

IASE DEEMED UNIVERSITY

GANDHI VIDYA MANDIR, SARDARSHAHR,

Combined Entrance Test for M.Phil/Ph.D.: 2012-13

Duration: 2 Hours

Written test:

Max. Marks : 300

Viva-Voce:

Max. Marks : 30

SYLLABUS

The question paper will contain 100 multiple choice questions of 3 marks each. Answers will be made on OMR sheet. Question papers in science subjects will in English and rest, other than those of languages, will be both in English and Hindi.

Value Education

(Chetna Vikas Mulya Shiksha)

1. Concept, Ideas And Terms in Value Education

2. Harmony at six levels :

Self, Body, Family, Society, Nature, Existence

3. Human Values at five levels namely

Established values, Manifested values, Goal oriented values, Human values & Values of self (Jeevan)

4. Ethics: Conduct, human behavior and work

Employing Mind, Body and Resources to good use.

5. Understanding of environment, ecology and orderliness in nature

Co-existence, interdependence, mutually fulfilling ecological systems.

6. Comparison between Communal (sectarian) Consciousness and Human Consciousness:

Segregations on the lines of caste, creed, sex, nations, race, religion, language, color etc.

7. History of Consciousness Development-Value Education (*Chetna Vikas Moolya Shiksha*)

Brief History of the Humankind In the context of education (Cultural & Community Living History, Ideological History, Political and Economic History, Religious History, History of Law/Legislation, History of Science and Technology)

Evaluation of Human History in the context of humanness/ humanism

(Jungle-Age, Stone-Age, Metal-Age, Village-Clan Age , Slave-Age, Struggle-Age, Anarchy, Feudalism, Monarchy, Imperialism, Democracy, Communism, Individualism, Communalism, Nationalism, Capitalism, Dictatorship/Authoritarianism, Socialism, Communism)

History of Development of Norms and Orderliness in Humankind/Human Race

8. Comparative study of different inclinations/thoughts/philosophies in Education

(Utopian/Idealist/Theistic-Idealism-centred Education, Consumerist-centred Education, Modernity-inclined/centred Education, Chetna Vikas Moolya Shiksha/Consciousness Development-Value Education as an Alternative Model of Education)

9. Development in Nature and its Relation with Education

- Nature's Four Orders & their Interrelationships – Material Order (*padarsthavastha*), Plant Order (*pranavastha*), Animal Order (*jeevavastha*), Human Order (*gyanavastha*)
- Law (*Niyam*), Self-Regulation (*niyantran*), Balance (*santulan*) – Characteristics intrinsic to Nature's Material, Plant and Animal Order.
- Relationship between the Human Order and rest of Nature (Material, Plant and Animal Order)

10. Humane Conduct and Norms-Orderliness

(Consciousness Development: Its language, study and research/examination/exploration, Norms: Meaning, aim/intent, hypothesis, importance, purpose, State of Values and Humane Conduct in Norms, Law/Legislation, Constitution, Importance of Justice, *Dharm*, Truth in Orderliness)

11. Social, Cultural and Psychological Study of Consciousness-Development

- Recognising humanness in humans and the basis of unity
- Sociological evaluation of human consciousness-development
- Nature of human-relations and the importance of family
- Importance of values, character and virtues in relationships
- Importance of Justice, *Dharm*, Truth in orderliness in society and nature of an undivided human-society
- Culture – its meaning, intent, purpose and goal (in the context of Consciousness-Development Value-Education)
- Negative impact of the tendency to hoard material wealth/objects
- Space and Consciousness, Activities in the conscious-entity (*jeevan*), Study of the self/conscious-entity (*jeevan*), Freedom from bondage, Enlightenment/Awakening (*atmabodh*), Reasons for sadness, hopelessness, disharmony, discontentment, pain, ignorance, Human Consciousness based Psychology, Sociological problems in the humankind and their resolution, Cultural problems in the humankind and their resolution, Psychological problems of human beings and negative impact of sex-mania based psychology on society, Interrelationship between problems and reasons for problems, and alternative resolutions/solutions through the principle of co-existentialism

12. Globalisation, Humanisation, Universalisation

- Meaning, aim/intent, need, purpose
- Globalisation versus Popularising Consciousness-Development Value-Education
- Humanisation versus goodness for all, happiness for all and resolution for all
- Universalisation: (Orderliness/Harmony of all Four Orders) Importance of universalisation of Education, Culture, Civilisation, Norm, Orderliness

13. Political and Economic Study of Consciousness-Development

- Breakdown tendencies of Individualism, Communalism, Racism, etc. and their resolution through the principle of Family-based self-realisation/self-expression (*parivar moolak svarajya*)

- State of values in various political systems and their impact
- Negative impacts of opportunistic policies

14. Research in value education

- Research purpose, goal and methodology
- Complete object/content of Research
- Research study process: Self introspection, Evaluation and Survey
- Evaluation and parameters
- Research dimensions and perspectives
- Various methods of sampling

