

Semester-V:

DSE-2A: Human Rights in Comparative Perspective

Course objective: This course attempts to build an understanding of human rights among students through a study of specific issues in a comparative perspective. It is important for students to see how debates on human rights have taken distinct forms historically and in the contemporary world. The course seeks to anchor all issues in the Indian context, and pulls out another country to form a broader comparative frame. Students will be expected to use a range of resources, including films, biographies, and official documents to study each theme. Thematic discussion of sub-topics in the second and third sections should include state response to issues and structural violence questions.

Total Lectures and Tutorials – 84

Unit-I: Human Rights: Theory and Institutionalization: Understanding Human Rights, Philosophical Foundations of Human Rights- Utilitarian Rights, Natural Rights, Positivist School, Asian Values, Three Generations of Rights

13 Lectures and 4 Tutorials

Unit-II: Institutional Arrangements-United Nations, Universal Declaration of Human Rights, International Covenant on Civil and Political Rights (ICCPR), International Covenant on Economic Social and Cultural Rights (ICESCR), Optional Protocols

13 Lectures and 4 Tutorials

Unit-III: Rights in National Constitutions: South Africa and India

13 Lectures and 4 Tutorials

Unit-IV: Issues of Human Rights: Torture: USA and India, Surveillance and Censorship: China and India, Terrorism and Insecurity of Minorities: USA and India

13 Lectures and 4 Tutorials

Unit-V: Structural Violence: Caste and Race: South Africa and India, Gender and Violence: India and Pakistan, Adivasis/Aboriginals, the Land Question: Australia and India

12 Lectures and 4 Tutorials

READING LIST

- J. Hoffman and P. Graham, (2006) 'Human Rights', *Introduction to Political Theory*, Delhi, Pearson, pp. 436-458.
- SAHRDC (2006) 'Introduction to Human Rights'; 'Classification of Human Rights: An Overview of the First, Second, and Third Generational Rights', in *Introducing Human Rights*, New Delhi: Oxford University Press.
- The Constitution of the Republic of South Africa, Chapter 2: Bill of Rights.
- The Constitution of India, Chapter 3: Fundamental Rights
- M. Lippman, (1979) 'The Protection of Universal Human Rights: The Problem of Torture' *Universal Human Rights*, Vol. 1(4), pp. 25-55
- J. Lokaneeta, (2011) 'Torture in the TV Show 24: Circulation of Meanings'; 'Jurisprudence on Torture and Interrogations in India', in *Transnational Torture Law, Violence, and State Power in the United States and India*, Delhi: Orient Blackswan,
- D. O'Byrne, (2007) *Human Rights: An Introduction*, Delhi: Pearson

- D. Lyon, (2008) *Surveillance Society*, Talk for Festival del Diritto, Piacenza, Italia, September 28, pp.1-7.
- U. Hualing, (2012) 'Politicized Challenges, Depoliticized Responses: Political Monitoring in China's Transitions', paper presented at a conference on States of Surveillance: Counter-Terrorism and Comparative Constitutionalism, at the University of New South Wales, Sydney, 13-14 December.
- U. Singh, (2012) 'Surveillance Regimes in India', paper presented at a conference on States of Surveillance: Counter-Terrorism and Comparative Constitutionalism, at the University of New South Wales, Sydney, 13-14 December.
- E. Scarry, (2010) 'Resolving to Resist', in *Rule of Law, Misrule of Men*, Cambridge: Boston Review Books, MIT, pp.1-53.
- M. Ahmad, (2002) 'Homeland Insecurities: Racial Violence the Day after September 11', *Social Text*, 72, Vol. 20(3), pp. 101-116.
- U. Singh, (2007) 'The Unfolding of Extraordinariness: POTA and the Construction of Suspect Communities', in *The State, Democracy and Anti-terror Laws in India*, Delhi: Sage Publications, pp.165-219
- A. Pinto, (2001) 'UN Conference against Racism: Is Caste Race?', in *Economic and Political Weekly*, Vol. 36(30)
- R. Wasserstorm, (2006), 'Racism, Sexism, and Preferential Treatment: An approach to the Topics', in R. Goodin and P. Pettit, *Contemporary Political Philosophy: an Anthology*, Oxford: Blackwell, pp-549-574
- R. Wolfrum, (1998) 'Discrimination, Xenophobia and Racism' in J. Symonides, *Human Rights: New Dimensions and Challenges*, Aldershot, Ashgate/UNESCO, pp.181-198.
- A. Khan and R. Hussain, (2008), 'Violence Against Women in Pakistan: Perceptions and Experiences of Domestic Violence', *Asian Studies Review*, Vol. 32, pp. 239 – 253
- K.Kannabiran (2012) 'Rethinking the Constitutional Category of Sex', in *Tools of Justice: Non-Discrimination and the Indian Constitution*, New Delhi, Routledge, pp.425-443
- N. Menon (2012) 'Desire', *Seeing Like a Feminist*, New Delhi: Zubaan/Penguin, pp. 91-146
- H. Goodall, (2011) 'International Indigenous Community Study: Adivasi Indigenous People in India', in A. Cadzow and J. Maynard (eds.), *Aboriginal Studies*, Melbourne: Nelson Cengage Learning, pp.254-259.
- K. Kannabiran, (2012) 'Adivasi Homelands and the Question of Liberty', in *Tools of Justice: Non-Discrimination and the Indian Constitution*, New Delhi: Routledge, pp.242-271.
- N. Watson (2011) 'Aboriginal and Torres Strait Islander Identities' in A. Cadzow and J. Maynard (eds.), *Aboriginal Studies*, Melbourne: Nelson Cengage Learning, pp.43-52.
- W. Fernandes (2008) 'India's Forced Displacement Policy and Practice. Is Compensation up to its Functions?', in M. Cernea and H. Mathus (eds), *Can Compensation Prevent Impoverishment? Reforming Resettlement through Investments and Benefit-Sharing*, pp. 181-207, New Delhi: Oxford University Press.
- A. Laws and V. Iacopino, (2002) 'Police Torture in Punjab, India: An Extended Survey', in *Health and Human Rights*, Vol. 6(1), pp. 195-210

