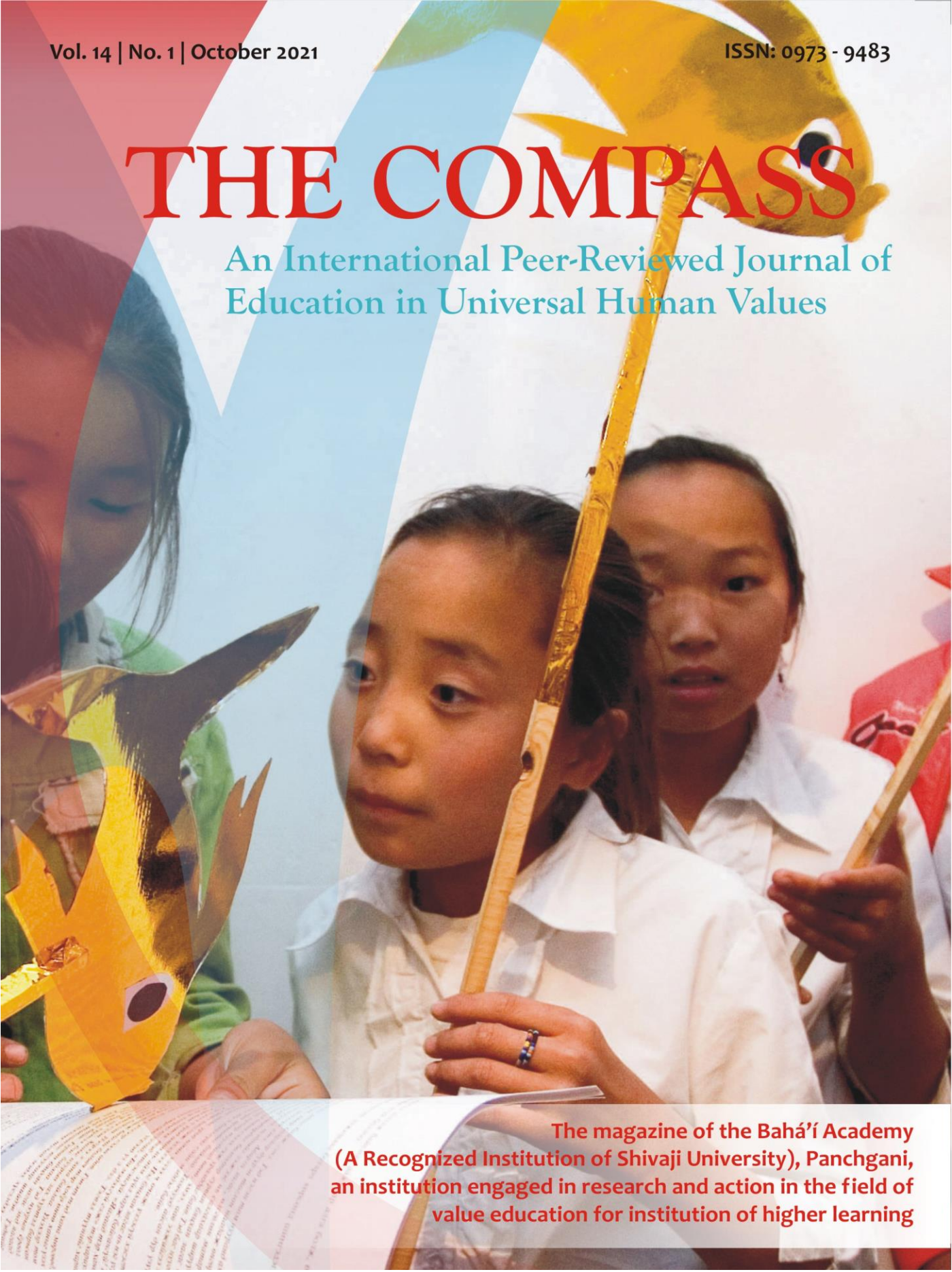


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THE COMPASS

An International Peer-Reviewed Journal of
Education in Universal Human Values



The magazine of the Bahá'í Academy
(A Recognized Institution of Shivaji University), Panchgani,
an institution engaged in research and action in the field of
value education for institution of higher learning



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Editorial

We are happy that in the fourteenth year of its publication, *The Compass* has officially declared to be **A Peer-Reviewed International Journal of Education in Universal Human Values**. A team of 24 reputed reviewers from 3 countries, supported by an Advisory Committee, ensure that what is published in *The Compass* is well researched, referenced and well presented. Although the opinions expressed in the articles are the views of the authors, the Journal is guided by the principles of **independent investigation of truth, universality of knowledge, and unity in diversity**. The scope of what are published in *The Compass* are given in the lotus Word Cloud Design in the inner back cover of this issue. *The Compass* now encourages research, particularly empirical, in all these thrust areas as they are unique, needed and not much available elsewhere.

