

**Contact Hours/ Week: 02 Credits: 02**

**COMPULSARY FOUNDATION - II: HUMAN RIGHTS 17UFC902**

**Preamble**

To enable the students to acquire and practice Human rights to ensure dignity of life, equality and equity.

**Course Outcome**

**At the end of the course, Students will be able to**

**CO1:** To Understand the historical growth of the idea of human rights

**CO2:**To create an awareness of the international context of human rights

**CO3:** To spread an awareness of the position of human rights in the UK prior to 1998 **CO4:**To Understand the importance of the Human Rights Act 1998 and Indian penal code. **CO5:**To Analyze and evaluate concepts and ideas, pertaining to human rights.

Mapping with ProgrammeOutcomes

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO 1** | **PO 2** | **PO 3** | **PO 4** | **PO 5** | **PSO 1** | **PSO 2** | **PSO 3** |
| **CO 1** |  |  |  |  |  |  |  |  |
| **CO 2** |  |  |  |  |  |  |  |  |
| **CO 3** |  |  |  |  |  |  |  |  |
| **CO 4** |  |  |  |  |  |  |  |  |
| **CO 5** |  |  |  |  |  |  |  |  |

**Assessment Task and Course Outcome Alignment**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **COURSE OUTCOME** | | | | |
| **1** | **2** | **3** | **4** | **5** |
| **Mid Term Exam** |  |  |  |  |  |
| **Online Exam** |  |  |  |  |  |
| **Assignment** |  |  |  |  |  |
| **Presentation** |  |  |  |  |  |
| **End Term Exam** |  |  |  |  |  |

Syllabus

## Unit I - CONCEPT OF HUMAN VALUES, VALUE EDUCATION TOWARDS PERSONAL

***DEVELOPMENT***

Aim of education and value education; Evolution of value oriented education; Concept of Human values; types of values; Components of value education.

## PERSONAL DEVELOPMENT

Self-analysis and introspection; sensitization towards gender equality, physically challenged, intellectually challenged. Respect to - age, experience, maturity, members of the family, neighbors, co-workers.

## CHARACTER FORMATION TOWARDS POSITIVE PERSONALITY

Truthfulness, Constructivity, Sacrifice, Sincerity, Self Control, Altruism, Tolerance, Scientific Vision.

# Objectives:

* To enable the students to gain knowledge of the very most basic human values. **Human values are the principles, standards, convictions and beliefs that people adopt as their guidelines in daily activities.**
* To enable the students to understand the concepts of character formation towards positive personality.
* Most laws and legislation are shaped by human values. These attributes include honesty, trustworthiness, diligence, discipline, fairness, love, peace, justice, care for one another and being mindful of the environment, including plants and animals. In addition, selflessness and putting the well-being of all before a person's own needs are desirable human values

# Unit II - VALUE EDUCATION TOWARDS NATIONAL AND GLOBAL DEVELOPMENT

**Objective:**

* + To enable the students to realize the process by which people give values to others.
  + To make explicit values underlying their own behavior, and to assess the effectiveness of these values and associated behavior for their own and others' long term well-being.
  + To enlighten the students on fulldevelopment of all the potentialities such as memory, reasoning, aesthetics, imagination, and Communication skills as well as physical capacities.

# National and International Values

* + Constitutional or national values - Democracy, socialism, secularism, equality, justice, liberty, freedom and fraternity.
  + Social Values - Pity and probity, self-control, universal brotherhood.
  + Professional Values - Knowledge thirst, sincerity in profession, regularity, punctuality and faith. Religious Values - Tolerance, wisdom, character.
  + Aesthetic values - Love and appreciation of literature and fine arts and respect for the same. National Integration and international understanding.

# Unit III- IMPACT OF GLOBAL DEVELOPMENT ON ETHICS AND VALUES

**Objective:**

1. To improve the integral growth of students.
2. To create attitudes and improvement towards sustainable lifestyle.
3. To increase awareness about our national history, our cultural heritage, constitutional rights, national integration, community development and environment.
4. To create and develop awareness about the values and their significance and role.

Conflict of cross-cultural influences, mass media, cross-border education, materialistic values, professional challenges and compromise. Modern Challenges of Adolescent Emotions and behavior; Sex and spirituality: Comparison and competition; positive and negative thoughts.

Adolescent Emotions, arrogance, anger, sexual instability, selfishness, defiance.

Unit IV-**Human Rights Objectives:**

To promote a culture for educating the students that cultivate and promote of human rights culture is the sine qua non for the smooth functioning of the organs of a democratic State and for the kind of development that results into overall development of the society.

To train the young men and women for facing the challenges of the pluralistic society and the rising conflicts and tensions in the name of particularistic loyalties to caste, religion, region and culture.