- J. Morsink, (1999) *The Universal Declaration of Human Rights: Origins, Drafting and Intent*, Philadelphia: University of Pennsylvania Press, pp. ix-xiv
- J. Nickel, (1987) *Making Sense of Human Rights: Philosophical Reflections on the Universal Declaration of Human Rights*, Berkeley: University of California Press.
- J. Goldman, (2005) 'Of Treaties and Torture: How the Supreme Court Can Restrain the Executive', in *Duke Law Journal*, Vol. 55(3), pp. 609-640.
- K. Tsutsui and C. Wotipka, (2004) Global Civil Society and the International Human Rights Movement: Citizen Participation in Human Rights International Nongovernmental Organizations, in *Social Forces*, Vol. 83(2), pp. 587-620.
- L. Rabben, (2001) Amnesty International: Myth and Reality, in *Agni*, No. 54, Amnesty International Fortieth Anniversary pp. 8-28
- M. Mohanty, (2010) 'In Pursuit of People's Rights: An Introduction', in M. Mohanty et al., *Weapon of the Oppressed: Inventory of People's Rights in India*, New Delhi: Danish Books, pp.1-11
- M. Cranston, (1973) *What are Human Rights?* New York: Taplinger
- M. Ishay, (2004) *The History of Human Rights: From Ancient Times to the Globalization Era*, Delhi: Orient Blackswan.
- R. Sharan, (2009) 'Alienation and Restoration of Tribal Land in Jharkhand in N Sundar (ed.) *Legal Grounds*, New Delhi: Oxford University Press, pp. 82-112
- Text of UDHR available at <http://www.un.org/en/documents/udhr/index.shtml>
- U. Baxi, (1989) 'From Human Rights to the Right to be Human: Some Heresies', in S. Kothari and H. Sethi (eds.), *Rethinking Human Rights*, Delhi: Lokayan, pp.181-166

Course Code: To be Given
Course Name: NSS for Youth
Nature of the Course: Skill Enhancement Course (SEC)
Distribution of Marks: 60 (End Sem) + 40 (In Sem)
Total Credits: 3(2 – 0 – 1)

Important Note

This course is a prerequisite for the course **NSS in Community Engagement**, i.e., if anyone wants to take the course **NSS in Community Engagement** in Higher Semester, this course has to be taken.

Course Objectives:

1. To explain the nature, functions and importance of NSS.
2. To explain the role of NSS in the context of youth, community and voluntary service.
3. To develop the necessary communication and soft skills.
4. To appreciate the importance of health, hygiene and sanitation for a healthy nation.
5. To develop the concept and skills of managing environment issues and disaster management.

Course Contents:

Unit	Topics	Contact Hours		
		Lectures	Tutorials	Experiential Learning
I	Introduction to NSS <ul style="list-style-type: none"> • NSS as an organization (Aims & Objectives, Structure, Functioning&Funding) • Formation and functions of Advisory Committee of the NSS Unit • Needs and Preparation of Annual Activity Plan of NSS Unit • Activities under NSS: Regular Activities and SpecialActivities including Special CampingProgramme • Village/Slum Adoption: Procedure and Guidelines, Maintaining records of the Village / Slum • Collaboration with other Govt. agencies, NGOs&Voluntary Organizations 	6	0	3
II	Life Competencies, Youth Leadership and NSS <ul style="list-style-type: none"> • Definition and Importance of Life Competencies • Communication and Soft Skills • Using the Internet: Social media and Role of NSS Volunteers • Youth Leadership and Role of NSS Volunteers 	6	0	9

	<ul style="list-style-type: none"> • Camping in NSS for Youth Leadership: National and Regional Level Camps, Pre RD and RD Camps, Youth Parliaments, International Youth Exchange Programmes, Youth Delegations • Awards in NSS: University Level, State Level and National Level – Procedure and Guidelines 			
III	Youth Health and Role of NSS <ul style="list-style-type: none"> • Concept and Importance of Health, Hygiene and Sanitation • Concept and Elements of Healthy Lifestyles – Role of Yoga • Concept of Effect of HIV/AIDS, Drugs and Substance Abuse, Role of NSS in their Eradication • Concept and Need of First Aid, Preparation for First Aid. • Role of NSS in Developing a Healthy Lifestyle 	6	0	8
IV	Environment Issues and Role of NSS <ul style="list-style-type: none"> • Introduction to Environment Conservation • Importance of Sustainable Development – SDGs • Concept of Climate Change & Role of NSS Volunteers • Concept of Waste Management & Role of NSS Volunteers • Concept of Natural Resource Management & Role of NSS Volunteers 	6	0	10
V	Disaster Management and Role of NSS <ul style="list-style-type: none"> • Introduction to Hazard & Disaster Management • Classification of Disasters and their Effects • Concept of Disaster Management and Mitigation • Role of NSS in Disaster Management with emphasis on disasters specific to NE India • Importance of Civil Defense Training to NSS Volunteers 	6	0	15

Suggested Readings:

1. NSS Manual published by the Ministry of Youth Affairs & Sports, Govt. of India
2. National Youth Policy Document
3. National Service Scheme - A Youth Volunteers Programme For Under Graduate Students as Per UGC Guidelines by J D S Panwar, A K Jain & B K Rathi (Astral)
4. Communication Skills by N Rao & R P Das (HPH)
5. Biodiversity, Environment and Disaster Management by Shamna Hussain (Unique Publishers)
6. Environmental Studies by P K Pandey (Mahaveer Publications)