15. Current research trends in Value Education

Suggested Readings

1. Samadhanatmak Bhautikvad (Hindi), A. Nagraj, Divya Path Sansthan, Amarkantak.
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4. Blainey, Geoffery (2000). [A Short History Of The World](#). Penguin Books, Victoria. ISBN 0-670-88036
5. <http://www.project2061.org/publications/sfaa/online/chap7.htm>
6. http://en.wikipedia.org/wiki/History_of_the_world
7. Manav Vyavahar Darshan (Hindi), A. Nagraj,, Divya Path Sansthan, Amarkantak.
8. Manav Sanchetanavadi Manovigyan (Hindi), A. Nagraj, Divya Path Sansthan, Amarkantak
9. Manaviya Sutra Vyakhya (Hindi), A. Nagraj, Divya Path Sansthan, Amarkantak
10. Human Conduct: Problems of Ethics, [John Hospers](#), Pub.[Thomson Learning](#), ISBN: 0155019597 (1995)
11. *The Social Contract: A Personal Inquiry into the Evolutionary Sources of Order and Disorder*. Ardrey, Robert. (1970). Published by Atheneum. [ISBN 0689103476](#)
12. [What is humanism?](#), Frederick Edwords, 1989, American Humanist Association
13. [The Chomsky-Foucault Debate: On Human Nature](#) Noam Chomsky & Michel Foucault, New Press, (2006)
14. [The Origin of Human Nature](#), [Albert Low](#), 2008. Sussex Academic Press. [ISBN 9781845192600](#)
15. Vyavaharvadi Samajshastra (Hindi), A. Nagraj, Divya Path Sansthan, Amarkantak.
16. *The Sociology of Social Change*, [Sztompka](#), Piotr, Blackwell Publishers, 1994
17. *Postsocial History: An Introduction*. (2004), Cabrera, Miguel A.
18. *A Scientific Model of Social and Cultural Evolution*, 1995, [Graber, Robert B.](#), Thomas Jefferson University Press
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20. Manveeya Samvidhan, A. Nagraj, Manav, Divya Path Sansthan, Amarkantak.
21. [John Maynard Keynes](#) and *International Relations: Economic Paths to War and Peace*, [Markwell, Donald](#), Oxford. (2006)
22. [International Encyclopedia of the Social & Behavioral Sciences](#), Rose, N. L. (2001)
23. http://en.wikipedia.org/wiki/History_of_economic_thought
24. http://en.wikipedia.org/wiki/Political_economy
25. [Journal of the History of Economic Thought](#) (2009)
26. *Geosystems: An Introduction to Physical Geography*. Prentice Hall Inc. (1996)
27. Fundamentals of ecology, Odum, EP (1971), third edition, Saunders New York
28. <http://en.wikipedia.org/wiki/Ecosystem>
29. Greed, Chaos, and Governance, JERRY L. MASHAW 1997 Yale University, ISBN: 0-300-06677-5
30. Issues in religious education, Lynne Broadbent, Alan Brown
31. Issues In Religious Education (issues In Subject Teaching), L. Broadbent, Pubr: RoutledgeFalmer (2002) ISBN: 0415262534
32. A Religion for a New Age, Dunphy, J., The Humanist, January-February 1983
33. The effective teaching of religious education, Brenda Watson, Penny Thompson, Longman, 2007

34. Humanistic approaches to teaching, Stuart, G. (n.d.). Retrieved from <http://www.garysturt.free-online.co.uk/human.htm>
35. Humanistic education, Rowan, J. (n.d.). Retrieved from http://www.ahpweb.org/rowan_bibliography/chapter17.htm
36. *Encyclopædia Britannica. Encyclopædia Britannica Online.* "Humanistic education." Encyclopædia Britannica, 2011
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42. Arora k.l., Education in the emerging Indian society.
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44. Naik j.p., Education commission and after.
45. "India: Constitutional Amendment Making The Right to Education a Fundamental Right", *International Journal of Constitutional Law*, 2 (1): Sripathi, V. and Thiruvengadam, A.K. (2004), Oxford University Press.
46. भारतीय दर्शन शब्द, अर्थ एवं उनके सम्बन्ध, प्रियम्बदा कुमारी पाण्डेय, ISBN 9788170815587 Pub: Nag Publishers.
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60. *Value Education (English)* by Deepak Kaushik
61. Ivan Illich, 1974, *Energy & Equity*, The Trinity Press, Worcester, and HarperCollins, USA
62. E.F. Schumacher, 1973, *small is Beautiful: a study of economics as if people mattered*, Blond & Briggs, Britain.
63. Sussan George, 1976, *How the Other Half Dies*, Penguin Press. Reprinted 1986, 1991
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65. A.N. Tripathy, 2003, *Human Values*, New Age International Publishers.
66. Subhas Palekar, 2000, *How to practice Natural Farming*, Pracheen (Vaidik) Krishi Tantra Shodh, Amravati.
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