336-355). New Delhi: Sage Publications.
- Chakraborty, P. K., Banerjee, D., & Debnath, D. *Sarbasamabista Shikkha*. Kolkata: Rita Books.
- Nambissan, G. (2010). *Exclusion and discrimination in schools: Experiences of Dalit children*. New Delhi: IIDS and UNICEF Working Paper Series Vol. I, Number II. Retrieved from <http://www.dalitstudies.org.in/wp/wps0101.pdf>
- Rego, A., & Sabarwa, S. (2021). Gender inequality: What really needs to change? Retrieved from https://idronline.org/article/gender/gender-inequality-what-really-needs-to-change/?gad_source=1&gclid=Cj0KCQjw82BhCHARIsAF_w1gw7HipsQwapqqK2TWdPW-3RCgmk4kUv6Xhd
- *Protection of Women from Domestic Violence Act, 2005*. Retrieved from https://www.indiacode.nic.in/bitstream/123456789/15436/1/protection_of_women_from_domestic_violence_act%2C_2005.pdf
- Udayaditya Bhattacharya. *Antarbhuktimulak Bidyalay Nirman*. Kolkata: Rita Books.
- *Prevention of Sexual Harassment Guidelines*. Retrieved from https://doe.gov.in/files/inline-documents/DoE_Prevention_sexual_harassment.pdf

Curriculum of Multidisciplinary Course (MDCEDN 201) for UG Program for Semester -II

Title of the Course:	<i>Social Inclusivity</i>
MDC Paper Code:	MDCEDN 201
Semester = II	
Credit = 4	
Objectives of the Course: <i>On completion of this course, the students will be able to -</i>	<ul style="list-style-type: none"> • Understand the concept, meaning, and historical background of social exclusion in India. • Identify the various forms of social exclusion and analyze their impact on different communities. • Comprehend the concept, meaning, and importance of social inclusivity in society. • Explore the historical background of social inclusion movements during British India and understand the role of education in promoting social inclusivity. • Analyze the role of socio-religious movements like Brahmo Samaj and Arya Samaj in fostering inclusivity. • Understand the importance of social inclusion for LGBTQ communities. • Explore the recommendations of NPE 1986 and NEP 2020 regarding the social inclusion of marginalized groups such as SC, ST, and OBCs.
Learning Outcomes of the Course: By the end of this course, students will be able to:	<ul style="list-style-type: none"> • <i>Define the concept and meaning of social exclusion and explain its historical background in the Indian context.</i> • <i>Identify different forms of social exclusion and evaluate their impact on marginalized groups.</i> • <i>Understand the concept and importance of social inclusivity and analyze its role in fostering equality and justice in society.</i> • <i>Examine the historical context of social inclusion movements in British India and discuss the role of education in promoting social inclusivity.</i> • <i>Evaluate the contributions of socio-religious movements such as Brahmo Samaj and Arya Samaj in promoting inclusivity.</i> • <i>Understand the significance of social inclusion for the LGBTQ community and advocate for its importance in contemporary society.</i> • <i>Explain the recommendations of NPE 1986 and NEP 2020 regarding the inclusion of SC, ST, and OBC communities in education and broader social frameworks.</i>
Course Content	
Module: -1	Social Exclusion <ul style="list-style-type: none"> • Concept, Meaning, and a brief historical background of Social Exclusion in India.

	<ul style="list-style-type: none"> • Forms of Social Exclusion. • Impact of Social Exclusion.
Module: -2	Social Inclusivity <ul style="list-style-type: none"> • Concept, Meaning, and importance of Social Inclusivity. • A brief historical background of social inclusion movements in British India. • Role of Education in development of Social Inclusivity.
Module: -3	Social movements and development of Inclusivity <ul style="list-style-type: none"> • Socio-religious movements: Brahmo Samaj, Arya Samaj. • Importance of social inclusion of LGBTQ. • Recommendations of NPE, 1986 & NEP, 2020 on social inclusion of SC, ST, and OBCs.
Suggestive Readings:	<ul style="list-style-type: none"> • Kirpal, V. and M. Gupta. (1999). Equality Through Reservations. Jaipur: Rawat Publications. • Sen. Amartya, 2007, Social Exclusion: Concepts Application and Scrutiny, New Delhi: Critical Quest. • Subramanvam V. & K. Sekhar (2010), Social Exclusion. Integration and Inclusive Policies Rawat Publications. • Rhah- Ghanshyann (1999), Social Movements in India. Sage Publications. • Govt, of India (1986). Reports on National Policy on Education. Ministry of Education, New Delhi: GOI. • Govt, of India (2020). Reports on National Education Policy. Ministry of Education, New Delhi: GOI. • Banerjee, Mita & Sinha, S. (2019), Antorbhuktimulok Shikhya, Rita Publication, Kolkata. • Chakroborty, Pranab Kumar (2020), Sorbasamabishta Shikhya, Rita Publication, Kolkata. • Panda Bishnupada (2015) Inclusive Education, Classique Books, Kolkata.