# Concept of Human Rights – Indian and International Perspectives

* 1. Evolution of Human Rights
  2. Definitions under Indian and International documents

# Broad classification of Human Rights and Relevant Constitutional Provisions.

A. Right to Life, Liberty and Dignity B. Right to Equality

C. Right against Exploitation D.Cultural and Educational Rights

E. Economic Rights F. Political Rights

G. Social Rights

# Human Rights of Women and Children

1. Social Practice and Constitutional Safeguards
2. Female Feticide and Infanticide C. Physical assault and harassment

D. Domestic violence E. Conditions of Working Women

# Institutions for Implementation

A. Human Rights Commission B. Judiciary

# Violations and Redresses

A. Violation by State B. Violation by Individuals

C. Nuclear Weapons and terrorism D. Safeguards.

Unit V-THE INDIAN PENAL CODE

# Objective:

* To enable the students to have an insight into The Indian Penal code, in its basic form, is a document that lists all the cases and punishments that a person committing any crimes is liable to be charged with.
* It covers any Indian citizen or a person of Indian origin. The total numbers of sections contained in the Indian Penal Code are five hundred eleven. All these sections pertain to a particular category of crimes committed by civilians of Indian origin.
* There are sections related to Dowry Laws and jurisdictions in India, as well as there are several sections that concern various types of criminal laws. The Indian Penal Code is thus the most fundamental document of all the law enforcer as well as the entire judiciary in India.
* Introduction -General Principles- Specific Offences, Punishments, Classes of Offences, Violence against women in India, New Trends in Judiciary

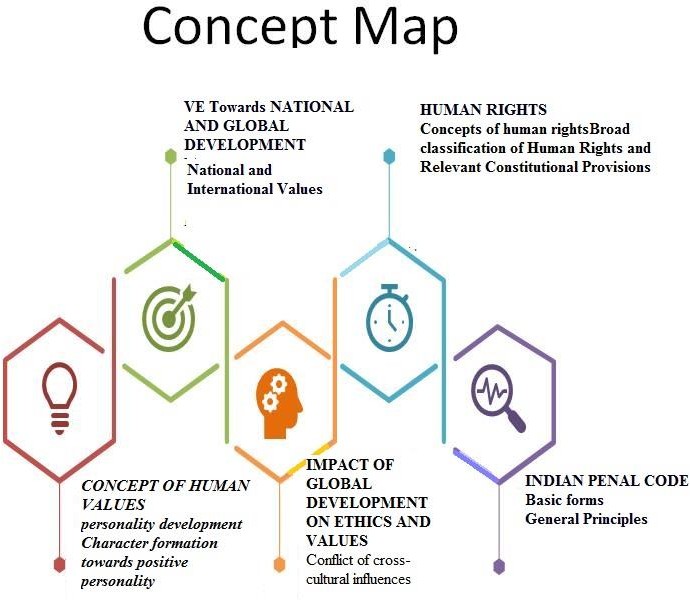
**Text book:**

Rashee Jain 2016,”Human Rights Law and Practice”, Universal Law publishing ISBN- 10:9351437388.

**References:**

1. Padala Rama Reddi 2014, “*Indian Penal Code 1860*” ,Asia Law House,16th edition
2. “Value education /Human Rights for Under Graduate Courses”, Bharathiar University, Coimbatore.

COURSE MAP



|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **WK** | **DATE** | **TOPIC** | **READING** | **BLOOMS LEVEL** | **ACTIVITY** | **INSTRUCTION AL METHOD(S)** |
| **1** | Day 1 | Introduction | Ch. 1 | Remember | Discussion | Lecture through Power Point |
|  | Day 2 | Concepts of Human Rights | Ch. 1.1 | Understand | Group Discussion |
|  | Day 3 | Aim of education and value education; Evolution of value  oriented education; | Ch. 1.2 | Apply | Quiz | Lecture through Power Point |
|  | Day 4 | Concept of Human values; types of values; Components of value education. | Ch. 1.3 | Remember | Random picker | Lecture through Power Point |
| **2** | Day 1 | ***PERSONAL DEVELOPMENT-***  Self-analysis and introspection;  sensitization towards gender equality, | Ch.1.4 | Understand | Seminar | Lecture through Power Point |
|  | Day 2 | Physically challenged, intellectually challenged. Respect to - age, experience, maturity, members of the family, neighbors, co-workers. | Ch.1.5 | Apply | Group Discussion | Lecture through Power Point |
|  | Day 3 | *CHARACTER FORMATION TOWARDS POSITIVE PERSONALITY* | Ch 1.6 | Understand | Quiz | Lecture through Power Point |
|  | Day 4 | VALUE EDUCATION TOWARDS NATIONAL AND GLOBAL DEVELOPMENT | Ch 1.7 | Remember Understand | Random Picker | Lecture through Power Point |
| **3** | Day 1 | National and International Values | Ch 1.8 | Understand | Seminar | Lecture through Power Point |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Day 2 | IMPACT OF GLOBAL DEVELOPMENT ON ETHICS AND VALUES | Ch. 1.9 | Apply | Problem solving | Lecture through Power Point |
|  | Day 3 | Conflict of cross-cultural influences, mass media, cross- border education, materialistic values, professional challenges  and compromise. Modern | Ch 1.10 | Understand | Quiz | Lecture through Power Point |
|  | Day 4 | Challenges of Adolescent Emotions and behavior; Sex and spirituality: Comparison and competition; positive and negative thoughts. | Ch 1.11 | Understand | Problem solving | Learning by doing |
| **4** | Day 2 | Adolescent Emotions, arrogance, anger, sexual instability, selfishness, defiance. | Ch. 2 | Apply | Seminar | Lecture through Power Point |
|  | Day 2 | Concept of Human Rights – Indian and International Perspectives   1. Evolution of Human   Rights   1. Definitions under Indian and International documents | Ch. 2.1 | Understand | Group Discussion | Lecture through Power Point |
|  | Day 3 | Broad classification of Human Rights and Relevant Constitutional Provisions.  A. Right to Life, Liberty and Dignity B. Right to Equality   1. Right against Exploitation 2. Cultural and Educational Rights 3. Economic Rights   F.  Political Rights  G. Social Rights  C. Nuclear Weapons and terrorism D. Safeguards. | Ch. 2.2 | Understand | Quiz | Lecture through Power Point |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Day 4 | Human Rights of Women and Children   1. Social Practice and Constitutional Safeguards 2. Female Feticide and Infanticide 3. Physical assault and harassment 4. Domestic violence 5. Conditions of Working Women | Ch. 2.3 | Understand | Random Picker Activity | Lecture through Power Point |
| **5** | Day 2 | Institutions for Implementation   1. Human Rights Commission 2. Judiciary | Ch.2.4 | Understand | Seminar | Lecture through Power Point |
|  | Day 2 | Violations and Redresses   1. Violation by State 2. Violation by Individuals | Ch.2.5 | Understand | Group Discussion | Lecture through Power Point |
|  | Day 3 | THE INDIAN PENAL CODE | Ch 2.6 | Remember | Quiz | Lecture through Power Point |
|  | Day 4 | Basic concepts,General principles | Ch 2.7 | Understand &  Apply | Random picker  Activity | Lecture through  Power Point |
| **6** | Day 1 | Specific Offences, Punishments, Classes of Offences, | Ch 2.8 | Understand | Seminar | Lecture through Power Point |
|  | Day 2 | Violence against women in India, New Trends in Judiciary | Ch. 2.9 | Understand | Group Discussion | Lecture through Power Point |
|  | Day 3 | Revision | Ch 2.20 | Understand | Problem solving | Learning by  doing |
| **7** | Day 1 | Revision | Ch 2.21 | Understand | Random picker  Activity | Discussion |
|  | Day 2 | Revision | Ch. 3.1 | Understand | Seminar | Discussion |
|  | Day 3 | Revision | Ch 3.11 | Apply | Quiz | - |
| **8** | Day 1 | Revision | Ch. 3.12 | Understand | Oral Test | - |
|  | Day 2 | Revision | Ch. 4.1 | Remember | Seminar | - |

