

The list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.

The institution integrates cross cutting issues relevant to professional ethics, gender, Human values, Environment and sustainability into the syllabus laid down by the affiliated university (Dibrugarh University)

Sl. No	Syllabus	Description of Courses
1	Applied Ethics	This Paper aims at acquainting the Students with basic ideas of applied ethics concerning value of life, environmental ethics and professional Ethics
2	Indian Ethics	This Paper intends to acquaint Students with the basic ethical concepts of Indian Ethics
3	Educational Management	This Paper define the concept of educational management, describe the types of management, concept of educational planning and educational supervision.
4	Education in world perspective	This course designed to acquaint the students with the meaning nature scope of comparative education.
5	Feminism, Theory and practice	The Course is designed to generate sensitization for Women's issues and problems.
6	Sociology of Gender	The Course introduces gender as a critical sociological lens of enquiry in relation to various social fields.
7	Human Rights in a comparative perspective	The course provides the basic concepts and issues concerning human values and contemporary challenges in world perspectives
8	Environmental Geography	The paper deals with ethical, cross-cultural, historical context of Environmental issues and the links between human and natural systems.

Total Marks of 1 hour duration: 70
Total Marks of 2 hour duration: 14
Total Credits after Calculation: 06

Suggested Readings:

- 1. Oswald Hanfling: *Philosophical Aesthetics*
- 2. Anandaramam, A. K.: *The Transformation of Nature in Art*
- 3. Radhakrishnan, N.: *Elements of Indian Aesthetics*
- 4. Mohanramani (1988): *Natyashastra* Vol.-I, Parimal Publications, Delhi
- 5. Chakrabarti, Trailokyanath (1980): *Nandantata: Prachya Aru Pachatya*, Bani Prakash Pvt. Ltd., Guwahati.

DSE-6: APPLIED ETHICS

5 Lectures + 1 Tutorial = 6 Credits

Total Marks: 100

End-Semester Marks: 80

In-Semester Marks: 20

Objectives: This paper aims at acquainting the students with basic ideas of applied ethics and the moral value of life, environmental ethics and professional ethics.

Unit I

Nature, Scope and Utility of Ethics
Moral and Non-moral action

Unit II

Value of Human life, Suicide, Female foeticide, Capital punishment

Unit III

Nature as Means or End
Importance of Environmental Ethics in the present context

Unit IV

Professional ethics: Medical ethics, Euthanasia, Abortion, Doctor-patient relation
Media ethics, Privacy, Problem of Yellow Journalism, Ethical issues in Cyber space

Total Lectures of 1 hour duration: 70

প্রথম অধ্যায়

মহিলাৰ অধ্যয়ন

WOMEN'S STUDIES

মহিলাৰ অধ্যয়নৰ অৰ্থ
(Meaning of Women's Studies)

মহিলাৰ অধ্যয়নৰ প্ৰকৃতি
(Nature of Women's Studies)

মহিলাৰ অধ্যয়নৰ পৰিসৰ
(Scope of Women's Studies)

মহিলাৰ অধ্যয়নৰ লক্ষ্য
(Objectives of Women's Studies)

শৈক্ষিক বিষয়ৰূপে মহিলা অধ্যয়নৰ বিকাশ
(Development of Women's Studie as a discipline)

ভাৰতত মহিলাৰ অধ্যয়নৰ বিকাশ
(Development of Women's Studies in India)

POLITICAL SCIENCE (Major)

SYLLABUS

PSCM - 601

HUMAN RIGHTS

Total Marks - 100

(End Semester = 80 + Internal Assessment = 20)

Objectives : The course will provide the basic concepts and issues concerning human rights and will acquaint the students with the contemporary challenge

Unit - I : Human Rights - Meaning, Nature and Development-
Three Generation Rights. Contributions: Hobbes, Locke,
Rousseau (L-10 & M-16)

Unit - II : Approaches and Perspectives - Universalistic and
Relativist Approaches and Marxist Perspectives, Third
World Perspective, Gandhian Perspective
(L-10 & M-16)

Unit - III : UN and Human Rights, The UN Charter, International
conventions and Covenants, Globalization and Human

Rights

(L-10 & M-16)

Unit - IV : Indian Perspective: Constitutional and Legal Framework
(Human Rights Act 1993)

Human Rights Enforcement National Human Right
Commissions (NHRC) and Special Commissions for
Weaker Sections (NCW), Human Rights Educations
UNESCO and Montreal (L-12 & M-16)

Unit - V : Issues and Challenges, Rights, Right of Children
Developmental Rights and Rights of Indigenous People
Challenges: Ethnic Conflict and Environmental Issues,
Rights of Refugees with special reFERENCE to south Asia,
Rights of IDP's

(L-12 & M-16)

Test Books :

