

(Department of Education)

16EDOE11 OPEN ELECTIVE OPTION-I

16EDOE11 Opt(i) VALUE EDUCATION

Time: 3 hours
Credits-5

Max. Marks: 100
(External: 80, Internal: 20)

- Note:** Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
1. Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
 2. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each. All questions carry equal marks.

COURSE OBJECTIVES

The students will be able to:

- Understand the meaning and nature of values and role of values in human life.
- Explain the need and importance of Value-Education.
- Describe the various approaches to Value development.
- Explain the transactional strategies for value education

COURSE CONTENT

UNIT I

- Concept and Nature of values, Role of values in human life
- Different types of values-Personal, Social, Moral, Professional, Spiritual and Behavioural values
- Deterioration of values

UNIT II

- Meaning, Need and importance of value education
- Socio-moral and cultural context of value education
- Approaches to value development- a) Psycho-analytic approach b) Cognitive development approach c) Learning theories approach.

UNIT-III

- Transactional strategies for value education: a) Rationale building model b) Consideration model c) Value classification model d) Social action model e) Just community intervention model

UNIT-IV

- Attitude-Importance of attitude, Building positive attitude
- Developing Positive Personality
- Importance of Interpersonal Skills, Forming Positive Habits and Character
- Goal Setting

Suggested Readings

- Chand, J.(2007). Value Education. Anshah Publishing House.
- Fraenkel, J.R. (1977): How to Teach about Values: An Analytic Approach. New Jersey & E. Cliffs: Prentice Hall, Inc.
- Khera, Shiv(2014). You Can Win. Bloomsbury India .Ltd.
- Pandey, V.C. (2005): Value Education and Education for Human Rights. Delhi: Isha Books. Rokeach, M. (1967): Values Survey. Sunnyvale & California: Halgren Tests.
- Rokeach, M. (1973): The Nature of Human Values. New York: The Free Press.
- Rokeach, M. (1988): Beliefs, Attitudes and Values. San Francisco: Jossey Bass.
- Venkataiah, N.(1998). Value Education. APH Publishing House.

16EDOE11 Opt(ii) HUMAN RIGHTS EDUCATION

Time: 3 hours
Credits-5

Max. Marks: 100
(External: 80, Internal: 20)

Note: Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.

1. Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
2. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each. All questions carry equal marks.

COURSE OBJECTIVES

- Understand the international dimensions of Human Rights Education.
- Elaborate the significance of constitutional provisions for Human Rights and the Millennium Development Goals.
- Explain the role of International, national, state bodies for promoting human rights education
- Elucidate the role of educational institutions and NGOs in promoting human rights education
- Recognise the role of media in dissemination of human rights

COURSE CONTENT

UNIT- I

- Meaning and concept of Human Right.
- Historical background of Human Rights.
- International dimension of Human Rights.

UNIT- II

- Universal declaration of Human Rights.
- Indian Constitution and Human Rights.
- Millennium Development Goals and Human Rights.

UNIT-III

- Need and importance of human rights Education - in the existing social scenario
- Role of international, national bodies and state bodies in promotion of human rights education
- Role of media in dissemination of human rights

UNIT IV

- Role of educational institutions (at school, college and higher education level) in dissemination of human rights.
- Role of nongovernmental organization in promotion of human rights (International, National and State Level).

SUGGESTED READINGS

- Borgohain, B. (1999): Human Rights Social Justice & Political Challenge. New Delhi: Kanishka Publishers.
- Dhand, H. (2000): Teaching Human Rights: A Handbook, Bhopal Asian Institute of Human Rights.
- Mohanty, J. (2005): Teaching of Human Rights: New Trends and Innovations. New Delhi: Deep and Deep Publications PVT. LTD.
- Mohanty, Jagannath Ed. (2000): Human Rights. New Delhi: Deep and Deep Publications.
- Palai, A.K. (1999): National Human Rights Commission of India, Formation, Functioning and Future Prospects. New Delhi: Atlantic Pub.
- Symonides, J. (2002): Human Rights Concept and Standards. Rawat Publications.
- Tarrow, N.B. (1987): Human Rights and Education Vol-3. Programon Press.