The articles of the current issue revolve around education for social cohesion-- a moral, spiritual and social milestone-- which in long term will result into a united and prosperous global community of man. The “governments, organizations and peoples are expending enormous energies to develop communities which are socially vibrant, united and prosperous... In the long term, however, community-building efforts will succeed only to the extent that they link material progress to fundamental spiritual aspirations, respond to the increasing interdependence among the peoples and nations of the planet, and establish a framework within which all people can become active participants in the governance of their societies.” (BIC, 1996, <https://www.bahai.org/documents/bic/sustainable-communities-integrating-world>, Retrieved from <https://www.bahai.org/documents/bic/sustainable-communities-integrating-world>) To reach this breakthrough efforts are needed not only at the individual level but also at collective level. In India, for instance, her large population that is multicultural and multilingual, has multiple religions, castes, sects, professions and socio-economic status impose both a challenge and an opportunity. In this regard the new National Education Policy, 2020—the first such policy in the 21st Century, plays a crucial role to integrate everyone into a transformed, unified and progressive society. “The National Educational Policy 2020 envisions a new approach to education. It aims to bring about and incorporate a slew of reforms in India’s education system at all stages. It also aims to improve the way facilitators of such education, such as schools, colleges, and teachers, are educated and approach education with a holistic approach.” (Godbole S., Vartak L., Mohite K. C., Azadi, L., 2021, *A Study on The Role of National Education Policy-2020 to Promote Social Cohesion*, The Compass, Panchgani, Baha’i Academy)

The articles in this Issue of the Compass address education for social cohesion from various angles as a contribution to the ongoing dialogue on this all important global challenge facing every society.

Sincerely



Lesan Azadi (Ph.D.)
Editor

ATTITUDE OF TRAINEE TEACHERS AND IN SERVICE TEACHERS TOWARDS INCLUSION OF TRANSGENDER AS A CLASS FELLOW, STUDENT AND COLLEAGUE

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ABSTRACT

As we all are aware and agree with the findings of various researches that all the countries could not do the development due to different barriers to Social Cohesion, we want to highlight a very important though neglected issue which is inclusion of Transgender People in education system, as students, fellows and colleagues. For the same we need to start with checking the attitude of trainee teachers and working teachers about the inclusion of transgender people in education as fellow, student or a colleague. It is difficult for transgender people to continue or complete their education with their identity and to get acceptance from the family as well as society. This is the biggest reason for dropout rate of transgender people. It results in violence, torture, low self esteem and crime records of transgender people. This is one of the barriers to Social Cohesion which is ignored by us. We need to rethink about Gender Equality with new perspective like treating equally to women, men and transgender people. LGBT community is accepted in all over the world where their identity is not a question mark for all now. Compared to other communities, researchers have proved that the transgender people in India need to be provided with proper education to get their basic needs fulfilled. It is a Qualitative Research where researchers used Survey method. The population of the study was the trainee teachers and working teachers. Data was collected from 67 trainee teachers and 100 working teachers in Pune city by using data collection tools like questionnaire. The data was analysed both qualitatively and quantitatively with the help of percentage. This paper discusses whether the working teachers and teacher trainees are ready to accept transgender people or not. We found the causes for giving education to transgender people by which they will be able to survive in the society with dignity. We get the conclusion that acceptance of transgender people in education will lead us towards removing one of the barriers to Social Cohesion.

KEY WORDS: Transgender, LGBT Community, Attitude, Trainee Teachers, Working Teachers, Class Fellows, Students, Colleagues, Barriers, Social Cohesion

DEFINING THE KEYWORDS

Definitions or key words are very important in any research. In this research following key words have been found and team of researchers have provided the operational definitions for them.

