

**CROSS CUTTING SYLLABUS**  
**DEPARTMENT OF EDUCATION**  
**N. H. COLLEGE**

<b>Cross Cutting Issues</b>	<b>Course</b>	<b>Topics Covered</b>	<b>Evidence: Hands on activities reflecting the values</b>
Human Value	BA 3 <sup>rd</sup> Semester	<p><b>Unit 1: Value</b></p> <ul style="list-style-type: none"> <li>• Concept and characteristics of value.</li> <li>• Sources of values</li> <li>• Impact of globalization on culture and values.</li> <li>• Importance of values in human life</li> </ul> <p><b>Unit 2 Types of values, their characteristics, functions and educational significance</b></p> <ul style="list-style-type: none"> <li>• Core values.</li> <li>• Social values</li> <li>• Moral values</li> <li>• Religious and spiritual values.</li> <li>• Aesthetic values.</li> <li>• Personal values</li> </ul> <p><b>Unit 3: Value education</b></p> <ul style="list-style-type: none"> <li>• Concept, characteristics, Objectives and Importance of value education.</li> <li>• Value education at different stages – - Primary</li> <li>• - Secondary</li> <li>• - Higher education.</li> <li>• Role of teacher and family in imparting value education.</li> </ul>	
Gender	BA 5 <sup>th</sup> Semester	<ul style="list-style-type: none"> <li>• Human Rights related Women and Children</li> </ul>	
	BA 6 <sup>th</sup> Semester	<p><b>Unit-1: Status and role of women</b></p> <ul style="list-style-type: none"> <li>• Women in ancient and medieval India</li> <li>• Changing role of Women in India</li> <li>• Women’s health and related issues</li> <li>• Role of women in family, school and society</li> <li>• Women’s role in social and environmental movement</li> </ul> <p><b>Unit-2: Constitutional provisions and Rights of women</b></p>	

		<ul style="list-style-type: none"> <li>• Constitutional Provision for equality of Women (Educational and Legal Provisions)</li> <li>• National Policy on Education (1986) on women education</li> <li>• National Council for Women Education</li> <li>• Property Right</li> <li>• National Policy for Empowerment of Women, 2001</li> </ul> <p><b>Unit-3: Gender inequalities in School and society</b></p> <ul style="list-style-type: none"> <li>• Family attitude</li> <li>• Gender bias in Textbook</li> <li>• Curricular Choices</li> <li>• Teachers’ attitude</li> <li>• Classroom Interaction</li> <li>• Peer Culture</li> <li>• Gender inequality in workplace</li> </ul> <p><b>Unit-4: Women Empowerment</b></p> <ul style="list-style-type: none"> <li>• Concept of women empowerment, importance</li> <li>• Types of women empowerments- Economic, political, Educational, legal</li> <li>• Women entrepreneurship</li> <li>• Barriers of women empowerment</li> <li>• Role of education in women empowerment</li> </ul> <p><b>Unit-5 The new roles of men and women and its Implications</b></p> <ul style="list-style-type: none"> <li>• Changes in family patterns</li> <li>• Gender roles in transition</li> </ul> <p>Page   59</p> <ul style="list-style-type: none"> <li>• New gender roles</li> <li>• Factor influencing gender role</li> <li>• Women as peace builder</li> <li>• Gender sensitivity- new gender roles and its implications for family and society</li> </ul>	
Environmental Sustainability	BA 4 <sup>th</sup> Semester	<ul style="list-style-type: none"> <li>• Main Environmental Issues: Global Warming, Ozone Depletion and Environmental Pollution</li> <li>• Role of Environmental Education for Sustainable Development</li> <li>• Role of Different Stakeholders (Government and Non-Government Organisations, Women, Media) in Environmental Protection</li> </ul>	

## EDU-HC-3036

### VALUE AND PEACE EDUCATION

**Total Marks: 100 (External: 80 and Internal: 20)**

**Credit-6**

#### **Course Objectives:**

After completion of this course the learner will be able to:

- Understand the concept and meaning of value.
- Become aware about the role of educational institutions in building a value based society.
- Understand the meaning and concept of peace and its importance in human life.
- Understand the meaning and importance of peace education and its relevance at national and international level.
- Identify the different issues/ challenges in imparting peace education.
- Identify the strategies and skills in promoting peace education at institutional level.