Course Code : GECPSCI
Nature of Course : GEC
Total Credits : 3
Distribution of Marks :60 (End -Sem) +40 (In-Sem)

The following are the Course Outcomes (COs) and Intended Learning Outcomes (ILOs) of the course. After completion of this course, the learners will be able to:

CO1: Describe the concept and the institutional frameworks of human rights

ILO 1.1: Identify the meaning, nature and scope of human rights

ILO 1.2: Outline the approaches to the study of human rights

ILO 1.3: State the institutional frameworks of human rights

CO2: Examine the functioning of human rights institutions in the Indian context

ILO 2.1: Discuss the constitutional provisions for the protection of human rights

ILO 2.2: Describe the human rights laws and institutions in India

CO3: Analyse the human rights movements in India

ILO 3.1: Identify the environmental, Dalit and women's movement

ILO 3.2: Relate these movements to contemporary socio-political realities

Unit	Contents	Instructional hours per week		Total Marks
		L	T	
I	Meaning, nature, and scope of Human Rights: Universalism and Cultural Relativism, Generations of Human Rights	6	3	15
II	Institutional Frameworks: UDHR, ICCPR, ICESCR and Optional Protocols, CEDAW	8	4	15
III	Human Rights in Indian Context: Human Rights and the Indian Constitution Human Rights Laws and Institutions in India	8	4	15
IV	Human Rights Movements in India: Environmental movements, Dalit movement, Women's movement	8	4	15



Mapping of Course Outcomes with Bloom's Taxonomy:

Knowledge dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual knowledge	C01					
Conceptual knowledge						
Procedural knowledge				C02, C03		
Metacognitive knowledge						

Mapping of Course Outcomes with Programme Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
C01	✓	✓	✓	✓	✓	×	✓	×	✓	✓
C02	✓	✓	✓	✓	✓	×	✓	×	✓	✓
C03	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Modes of In-Semester Assessment : 40 Marks

1. Two Unit Test : 10+10=20
2. Any two of the activities listed below :10+10=20
 - a. Group Discussion
 - b. Home Assignment
 - c. Fieldwork/Project
 - d. Viva-Voce

Suggested ReadingList:

- Baxi, Upendra (2002), *The Future of Human Rights*, Oxford University Press, Delhi.
- Beteille, Andre (2003), *Antinomies of Society: Essay on Ideology and Institutions*, Oxford University Press, Delhi
- Ghanshyam Shah, (1991) *Social Movements in India*, Sage Publications, Delhi
- Shah, Nandita and Nandita Gandhi (1992) *Issues at Stake: Theory and Practice in the Contemporary Women's Movement in India*, Kali for Women, Delhi.
- Gonsalves, Colin (2011) *Kaliyug: The decline of human rights law in the period of Globalisation* Human Rights Law Network, New Delhi.
- Sen, Amartya, *Development as Freedom* (1999). New Delhi, OUP.
- Donnelly, Jack and Rhoda Howard (ed.), *International Handbook of Human Rights*, Westport, Connecticut: Greenwood Press, 1987.
- Donnelly, Jack, *Universal Human Rights in Theory and Practice*, New Delhi, Manas, 2005.
- Gerwith, *Human Rights: Essays on Justification and Application*, University of Chicago Press, Chicago, 1982.
- Khan, Mumtaz Ali, *Human Rights and the Dalits*, Uppal Publishing House, New Delhi, 1995.

MARKS: 100 (IN-SEMESTER 20 AND END-SEMESTER 80)

Expected Learning Outcome: On completion of the course, the students will be able to

1. explain the need of constitutional provisions for education, and the role of constitution in equalizing educational opportunities in the diverse Indian Society.
2. identify the challenges of Indian education at different levels and suggest measures to overcome these.
3. define the new perspectives of education such as Environmental education, Inclusive education, Gender education, Inclusive education, Adult education, Human right education, Value education, population education etc.
4. critically examine and evaluate the initiatives taken by Government of India through various plans and policies to counter the challenges of Indian education.
5. explain the political influences on the national education system.
6. analyze the role of international agencies in development of education

Course Contents

Page 46

Unit	Content	Marks	L	P	T
I	1.0. EDUCATION AND INDIAN CONSTITUTION 1.1. The Indian Constitution (especially the Preamble, Fundamental Rights and Duties of Citizens and the Directive Principles of State Policies) 1.2. Education in Indian Constitution: 1.2.1 Need for including education in constitution 1.2.2 Central, State and Concurrent lists 1.3. Articles in the Constitution related to Education: Article 21 A, Article 45, Article 29 & 30, Article 350 (A) 350 (B), Article 15, 17, 46, Article 28 (1, 2 & 3) 1.4. Constitution as a source of aims of education. 1.5. Role of Constitution in equalizing the Educational opportunities.	12	(10) 3 1 1 3 1 1		2
II	2.0 CHALLENGES OF INDIAN EDUCATION 2.1 Early Childhood Care & Education (ECCE) in India: 2.1.1 Meaning & Importance of ECCE. 2.1.2 Challenges of ECCE in India. 2.1.3 Role of Anganwadis and Balwadis under ICDS. 2.2. Elementary Education (EE) in India: 2.2.1 Objectives of EE & Need for Universalization of EE. 2.2.2 Efforts of Universalization of EE in India 2.2.3 Challenges of Universalization of EE in India. 2.3. Secondary Education (SE) in India 2.3.1 Objectives of SE & Need for Universalization of SE. 2.3.2 Efforts towards Universalization & development of SE 2.3.3 Vocationalization of Secondary Education. 2.3.4 Challenges of SE in India. 2.4. Higher Education (HE) in India: 2.4.1 Objectives & Challenges HE in India. 2.4.2 Efforts towards strengthening HE 2.5. Teacher Education in India: 2.5.1. Objectives of Teacher Education in India 2.5.2. Challenges of Teacher Education in India. 2.6. Technical and Vocational Education in India- 2.6.1. Objectives & Challenges of Technical and Vocational education in India. 2.6.2. Efforts towards strengthening Technical and Vocational education 2.7. Professional Education in India- 2.7.1 Need and Challenges of Professional Education in India	20	(17) 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		3
III	3.0. ESSENTIAL PERSPECTIVES OF INDIAN EDUCATION 3.1. Environmental Education: 3.1.1. Meaning & Objectives of Environmental Education 3.1.2. Challenges of Environmental Education. 3.2. Women Education: 3.2.1. Importance & Challenges of Women Education in India. 3.3. Inclusive Education: 3.3.1. Concept, Objectives & Challenges of Inclusive Education, 3.3.2. Role of RCI, PWD act in addressing Inclusive education 3.4. Alternative Education: 3.4.1. Concept, Need of alternative schooling at Elementary.	16	(15) 1 1 1 1 1 1		1