Adil Yasin & Human Rights, Akhansha Publishing House
New Delhi, 2004

A. Upadhyay Human Rights, An Introduction, Pearson
Darren J O'zyrne Education Ltd, Delhi, 2007

N, Jayapalan Human Rights, Atlantic Publishers and
Distributions, New Delhi, 2000

Elisabeth Social Work and Human Rights, Rawat

Unit IV

1. Kant: Classification of Proposition, Possibility of Synthetic a priori judgement
2. Hegel: Dialectic method and Objective Idealism

Total Lectures of 1 hour duration: 70

Tutorial Classes of 2 hour duration: 14

Total Credits after Calculation: 06

Suggested readings:

1. Connor, D.J. (1964): *A Critical History of Western Philosophy*, MacMillan, New York
2. Thilly, Frank: *History of Philosophy*
3. Masih, Y: *A Critical History of Western Philosophy*
4. Pujari, Bandana: *Paschatya Darsanat Abhumuki*
5. Bhattacharjee, Jyotsna: *Darsanar Parichaya*
6. Baruah, Girish: *Paschatya Darsana*

C6: Indian Ethics

5 Lectures + 1 Tutorial = 6 Credits

Full Marks: 100

End-Semester Marks: 80

In-Semester Marks: 20

Objectives: This paper intends to acquaint students with the basic ethical concepts of Indian Ethics.

Unit I

1. Ethics of Vedas: Ṛta and Ṛṇa
2. Ethics of Upanisads: Śreyas, Preyas, Nisreyas

Unit II

1. Ethics of Bhagawat Gita: Svabhāva, Svadharma, Way to attain Highest goal, Synthesis of Jñāna, Karma and Bhakti marga.
2. Niskāma Karma Yoga and Lokasamgraha

Unit III

1. Dharma: Meaning and Classification
2. Varnāśramadharmā, Puruṣārtha, Law of Karma

Unit IV

1. Cārvaka Ethics.
2. Buddhist Ethics: Eight fold path, Pañchachila and Brahma Vihāra.
3. Jaina ethics: Triratna, Anuvrata and Mahāvrata.

CORE COURSE 07

Sociology of Gender

Course Objective :

The course introduces gender as a critical sociological lens of enquiry in relation to various social fields. It also interrogates the categories of gender, sex and sexuality.

Outline :

1. Gendering Sociology

1.1 Sociology of Gender – An Introduction

1.2 Gender, Sex, Sexuality

1.3 Concept of Masculinity and Femininity

2. Gender Theories

2.1 Feminism (Liberal feminism, radical feminism and social feminism)

2.2 Marxian theory of gender

2.3. Queer theory of Gender

3. Gender : Differences and inequalities

3.1. Gender discrimination (family, caste, class and work)

3.2. Gender and development

3.3. Gender budgeting

4. Gender, Power and resistance

4.1. Power and subordination (Patriarchy)

4.2. Resisting and movements (LGBT movements)

COURSE CONTENTS AND ITINERARY

Gendering Sociology : (Week – 1)

S. Jackson and S. Scott (eds.) 2002 Gender : A Sociological Reader, London : Routledge. Introduction, (pp. 1-26).

Liz Stanley. 2002. "Should Sex Really be Gender or Gender Really be Sex?" in S. Jackson and S. Scott (eds.) Gender : A Sociological Reader, London : Routledge (pp. 31-41) Strathern, Marilyn. 1987.

10. Sing, A.K. (2013): The Comprehensive History of Psychology, Motilal Banarsidass Publishers Pvt. Ltd, Delhi.
11. Chatterjee, S.K. (2000): Advanced Educational Psychology, published by Books and Allied(p) Ltd, 8/1 Chintamani Das Lane ,Calcutta 700 009 (India).



**SYLLABUS OF THE UG PROGRAMME IN EDUCATION
DIBRUGARH UNIVERSITY
B.A. IN EDUCATION (HONOURS)
EDNH202: EDUCATIONAL ADMINISTRATION AND MANAGEMENT
CREDIT: 6
[MARKS: 100 (IN-SEMESTER: 20; END-SEMESTER: 80)]**

Expected Learning Outcomes:

- On completion of the course, learners will be able to-
1. define the concept of Educational Management.
 2. describe the types of management and modern trends of Educational management.
 3. define the concept of educational leadership
 4. explain the principles of educational leadership

5. describe the styles of leadership and its implication in educational leadership.
6. define the concept of educational planning and its importance
7. analyze the role and importance of educational supervision
8. suggest measures to ensure quality in educational management.

