

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.

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Course Content:

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

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|----|---|----|------|--|---|
| 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 | | |
| | | | 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 : 133031 (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)

SYLLABUS OF THE UG PROGRAMME IN EDUCATION
DIBRUGARH UNIVERSITY
B.A. IN EDUCATION (HONOURS)
DSEED603 / GEED202: GENDER AND 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 and nature of gender and its related terms.
2. describe the gender biases and gender inequality in family, school and society.
3. describe the gender issues related to school education.
4. analyse the laws and policies related to gender equality.

Course Content:

| Unit | Content | Marks | L | P | T |
|------|--------------------------------|-------|----|---|---|
| I | INTRODUCTION TO GENDER AND ITS | 20 | 20 | | 4 |

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| | | | | | |
|----|---|----|----|---|---|
| | RELATED TERMS: 1.1. Sex and Gender: meaning and concept 1.2. Difference between sex and gender. 1.3. Gender role: Concept and nature. 1.3.1. Types of gender role. 1.4. Patriarchal and Matriarchal: Concept and nature. <ul style="list-style-type: none"> • Gender role in patriarchal and matriarchal society 1.5. Social construct of Gender. 1.6. Gender Segregation: concept and nature <ul style="list-style-type: none"> • Types of gender Segregation: Horizontal & vertical 1.6.1. Gender segregation and education. 1.7. Gender marginalisation in education <ul style="list-style-type: none"> • Meaning, concept and nature • Causes of gender marginalisation in education • Measures for inclusion in education 1.8 Gender stereotyping: Meaning and concept <ul style="list-style-type: none"> • Issues and concern related to gender stereotyping in Indian society • Gender stereotyping and education. 1.9 Self silencing: concept and nature | | 2 | | |
| | | | 2 | | |
| | | | 1 | | |
| | | | 2 | | |
| | | | 1 | | |
| | | | 2 | | |
| | | | 2 | | |
| | | | 3 | | |
| | | | 4 | | |
| | | | 1 | | |
| II | GENDER AND SOCIETY 2.1 Gender biases: Meaning and concept 2.1.1 Gender biases in <ul style="list-style-type: none"> • The family • The school environment • The society. 2.2. Gender socialization: Meaning and concept. 2.2.1. Gender socialization <ul style="list-style-type: none"> • Role of the family • Role of the school • Role of the society • Role media and popular culture (film and advertisement) 2.3 Gender inequality in education in terms of <ul style="list-style-type: none"> • Caste • Religion • Region 2.4 Issues related to women/girl child: A. Female foeticide and infanticide B. Sex ratio C. Honour killing D. Dowry E. Child marriage | 20 | 15 | | 4 |
| | | | 1 | | |
| | | | 1 | | |
| | | | 1 | | |
| | | | | 1 | |
| | | | 1 | | |
| | | | 1 | | |
| | | | 3 | | |
| | | | 5 | | |

1



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|----|--|-----------|-----------|--|-----------|
| | <ul style="list-style-type: none"> • Construction and dissemination of knowledge. • Text books • Hidden curriculum. 3.2 Gender inequality and school <ul style="list-style-type: none"> • Infrastructure • Curricular and co-curricular activities. 3.3 Gender issues in school education: Problem of Access, Retention, Stagnation and Drop-out. 3.4 Gender and equality: <ul style="list-style-type: none"> • Role of the school, peer, teacher, curriculum and textbooks in reinforcing equality. 3.5 Gender inclusive approach <ul style="list-style-type: none"> • Single sex school • Child friendly school • Girl friendly school Their significance in inclusive education. | | 4 | | |
| | | | 2 | | |
| | | | 2 | | |
| | | | 4 | | |
| | | | 4 | | |
| | | | 4 | | |
| IV | LAWS, ARTICLES AND POLICIES TO BRING GENDER EQUALITY: 4.1 Introduction to laws related to women and social justice <ul style="list-style-type: none"> • Dowry • Remarriage • Divorce • Property rights • Trafficking. 4.2 Women reservation bills: History and current status. 4.3 Articles of Indian constitution related to education from gender equality perspective. 4.4 Educational policies and programmes from gender equality perspective. | 20 | 15 | | 3 |
| | | | 4 | | |
| | | | 2 | | |
| | | | 3 | | |
| | | | 6 | | |
| | | 80 | 70 | | 14 |

In-semester Assessment:

Marks 20

A. Sessional Activity (Any one of the following)

Marks 5

- Reports on gender discrimination. (on the basis of events occurred in their surrounding)
- Analysis and interpretation of census. (sex ratio, literacy rate, gender gap etc..)
- Project (Analysis of the advertisements of electronic media from gender perspective)
- Seminar on gender issues related to education.
- Text Book (Secondary Level) analysis from Gender Perspective