Page 47

	Secondary and Higher Level, 3.4.2. Development and Challenges of Distance Education 3.5. Adult Education: 3.5.1. Concept & Challenges of Adult education 3.5.2. Initiatives for Adult education: Adult literacy mission, Sakshar Bharat. 3.6. Population Education: 3.6.1. Concept & Challenges of Population Education 3.6.2. Role of Education in addressing the challenge of population explosion 3.7. Human Rights Education: 3.7.1. Concept of Human Rights education 3.7.2. Role of National Commissions for Protection of Childs Rights (NCPCR) 3.8. Value and Peace Education: 3.8.1. Concept of Value & Peace education 3.8.2. Role of education in promotion of Value & peace in Society.		1 1 1 1 1 1 1 1 1 1		
IV	4.0. Emerging ISSUES IN EDUCATION 4.1. ICT based teaching learning: 4.1.1. Concept & Challenges of ICT based Education 4.1.2. ICT devices used in curriculum transaction 4.2. Continuous and Comprehensive Evaluation: 4.2.1. Concept & nature of CCE 4.2.2. Tools & Techniques of CCE 4.3. Education and National development: 4.3.1. Education as a development indicator. 4.3.2. Role of Education in Human Resource Development. 4.4. Issues of Curriculum: 4.4.1 Aims of education & curriculum with reference to NCF 2005 4.4.2 Challenges of curriculum construction at Elementary and Secondary level 4.5. Privatization and Commercialization in Indian Education: 4.5.1. Concept of Privatization and Commercialization of Education 4.5.2. Impact of Privatization and Commercialization in Indian Education	16	(12) 1 1 1 1 1 1 2 2 1		4
V	5.0. Education in Present Social Context 5.1. Role of education in addressing- 5.1.1. Youth unrest 5.1.2. AIDs 5.1.3. Substance abuse 5.1.4. Health and Hygiene 5.2. Student politics 5.3. Role of international agencies in Education 5.3.1. Concepts of Millennium Development Goals (MDGs) 5.3.2. Concept and importance of Education for All (EFA) 5.3.3. Education in the context of Liberalization, Privatization & Globalization (LPG) 5.3.4. Role of UNESCO and UNICEF in educating the world	16	(12) 1 1 1 1 1 2 2 2 1		4

	community				
	Total	80	66		14

In-semester Assessment:

Marks 20

- A. Sessional Activities (The teacher may assign and assess any one of the following): Marks 5
- Group discussions on any one of the topics of the course
 - Debate on the topics like youth unrest, AIDs, Substance abuse, Health and Hygiene
 - Identifying challenges of Indian Education and preparing assignment on the suggestions to address these challenges.
 - Assignment on any one of the topics of the course.
- B. Sessional Tests: Marks 10
- C. Attendance: Marks 5

Suggested Readings:

- Kochhar, S.K.: *Pivotal Issues in Indian Education*, Sterling Publishers.
- Bhatnagar, S. & Saxena A.: *Modern Indian Education and its Problems*, R. Lall Book Depot, Meerut (UP) India.
- Agrawal, J.C. & Agrawal S.P. (1992). *Role of UNESCO in Educational*, Vikas Publishing House, Delhi.
- Govt. of India (1986). *National Policy on Education*, Ministry of HRD, New Delhi.
- NCERT (1986). *School Education in India – Present Status and Future Needs*, New Delhi.
- Salamatullah, (1979). *Education in Social Context*, NCERT, New Delhi.
- Education and National Development*. Ministry of Education, Government of India 1966.
- UNESCO. (2004) *Education for All: The Quality Imperative. EFA Global Monitoring Report*. Paris.
- World Bank, (2004). *Reaching the Child: An Integrated Approach to Child Development*. Oxford University Press, Delhi.
- Peters, R.S. *The Concept of Education*, Routledge, UK 1967
- Lakshmi, T.K.S. and M.S. Yadav, "Education its Evolving Characteristics", in new Frontiers in Education, Vol. XXII, No. 4, Oct-Dec., 1992
- Goswami A.C. *Philosophical and Sociological Bases of Education in Emerging India*. Published by Jyoti Prakashan, 2001.
- Safaya, Srivastava & Singh, *Development of Education in Emerging India & Its Current Problems* published by Dhanpat Rai Publishing Company, 2007
- Sarma. M. *Philosophical & Sociological Foundation of Education*, published by EBH Publishers (India) 2012.
- Handbook of Research in the Social Foundations of Education*, edited by Steven Tozer, Bernardo P. Gallegos, Annette Henry, Mary Bushnell Greine published by Routledge, New York, 2011
- Aggarwal, J.C. *Psychological Philosophical And Sociological Foundations of Education* published by Shipra Publications, 2009
- Dhawan M.L. *Issues in Indian Education* ISHA books Delhi -110 033
- NCERT (1986). *School Education in India – Present Status and Future Needs*, New Delhi.
- Govt of India (1992) *Report of Core group on value orientation to education*, Planning Commission
- Arvind Kumar (2003). *Environmental challenges of the 21st century*, APH Publishing Corporation, New Delhi
- Kaushik & Kaushik: *Environmental Perspectives*,
- Mukherji, S.M., (1966). *History of Education in India*, Acharya Book Depot, Baroda.
- Ministry of Law and Justice (2009) *Right to Education*. Govt. of India