# UNIT I

## CONCEPT OF HUMAN VALUES, VALUE EDUCATION TOWARDS PERSONAL DEVELOPMENT

Aim of education and value education; Evolution of value oriented education; Concept of Human values; types of values; Components of value education.

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*UNIT I* ***Concept of Human Values, Value Education towards Personal Development***

# Choose the correct answer:

1. Arts and Literature are related to .
   1. Human value B. Social value C. Vocational value D. Aesthetic value
2. Dr.Gawande found out types of human values.
   1. two B. three C. seven D. nine
3. Ideals in various professions deal with value.
   1. human B. social C. vocational D. aesthetic
4. One of the human values is .
   1. creativity B. fear C. anger D. altruism
5. vision is used to find out reasons of a problem.
   1. Sacrifice B. Altruism C. Sincerity D. Scientific
6. education is not a component of value education.
   1. Health B. Physical C. Cultural D. Higher
7. Values Important to relationship are many they are

A. Aggression B.Competition C. Integrity D. Arrogance

1. dimension is experienced during deep sleep.
   1. Physical B. Mind C. Energy D. Blissful
2. Self- reliance is an essential quality for development.
   1. social B. curriculum C.personality D. economic
3. A harmonious world is created by values at 4 Levels they are
   1. Home, Family, Society, Country B. Individual, Family, Society, Universe

C. School, home, office, temple D. None

1. Many Human values seem good or right due to
   1. Positive feeling B. Internal Happiness C. Natural Acceptance D. All of the above
2. Value is a measure of .
   1. desirability B. planning C.accessibility D. undesirability

## UNIT I Concept of Human Values, Value Education towards Personal Development

1. The Purpose of Value education is to
   1. Foster Universal core Values B. Make the syllabus easy C. develop values in Individual

D. Both A and C

1. A result of education is that one can know the values of human.
   1. physical B. psychological C. energy D. holistic
2. Values are the culmination of our inborn sense.
   1. civic B. human C. common D. sixth
3. To respect others is a result of education.
   1. social B. economic C. holistic D. environmental
4. Values give to our existence.
   1. plan B. meaning C. source D. awareness
5. The conscience is also a source of value awareness.
   1. social B. physical C. human D. psychological
6. Harmony should be maintained in
   1. Between body & Life B.Between self & society C. Life & environment D. All the above
7. is an essential quality for personality development.
   1. Planning B. Accessibility C. Self-reliance D. Discipline
8. The Indian constitution has approved national values. A. 5 B. 4 C. 3 D. 6
9. What should be done to develop values in students?
   1. Encourage moral value related works B. Behave yourself as a role model

C. Display stories based on moral values D. Organize lectures on moral values

1. Which of the following Four Pillars of education mentioned in Delos Commission report reflects the Indian Value of “VasudhaivaKudumbakam.
   1. Learning to know B. learning to C. Learning to be D. Learning to live together