OPERATIONAL DEFINITIONS

- **Attitude:** The thinking of trainee teachers and in-service teachers about transgender people.
- **Trainee Teachers:** Student who are enrolled for M.Ed., B.Ed., D.Ed. , B.Sc. B.Ed. and B.A. B.Ed. Program affiliated to SPPU for academic year 2020-2021.
- **In-Service Teachers:** After completing a professional degree in Education, students join the school at the primary, secondary, or higher secondary level. All the working teachers in such schools having 1 year to 30 years of experience in teaching is considered as working teachers.
- **Inclusion:** Acceptance of transgender people in mainstream education, providing them equal opportunities for getting education and jobs.
- **Transgender:** A person having identity issues based on his / her gender, who is left out from the education system due to his social and gender identity.
- **Class Fellow:** students in learning in one class(BA. B. Ed, B. Ed, M. Ed) with this transgender student.
- **Student:** Children who are studying in primary, secondary and higher secondary in SSC, CBSE, and ICSE schools.

INTRODUCTION

“**WE, THE PEOPLE OF INDIA**, having solemnly resolved to constitute India into a **SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC** and to secure to all its citizens: **JUSTICE**, social, economic, and political; **LIBERTY** of thought, expression, belief, faith, and worship; **EQUALITY** of status and of opportunity” Whenever this preamble of Indian Constitution is read, a thought arises to whom to include in the term “**WE**”. In the Indian Constitution, there is a provision of fundamental rights to all citizens without doing any discrimination, still there is a question mark on availing these rights by each individual despite his / her caste, creed, religion, and gender. When the implementation of Right to Education is seen, surprisingly it is observed that there are more examples of **exclusion** of specific people from education rather than **inclusion**.(Third Gender Rights: The Battle for Equality **By Akanksha Mishra** *Christ University Law Journal, 5, 2 (2016), 9-21 ISSN 2278-4322[doi.org/10.12728/culj.9.2)

India is a classic example of a multicultural society in the world where one nation one constitution is followed. In spite of that in the era of globalisation Indian Society still observes discrimination in various areas like caste, creed, gender, financial status etc.

By educating those under privileged classes of society, it will make a difference in their lives. It helps for the progress and development of society, changes one’s mindset helping to improve the status. Thus, teachers and trainee teachers become the key persons to achieve

A STUDY ON THE ROLE OF NATIONAL EDUCATION POLICY- 2020 TO PROMOTE SOCIAL COHESION

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ABSTRACT

One of the core problems of the new millennium is maintaining and fostering social cohesion in the face of rapid globalisation. In India one of the obstacles to social cohesion is a population that is too diverse in terms of ethnicity and socioeconomic status. The problems are even more complicated in our country, which has a multicultural, multilingual, and multistate structure. Education is seen as a vital institution that helps to foster social cohesion by socialising newcomers to society. To promote social cohesion, a complete transformation of the educational system is needed. It necessitates teachers who are sincere, accessible, and secure human beings with primarily positive feelings toward students. The proposed National Educational Policy 2020 envisions a new approach to education. It aims to bring about and incorporate a slew of reforms in India's education system at all stages. It also aims to improve the way facilitators of such education, such as schools, colleges, and teachers, are educated and approach education with a holistic approach. The National Education Policy 2020 is India's first new education policy in the twenty-first century. This research was carried out with a view to study and explore social cohesion from an educational perspective. The study was conducted to analyze how the New Education policy 2020 document can be instrumental in promoting Social Cohesion. The research included structured and unstructured tools (Questionnaires/Interviews). The respondents for this study were the principals, teachers/professors of colleges of higher education from various universities in Maharashtra.

KEY WORDS: Social Cohesion, Education, National education policy, indicators of social cohesion

INTRODUCTION

Although we are unable to describe precisely what social cohesion is, we commonly understand it as "something that holds us together." Social cohesion is a multilevel definition

with many dimensions. Both of these things must be considered in every effort to assess social cohesion. The psychological idea of social cohesion is one of the two fundamental components of the philosophy of social cohesion.

One refers to the ideational aspect, which is the psychological recognition of participants within a social setting. The relational aspect, on the other hand, refers to the relationships between members. (C. A. Larsen, 2014).

Education is seen as a vital institution that contributes to social cohesion by socialising new members of society and providing them with the information and skills they need to participate in society. Education has two effects on social cohesion: the establishment of standards and values that encourage solidarity with others, and the elimination of disparities caused by income levels. In cross-national comparisons, income inequality is linked to social cohesion. If an educational system can grow potential citizens with high achievement levels without creating major differences, it can be considered more integrated.