#### **Course contents**

<b>Unit</b>	<b>Contents</b>
<b>Unit-1</b>	<b>Value</b> <ul style="list-style-type: none"><li>• Concept and characteristics of value.</li><li>• Sources of values</li><li>• Impact of globalization on culture and values.</li><li>• Importance of values in human life</li></ul>
<b>Unit-2</b>	<b>Types of values, their characteristics, functions and educational significance</b> <ul style="list-style-type: none"><li>• Core values.</li><li>• Social values</li><li>• Moral values</li><li>• Religious and spiritual values.</li><li>• Aesthetic values.</li><li>• Personal values</li></ul>
<b>Unit-3</b>	<b>Value education</b> <ul style="list-style-type: none"><li>• Concept, characteristics, Objectives and Importance of value education.</li><li>• Value education at different stages – - Primary<ul style="list-style-type: none"><li>- Secondary</li><li>- Higher education.</li></ul></li><li>• Role of teacher and family in imparting value education.</li></ul>

<b>Unit-4</b>	Peace education • Meaning, definition and characteristics of peace. • Importance of peace in human life.
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**Recommended Readings:**

- Agarwal, J. C. (2005). *Education for Values, Environment and Human rights*. New Delhi: Shipra Publication.
- Chakrabarty, M. (1997). *Value education: Changing Perspective*. New Delhi: Krishna Publishers Distribution.
- Chitakra, M. G. (2007). *Education and Human Values*. New Delhi APH Publishing Corporation.
- Mishra, L (2009). *Peace education-Framework for teachers*. New Delhi: APH Publishing Corporation.
- Panda. P.K. (2017). *Value Education*. Guwahati: Nivedita Book Distributors.
- Rajput, J. S. (2002). *Human Values in School Education*. New Delhi: Anmol Publication.
- Singh, S. P. (2011). *Education for World Peace*. New Delhi: Discovery Publishing House.
- Suryanarayana. N. V. S. (2017). *Education and Human Value*. Guwahati: Nivedita Book Distributors.

**EDU-HE-5036**  
**HUMAN RIGHTS EDUCATION**  
**Total Marks: 100 (External: 80 and Internal: 20)**  
**Credit-6**

**Course Objectives:**

After completion of this course the learner will be able to:

- Explain the basic concept, nature and scope of human rights • Describe the meaning, nature, principles, curriculum and teaching methods of human rights education at different levels of Education.
- Know the role of United Nations on human rights
- Understand enforcement mechanism in India
- Know the role of advocacy groups

**Course Contents**

Units	Contents
<b>Unit-1</b>	<p><b>Basic Concept of Human Rights</b></p> <ul style="list-style-type: none"> <li>• Concept and Nature of Human Rights</li> <li>• Scope of Human Rights</li> <li>• Concept, objectives, principles of Human Rights Education</li> <li>• Needs and Significance of Human Rights Education in India.</li> <li>• Human Rights Education at Different levels:               <ul style="list-style-type: none"> <li>- Elementary level</li> <li>- Secondary level</li> <li>- Higher level.</li> </ul> </li> <li>• Methods and Activities of Teaching Human Rights</li> <li>• Curriculum of Human Rights Education</li> </ul>
<b>Unit-2</b>	<p><b>United Nations and Human rights</b></p> <ul style="list-style-type: none"> <li>• Universal Declaration of Human Rights (1948) by UN</li> <li>• UN and Promotion and Protection of Human Rights</li> <li>• Human Rights and Indian Constitution</li> <li>• Fundamental Rights similar to the UN Human Rights in Constitution of India</li> </ul>
<b>Unit-3</b>	<p><b>Human Rights – Enforcement Mechanism in India</b></p> <ul style="list-style-type: none"> <li>• Human Rights Act – 1993</li> <li>• Human Rights Commission – role and objectives</li> <li>• Judicial organs – Role of Supreme Court and High court in India</li> <li>• Commission of Women and Children in India</li> </ul>
<b>Unit-4</b>	<p><b>Role of Advocacy Groups for Promotion of Human Rights</b></p> <ul style="list-style-type: none"> <li>• Role of Global Agencies: UN, UNESCO, Vienna Declaration</li> <li>• Role of Government and Non-Governmental Organizations;</li> <li>• Role of educational institutions</li> </ul>

**Recommended Readings:**

➤ Aggarwal, J. C. (2008). *Education in the Emerging Indian Society*. New Delhi: Shipra Publication.