## UNIT I Concept of Human Values, Value Education towards Personal Development

1. Which of the following activity/Program me in a University aims at value education in a holistic frame
   1. Fine arts & musical concerts B. NCC C. Yoga education and wellness centreD. Inter University Competitions
2. “Value is that which satisfies human desires” this is said by
   1. Aristotle B. Hume C. Urban D. Hoffding
3. Knowing and maintaining physical and mental health of Individual and society are termed as education
   1. life B. productive C. spiritual D. value
4. The Idea that you can access someone’s Personality by Studying their face is called
   1. Phrenology B. Physiology C. Somatology D. Physiognomy
5. The democratic social order is our national .
   1. objectives B. planC.awareness D. none of these
6. The approach to understand human behavior is
   1. palliative B. Psychodynamic C. Patronym D. psychedelic
7. is an important social objective of democracy.
   1. Inequality B. Equality C.Durability D. Education
8. Awareness of doing harm is a result of education
   1. primary B. moral C. national D. holistic
9. Thematic Apperception Test (TAT) of measuring personality is a
   1. Subjective technique B. Objective technique C. projective technique D. Experimental Technique
10. is one of the common values of all professions.
    1. Self-confident B. Social service C.Self-discipline D. Intelligence
11. is concerned with the fulfillment of obligations.
    1. Dutifulness B. Affection C.Moral D. Equality

## UNIT I Concept of Human Values, Value Education towards Personal Development

1. Due to the lack of education, the majority of human society leada life of ignorance of principles and beliefs.
   1. socialservice B.ethical value C. character D. environmental
2. Vocational value insists on in various professions.
   1. rules B. ideals C. sincerity D. scarifies
3. is concerned with establishing a new social economic order.
   1. Society B. Socialism C. Economical D. Educational values
4. Who has classified Introvert personality and Extrovert personality
   1. Freud B. Jung C. Munn D. Allport
5. National Education Policy of can be broadly defined as moral and religious education.

A. 1985 B. 1987 C. 1986 D. 1988

1. The area of value is the rule about society.
   1. social B. human C. vocational D.aesthetic
2. The area of aesthetic value is .
   1. humanbehavior B. arts and literature C. standard of living D. religion
3. Your description of who you are as a person is your
   1. self awareness B. Self esteem C. Self concept D. Self disclose
4. Development of one’s personality is known as development.
   1. mental B. physical C. character D. personality
5. The sum total of our impression determines .
   1. character B. behavior C. value D. memory
6. dimension performs digestion of food, circulation of blood, respiration and other

activities in body.

A. Mental B. Energy C. Physical D. Intellectual

1. Mankind lies in the virtues like .
   1. courage B. friendship C. love D. all the above

*UNIT I* ***Concept of Human Values, Value Education towards Personal Development***

1. Inculcation of value education helps in \_ development.
   1. educational B. emotional C. professional D. financial
2. Economic meaning of value is originally related to value.
   1. economic B. financial C. education D. national
3. is the complex of mental characteristic that makes each of us unique from other people
   1. Heredity B. Emotional tone C. Personality D. Genertic
4. Expected behavior should be conducive to a .

A.society B. nation C. society and nation D. None of these

1. Expected behavior needs to be accepted on --.
   1. national level B. international level C. state level D. central

level

1. The development of individuals is possible through .
   1. family background B. finance C. human values D. education
2. is based on equal rights and freedom. A.hypocrisyB.libertyC.democracy D. None of the above
3. Our personalities developed as a result of
   1. Genetic Inheritance B. Environmental C. Both A &B D. none of the above
4. Which of these can have an effect on the development of Individual personality?
   1. Physical & Mental capabilities B.Health& physical appearance

C. skin, color,gender&sexual orientation D. All of the above

1. Social environment is frequently .
   1. developed B. changed C. remains same D. None of these
2. The modern system helps to avail the present opportunities for better life.
   1. education B. rights C. environment D. climate
3. Which of the following is not a convert behavior?
   1. Thinking B. Feeling C. Dreaming D. Talking
4. Education can be categorized into divisions.
   1. five B. three C. two D. seven

## UNIT I Concept of Human Values, Value Education towards Personal Development

1. Value is the conception of
   1. desirable B. derivative C. acceptance D. process
2. Self theory of personality was propounded by
   1. G.Allport B. R.Cattel C. C.Rogers D. S.Freud
3. Every action and thought of an individual leaves an impression on our .
   1. body B. organ C. physical D. mind
4. Indian culture is superior because it is based on .
   1. Pity B. Self-control C. Honor D. All the above
5. According to self theory “What one actually is” is called .
   1. Real self B. Ideal self C. looking glass self D. Self Image
6. The moral education was recommended in the Education Commission of . A. 1882 B. 1886 C. 1986 D. 1895
7. Many customs and traditions are based on .

A.religion B. society C. character D. ideas

1. has dynamic values which are created in political, economic and social fields.
   1. Political B. Economic C. Social D. Society
2. Society has to accept behavior and thoughts in consonant with the age of .
   1. science B. history C. art D. religion
3. Education should inculcate to pave way for the promotion ofEmotional integration.
   1. ideals B. knowledge C. society D. nation
4. The development of is a challenging and rewarding task.
   1. personality B. creativity C. productivity D. standards
5. is shown by the way of behavior.
   1. Adventure B. Energy C. Attitude D. Character
6. The complete nature or character of a person is known as .
   1. attitude B. responsibility C. personality D. behavior

## UNIT I Concept of Human Values, Value Education towards Personal Development

1. Personality development in the real sense refers to deeper levels of a .
   1. person B. nature C. society D. nation
2. is responsible for decision making in human mind.
   1. Buddhi B. Manas C. Chitta D. Ahamkara
3. is one of the basic functions of mind.
   1. Memory B. Creativity C. Think D. Retrieve
4. Buddha developed an effective instrument of self-development by controlling

.