WHAT EXACTLY IS SOCIAL COHESION, AND WHY IS IT SO CRUCIAL?

A socially cohesive society is one in which people mix freely, there are no social distinctions, and strong political structures are in place to make democracy more responsive, inclusive, transparent, and accountable. A community that is socially integrated would have lively, horizontal bridging structures that strengthen social organisation through income inequalities, growth disparities, racial divisions, religious divisions, and other socio-cultural economic divides. Strong social ties, a positive emotional connection between members of the group, and a strong emphasis on the common good characterise a cohesive society. Social cohesion is critical for every society's potential success and has a significant effect on people's perceptions of their own well-being. More cohesion means more happiness in life. Strong social ties and trust among its members are emphasised, as is mutual dependency between and among civil society groups and people, as well as between citizens and the state. (K. Unzicker, 2012)

Social cohesion is a broad term. There are many meanings in the literature. Various levels of participation, such as social (informal social relations), civic (in organisations), and political participation (in the sphere of the state), are often included (Schmeets H. and Coumans M., 2013).

The United Nations Development Programme (UNDP) works on democratic governance and peace building, with social cohesion as a main emphasis. The achievement of this goal is a precondition for long-term stability and stable communities. Sociologists, economists, political scientists, and social psychologists have found that cohesive communities have improved individual health outcomes, greater income equity, and more extensive social support and security structures. (United Nations Development Programme, 2020)

NATIONAL EDUCATION POLICY 2020- ENHANCING SOCIAL COHESION AND SUSTAINABLE DEVELOPMENT

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ABSTRACT

Nelson Mandela says, “Education is the most powerful weapon which you can use to change the world”. More than social change, education is a key to accelerate socio-economic development, eliminate gender inequality, reduce poverty and create a sustainable planet. It also broadens the horizons of an individuals to be more mindful, competent and responsible citizens of a society.

The National Education Policy 2020 (NEP 2020) recently released, replaces NEP 1986, envisions an India centric education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society by providing high quality education to all. This policy is an attempt to provide a framework towards the development of education in the country.

With the blue print of NEP 2020, India has placed education at the centre of its development agenda and with bridging the gender, social, religion gaps with community participation it creates space for equity and equal participation. However, to implement this ambitious plan, in true spirit as envisioned, is a challenge, to be addressed by all the stakeholders- State, Institution, NGOs, People (Teachers and Parents). It is recognised that Human Skills may matter more than Educational degrees, hence the NEP 2020 emphasis a lot on the curriculum and pedagogy on the vocational education, life-long learning, mindfulness, collaboration, judgement and decision making thereby manifesting in Social Cohesion and Sustainable development.

The structure of this research paper is based on the objectives,1) To examine the feasibility of the NEP 2020 and identify some critical gaps.2) It will understand the perspectives and implementation strategies to be incorporated by the various stakeholders (State, Institutions, NGOs, People (Teachers & Parents) for the successful outcome of Social Cohesion and Sustainable development. 3) It will explore the role of state government in strengthening the Institutions creating awareness, accelerating infrastructure support and building capabilities of the peoples critical to implement the policy efficiently and effectively. 4) It will capture and understand how innovative curriculum and pedagogy will result in the outcome of increasing social cohesion and ensure sustainable development.

The methodology for the research paper will be qualitative, conducted in the form of survey, questionnaires, telephonic interviews and reviews from documents/articles/webcasts

The highlight of this research paper will demonstrate that for an effective implementation of the policy 2020 it is crucial that all stakeholders like System/ Institution/Ngos/People (Teachers/Parents) co-ordinate, complement and collaborate so as to achieve social cohesion and sustainable development. For an **Inclusive System**, it is essential to build social cohesion and promote sustainable development hence the NEP 2020 has to re-work the curriculum in order to reflect the specialised competencies, knowledge and skills required in each particular subject and discipline.

KEY WORDS: Education, Social Cohesion, Sustainable development and Stakeholders.

INTRODUCTION

Replacing a three-decade-old framework, the National Education Policy (NEP) 2020 introduced reformative changes in Indian education. Rooted in the principles of **access, quality, equity, affordability and accountability**, the policy when implemented, will impact the lives of more than 300 million students in the country. NEP 2020 aims to resolve the multi-layered challenges in public education systems in India.

