
**SYLLABUS OF THE UG PROGRAMME IN EDUCATION
DIBRUGARH UNIVERSITY
B.A. IN EDUCATION (HONOURS)
DSEED502 / GEED102: VALUE 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 concepts of values and value education.
2. describe the importance of value education in the 21st century.
3. describe the need of values in creating a better world.
4. explain the promotion of value through education.

Unit	Content	Marks	L	T	P
I	VALUES: 1.1 Concept, meaning and definition of values 1.2 Types of values: <ul style="list-style-type: none">• Instrumental values1.2.2 Intrinsic values and1.2.3 Democratic values. 1.3 Functions of values 1.4 Sources of values: <ul style="list-style-type: none">1.4.1 Socio- cultural tradition1.4.2 Religion and1.4.3 Constitution (Indian Constitution)	20	3 3 2 3	3	

	<p>1.5 Fostering values: Role of –</p> <p>1.5.1 Parents</p> <p>1.5.2 Teachers</p> <p>1.5.3 Peer groups</p> <p>1.5.4 Religion</p> <p>1.5.5 Government</p> <p>1.5.6 Mass media and</p> <p>1.5.7 Voluntary organizations.</p>		6		
II	<p>VALUE EDUCATION</p> <p>2.1 Meaning of Value Education</p> <p>2.2 Objectives of Value Education</p> <p>2.3 Dimensions of Value Education:</p> <p>2.3.1 Religious</p> <p>2.3.2 Spatial</p> <p>2.3.3 Cognitive, Affective and Psychomotor dimensions.</p> <p>2.4 Importance of value education in the 21st century.</p> <p>2.5 Policy perspective on Value Education in India.</p> <p>2.6 Methods and techniques of value education:</p> <p>2.6.1 Practical method</p> <p>2.6.2 Conceptual method</p> <p>2.6.3 Biographical method</p> <p>2.6.4 Storytelling technique</p> <p>2.6.5 Socialized class technique</p> <p>2.6.6 Discussion technique.</p> <p>2.7 Role of the Teacher and School in promoting Value Education.</p>	20	1 1 4 1 2 6 2	3	
III	<p>PHILOSOPHICAL ISSUES OF VALUE EDUCATION</p> <p>3.1 The varieties of values:</p> <p>3.1.1 Moral Education (Gandhi)</p> <p>3.1.2 Spiritual Education (Aurobindo)</p> <p>3.1.3 Aesthetic Education (Tagore)</p>	10	6	4	
IV	<p>PEACE EDUCATION:</p> <p>4.1 Meaning and concept</p> <p>4.2 Objectives of Peace education</p> <p>4.3 Pedagogy of Peace Education:</p> <p>4.3.1 Self learning</p> <p>4.3.2 Cooperative learning</p> <p>4.3.3 Problem solving</p> <p>4.4 Integrating Peace education in the curriculum:</p> <p>4.4.1 Subject content</p> <p>4.4.2 Teaching methods</p> <p>4.4.3 Co-curricular activities</p> <p>4.4.4 Staff development</p> <p>4.4.5 Classroom management and</p> <p>4.4.6 School management.</p> <p>4.5 Imparting Peace Education: Role of -</p> <p>4.5.1 Teacher</p> <p>4.5.2 Principle</p> <p>4.5.3 Parents</p>	20	1 1 4 6 4	4	

V	COMPONENTS OF DEVELOPMENT AND EXCELLENCE IN LIFE <ul style="list-style-type: none"> • Integrity • Character • Spirituality • Positive thinking • Self- esteem • Stress free living • Self managing leadership • Perseverance 	10			
		80	61	19	

In-semester Assessment:

Marks 20

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

- a. Carry out a survey of the Colleges/ Secondary Schools to identify the values most preferred and practiced by students.
- b. Carry out a survey of their local community and identify the steps taken by parents in promoting peace in society.
- c. Analyze Secondary School textbooks to identify the type of values and peace promoted through the content.
- d. Analysis of contents of advertisement, TV serials, movies to identify the gap between the values promoted by them and those promoted by the society.
- e. Group discussion/Seminar/Debate/Assignment on any one of the topics of the course.

B. Sessional Tests:

Marks 10

C. Attendance:

Marks 5

Suggested readings:

1. Singh, Y. K. (2009). Value education. New Delhi: APH Publishing Corporation.
2. Venkataiah, (2009). Value education. New Delhi: APH Publishing Corporation.
3. Chadha, S. C. (2008). Education value & value education. Meerut: R.Lall Books Depot.
4. Sharma, R. A. (2008). Human value of education. Meerut: R.Lall Books Depot.
5. Singh, Y. K., & Natha, R. (2008). Value Education. New Delhi: A.P.H. Publishing Corporation.
6. Chand, J. (2007). Value Education. Delhi: Anshah publishing House.
7. Aggarwal, J. C. (2005). Education for values, environment and human rights. New Delhi: Shipra publication.
8. Jagannath, M. (2005). Teaching of moral values development. New Delhi: Deep and Deep publication.
9. Shukla, R. P. (2004). Value education and human rights. New Delhi: Sarup and sons.
10. Morrison, M. L. (2003). Peace education. Australia: McFarland.
11. Salomon, G., & Nevo, B. (2002). Peace Education: The concept, principles, and practices around the world. London: Lawrence Erlbaum Associates.
12. Passi, B. K., & Singh, P. (1999). Value education. Agra: Agra Psychological corporation.
13. Venkataiah, N. (1998). Value Education. New Delhi: Aph Publishing Corporation.

14. Adans, D. (Ed). (1997). Unesco and a culture of peace, promoting a global movement. Paris: UNESCO Publication.
15. Johan, G.(1996). Peace by peaceful means. New Delhi: Sage Publication.
16. Kumar, M. (Ed). (1994). Non-violence, contempory issues and challenges. New Delhi: Gandhi peace foundation.
17. Subramanian, K. (1990). Value Education. Madurai: Ravana Publication.
18. Ruhela, S. P. (1986). Human values and education. New Delhi: Sterling publishing.
19. Diwahar, R. R., & Agarwal, M. (Ed). (1984). Peace education. New Delhi: Gandhi Marg.

**SYLLABUS OF THE UG PROGRAMME IN EDUCATION
DIBRUGARH UNIVERSITY
B.A. IN EDUCATION (HONOURS)
DSEED503 / GEED301: INCLUSIVE EDUCATION
CREDIT: 6
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 concept of special education, integrated education, and inclusive education.
2. discuss the global and national commitments towards the education of children with diverse needs.
3. appreciate the need for promoting inclusive practice and the roles and responsibilities of all concerned personnel.
4. analyse critically the recommendations of various commissions and committees towards teacher preparation for inclusive education.
5. describe the nature of difficulties encountered by children and in preparing conducive teaching learning environment in inclusive schools.
6. identify existing support services for promoting inclusive practice.
7. describe the policy perspectives related to education of socially disadvantaged section in India.
8. describe the schemes and programmes for education of socially disadvantaged groups.

Course Contents:

Unit	Content	M	L	P	T
------	---------	---	---	---	---