* 1. memory B. sorrows C. soul D. emotions

1. How many personalities are mentioned by Kretschmer?
   1. Four B. Two C. Three D. Five
2. Which of these factors influence personality development of a child?
   1. Hereditary B. Physical Environment C. Social Environment D. All of the above
3. Imagination and formation of concepts are functions of .
   1. memory B. humanity C. soul D. All the above
4. The storehouse of memory is called .
   1. brain B. knowledge C. chitta D. All the above
5. dimension consists of our body and senses.
   1. Mental B. Physical C. Structural D. Psychological
6. The personality is concerned with dimensions.

A. 3 B. 4 C. 2 D. 5

1. Digestion of food and circulation of blood perform dimension.
   1. energy B. power C. molecules D. Both A & B
2. dimension is characterized by the activities of the mind.
   1. Physical B. Mental C. Psychological D. Blissful

## UNIT I Concept of Human Values, Value Education towards Personal Development

1. In Carl roger’s theory, the main structure of personality is the
   1. Ego B. Superego C. Self D. All of these
2. Human value depends on
   1. ethics B. Knowledge C. social behavior D. human behavior
3. The area of Religious value is .
   1. Human behavior B. Role about society

C. Value of life in nature D. Idea related to religion

1. Overall education of the facts of human life, include
   1. Human values B. Social values C. Professional values D. Rights
2. Knowing the three invisible truths of the unified force is education.
   1. life B. productive C. spiritual D. value
3. When moral, social and values are exchanged through the medial of subject, content and emotional, development will be possible.
   1. productive B. social C. spiritual D. cultural
4. Human value is an academic behaviour through which progress of individual society and

understanding are created.

* 1. national B. international C. emotional D. functional

1. becomes indispensable for all round human development.
   1. National B. Society C. Culture D. Value
2. The chief aim of value education is to produce men of
   1. character B. attitude C. symbols D. icons
3. The society gains strength from values.
   1. social B. ethical C. physical D. numerical
4. The salient feature of characterization is \_
   1. obedience B. honesty C. creativity D. punctuality
5. The faculty of the mind is called
   1. Buddhi B. Manas C. Chitta D. Ahamkara

## UNIT I Concept of Human Values, Value Education towards Personal Development

1. dimension is characterized by the determinative faculty in a person
   1. Blissful B. Intellectual C. Mental D. Physical
2. Expansion of SMART
   1. Special, Method, Active, Rate, Time B. Specific, Measurable, Achievable, Relevant, Time- bound C. Specific,Active,Method,Relevant,Time-bound D. None of these
3. “They alone live who live for others are”, the words of
   1. Swami Vivekananda B. Mahatma Gandhi C. Buddha D. Abraham Lincoln
4. Ethical values give strength to the .
   1. Society B. concern C. individuals D. groups

# Answer all the Questions:

1. Discuss the concepts of human value.
2. Explain the importance of personality development.
3. Evaluate the Components of Value education.
4. What is Character Development Education?
5. Explain the types of personality development

*UNIT I* ***Concept of Human Values, Value Education towards Personal Development***

# Answer:

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Q.NO | **ANS** | Q.NO | **ANS** | Q.NO | **ANS** | Q.NO | **ANS** | Q.NO | **ANS** |
| 1 | **D** | 21 | **B** | 41 | **B** | 61 | **C** | 81 | **B** |
| 2 | **C** | 22 | **B** | 42 | **C** | 62 | **D** | 82 | **D** |
| 3 | **C** | 23 | **D** | 43 | **D** | 63 | **D** | 83 | **A** |
| 4 | **D** | 24 | **C** | 44 | **A** | 64 | **A** | 84 | **B** |
| 5 | **D** | 25 | **C** | 45 | **B** | 65 | **A** | 85 | **C** |
| 6 | **D** | 26 | **C** | 46 | **D** | 66 | **A** | 86 | **D** |
| 7 | **C** | 27 | **B** | 47 | **B** | 67 | **D** | 87 | **D** |
| 8 | **D** | 28 | **A** | 48 | **A** | 68 | **A** | 88 | **A** |
| 9 | **C** | 29 | **B** | 49 | **C** | 69 | **D** | 89 | **C** |
| 10 | **B** | 30 | **B** | 50 | **C** | 70 | **A** | 90 | **C** |
| 11 | **D** | 31 | **D** | 51 | **B** | 71 | **D** | 91 | **B** |
| 12 | **A** | 32 | **C** | 52 | **D** | 72 | **C** | 92 | **D** |
| 13 | **D** | 33 | **C** | 53 | **C** | 73 | **A** | 93 | **A** |
| 14 | **D** | 34 | **A** | 54 | **C** | 74 | **A** | 94 | **B** |
| 15 | **D** | 35 | **C** | 55 | **D** | 75 | **A** | 95 | **B** |
| 16 | **C** | 36 | **B** | 56 | **B** | 76 | **D** | 96 | **B** |
| 17 | **B** | 37 | **B** | 57 | **C** | 77 | **A** | 97 | **B** |
| 18 | **C** | 38 | **B** | 58 | **D** | 78 | **D** | 98 | **B** |
| 19 | **D** | 39 | **C** | 59 | **B** | 79 | **C** | 99 | **A** |
| 20 | **C** | 40 | **C** | 60 | **A** | 80 | **C** | 100 | **A** |

UNIT – II

# VALUE EDUCATION TOWARDS NATIONAL AND GLOBAL DEVELOPMENT

**Objective:**

* + To enable the students to realize the process by which people share values to others.
  + To make explicit values underlying their own behavior, and to assess the effectiveness of these values and associated behavior for their own and others' long term well-being.
  + To enlighten the students on full development of all the potentialities such as memory, reasoning, aesthetics, imagination, and Communication skills as well as physical capacities.

