

**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.

Course Content:

Unit	Content	M	L	P	T
I	Introduction to Human Rights 1.1. Concept of Human Rights: Meaning, Definition, Nature and Scope. 1.2. Theories of Human Rights: Natural, Liberal, Marxist and Social Theory 1.3. Constitutional Perspectives : Fundamental Rights and Duties and their correlation 1.4. Universal Declaration of Human Rights,1948 1.5. Human Rights Movement in India: National Freedom Movement, Dalit and Women's movement	20	(16) 2 4 4 2 4		4
II	Understanding and Dealing with Violation of Human Rights 2.1 Societal : 2.1.1 Violence against women: Causes, Consequences and Protection 2.1.2 Violence against Children: Causes, Consequences and Protection (Child Labour, Child Trafficking and Child Abuse) 2.1.3 Poverty with related to causes, types and consequences 2.1.4 Population Growth with related to causes, consequences and Protection 2.2 Political : 2.2.1 Terrorism with related to concept, types, causes and measures 2.2.2 Regionalism with related to causes and consequences		(20) 4 4 2 2 3 3 2		
III	Introduction to Human Rights Education 3.1 Concept, Objectives, Principles and need for Human Rights Education in India 3.2 Factors promoting Human Rights Education 3.2.1 Positive Attitude 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 3.3.1 Elementary/ Primary 3.3.2 Secondary 3.4 Curriculum of Human Rights Education 3.5 Methods and Activities of teaching Human Rights Education 3.5.1 Teaching in Formal mode 3.5.2 Non- Formal Training 3.5.3 Counselling 3.6 Limitation of Human Rights Education	20	(18) 3 4 2 2 6 1		2
IV	Agencies of Human Rights Education 4.1 Role of Global Efforts (United Nations, UNESCO	20	(16) 4		4

Course Code: ECNHC502

Nature of the Course: Core

Full marks: 100 (Internal Assessment-20 +

End Term-80)

Course Title: Development Economics - I

Total Credit Assigned: 6

Distribution of Credit: 5 Lecture + 1 Tutorial

Course Description:

This is the first part of a two-part course on economic development. The course begins with a discussion of alternative conceptions of development and their justification. It then proceeds to aggregate models of growth and cross-national comparisons of the growth experience that can help evaluate these models. The axiomatic basis for inequality measurement is used to develop measures of inequality and connections between growth and inequality are explored. The course ends by linking political institutions to growth and inequality by discussing the role of the state in economic development and the informational and incentive problems that affect state governance.

Units	No of Lecture Hours	No of Tutorial Hours	Marks
1 Concepts of Development: Evolution of Development Economics; Economic growth and development, Characteristics of underdeveloped economies, Measures of development- GNP, PQLI, HDI, GDI, GEM ;	15	3	16
2 Strategies of Development: Stages of Economic growth- Rostow ; Low level equilibrium trap, The critical minimum effort hypothesis; Big push theory, Balanced vs. Unbalanced growth; Choice of Technique	15	3	16
3 Growth Models : Classical growth model; Harrod-Domar model; Kaldor's Model, Solow model and its variants, Meade Model, Endogenous growth model- Romer's Version.	15	3	16
4 Poverty and Inequality: Concept and Measures of poverty- Head count ratio, Sen's Index, HPI, MPI. Inequality measures- Gini Coefficient and Lorenz Curve; Connections between inequality and development; Mechanisms that generate poverty traps and path dependence of growth processes	15	3	16
5 Political Institutions and the Functioning of the State Alternative institutional trajectories and their relationship with economic performance; Relationship between democracy and economic development; Within-country differences in the functioning of state institutions; State ownership and regulation; Government failures and Corruption.	15	3	16
Total	75	15	80

PAPER XIII

Course Code: HISHC1013

Course Title: HISTORY OF INDIA VIII (c. 1857 - 1950)

I. Cultures Changes and Social and Religious Reform Movements:

- [a] The Advent of Printing and its Implications
- [b] Reform and Revival: Brahmo Samaj, Prarthna Samaj, and Ramakrishna and Vivekananda, Arya Samaj,
- [c] Wahabi, Deoband, Aligarh and Singh Sabha Movements.
- [d] Debates around Gender