(B. A. IN EDUCATION PROGRAMME (FYUGP))

DETAILED SYLLABUS OF 3RD SEMESTER

Course Title : Value Education

Course Code : EDNC4

Nature of Course: Major

Total Credits : 4 credits

Distribution of Marks: 60 (End-Sem.) + 40 (In-Sem.)

Course Objectives: The course on Value Education is designed for the students to explain and demonstrate the knowledge of the values required to be a dignified citizen in the present-day society. This course will describe appropriate concepts related to curriculum, textbooks, syllabus and co-curricular activities. It will help to cultivate in learners' worthwhile values required for peace of the global society.

Course Outcomes (COs): Students will be able to -

CO1: Explain the meaning, types, functions and sources of values.

LO1.1: describe concept, meaning and definition of values.

LO1.2: discuss sources of values, Socio- cultural tradition, Religion and Constitution.

CO2: Explain the meaning, objectives and dimensions of Value education and illustrate the importance, policy perspectives, methods and techniques of Value education.

LO2.1: describe Value Education and its Objectives and Dimensions.

LO2.2: generalize the importance of Value Education in the 21st century.

LO2.3: discuss the policy perspective on Value Education in India.

CO3 Interpret the perspectives of Value education of the East and West.

LO3.1: identify the perspectives of Value Education in East.

LO3.2: demonstrate the perspectives of Value Education in the West.

CO4 Generalize the meaning, objectives, pedagogy and the ways of integrating Peace education in the curriculum.

LO4.1: describe the meaning and concept of Peace Education, State the Objectives of Peace Education and the Pedagogy of Peace Education.

LO4.2: appraise Peace Education in the curriculum.

CO 5: Explain the importance of teachers, Principals and parents in imparting peace education.

LO5.1: discuss Peace Education for a better world.

Cognitive Map of Course Outcomes with Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CO1, CO2, CO5	CO1, CO2, CO5	CO3	CO4	CO2, CO4	
Conceptual Knowledge	CO1, CO2, CO3	CO1, CO2, CO5	CO2, CO4	CO3.CO4		
Procedural Knowledge	CO3	CO3, CO4		CO2, CO4		
Metacognitive Knowledge						

UNITS	COURSE CONTENTS	L	T	P	Total Hours
I (15 Marks)	INTRODUCTION TO VALUES 1.1 Concept, meaning and definition of values 1.2 Types of values 1.2.1 Instrumental values 1.2.2 Intrinsic values and 1.2.3 Democratic values. 1.3 Functions of values 1.4 Sources of values 1.4.1 Socio- cultural tradition 1.4.2 Religion 1.4.3 Constitution 1.5 Fostering values: Role of – 1.5.1 Parents 1.5.2 Teachers 1.5.3 Peer groups 1.5.4 Government 1.5.5 Mass media and 1.5.6 Voluntary organizations	13	2	-	15
II (15 Marks)	INTRODUCTION TO VALUE EDUCATION 2.1 Meaning of Value Education	13	2	-	15

	2.2 Objectives of Value Education 2.3 Dimensions of Value Education 2.3.1 Religious 2.3.2 Spatial 2.3.3 Cognitive, Affective and Psychomotor dimensions 2.4 Importance of value education in the 21st century 2.5 Policy perspective on Value Education in India 2.6 Methods and techniques of value education: 2.6.1 Practical method 2.6.2 Conceptual method 2.6.3 Biographical method 2.6.4 Storytelling technique 2.6.5 Socialized class technique 2.6.6 Discussion technique 2.7 Role of the Teacher and School in promoting Value Education				
III (15 Marks)	PERSPECTIVES OF VALUE EDUCATION IN EAST AND WEST 3.1 Perspectives of Value Education in East 3.1.1 Moral Education (M.K Gandhi) 3.1.2 Spiritual Education (Aurobindo Ghosh) 3.1.3 Aesthetic Education (Rabindranath Tagore) 3.1.4 Education for Divine Perfection (Swami Vivekananda) 3.2 Perspectives of Value Education in the West 3.2.1 Education for all round personality development (Plato) 3.2.2 Education to understand the Nature (Jean Jacques Rousseau) 3.2.3 Education for Society (John Dewey) 3.2.4 Existentialism and Education	13	2	-	15

	(Jean Paul Satre)				
IV (15 Marks)	PEACE EDUCATION	13	2	-	15
	4.1 Meaning and concept				
	4.2 Objectives of Peace education				
	4.3 Pedagogy of Peace Education:				
	4.3.1 Self-learning				
	4.3.2 Cooperative learning				
	4.3.3 Problem solving				
	4.4 Integrating Peace education in the curriculum:				
	4.4.1 Subject content				
	4.4.2 Teaching methods				
	4.4.3 Co -curricular activities				
	4.4.4 Staff development				
	4.4.5 Classroom management and				
	4.4.6 School management.				
	4.5 Imparting Peace Education: Role of –				
	4.5.1 Teacher				
	4.5.2 Principal				
	4.5.3 Parents				
	Total	52	8	-	60

Where L: Lecture, T: Tutorial, P: Practical

Modes of In-semester Assessment:

40 Marks

1. Two Sessional tests- (10+10) 20 Marks
2. Any two of the following activities listed below- (10+10) 20 Marks
 - Carry out a survey of the Colleges/ Secondary Schools to identify the values most preferred and practiced by students.
 - Carry out a survey of their local community and identify the steps taken by parents in promoting peace in society.
 - Analyze Secondary School textbooks to identify the types of values and peace promoted through the content.
 - Analysis of contents of advertisement, TV serials, movies to identify the gaps between the values promoted by them and those promoted by the society.
 - Group Discussion on any one of the topic of the course
 - Seminar on any one of the topics of the course
 - Debate on any one of the topics of the course
 - Assignment on any one of the topics of the course.
 - Any other activity as deemed to be fit by the course teacher.