# National and International Values

* + Constitutional or national values - Democracy, socialism, secularism, equality, justice, liberty, freedom and fraternity.
  + Social Values - Pity and probity, self-control, universal brotherhood.
  + Professional Values - Knowledge thirst, sincerity in profession, regularity, punctuality and faith. Religious Values - Tolerance, wisdom, character.
  + Aesthetic values - Love and appreciation of literature and fine arts and respect for the same. National Integration and international understanding.

UNIT II ***Value Education towards National and Global Development***

# Choose the correct answer:

1. is concerned with establishing a new social and economic order on the basis of equality of opportunity.
   1. Socialism B. Education C. Justice D. Fraternity
2. has to be gained for achieving pattern of society.
   1. Knowledge B. Education C. Liberty D. All of these 3. is an essential quality for individual progress and progress of society.

A. Knowledge B. Education C. Liberty D. Equality 4. values refer to the values which are oriented towards social amicability and coherence.

A. Social B. Aesthetic C. Vocational D. None of these

1. should develop cultural awakening.
   1. Human B. Commission C. Center D. Education
2. Humanistic psychologists explained
   1. human traits B. humanity C. Sociology D. can’t say 7. are concerned with beauty or appreciation of beauty.

A. Moral values B. Religious values C. Aesthetic values D. Education values

1. Earth day is on

A. 21st April B. 22nd April C. 25th April D.29th April 9. integration means that bringing about the prevailing economic, social and

Cultural differences among people.

A. National B. Cultural C. Religious D. State

1. Problem solving and managing are two ways to cope with stress.
   1. smile B. sadness C. anger D. fear
2. is losing its ecological balance because of toxic wastes being dumped into the sea.
   1. Marine life B. Social life C. Human life D. Aqua life

## UNIT II Value Education towards National and Global Development

1. is concerned with discharging an assigned duty carefully and sincerely.
   1. Self study B. Responsibility C. Accountability D. None of these 13. are necessary to achieve the ends in liberty.

A. Moral values B. Education values C. Human values D. Social values

1. Ethics involves what is right or wrong.
   1. learning B. teaching C. writing D. creating
2. Environment Day is on .
   1. 2nd June B. 5th June C. 15th June D. 25th June
3. The order is our national objective.
   1. liberty B. education C. democratic social D. social
4. The feeling of hatred towards religion may hamper the unity of in India.
   1. socialism B. democracy C. culture D. None of these
5. National Integration is more than a .
   1. slogan B. self-esteem C. both A & B D. None of these
6. Education should aim at achieving \_ integration.
   1. Social B. National C. Personal D. All of these
7. Which one of the following is a component of value education?
   1. Altruism B. Population C. Sincerity D. Culture
8. Unemployment problem rises due to national\_ .
   1. integration B. disintegration C. fundamentalism D. all of these
9. Justice, Liberty, Equality and Fraternity are values.
   1. national B. secular C. constitutional D. professional
10. is concerned with the fulfilment of obligations.
    1. Affection B. Dutifulness C. Moral D. Equality

## UNIT II Value Education towards National and Global Development

1. Religion is based on certain moral .
   1. principles B. mission C. vision D. values
2. is concerned with the fulfilment of obligations and tasks.
   1. Honesty B. Accountability C. Liberty D. Dutifulness
3. implies the acceptance of the rights of all nations for honorable existence.
   1. International understanding B. Obligations C. Self- Discipline D. None of these
4. implies the elimination of the fear of war.
   1. Understanding B. Discipline C. Obligation D. None of these 28. should inculcate national ideals to pave way for emotional integration.

A. Human B. Commission C. Education D. Mind 29. is known as thoughts, expressions, belief, faith and worship.

A. Equality B. Liberty C. Fraternity D. Inequality

1. Science of living should begin with the basics of understanding the human .

A. conscience B. present C. absent D. physiology 31. is an inculcation of moral values.

A. Physiological B. Conscience C. Absent D. None of these

1. is a moral value.
   1. Dutifulness B. Truthfulness C. Politeness D. Sadness
2. Religion is another source of
   1. human value B. moral value C. vocation value D. normal value 34. is a common value of life recommended for religious values.

A. Honesty B. Reality C. Ruling D. Personality

1. education used to develop intellectual activities.

A. Co-curricular B. Extra- Curricular C. Academic D. Special

UNIT II ***Value Education towards National and Global Development***. 36.Learning life – education from parents without going to school is education.

A. value B. self-study C. social D. cultural

1. Physical health and mental health of self and society are education.
   1. productive B. personal C. spiritual D. none of these
2. A common problem for the newly admitted students in educational institution is the practice of .
   1. ragging B. teasing C. hurting D. all of these
3. Man is a and marvelous combination of body, life, force and mind.
   1. harmonious B. processor C. maker D. None of these 40. has erased the margin of distance and time.

A. Civilization B. Globalization C. Determination D. All of these

1. understanding is used to develop the global interdependence between the people and nation.
   1. National B. International C. State level D. Religion level
2. without virtue is meaningless.
   1. Knowledge B. Equality C. Political D. Exercise
3. The features of characterization are .
   1. Honesty B. Adventure C. Control D. All of these 44. is concerned with establishing a new social economic order.
4. Socialism B. Secularism C. Population D. Mannerism
5. has its own independent values.

|  |  |  |  |
| --- | --- | --- | --- |
| A. Social | B. Religious | C. Professional | D. Moral |

1. Equality is one of the important social objectives of . A. justice
2. human life C. democracy D. cultural 47. wins the respect of others.