Course content

Unit	Content	Marks	L	T
I	Educational Management And Administration	16	(14)	3
	1.1 Meaning, Nature & Scope of Educational Management		3	
	1.2 Functions of Educational Management		1	
	1.3 Types of Educational Management		3	
	1.3.1 Centralized and decentralized			
	1.3.2 External and Internal			
	1.3.3 Authoritarian/autoeratic/ democratic			
	1.4 Difference between Management and Administration		1	
	1.5 Management of Resourees in Educational Institutions-			
	1.5.1 Meaning and Types of resourees: Human Resources, Material Resourees and Financial Resourees		3	
	1.6 Some modern trend of Educational Management		3	
	1.6.1. Management by Objectives			
	1.6.2 Total Quality management			
	1.6.3 SWOT analysis			
II	Educational Leadership	16	(14)	3
	2.1 Meaning and definitions of Educational Leadership		1	
	2.2 Nature of Educational Leadership		1	
	2.2 Function of Educational Leadership		1	
	2.3 Principles of Educational Leadership		1	
	2.4 Styles of Educational Leadership: Autoeratic, Democratic and Laissez faire		3	
	2.5 Factors influencing leadership styles.		2	
	2.6 Essential qualities of an Educational leader		1	
	2.7 Leadership Development Programmes		2	
	2.8 Role of Educational Leader in ensuring quality of Education		2	
III	Educational Planning	16	(14)	3
	3.1 Meaning and Nature of educational planning		2	
	3.2 Scope of educational planning		1	
	3.3 Need of educational planning		1	
	3.4 Principles of educational planning		2	
	3.5 Types of Educational planning		4	
	3.5.1 long term planning			
	3.5.2 short type planning			
	3.5.3 grass-root level planning			
	3.5.4 institutional planning			
	3.6 Factors affecting educational Plan		2	
	3.7 Concept and importance of School Development Plan		2	
IV	Educational Supervision	16	(12)	2
	4.1 Concept and Characteristics of Educational Supervision		2	
	4.2 Objectives of Educational Supervision		1	
	4.3 Scope of Educational Supervision		1	
	4.4 Functions of Educational Supervision		2	

5. Nayak, B.K. (2012). History Heritage and Development of Indian Education .New Delhi: Axis Books Pvt.Ltd.
6. Nurullah and Nayak. (1998). A Student History of Education in India. Bombay: Macmillan India ltd.
7. Mukherjee, S.N. (2014). Education in India Today and Tomorrow. Vinod Pustak Mandir.
8. Rawat, P.L.. (n.d.). History of Indian Education. Agra: Ram Prasad & Sons.
9. Sarma, M.K. (2013). *Bharatar Sikhhar Itihas*. Dibrugarh: Banalata.
- 10.Sarma, Deka, Mishara & Chakravarty. *Snatak Mahalar Bharatar Sikhhar Itihas*, Guwahati
- 11.Sharma, T.K.(2008) . *Bharatar Sikha Bikasar Itihas aru Samasyawli*. Dibrugarh: Banalata.
- 12.Sharma, T.K & Goswami, R.K.(2009). *Bharatar Sikhhar Buranjee*. Dibrugarh: Banalata.

**SYLLABUS OF THE UG PROGRAMME IN EDUCATION
DIBRUGARH UNIVERSITY
B.A. IN EDUCATION (HONOURS)
EDNH502: EDUCATION IN WORLD PERSPECTIVE
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 meaning and definition, nature, scope and purpose of comparative education.
2. describe the factors influencing in national system of education.
3. describe the methods of comparative education.
4. explain the organization, administration, objectives and examination systems of the countries.
5. describe the vocational and teacher education of different countries, specially UK, USA, India and Japan.
6. explain the open education in world perspective.

Course Content:



Unit	Content	Marks	L	P	T
I	<p>Importance of studying national system of education</p> <p>1.1 Nature and scope of studying National Systems of Education</p> <p>1.2 Factors influencing a national system of education</p> <ul style="list-style-type: none"> • Geographical factor. • Philosophical factor • Social factor. • Political factor. • Economical factor. • Historical factor. • Religious factor. • Racial factor. • Linguistic factor. • Secular factor <p>1.3 Aims and Objectives of National System of Education with respect to</p> <ul style="list-style-type: none"> -USA -UK -Japan -India 	20	(16)		
			2		
			4		
			2		
			4		
					4
II	<p>2.1 Historical perspective of the development of the study:</p> <ul style="list-style-type: none"> • Travellers' tales. • Educational problems • Interaction of society and education. • Quantitative approach. • Scientific approach <p>2.2 Methods of studying National Systems of Education</p> <ul style="list-style-type: none"> • Descriptive method. • Historical method. • Sociological method. • Statistical method. • Psychological method. • Scientific method. 	20	(16)		
			6		
			6		
			5		
					4
III	<p>Development of education with respect to Salient features, organization, administration and Curriculum of Primary/ Elementary, Secondary and Higher education in</p> <ul style="list-style-type: none"> • UK • USA • India • Japan 	20	(17)		
			5		
			5		
			5		
			5		
					5