It aims to provide holistic, equitable and inclusive education with the structural change in the education system. The policy is designed, incorporating the curriculum, pedagogy and recreational activities towards social cohesion and ensuring a wide range of educational and equal opportunities. To build the social cohesion, the policy avoids segregation and isolation of ethnic and linguistic minorities, those with disabilities and with learning difficulties due to language barrier and are at the risk of educational exclusion. It also has provision for building social consciousness, awareness and inclusion of community participation, thereby sensitize students towards diverse culture, equity, tolerance, empathy and human values.

This policy is a comprehensive framework for elementary education to higher education as well as vocational training in both rural and urban India. It also aims to make schooling available to everyone with the help of NEP 2020. Approximately two crore school students will be able to come back to educational institutes through this new approach (Amit Khare, Higher education secretary). The emphasis is to make foundational changes in India's higher education system and proposes major forward-looking changes to make the country globally competitive in a knowledge economy era.

A major highlight of NEP 2020 is the proposed overhaul of undergraduate studies with multiple exit points and promoting a multidisciplinary approach for learning. The policy also encourages research in universities by establishing a National Research Foundation which will promote and fund outstanding academic research. Admissions have been simplified by introducing a single university entrance exam and regulatory structures will be unified under a central body called the Higher Education Commission (HECI). NEP 2020 has also opened

SOCIAL COHESION AND MOBILITY UNDER COVID 19 SITUATION

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ABSTRACT

Transport is an inherit part of our life. The mode of transport would depend upon our travel demand requirements. The Covid 19 pandemic changed our transport requirements. The major change is moving our place of work from office to home thus making the term work from home (WfH) a practical and desirable solution. This obviously means no travel and no contact with people. People are moving to outskirts of the city to stay and work. Since there is no or limited travel to work, people feel there is no need to stay closer to place of work. Also children have online classes so staying closer to school does not make sense in present circumstances. The other major shift is moving from motorized transport to non motorized transport that is one is either cycling or walking. Cycling though an environment friendly option would depend upon the health of the user. A small study was conducted to understand how the travel pattern of individuals have changed before and during covid-19. In case of non motorized transport cohesion is drastically reduced. The major challenge is in case of public transport such busses and trains. The public transport has to be hygienically cleaned and then made operational. People need to maintain social distancing and wear mask at all times. Preferably avoid touching any part of the mode of transport. Also payment for tickets can be done by prepaid card. Earlier transport was a community decision in which greatest good of the greatest number was preferred. Today there is emphasis on individual good and thus good for the society. There is less emphasis on travel.

KEY WORDS: Social Cohesion, Mobility, Public Transport, Cycle

INTRODUCTION

Movement is essential to fulfill human need. Movement has enabled development of culture, trade, employment, social, economic, political expansion and interaction. Alexander's journey to India, voyages of Columbus have seen movement for different purpose. Different types of transport have enabled movement.

Transportation plays a key role in shaping the cities and in influencing their locations. Transport also facilitates the growth and interactions in the city. To validate this statement let us look at how cities have evolved with time and the role that transportation plays in this process. The earliest cities have evolved at the banks of rivers such as Nile, Tigris-Euphrates, Hwang-Ho, Indus etc. Water was used as a means of transport. For a long time

the configuration of the city was same i.e. it was dense in the activities within close range. This meant travelling was limited to walking. The invention of wheel was a turning point in the history of transportation, since it made travelling faster for human beings. By beginning of 20th century the cities were introduced to steam powered cable car, followed by electric trolley. Trolley enabled speed. This speed meant that people have the option of staying away from work place since they could travel to work by steam trolley than by walking. Thus trolley gave birth to suburbs. Then came automobile. The rest is history... (Garrison and Ward, 2000. p.92).