A. Regularity B. Punctuality C. Both A & B D. None of these

## UNIT II Value Education towards National and Global Development.

1. education refers to the movement of people, programs and services to national boundaries.
   1. Value B. Cross-border C. Moral D. Personal
2. knows no barriers of caste, creed or color, no difference of religion or culture.
   1. Internationalism B. Socialism C. Mesmerism D. None of these
3. is the advent of technology in communication network.
   1. Globalization B. Socialism C. Technology D. Culture
4. Democratic constitution was established in
   1. August 15,1947 B. January26,1950 C. November14,1949 D. September10,1948
5. The meaning of democracy was given by
   1. AbrahamLincoln B. S.Radhakrishnan C. Mahatma Gandhi D. Jawaharlal Nehru 53. is concerned with establishing new social and economic order.

A. Secularism B. Socialism C. Nationalism D. Equalism 54. is the freedom to progress, preach and practice any religion.

|  |  |  |  |
| --- | --- | --- | --- |
| A. Sovereignty | B. Fraternity | C. Equality | D. Liberty |

1. is the spirit of common brotherhood.
2. promotes social changes. 57. is called a total value.

|  |  |  |  |
| --- | --- | --- | --- |
| A. Equality | B. Liberty | C. Democracy | D. Republic |

|  |  |  |  |
| --- | --- | --- | --- |
| A. Secularism | B. Socialism | C. Sovereignty | D. Democracy |

|  |  |  |  |
| --- | --- | --- | --- |
| A. Justice | B. equality | C. liberty | D. fraternity |

1. develops intellectual activities.

|  |  |  |  |
| --- | --- | --- | --- |
| A. Extra-curricular | B. Behavior | C. Attitude | D. Academic |

1. develop scientific attitude to words social life.

|  |  |  |  |
| --- | --- | --- | --- |
| A. Libraries | B. Laboratories | C. hostels | D. schools |

1. The human mind has basic functions.
   1. six B. seven C. four D. five
2. is based on moral principles.

|  |  |  |  |
| --- | --- | --- | --- |
| A. Social | B. Professional | C. Internal | D. Religion |

1. is treated as supreme value of human being.

|  |  |  |  |
| --- | --- | --- | --- |
| A. Worship | B. Tolerance | C. Broad mindedness | D. Living together |

1. Values originating from a strong leader are termed as value.

|  |  |  |  |
| --- | --- | --- | --- |
| A Functional | B. Ethical | C. Charismatic | D. Traditional |

## UNIT II Value Education towards National and Global Development.

1. is concerned with the fulfillment of obligation &task.

|  |  |  |  |
| --- | --- | --- | --- |
| A. Accountability | B. Dutifulness | C. Regularity | D. Punctuality |

1. helps to provide security to all citizens.
   1. Work B. Democratic C. Democratic Republic D. Democratic social
2. Faith in co-operative living is an example for value.

|  |  |  |  |
| --- | --- | --- | --- |
| A. moral | B. eternal | C. social | D. aesthetic |

1. The is unique among planets in our solar system.

|  |  |  |  |
| --- | --- | --- | --- |
| A. Earth | B. World | C. Ocean | D. Sea |

1. The highest moisture content is in

|  |  |  |  |
| --- | --- | --- | --- |
| A. garbage | B. industries | C. hospital work | D. Agricultural work |

1. is the potential instrument to bring about behavioral changes in individual.

|  |  |  |  |
| --- | --- | --- | --- |
| A. Education | B. Culture | C. Technology | D. Corruption |
| 1. is a measure of goodness or desirability.    1. Beauty B. Willpower C. Mind D. Value 2. is used to access information and ability to communicate with geographical boundaries.    1. ICT B. Computer C. Library D. None of these | | | |

1. was the primary source of information and communication.

|  |  |  |  |
| --- | --- | --- | --- |
| A. TV | B. Radio | C. Library | D. Internet |

1. is a general standard and higher order of norms.

|  |  |  |  |
| --- | --- | --- | --- |
| A. Human | B. Value | C. Socialization | D. Religion |
| 74. is the pillar of values. | | | |
| A. Education | B. Work | C. Human | D. Science |

1. value is based on individual behavior. A.SocialB.EternalC.MoralD.Religious
2. Democracy is the way of and a political arrangement.

|  |  |  |  |
| --- | --- | --- | --- |
| A. life | B. peace | C. work | D. citizen |

1. Freedom of worship and tolerance involves values.

|  |  |  |  |
| --- | --- | --- | --- |
| A. social | B. secular | C. religious | D. national |

1. and services are to be made as integral component of education.
   1. General, practical B. Practical, utilitarian

C. Innovative, social D. Social ,national

## UNIT II Value Education towards National and Global Development

1. The democratic order is our national objective.

|  |  |  |  |
| --- | --- | --- | --- |
| A. national | B. social | C. constitutional | D. liberty |

1. Children possess values.
   1. moral B. aesthetic C. social D. professional
2. The feeling of human being, is that friendship is necessary for

|  |  |  |  |
| --- | --- | --- | --- |
| A. equalism | B. altruism | C. conscience | D. fraternity |

1. is the important social objective of democracy

|  |  |  |  |
| --- | --- | --- | --- |
| A. Justice | B. liberty | C. fraternity | D. Equality |