- Chand, Jagdish (2007). *Education for Human Rights*. New Delhi: Anashah Publishing House.
- Deka, Neelotpal (2008). *Human Rights Perspectives and Challenges*. Guwahati: Assam Book Depot.
- Mohanty, J. (2006). *Human Rights Education*. New Delhi: Deep & Deep Publications.
- Naseema, C. (2008). *Human Rights Education Theory and Practice*. New Delhi: Shipra Publications.
- Rao, Digumarti Bhaskara (2004). *Human Rights Education*. New Delhi: Discovery Publication House.
- Reddy & Others (2015). *Human Rights Education*. Hyderabad: Neelkamal Publications Pvt. Ltd.

**EDU-HE-6046**  
**WOMEN AND SOCIETY**  
**Total Marks: 100 (External: 80 and Internal: 20)**  
**Credit-6**

**Course Objectives:**

After completion of this course the learner will be able to

- Know the changing role of women in India
- Understand gender discrimination in Indian society
- Make the students understand the constitutional provisions for women and their rights.
- Make the students understand women empowerment
- Develop an awareness and sensitivity towards women

<b>Units</b>	<b>Contents</b>
<b>Unit-1</b>	<p><b>Status and role of women</b></p> <ul style="list-style-type: none"> <li>• Women in ancient and medieval India</li> <li>• Changing role of Women in India</li> <li>• Women's health and related issues</li> <li>• Role of women in family , school and society</li> <li>• Women's role in social and environmental movement</li> </ul>
<b>Unit-2</b>	<p><b>Constitutional provisions and Rights of women</b></p> <ul style="list-style-type: none"> <li>• Constitutional Provision for equality of Women (Educational and Legal Provisions)</li> <li>• National Policy on Education (1986) on women education</li> <li>• National Council for Women Education</li> <li>• Property Right</li> <li>• National Policy for Empowerment of Women, 2001</li> </ul>
Unit-3	<p><b>Gender inequalities in School and society</b></p> <ul style="list-style-type: none"> <li>• Family attitude</li> <li>• Gender bias in Textbook</li> <li>• Curricular Choices</li> <li>• Teachers' attitude</li> <li>• Classroom Interaction</li> <li>• Peer Culture</li> <li>• Gender inequality in workplace</li> </ul>
<b>Unit-4</b>	<p><b>Women Empowerment</b></p> <ul style="list-style-type: none"> <li>• Concept of women empowerment, importance</li> <li>• Types of women empowerment- Economic, political, Educational , legal</li> <li>• Women entrepreneurship</li> <li>• Barriers of women empowerment</li> <li>• Role of education in women empowerment</li> </ul>
<b>Unit-5</b>	<p><b>The new roles of men and women and its Implications</b></p> <ul style="list-style-type: none"> <li>• Changes in family patterns</li> </ul>

	<ul style="list-style-type: none"> <li>• Gender roles in transition</li> <li>• New gender roles</li> <li>• Factor influencing gender role</li> <li>• Women as peace builder <ul style="list-style-type: none"> <li>• Gender sensitivity- new gender roles and its implications for family and society</li> </ul> </li> </ul>
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**Recommended Readings:**

- Acker, S. (1987). *Feminist Theory and the Study of Gender and Education*. Jstor.
- Agarwal, N. (1993). *Women Education & Population in India*. Allahabad: Chugh Publications,
- Aggarwal J.C. (1976). *Indian Women: Education and Status*. New Delhi: Arya Book Depot.
- Bhatia , R. L. & Ahuja , B. N. (2006). *Modern Indian Education and it's Problems*. Delhi: Surjeet Publication.
- Bhatt B. D. & Sharma S.R. (1992). *Women's Education and Social Development*. Delhi: Kanishka Publishing House.
- Kaur I.(1983). *Status of Hindu Women in India*. Allahabad: Chugh Publications,
- Reddy, V. Govinda (2017). *Gender Perspectives in Peace Education*. Delhi: Manglam Publishers and Distributors.



**EDU-HC-4036**  
**EMERGING ISSUES IN EDUCATION**  
**Total Marks: 100 (External=80 and Internal=20)**  
**Credit-6**

**Objectives:**

After completion of this unit, students will able to-

- Make the students acquaint with major emerging issues national, state, and local
- Acquaint the students with the various issues in education that are emerging in the recent years in the higher education system
- Address the various problems and challenges of education in India at all levels.