Semester: I

Course: Understanding India

Nature of Course: VAC

Credit: 2

Assessment: 20 (In Semester)+30 (End Semester)=50

Course Description: This course offers an introductory understanding of cultural development through art and architecture, religions and philosophies of ancient and medieval India. The paper also deals with phases of the Freedom Struggle, various constituent assembly debates and the basic features of the Indian Constitution.

Pre-requisite: Basic concepts of Indian society and culture

Objectives: To familiarize the students with the history, culture, and constitution of India

Course Outcomes:

CO1: To interpret the literary and philosophical development in Ancient India.

CO2: To analyze the art and architectural development in early and medieval India

CO3: To explain the medieval Bhakti movement and the Sufi tradition.

CO4: To develop an understanding of the Constitution of India.

Course Contents:

Topic		Credit	
Unit-1		Lecture	Tutorial
		Marks Distribution: 15	
1.1	The idea of Bharatvarsha; Indian literature- Sanskrit, Pali, Prakrit, Tamil	4	1
1.2	Scientific literature and development of science in Ancient India	4	1
1.3	Religions and philosophies of ancient India-Vedic, Buddhism, Jainism	4	1
1.4	Education and educational Institutions in Ancient India	4	1
Unit- 2		Marks Distribution: 15	
2.1	Art and architecture of ancient	4	1

	India		
2.2	Art and Architecture of Medieval India	4	1
2.3	Medieval Bhakti Movement and The Sufi Tradition	4	1
Unit- 3		Marks Distribution: 15	
3.1	Main currents of Indian National Movement-Growth and development of Indian nationalism and Indian national movement-Independence and Building a framework for the new Nation, Constituent Assembly Debates and the Making of the Indian Constitution	3	2
3.2	Basic features of the Indian constitution: Basic Structure Doctrine, Fundamental rights, Directive principles, Federal Structure, Independence of Judiciary, and the Parliamentary system	8	2

Modes of In-Semester Assessment : 20 Marks

Unit Test : 10

Any two of the activities listed below : 10

- Group Discussion
- Book Review/Home Assignment
- Viva

Cognitive Map of Course Outcomes with Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge			CO1	CO4 CO3	CO2	
Conceptual Knowledge			CO1	CO3 CO4	CO2	
Procedural Knowledge						
Metacognitive Knowledge						

Mapping of Course Outcomes to Program Outcomes

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
-------	-----	-----	-----	-----	-----	-----	-----	-----	-----

CO1	S	M	S	S	M	S	L	L	S
CO2	M	M	S	M	S	S	M	L	S
CO3	M	S	M	S	M	M	M	L	S
CO4	S	M	S	M	S	S	L	L	S

Suggested Reading List:

- A.L. Basham, The Wonder that Was India, Picador India, 1971
- R.S. Sharma, India's Ancient Past, New Delhi, OUP, 2007
- Upinder Singh, The History of the Ancient and Early Medieval India, Pearson, 2008
- Satish Chandra, History of Medieval India, Arihant Publication, 2020
- Durga Das Basu, Introduction to the Constitution of India, Lexis Nexis, 2018
- Bipan Chandra, History of Modern India, 2019
- Bipan Chandra, India Since Independence, 2008

<p align="center">UG Curriculum for NEP, Dibrugarh University Name of the Course: Yoga Nature of Course: Value Added Course Total Credit: 2 (Theory 1+ Practical 1) (L=15; P=30) Distribution of Marks: 40 (End-Sem) + 10 (In-Sem) = 50</p>			
<p>Learning Objectives:</p> <ul style="list-style-type: none"> • To increase the knowledge of the students about Yoga and to make students aware about the holistic development through Yoga. • To provide a practical knowledge on different yogic practices. • To give a glimpse of ancient Yoga Philosophy. • To impart some knowledge about the healing power of Yoga. • To increase the professional efficiency in the field of Yoga. 			
<p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Students gain good knowledge on the concept of yoga. • Students know about the scientific benefits of various yogic practices • Students can perform practical skills proficiently • Students gain an awareness about the value of health & wellness through yoga • Makes the students more enthusiastic about further study/research in the field of yoga 			
<p align="center">Theory 1 Credit (15 hours)</p>			
Unit	Topic	Contact Hours	Marks
I	Introduction to Yoga: i. Meaning and definitions of Yoga ii. History of Yoga iii. Importance of Yoga as art, science and philosophy	3	6
II	Philosophical Perspective of Yoga: i. Yoga in Bhagavad Gita: Karma Yoga, Raja Yoga, Jnana Yoga and Bhakti Yoga ii. The 'Yoga Sutras' in general; its significance in life. iii. Limbs/parts of yoga (Astanga Yoga) according to the 'Yoga Sutras' iv. Concept of Ishwara; Ishwara in Yoga Philosophy	5	8
III	Yogic Practices for Health & Wellness: i. Asana, its classification and effects ii. Pranayama, its types and effects iii. Kriya, Mudra and Bhandha: Procedure and Effects iv. Dhyana and its significance in human life	4	7
IV	Allied Knowledge on Yoga: i. Yoga Vs Physical Exercise ii. Yogic Diet ii. Yoga Education institutes in India and abroad	3	4