Travel demand refers to the amount and type of mobility that people would choose in a particular situation (Litman, 2011). Travel demand is a derived demand from the need or desire to participate in activities spread over space and time. Travel demand would depend on a number of factors, which would invariably influence the travel behaviour. The factors which would determine travel demand are listed in Table 1.2 below

Demographics	Commercial Activity	Transport Options	Land Use	Demand Management	Prices
Number of People Employment rate Wealth/Incomes Age/Lifecycle Preferences	Number of jobs Business Activity Freight Transport Tourist Activity	Walking Cycling Public Transport Car Sharing Automobile Taxi Services Telework Delivery Services	Density Walkability Connectivity Public Transport Service Proximity Roadway design	Road use Prioritisation Pricing Reforms Parking Management User Information Promotion Campaigns	Fuel Prices and Taxes Vehicle Taxes & Fees Road Tolls Parking Fees Vehicle Insurance Public Transport Fares

Source: Litman, 2011

Social cohesion refers to the extent of connectedness and solidarity among groups in society. It identifies two main dimensions: the sense of belonging of a community and the relationships among members within the community itself (Manca, 2014)

OBJECTIVE OF STUDY

1. To understand the Social Cohesion and Travel considerations of individuals
2. To examine the travel behaviour of select respondents before and during Covid-19.
3. To examine the challenges of travel during Covid-19 situation

RESEARCH QUESTION

1. Has Social cohesion declined while using public transport?
2. How has Social Cohesion influenced travelling patterns among individuals?

CITIZENSHIP EDUCATION FOR SCHOOL STUDENTS

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ABSTRACT

Herbert and Sears (2001) described Citizenship Education as the preparation given to individuals to enable them to participate actively and with responsibility in a democracy.

According to Halstead and Pike (2006) citizenship education also serves as an opportunity for children to reflect on local, national and global issues, on their own beliefs and values as young citizens in the context of the society in which they wish to live.

This research paper on citizenship education is an effort to develop a conceptual understanding about citizenship education, the various domains, aims and objectives, the various approaches taken to 'teach' citizenship in schools.

Over the last six decades, there have been suggestions from various sociologists and educationists about the various domains of citizenship education. The major domains include political, social, cultural and the economic domain. Domains have also been identified as content domain, cognitive, attitudinal, behavioural and socio emotional. Efforts have also been taken to identify core competencies needed for citizens to actively participate in democracies. Halstead and Pike have suggested that citizenship education should aim towards producing autonomous and critically reflective citizens who are able to participate in political debates and discussions and are able to campaign actively when they feel change is needed. This research paper further explores the approaches used to incorporate citizenship education in schools from being conducted as one off activities or providing once a week exposure to students; to an interdisciplinary and whole school approach. It also looks at how citizenship education need not be limited to the social sciences but can be taught through subjects such as the pure sciences, literature and language, art and drama. The paper also briefly explores the role of teachers and need for their capacity building.

KEY WORDS

1. **Citizenship Education:** It refers to the knowledge, attitudes, skills and behaviours which are imparted to citizens in order to groom them to become active participants in a democracy.

2. **Responsible Citizenship:** It refers to the duties and actions that a citizen must perform in order to maintain or follow political social and economic norms at by the state and also to ask for changes as and when required.
3. **Active Citizenship:** It refers to the active participation and involvement of citizens in a democracy.
4. **Domains of Citizenship Education:** It refers to the various aspects of citizenship education such as political, social, cultural and economic areas of life.
5. **Citizenship Competencies:** It refers to the skills, attitudes and behaviours that citizens should ideally possess in order to be able to participate actively in the democracy
6. **Global Citizenship Competencies:** These are a set of competencies that have been listed by UNESCO and other agencies for people to become global citizens
7. **Methodologies for Citizenship Education:** It refers to the various approaches adopted by educational institutions for imparting citizenship education.

INTRODUCTION

The present study is inspired by the NCF 2020 which states that education must “aim at producing engaged, productive, and contributing citizens for building an equitable, inclusive, and plural society as envisaged by our Constitution”. This resonates with the perception of the Secondary Education Commission in 1952, which perceived citizenship in terms of an individual capable of critical thinking, oriented towards progress and social justice. In this study, the researchers have attempted to explore how the vision of the NEP 2020 can be brought to fruition through ‘Citizenship Education’ at the school level. The study explores the concept and content of citizenship education and the approaches used internationally for developing citizenship competencies in students.

OBJECTIVES

The objectives of this research study were:

1. To arrive at a conceptual understanding of the term Citizenship Education
2. To determine the aims of Citizenship Education
3. To identify the domains of Citizenship Education
4. To categorise the competencies to be developed in students for Active Citizenship
5. To highlight the various approaches used for teaching Citizenship Education
6. To explore the subjects through which Citizenship Education can be taught
7. To identify some of the methodologies used for implementing Citizenship Education in schools
8. To determine the role of teachers for preparing students for becoming active citizens

REVIEW OF LITERATURE

Being a descriptive study, information was gathered from secondary sources such as journal articles, reports, chapters from books, policy documents and information from websites available on the internet.