B. Sessional Tests:

Marks 10

C. Attendance:

Marks 5

Suggested Readings:

- Annual Report: (2008). Ministry of Human Resource Development, Department of Education, India.
- Belle, D. (1982). Ed. Lives in Stress: Women and Depression. New Delhi: Sage. Distributors.
- Chappell, C. (2003). "Researching Vocational Education and Training: Where to From Here?" Journal of Vocational Education and Training, 55 (1), 21-32.
- Dube, L. (2001). Anthropological explorations in gender: Intersecting fields. New Delhi: Sage Publications Pvt. Limited.
- FAO. 1997. Gender: the key to sustainability and food security. SD Dimensions, May 1997 (available at www.fao.org/sd).
- Howard, P. 2003. Women and plants, gender relations in biodiversity management and conservation. London, ZED Books.
- Jones, K., Evans, C., Byrd, R., Campbell, K. (2000) Gender equity training and teaching behavior. Journal of Instructional Psychology, 27 (3), 173-178.
- K., & Gallagher, J. J. (1987). The role of target students in the science classroom. Journal of Research in Science Teaching, 24(1), 61-75.
- Kahle, J. B. (2004). Will girls be left behind? Gender differences and accountability. Journal of Research in Science Teaching, 41(10), 961-969.



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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

| 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) | | 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) | | 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 |

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|----|--|--|------|--|---|
| | 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) | | 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) | | 4 |

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|--|-----------|----|----|--|----|
| | 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

(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): The 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.

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

Cognitive Map of Course Outcomes based on Revised 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 2.2 Objectives of Value Education 2.3 Dimensions of Value Education 2.3.1 Religious 2.3.2 Spatial | 13 | 2 | - | 15 |

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|---------------------------|--|----|---|---|----|
| | 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 development of Personality (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 (Jean Paul Satre) | 13 | 2 | - | 15 |
| IV (15 Marks) | PEACE EDUCATION 4.1 Meaning and concept 4.2 Objectives of Peace education 4.3 Pedagogy of Peace education: 4.3.1 Self-learning | 13 | 2 | - | 15 |

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|--------------|--|-----------|----------|----------|-----------|
| | 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

- Two Sessional tests- (10+10) 20 Marks
- 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.

Mapping of Course Outcomes to Program Outcomes

| CO/PO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
|-------|-----|-----|-----|-----|-----|-----|-----|
| CO1 | S | M | S | M | S | S | M |
| CO2 | S | S | M | S | S | M | M |
| CO3 | S | S | S | M | S | M | S |

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| | | | | | | | |
|-----|---|---|---|---|---|---|---|
| CO4 | S | M | S | S | M | M | M |
| CO5 | S | S | M | S | S | M | M |

Where S: Strong M: Moderate

Suggested Readings:

- Adams, D. (Ed). (1997). UNESCO and a culture of peace, promoting a global movement. Paris: UNESCO Publication.
- Aggarwal, J. C. (2005). Education for values, environment and human rights. New Delhi: Shipra publication.
- Chand, J. (2007). Value Education. Delhi: Anshah publishing House.
- Chadha, S. C. (2008). Education value & value education. Meerut: R.Lall Books Depot.
- Diwaha, R. R., & Agarwal, M. (Ed). (1984). Peace education. New Delhi: Gandhi Marg
- Jagannath, M. (2005). Teaching of moral values development. New Delhi: Deep and Deep publication.
- Johan, G.(1996). Peace by peaceful means. New Delhi: Sage Publication.
- Kumar, M. (Ed). (1994). Non-violence, contemporary issues and challenges. New Delhi: Gandhi peace foundation.
- Morrison, M. L. (2003). Peace education. Australia: McFarland.
- Passi, B. K., & Singh, P. (1999). Value education. Agra: Agra Psychological corporation.
- Ruhela, S. P. (1986). Human values and education. New Delhi: Sterling publishing.
- Salomon, G., & Nevo, B. (2002). Peace Education: The concept, principles, and practices around the world. London: Lawrence Erlbaum Associates.
- Sharma, R. A. (2008). Human value of education. Meerut: R.Lall Books Depot.
- Shukla, R. P. (2004). Value education and human rights. New Delhi: Sarup and sons.
- Singh, Y. K., & Natha, R. (2008). Value Education. New Delhi: A.P.H. Publishing Corporation.
- Singh, Y. K. (2009). Value education. New Delhi: APH Publishing Corporation.
- Subramanian, K. (1990). Value Education. Madurai: Ravana Publication.
- Venkataiah, N. (1998). Value Education. New Delhi: Aph Publishing Corporation.
- Venkataiah, (2009). Value education. New Delhi: APH Publishing Corporation.