	Practical 1 Credit (30 hours)	30	15
	<p>i. Suryanamskara – (12 counts)</p> <p>ii. Asana</p> <p>a) Standing: -Tadasana, Ardhakatichakrasana, Ardhashakrasana, Trikonasana, Utkatasana, Padahasthasana, Vrikshasana</p> <p>b) Sitting: - Vajrasana, Padmasana, Bhadrasana, Siddhasana, Gomukhasana, Paschimottanasana, Shashankasana, Ardhamatsyendrasana, Simhasana, Ustrasana</p> <p>c) Lying Supine Position: - Shavasana, Setubandhasana, Chakrasana, Sarvangasana, Halasana, Karnapidasana, Viparitanaukasana, Matsyasana</p> <p>d) Lying Prone Position - Makarasana, Bhujangasana, Shalabhasana, Dhanurasana, Naukasana</p> <p>iii. Pranayama Nadishodhana, Suryabhedana, Chandrabhedana, Ujjai, Shitali, Sitkari, Bhastrika, Bhramari</p> <p>iv. Bandh & Mudra Jalandharabandha, Uddiyanbandha, Moolabandha, Yogamudra, Viparitanaukasana, Shambhavi mudra, Yoni mudra, Mahavedhamudra</p> <p>v. Dhyana and its forms</p>		
	<p>Modes of Assessment (In -Semester):</p> <p>a) Unit Test</p> <p>b) Class seminar presentation/Group discussion</p> <p>c) Seasonal Examination (Theory and Practical)</p> <p>d) Attendance and regularity</p> <p>e) Observation record during practical</p>		
<p>Reference Books:</p> <ul style="list-style-type: none"> • Holistic Approach of Yoga- G. Shankar: Aditya Publishers • Patanjali's Yoga Sutra – Translation and Commentary-Dr.P.V. Karambelkar: Lonavla • Guidelines to Yogic Practices – M.L.Gharote: Lonavla • Yoga and Indian Philosophy – Karel Werner: Motilal Banarsidass • Yoga: The Path to Holistic Health- B.K.S. Iyengar: Dorling Kindersley Limited 			



FIRST SEMESTER
COURSE CODE: 10100
COURSE 1: INDIAN CLASSICAL LITERATURE
(CORE)
CREDITS ASSIGNED: 6 CREDITS

COURSE OBJECTIVES: The objective of this course is to acquaint the students with the rich cultural heritage of ancient Indian literature, especially Sanskrit Literature. Indian classical literature can claim the rare distinction of attaining the summit of creative excellence and artistic/aesthetic sensibility, especially in Sanskrit in the immortal plays of Kalidasa, the epics *The Ramayana* and *The Mahabharata*, Shudraka's *Mrcchakatika*, among others. Although Srimanta Sankaradeva of Assam cannot be regarded as 'classical' from the purview of temporality, his works are characterised by classical sensibilities and in the context of Assamese literature and culture, his works are held as immortal classics. Therefore, Sankaradeva's inclusion in this course is determined by his works' timeless appeal and relevance. One of his famous plays *Parijata Harana* has been included.

UNIT 1: CLASSICAL SANSKRIT DRAMA

Kalidasa, *Abhijnana Shakuntalam*, tr. Chandra Rajan, in *Kalidasa: The Loom of Time* (New Delhi: Penguin, 1989).

UNIT II: SELECTIONS FROM EPIC SANSKRIT LITERATURE

Vyasa, 'The Dicing' and 'The Sequel to Dicing, 'The Book of the Assembly Hall', in *The Mahabharata*: tr. and ed.

J.A.B. van Buitenen (Chicago: Brill, 1975) pp. 106–69.

UNIT III: SANSKRIT DRAMA

Sudraka, *Mrcchakatika*, tr. M.M. Ramachandra Kale (New Delhi: Motilal Banarasisdass, 1962).

UNIT IV: CLASSICAL ASSAMESE DRAMA

Shankaradeva, *Parijata Harana* [trans. William L. Smith] from *Krishna. A Source Book*, ed.

Edwin Francis Bryant (London: OUP, 2007). [www.tributetosankaradeva.org/parijata.pdf]

SUGGESTED TOPICS AND BACKGROUND PROSE READINGS FOR CLASS PRESENTATIONS

TOPICS



The Indian Epic Tradition: Themes and Recensions
Classical Indian Drama: Theory and Practice
Alankara and *Rasa*
Dharma and the Heroic
Neo-vaishnavite Movement in Assam
Ankiya Nat

MODE OF ASSESSMENT:

Internal Assessment: 20 marks

(Sessional test 1: 5marks, Sessional test 2: 5 marks, Presentation/viva voce/Group discussion: 5 marks, Attendance: 5 marks)

Total: 20 marks

Final Examination: 80 marks

Unit 1: 1 long answer question+ 1 short note/analysis (15+05) =20 marks
Unit 2: 1 long answer question+ 1 short note /analysis (15+05) =20 marks
Unit 3: 1 long answer question+ 1 short note/analysis (15+05) =20 marks
Unit 4: 1 long answer question+ 1 short note/analysis (15+05) =20 marks

Total: =80 marks

EXPECTED LEARNER OUTCOME

After completing this course, the learner shall be in a position to understand and appreciate the rich Indian classical literary tradition including its distinctive aesthetic philosophies. It would provide them with the conceptual resources to make a comparative assessment between the Indian and the Western classical tradition, thereby enabling their knowledge and understanding of the two great ancient literary traditions.

