



पोखरा विश्वविद्यालय
POKHARA UNIVERSITY



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Course Title

Active Citizenship and Democratic Values

Nature of the Course: Theory and practice

Credit hours: 3

Teaching hours: 48+96 (48 for tutorial and 96 for Readings, Practice, community Engagement and Project work)

Course description: Education has an instrumental role in the development of community and nation as the space of freedom, justice and equality. The sense of democracy can be established by educating the people for active citizenship and inclusive representation. Democracy in education has been a norm in the 21st century education. It is time of transformation in education and the transformation is possible only through democratic practices and active citizenships. In this regard, this course has been designed to help people understand the principles and prospective of education for democracy and active citizenship. It attempts to clarify how democracy in education contributes to the development of active citizenship in educational systems and to the development of good educational practices. Similarly, the course intends to enable the course practitioners analyse the complexities of democracy and citizenship in multicultural societies in relation to different socio-cultural settings. Giving due importance to humanitarian values in practice, this

course has also been designed to harness the education based on social justice, equality and civic rights.

The course has three broad themes: **Education and democracy, democracy and active citizenship, and democratic values for social transformation.** It is a good blend of theory or philosophy, principles and practices, and procedures and challenges. At first, it introduces the concept of democracy in education and democratic values. Next, it explains the relationships between democracy and active citizenship. Third, it gives an outline of the procedures for moving towards the path of democratic practices and the subsequent challenges. The practice is driven by the activities and tasks to promote qualities of a good citizen. The participants to this course are supposed to be able to extend their theoretical underpinnings on education and democracy in reciprocity and develop the conducts of democracy for becoming active citizens.

The course has been organized into four chapters. It will be delivered within the context of democratization in education allocating greater space to the understanding, transmitting of democratic values, developing the qualities and designing lessons for active citizenships.

Participants: Academics and university staffs within the departments of teacher education of Pokhara University.

Course objective:

The course aims at engaging the university teachers, teacher educators and academicians in teacher training programs in the collective discussion of education and democracy and democracy for active citizenship by enabling them to gain new skills, insights and understanding, applicability to the own process and characteristics of teaching/learning/evaluating and interacting with future teachers and students. The course will create spaces for sharing experiences and expertise of the participants for reconstructing the insights of liberty, equality, justice in education.

Course resources

The participants of the course will get the syllabus and will be engaged in the discussion and reflection. The theoretical outlets of democratic education will be discussed in intensive form putting education in perspective towards developing active citizenship. The democratic values, conducts and practices will be presented in the form of discursive activities that will give the opportunity to develop education for active citizenship and change. The participants will be

involved in hands on experiences for designing lessons based on the qualities like tolerance, responsibility, critical thinking, participation, and knowledge.

The course components:

The structure of the course is subsumed on following three domains:

- Education and democracy: Principles, values and attitudes
- Democracy and active citizenship: Involvement and imperatives
- Democratic practices for social transformation: Procedures and challenges

Based on the above domains, the following contents are proposed for the discussion:

First Chapter

Education and democracy: Principles, values and attitudes

The aim is to introduce the concept of democracy in education and make the participants familiar on principles and values of democratic education.

Contents:

Meaning and Definition of democracy in education
Ideology of democratic education
Principles of democratic education
Democratic values of teaching
Conduct of Democracy
Understanding of and commitment to democratic values
Democratic processes

Second Chapter

Democracy and Active Citizenship

The aim is to explain the role of democracy in developing active citizenship.

Contents:

Meaning of active citizenship
Ideology of active citizenship in democratic social practices

Characteristics of active citizenship
Importance of active citizenship
Citizenship and citizenship education in democracy
Qualities of good citizenship
Patriotic feelings and common goods
Proactive vision for social change
Inquiry and practice of active citizenship through action: collaborative practice, mutual respect, and respect to the rights

Third Chapter

Democratic practices for social transformation: procedures and challenges

The aim is to engage the participants in planning, designing lessons and devising materials for teaching with democratic ethos in classroom.

Contents:

Key elements of democratic citizenship and education
Dimensions of democratic citizenship education
Democratic rights and responsibilities
Democratic life skills
Step-wise procedures toward becoming an active citizen
 School system
 Community of practice
 Teaching for change
Challenges and ways forward

Fourth Chapter

Community work (8 Campaigns and practice)

The aim is to engage the participants in the community works to work with community members and raise their awareness.

Contents:

1. Poster Presentation
2. Campaigns
3. Dialogue session
4. Developing materials (Project work)

Learning Outcomes:

- Get familiarize 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.
- Equip with knowledge, skills and understanding and molding attitudes and behaviour, to exercise and defend democratic rights and responsibilities.
- Develop a sense of acceptance as a member of the group and as a worthy individual.
- Express strong emotions in non-hurting ways.
- Solve problems creatively, independently and in cooperation with others.
- Accept differing human qualities in others.
- Think intelligently and ethically.
- 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)
- Critically reflect on challenges in democratic classroom practices and possible approaches to overcoming these barriers.
- 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.
- Explore active citizenship issues and the resources and opportunities available.
- Develop a strong sense democratic ideology, culture and identities.

Learning and Teaching Strategy/ Methods:

- Discussion sessions
- Issue based interaction
- Discursive forums and practices
- Reflection based activities
- Group discussions and debates
- Project work: case analysis, planning for teaching, and material development

Evaluation: For 50 Full Marks

The course will end with an evaluation of competencies and completion of feed-back questionnaires to identify the success of the training program and the concrete modalities in which the trainees will use the knowledge, the methods and approaches, the activities and the resources that were presented during the training.

| Description of the activities | Weightage | Pass Mark |
|---|-----------|-----------|
| Regularity in participation of the training (80% is mandatory). | 15 | 8 |
| <i>Active involvement in sharing and discussion.</i> | 10 | 5 |
| <i>Completion of the assigned project being active member of the group.</i> | 25 | 12 |

Recommended resources:

- Davies, I., & Evans, M. (2002). Encouraging active citizenship. *Educational Review*, 54, 69-78.
- Lee, W. O. (2005). Aspirations for democracy in the absence of a democracy: Civic education in Hong Kong before and after 1997. In S. Wilde (Ed). *Political and citizenship education: International perspectives*. (pp. 61-85). UK
- Nelson, J., & Kerr, D. (2005). *Active citizenship: Definitions, goals and practices*. Qualifications and Curriculum Authority. Retrieved December 2, 2022, from http://www.inca.org.uk/.../Active_citizenship_bac.
- Potter, J. (2002). *Active citizenship in schools: A good-practice guide to developing a wholeschool policy*. London: Kogan Page.
- Sim, J. B. Y. (2008). What does citizenship mean? Social studies teachers' understandings of citizenship in Singapore schools. *Educational Review*, 60, 253–266.