ROLE OF CARE EDUCATION IN PROMOTING SOCIAL INCLUSION AMIDST SOCIAL DISTANCING

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ABSTRACT

Social Inclusion today is in question with the outbreak of a deadly pandemic and the need to maintain social distance. Social stigma is on the rise, and basic human values like care, compassion, humility and kindness are fast diminishing, making it painful for the people already under the grip of novel coronavirus, particularly for their families and immediate neighbours. The very concept of Social Cohesion is being distorted. People are forced to look after themselves, care and fend for themselves alone. Social distancing has shaken the gregarious instinct of human beings affecting their mental and emotional being. The need to feel 'being cared for' is on the rise. Those socially excluded, downtrodden, differently-abled, are under the biggest threat. Education can promote social inclusion by making people realise the significance and ways of 'caring' keeping social distancing intact. The concept of 'Care Education' can be best utilised to sensitise people through virtual mode in order to tackle the issues of growing social stigma in the name of a pandemic that is posing a threat to the larger social cohesion.

This paper, theoretical in nature, utilised various theories and concepts on 'ethics of care' or simply 'care' unfolding the meaning, ways and significance of promoting 'care' through education for promoting social inclusion in this pandemic time.

KEY WORDS: Care Education, Social Inclusion, Social Distancing, Social Cohesion

BACKGROUND OF THE STUDY

Covid-19 pandemic compelled us to evolve and reconsider the concepts of 'exclusion' and 'inclusion' to suit people's needs to embrace the physical spaces outside their home spaces while following necessary safety precautions. Ordinary people, academicians, researchers, government, and non-government organisations worldwide are rethinking innovative ways to narrow down the apparent exclusion in physical contacts. This Pandemic age has become a widespread digital age, giving rise to virtual modes of living.

In this context, Max Weber's and Parkin's concept of "social closure" seeks attention which is dual in nature representing both exclusion and inclusion (Marshall, 1994) as cited by Peter & Coakley (1943).

The Laidlaw Foundation's Perspective on Social Inclusion as mentioned in Peter & Coakley (1943) work brought to light the five cornerstones of Social Inclusion, "valued recognition, human development, involvement and engagement, proximity and material well-being." 'Proximity' implies sharing physical and social spaces to reduce social distances (Freiler & Zarnke). However, 'proximity' as one of the above-mentioned cornerstones faces a threat in this pandemic age with the growing need for maintaining social distance. Therefore, it calls for considering, accepting and creating virtual social spaces for interactions to narrow down non-virtual physical spaces. All other cornerstones need to be tackled similarly so that the very essence of social inclusion-value, recognition, development does not get lost in the process while increasing virtual proximity. For this reason, the ethics of care, concepts of care and caring must be considered and reconsidered.

Again, as a concept or a process, social cohesion is closely associated with the concept of social inclusion. Durkheim equated social cohesion as "conscience collective". Therefore, moral principles and conduct become essential to bring about cohesion in an excluded society in this pandemic.

Stanley (2003) expressed that social cohesion demands cooperation among social groups for their survival and prosperity. Furthermore, this definition has greater relevance in this Pandemic time where a collective decision is to be taken to help each other, only the way to do so would differ- that is, through virtual mode.

For this purpose, the author (s) sought to propose a "downward filtration" approach to sensitise the masses starting with the privileged and educated to reach out to the needy and those less privileged in finance, technological access, educational resources, and abilities. With this context in view, the concept of "Care Education" was explored based on various theories of "ethics of care".

Care/Caring, Ethics of Care and Care Education: Meaning, Interrelation and Interdependence

Sevenhuijsen (1998) defines care as "a 'social practise' or a socially based and organised human action, which is underpinned by formal or informal institutions, usually a combination of these." According to Lloyd (2006), care thus includes perception, interpretation and needs-based action while recognising that societal contexts have the power to influence and mould these entities.

As cited in Allmark (1995), Blum (1988) talked about how to care and stated that involvement with the person is essential in care that encompasses love, empathy, compassion and sensitivity. The care approach involves all the three domains- affection, cognition and action. The origin of 'care' termed as 'ethical ideal' is in the natural caring experienced by any person in their younger days (Noddings, 1984).



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