RECOMMENDED READINGS

1. Bharata, *Natyashastra*, tr. Manomohan Ghosh, vol. I, 2nd edn (Calcutta: Granthalaya, 1967) chap. 6: 'Sentiments', pp. 100–18.
2. Iravati Karve, 'Draupadi', in *Yuganta: The End of an Epoch* (Hyderabad: Disha, 1991) pp. 79–105.
3. J.A.B. Van Buitenen, 'Dharma and Moksa', in Roy W. Perrett, ed., *Indian Philosophy, vol. V, Theory of Value: A Collection of Readings* (New York: Garland, 2000) pp. 33–40.
4. Vinay Dharwadkar, 'Orientalism and the Study of Indian Literature', in *Orientalism and the Postcolonial Predicament: Perspectives on South Asia*, ed. Carol A. Breckenridge and Peter van der Veer (New Delhi: OUP, 1994) pp. 158–95.
5. Maheswar Neog, *Sankaradeva*. (New Delhi: NBT, 2005).
6. Maheswar Neog, *Early History of the Vaishnava Faith and Movement in Assam: Sankaradeva and His Times* (1965; reprint, Delhi: Motilal Banarsidass, 1983).
7. Birinchi Kumar Barua, ed, *Ankiya Nat* (1940), 3rd ed. (Guwahati: Department of Historical and Antiquarian Studies in Assam, 1983).

SYLLABUS OF THE UG PROGRAMME IN EDUCATION
DIBRUGARH UNIVERSITY
B.A. IN EDUCATION (HONOURS)
DSEED601 / GEED201: HUMAN RIGHTS EDUCATION
CREDIT: 6
[MARKS: 100 (IN-SEMESTER: 20; END-SEMESTER: 80)]

Expected Learning Outcome: On completion of the course, the students will be able to:

1. explain the meaning, definition, nature, scope, theories and constitutional perspectives of human rights.
2. describe the concept, objectives, principles, need and curriculum, of human rights education.
3. describe methods and activities of teaching human right education.
4. describe the factors promoting human right education.
5. describe the basics of human rights education i.e. societal, political, regionalism and limitations of its
6. explain the role of different agencies of human rights education.

Course Content:

Unit	Content	M	L	P	T
I	Introduction to Human Rights 1.1. Concept of Human Rights: Meaning, Definition, Nature and Scope. 1.2. Theories of Human Rights: Natural, Liberal, Marxist and Social Theory 1.3. Constitutional Perspectives : Fundamental Rights and Duties and their correlation 1.4. Universal Declaration of Human Rights, 1948 1.5. Human Rights Movement in India: National Freedom Movement, Dalit and Women's movement	20	(16) 2 4 4 2 4		4
II	Understanding and Dealing with Violation of Human Rights 2.1 Societal : 2.1.1 Violence against women: Causes, Consequences and Protection 2.1.2 Violence against Children: Causes, Consequences and Protection (Child Labour, Child Trafficking and Child Abuse) 2.1.3 Poverty with related to causes, types and consequences 2.1.4 Population Growth with related to causes, consequences and Protection 2.2 Political : 2.2.1 Terrorism with related to concept, types, causes and measures 2.2.2 Regionalism with related to causes and consequences		(20) 4 4 2 2 3 3 2		
III	Introduction to Human Rights Education 3.1 Concept, Objectives, Principles and need for Human Rights Education in India 3.2 Factors promoting Human Rights Education 3.2.1 Positive Attitude 3.2.2 Pro- Social Behaviour 3.2.3 Elimination of Prejudice 3.2.4 Promotion of peace 3.3 Human Rights Education at different levels of education 3.3.1 Elementary/ Primary 3.3.2 Secondary 3.4 Curriculum of Human Rights Education 3.5 Methods and Activities of teaching Human Rights Education 3.5.1 Teaching in Formal mode 3.5.2 Non- Formal Training 3.5.3 Counselling 3.6 Limitation of Human Rights Education	20	(18) 3 4 2 2 6 1		2

IV	Agencies of Human Rights Education	20	(16)	4
	4.1 Role of Global Efforts (United Nations, UNESCO		4	

	Vienna Declaration and Programme of Action)			
	4.2 Role of National Efforts (National Human Rights Commission (NHRC) and State Human Rights Commission (SHRC)	4		
	4.3. Role of Efforts of NGO (Local, National & Global)	4		
	4.4. Role of Mass Media : Print and Electronics	2		
	Total	80	70	10

In-semester Assessment:

Marks 20

A. Sessional Activities (The teacher may assign and assess any one of the following): Marks 5

- Group discussion/Seminar/Debate/Assignment on any one of the topics of the course.
- Identify contents related to Human Rights Education in the Secondary level text books
- Analysis of mass media to study its role in promoting Human Rights Education

B. Sessional Tests:

Marks 10

C. Attendance:

Marks 5

Suggested Reading:

- Bhattacharya, G.C. "Teaching of Human Rights at B.Ed level; needs and objectives." University News 35(52), December
- Bhushan Chandra (2007), Terrorism and Separation in North- East India, Kalpaz Publication, New Delhi.
- Borah Jagmeswar(2010), Manab Adhikar, Eureka Prakakhan, Jorhat
- Gogoi, Purandar (2004) , Manab Adhikar,Banalata , Panbajar, Gauhati
- Hatibaruah Diganta (2009), Manab Adhikar, Saraswati Prakakhan, Golaghat.
- Kapoor, SK (2005), Human Rights Under International & Indian Law, Allahabad: Central Law Agency
- Kaur, Manjit (2008), Teaching of Human Rights, A.P.H. publishing corporation, New Delhi.
- Saikia, P., Goswami, K. *et.al* (2015), Human Rights Education in India, Graphica Design Studio,Panbazar, Guwahati. (ISBN-978-81-925867-4-8
- Singh, Dr. Devinder (2013), Child Labour and Right to Education , JBA Book code : I33031(ISBN-9789382676065)
- Verma, R.S (2000), Human Rights, burning issues of the world ,India Publisher, Delhi.
- Yadav, R.P (2014), Right to Education, JBA Book (ISBN- 9788183244633)