II. Nationalism: Trends up to 1919:

- [a] Political Ideology and Organizations, Formation of INC
- [b] Moderates and Extremists.
- [c] Partition of Bengal and Swadeshi Movement
- [d] Revolutionary Extremism

III. Gandhian Nationalism after 1919: Ideas and Movements:

- [a] Mahatma Gandhi: His Thoughts and Methods
- [b] Impact of the First World War, Rowlett Act: Satyagraha and Jallianwala Bagh
- [c] Non-Cooperation and Civil Disobedience
- [d] 1935 Act, Provincial Autonomy, Quit India and INA

IV. Nationalism and Social Groups: Interfaces:

- [a] Left Wing Movements, Peasant and Labour movements
- [b] Princely India: States People Movements
- [c] Ambedkar and anti Untouchability Movements
- [d] Women and Freedom Movement
- [e] Business groups

V. Independence and Partition

- [a] Communalism: Ideologies and Practices, RSS, Hindu Maha Sabha, Muslim League.
- [b] Negotiations for Independence, Partition and Partition Riots
- [c] Making of the Constitution
- [d] Integration of Princely States
- [e] Land Reform and Beginnings of Planning

ESSENTIAL READINGS

- Judith Brown, Gandhi's rise to Power, 1915-22.
Paul Brass, The Politics of India Since Independence, OUP, 1990.
Bipan Chandra, Nationalism and Colonialism in Modern India, 1979.
Bipan Chandra, Rise and Growth of Economic Nationalism in India.

4. Keith E. Yandell (1999): *Philosophy of Religion-A Contemporary Introduction*, Oxon, Routledge
5. Guwahati Viswavidyalaya: *Dharmadarsana*
6. Bhattacharyya, Jyotsna: *Dharmadarsana*
7. Baruah, Girish: *Dharmadarsana*

GE-4: APPLIED ETHICS
(5 Lectures + 1 Tutorial = 6 Credits)

Full Marks: 100

End-Semester Marks: 80

In-Semester Marks: 20

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

Unit I

Nature & Scope of Ethics
Moral and Non-moral Action
Applied Ethics: Nature & Scope

Unit II

Value of Human Life, Suicide, Female Foeticide, Capital Punishment

Unit III

Environmental Ethics: Relation between Man & Nature
Importance of Environmental Ethics in the present context

Unit IV

Introduction to 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

Tutorial Classes of 2 hour duration: 14

Total Credits after Calculation: 06

Suggested Readings:

1. Singer, Peter (1986): *Applied Ethics*, Oxford, Oxford University Press
2. Piet, John H. & Prasad Ayodhya (eds, 2000): *An Introduction to Applied Ethics*, New Delhi, Cosmo Publications
3. Lafollette, Hugh (Ed. 2014): *Ethics in Practice: An Anthology*, Wiley Blackwell
4. May, Larry (2010): *Applied Ethics: A Multicultural Approach*, Pearson

BA (Program)

Discipline Specific Elective 03

Social Stratification

Total Credit=6
Total Marks 80+20=100
Total Classes: 38
Total Tutorials: 7
Class duration: 1 class=1 hour
1 tutorial = 1 hour
6 classes per week

Objective:

The course introduces the student to various ideas of Social inequality and their sociological study. The different forms and institutional manifestations of social stratification are explored here both theoretically and through case studies.

	Classes	Tutorials	Marks
1.Social Stratification: Concepts and Approaches	8	2	20
2 Forms of Social Stratification	20	3	35
2.1 Race and Ethnicity			
2.2 Caste and Class			
2.3 Gendering Inequality			
2.4 Poverty and Social Exclusion			
3.Social Mobility	10	2	25
3.1 Types of Social Mobility			
3.2 Social significance of mobility			

COURSE CONTENTS AND ITINERARY

1. Social Stratification: Concepts and Approaches (2 weeks)

- 1.1. Beteille, A. 1983. 'Introduction in Andre Beteille (ed.): *Equality and Inequality: Theory and Practice*; Delhi: Oxford University Press. pp.1- 27.
- 1.2. Gupta, D. 1991. 'Hierarchy and Difference' in Dipankar Gupta (ed.): *Social Stratification* Delhi: Oxford University Press , pp 1-21.