1. The concept of unity in diversity expects every citizen of India to honor the feeling of

|  |  |  |  |
| --- | --- | --- | --- |
| A. democracy | B. citizen | C. national | D. social |

1. Each individual has to other religions

|  |  |  |  |
| --- | --- | --- | --- |
| A. believe | B. worship | C. pray | D. respect |

1. objective is used to establish a new social and economic order on the basis of social, political, justice.

|  |  |  |  |
| --- | --- | --- | --- |
| A. religious | B. national | C. Social | D. cultural |

1. Concern for environment involves conservation of resources.

|  |  |  |  |
| --- | --- | --- | --- |
| A. Natural | B. social | C. human | D. economic |

1. is concerned with discharging an assigned duty carefully, sincerely and diligently.

|  |  |  |  |
| --- | --- | --- | --- |
| A. Accountability | B. Dutifulness | C. Regularity | D. Honesty |

1. demands upright thinking and brings respectability.

|  |  |  |  |
| --- | --- | --- | --- |
| A. Truthfulnes | B. Sincere | C. Honesty | D. Punctuality |

1. Source of value is the religion.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| A. social |  | B. moral | C. Natural | D. professional |

1. is used to achieve end in liberty.

|  |  |  |  |
| --- | --- | --- | --- |
| A. Justice | B. Equality | C. Fraternity | D. Democratic |

1. attempts to define what is right and what is wrong regardless of cultural values.

|  |  |  |  |
| --- | --- | --- | --- |
| A. Social | B. Cultural | C. Moral | D. Ethical |

1. Intellectual property rights protect the use of information and ideas that have value.

|  |  |  |  |
| --- | --- | --- | --- |
| A. ethical | B. moral | C. Commercial | D. social. |

1. Try not to be a man of success but rather try to be a man of

|  |  |  |  |
| --- | --- | --- | --- |
| A. value | B. ethics | C. moral | D. kind |

## UNIT II Value Education towards National and Global Development

1. Collecting and displaying pictures and newspaper cutting are depicting the crisis.

|  |  |  |  |
| --- | --- | --- | --- |
| A. environmental | B. natural | C. economic | D. social |

1. Human values are of types.

A. 5 B.9 C.8 D. 7

1. helps to achieve social integration.

|  |  |  |  |
| --- | --- | --- | --- |
| A. Nation | B. Internationalism | C. Education | D. Values |
| 1. International understanding involves in development of interdependence.   A. Local B. Global C. Social D. Economic | | | |
| 98. is used to describe world citizenship. | | | |

* 1. National B. Internationalism C. Internal D. International

99. Teaching about promotes internationalism.

|  |  |  |  |
| --- | --- | --- | --- |
| A. Human rights | B. science | C. articles | D. yoga |
| 100. When was Emotional Integration Committee organized?  A. 1962 B. 1965 C. 1963 D. 1964 | | | |

UNIT II ***Value Education towards National and Global Development***

# Answer all the Questions:

1. Illustrate the importance of aesthetic values
2. Describe the role of education in inculcating values
3. Outline the need for National Integration.
4. Sketch out the types of values.
5. Summarize the impact of socialism an Indian Constitution.

# Answer:

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Q.NO | **ANS** | **ANS** | **Q.NO** | Q.NO | **ANS** | Q.NO | **ANS** | Q.NO | **ANS** |
| 1 | **A** | 21 | **B** | 41 | **B** | 61 | **D** | 81 | **D** |
| 2 | **B** | 22 | **A** | 42 | **A** | 62 | **A** | 82 | **D** |
| 3 | **C** | 23 | **B** | 43 | **D** | 63 | **C** | 83 | **C** |
| 4 | **A** | 24 | **A** | 44 | **A** | 64 | **B** | 84 | **D** |
| 5 | **D** | 25 | **D** | 45 | **C** | 65 | **C** | 85 | **C** |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 6 | **A** | 26 | **A** | 46 | **C** | 66 | **C** | 86 | **A** |
| 7 | **C** | 27 | **A** | 47 | **C** | 67 | **A** | 87 | **A** |
| 8 | **B** | 28 | **D** | 48 | **B** | 68 | **D** | 88 | **A** |
| 9 | **A** | 29 | **B** | 49 | **A** | 69 | **A** | 89 | **C** |
| 10 | **B** | 30 | **C** | 50 | **D** | 70 | **A** | 90 | **B** |
| 11 | **A** | 31 | **B** | 51 | **B** | 71 | **A** | 91 | **D** |
| 12 | **C** | 32 | **B** | 52 | **A** | 72 | **C** | 92 | **C** |
| 13 | **C** | 33 | **B** | 53 | **B** | 73 | **B** | 93 | **A** |
| 14 | **A** | 34 | **A** | 54 | **C** | 74 | **A** | 94 | **A** |
| 15 | **B** | 35 | **C** | 55 | **D** | 75 | **C** | 95 | **B** |
| 16 | **C** | 36 | **D** | 56 | **C** | 76 | **A** | 96 | **C** |
| 17 | **B** | 37 | **C** | 57 | **A** | 77 | **B** | 97 | **B** |
| 18 | **A** | 38 | **A** | 58 | **D** | 78 | **D** | 98 | **D** |
| 19 | **C** | 39 | **A** | 59 | **B** | 79 | **B** | 99 | **A** |
| 20 | **B** | 40 | **B** | 60 | **C** | 80 | **B** | 100 | **A** |