**Course contents**

<b>Units</b>	<b>Contents</b>
<b>Unit-1</b>	<p><b>Social Inequality in Education and Constitutional Safeguards</b></p> <ul style="list-style-type: none"> <li>• Concept of Social Inequality</li> <li>• Constitutional Provision for Ensuring Equality in Education</li> <li>• Education of Socially Disadvantaged Section: SCs, STs and Minorities , Education of people of Char area of Assam</li> <li>• Education for Backward Children, Child Labour, Street Children and Slum Dwellers</li> <li>• Gender Disparity and Rural-Urban Disparity in Education</li> </ul>
<b>Unit-2</b>	<p><b>Liberalization, Privatization and Globalization of Education</b></p> <ul style="list-style-type: none"> <li>• Liberalization: Concept and its impact on education</li> <li>• Privatization: Concept and its impact on education</li> <li>• Globalization: Concept and its impact on education</li> <li>• Public-private Partnership</li> <li>• Education as investment</li> </ul>
<b>Unit-3</b>	<p><b>Issues related to Students</b></p> <ul style="list-style-type: none"> <li>• Youth Unrest: Concept, Causes and Remedies</li> <li>• Campus Disturbance: Concept, Causes and Remedies</li> <li>• Examination Anxiety: Concept, Causes and Remedies</li> <li>• Issues related to Educated Unemployment.</li> </ul>
<b>Unit-4</b>	<p><b>Environmental Education and Population Education</b></p> <ul style="list-style-type: none"> <li>• Main Environmental Issues: Global Warming, Ozone Depletion and Environmental Pollution</li> <li>• Role of Environmental Education for Sustainable Development</li> <li>• Role of Different Stakeholders (Government and Non-Government Organisations, Women, Media) in Environmental Protection</li> <li>• Population Explosion: Its Causes and Consequences</li> <li>• Population Education for Population Control</li> </ul>

<p><b>Unit-5</b></p>	<p><b>Multi-Cultural Education and Alternative Education</b></p> <ul style="list-style-type: none"> <li>• Concept, Objectives and Need of Multi-Cultural Education</li> <li>• Curriculum and Instruction of Multi-Cultural Education</li> <li>• Issues related to Multi-Cultural Education</li> <li>• Concept of Alternative Education and its related Issues</li> <li>• Role of NIOS and Sakshar Bharat Mission in Alternative Education</li> <li>• Role of IGNOU and KKHSOU in Alternative Higher Education</li> <li>• MOOC and its related Issues.</li> </ul> <p>Recommended Readings:</p> <ul style="list-style-type: none"> <li>➤ Aggarwal J. C. (1997). <i>Development and Planning of Modern Education</i>. New Delhi: Vikas Publishing House Ltd.</li> <li>➤ Chandel and Nand (2011). <i>Population Education</i>. Agra: Shri Vinod Pustak Mandir.</li> <li>➤ Das, Dr. Phunu (Ed.) (2016). <i>Contemporary Issues of Indian Education</i>. Guwahati: Shanti Prakashan</li> <li>➤ Krishnamacharyulu, V. (2005). <i>Environmental Education</i>. Hyderabad: Neelkamal Publications Pvt. Ltd.</li> <li>➤ Mishra and Mohanty (2013). <i>Trends and Issues in Indian Education</i>. Meerut: R. Lall Book Depot.</li> <li>➤ Taj, Haseen (2011). <i>Current Challenges in Education</i>. Hyderabad: Neelkamal Publications Pvt. Ltd.</li> <li>➤ Tiwari, R.P. <i>Problems of Education in N.E. India</i>. Ludhiana: Tandon Publications.</li> </ul>
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**Recommended Readings:**

- Aggarwal J. C. (1997). *Development and Planning of Modern Education*. New Delhi: Vikas Publishing House Ltd.
- Chandel and Nand (2011). *Population Education*. Agra: Shri Vinod Pustak Mandir.
- Das, Dr. Phunu (Ed.) (2016). *Contemporary Issues of Indian Education*. Guwahati: Shanti Prakashan
- Krishnamacharyulu, V. (2005). *Environmental Education*. Hyderabad: Neelkamal Publications Pvt. Ltd.
- Mishra and Mohanty (2013). *Trends and Issues in Indian Education*. Meerut: R. Lall Book Depot.
- Taj, Haseen (2011). *Current Challenges in Education*. Hyderabad: Neelkamal Publications Pvt. Ltd.
- Tiwari, R.P. *Problems of Education in N.E. India*. Ludhiana: Tandon Publications.