Curriculum of Multidisciplinary Course (MDCEDN 301) for UG Program for Semester -III

Title of the Course:	<i>Global Citizenship</i>
MDC Paper Code:	MDCEDN 301
Semester = III	
Credit = 4	
Objectives of the Course: <i>On completion of this course, the students will be able to -</i>	<ul style="list-style-type: none"> • Understand the meaning and importance of global citizenship in today's interconnected world. • Identify and analyze the barriers to achieving global citizenship. • Explore and comprehend the pillars of global citizenship. • Understand the constitutional provisions regarding Indian citizenship, and the rights and duties of Indian citizens. • Examine the importance of civic engagement and participation in upholding citizenship responsibilities. • Analyze the role of teachers and educational institutions in nurturing the ideals of global citizenship. • Understand the role of family and society in fostering global citizenship values. • Apply the principles of global citizenship in practical life situations.
Learning Outcomes of the Course: By the end of this course, students will be able to:	<ul style="list-style-type: none"> • <i>Define the concept of global citizenship and explain its significance in the modern world.</i> • <i>Identify the barriers to global citizenship and evaluate strategies to overcome them.</i> • <i>Understand the key pillars of global citizenship and apply them in relevant contexts.</i> • <i>Explain the constitutional provisions related to Indian citizenship, and identify the rights and duties of Indian citizens.</i> • <i>Understand the importance of civic engagement and evaluate how participation in civic activities strengthens citizenship.</i> • <i>Analyze the role of teachers and educational institutions in nurturing global citizenship ideals and develop strategies for fostering these values in educational settings.</i> • <i>Understand the role of family and society in promoting global citizenship and analyze how these values can be cultivated at the societal level.</i> • <i>Apply the ideals of global citizenship to real-life situations, demonstrating a commitment to global responsibility and civic duty.</i>
Course Content	
Module: -1	Introduction to Global citizenship <ul style="list-style-type: none"> • Meaning and importances of Global Citizenship.

	<ul style="list-style-type: none"> • Barriers to Global Citizenship. • Pillars of Global Citizenship.
Module: -2	Rights and Responsibilities of Indian Citizens <ul style="list-style-type: none"> • Indian citizenship- Constitutional provisions • Constitutional Duties and Rights of an Indian citizen • Civic engagement and participation
Module: -3	Nurturing Global Citizenship <ul style="list-style-type: none"> • Role of teachers and educational institutions in nurturing the ideals of global citizenship • Role of family and society in inculcating ideals of global citizenship • Application of the ideals of global citizenship in practical life
Suggestive Readings:	<ul style="list-style-type: none"> • Nigel Dower & John Williams, (2002). Global Citizenship: A Critical Introduction, Routledge Pub. • Luis Cabrera (2010). The Practice of Global Citizenship. Cambridge University Press. • UNESCO (2019), Global citizenship education: Topics and learning objectives. https://unesdoc.unesco.org/ark:/48223/pf0000373877 • Abdeljalil Akkari & Kathrine Maleq (2020). Global Citizenship Education: Critical and International Perspectives. Springer. • Susan Watson (2009), Global Citizenship, Macmillan Education Australia. • Gautam Mukhopadhyay (2023). Bishwayaner Juge Nagarikatwa. Setu Prakashani, Kolkata. • Ashok Kumar Sarkar (2021). Bharater Sangbidhan Parichoy. Setu Prakashani, Kolkata.