

FACULTY OF EDUCATION

SYLLABUS

FOR

CERTIFICATE COURSE IN HUMAN RIGHTS AND DUTIES

SEMESTER: I & II

Examinations: 2019–20



GURU NANAK DEV UNIVERSITY

AMRITSAR

Note: (i) Copy rights are reserved.
Nobody is allowed to print it in any form.
Defaulters will be prosecuted.

(ii) Subject to change in the syllabi at any time.
Please visit the University website time to time.

CERTIFICATE COURSE IN HUMAN RIGHTS & DUTIES EDUCATION

SCHEME OF STUDIES**SEMESTER-I**

Paper	Title	Marks
Paper-I	Human Rights in Relation to Society	100
Paper-II	Our Duties in Relation to Society	100
	TOTAL:	200

SEMESTER-II

Paper	Title	Marks
Paper-III	Education of Human Rights and Duties in the Current Social Perspective	100
Paper-IV	Human Rights Education in India	100
	TOTAL:	200

SEMESTER-I
PAPER-I: HUMAN RIGHTS IN RELATION TO SOCIETY

Time: 3 Hrs.

Max. Marks: 100

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Note: The paper setter may set each question in 2/4 parts to ensure maximum representation of the syllabus.

SECTION-A

Emergence of Human Rights in Society from ancient to the modern times.

SECTION-B

Basic Concepts- Individual, group, state, civil society, freedom, equality, justice, violence, counter violence.

SECTION-C

Universal Declaration of Human Rights (1948) and its impact on constitution of 'Developed Country' (USA) and 'Developing Country' (India).

SECTION-D

Social stratification; racial and caste prejudice and discrimination; Human Rights issues of weaker sections and minorities in Indian democratic set up.

Books Recommended:-

- | | | |
|----|----------------------------|--|
| 1. | Rao, Digumarti
Bhaskara | Human Rights Education. Discovery Publication House,
New Delhi (2004). |
| 2. | Mohanty, J. | Human Rights Education. Deep & Deep Publications,
New Delhi (2006). |
| 3. | Pandey, V.P. | International Perspectives on Human Rights Mohit
Publications, New Delhi (1999) |
| 4. | Tarrow, N.B. | Human Rights and Education, Pergamon Press England (1987) |

CERTIFICATE COURSE IN HUMAN RIGHTS & DUTIES EDUCATION

SEMESTER-I**PAPER-II: OUR DUTIES IN RELATION TO SOCIETY****Time: 3 Hrs.****Max. Marks: 100****Instructions for the Paper Setters:-**

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Note: The paper setter may set each question in 2/4 parts to ensure maximum representation of the syllabus.

SECTION-A

Identification of Human duties in society, from ancient to the modern times.

SECTION-B

Duties towards

Self
Family
Neighbourhood
Environment and society at large.
International citizenship.

SECTION-C

Conflicts in Duty performance, Occurrence of conflicts at individual level, Organizational work place level, Socio-cultural level. Causes of these conflicts

SECTION-D

Suggestions for resolving conflicts and better duty performance at different levels - individuals, organization work place, socio-cultural level.

Books Recommended:-

1. Rao, Digumarti Bhaskara Human Rights Education. Discovery Publication House, New Delhi (2004).
2. Mohanty, J. Human Rights Education. Deep & Deep Publications, New Delhi (2006).
3. Pandey, V.P. International Perspectives on Human Rights Mohit Publications, New Delhi (1999).
4. Tarrow, N.B. Human Rights and Education, Pergamon Press England (1987).

CERTIFICATE COURSE IN HUMAN RIGHTS & DUTIES EDUCATION

SEMESTER-II**PAPER-III: EDUCATION OF HUMAN RIGHTS AND DUTIES IN THE
CURRENT SOCIAL PERSPECTIVE****Time: 3 Hrs.****Max. Marks: 100****Instructions for the Paper Setters:-**

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Note: The paper setter may set each question in 2/4 parts to ensure maximum representation of the syllabus.

SECTION-A

Teaching of various religions regarding Rights and Duties at different levels– individual, organizational work place, socio-cultural level.

SECTION-B

Constitutional provisions regarding Rights and Duties including Right to information Act National and International.

SECTION-C

NGO's and Human Rights Movements.

SECTION-D

Balance in Human Rights & Duties- Meaning, Significance
Needed for-individual, human race, better living, society, world.

How to achieve this balance of Human Rights and Duties at different levels-individual, organizational work place, socio-cultural level.

Books Recommended:-

1. United Nations Teaching Human Rights, New York (1988).
2. NCTE Human Rights Education, Self Learning Module for Teacher Educators. New Delhi. (1996),
3. Sen, Sanker, Human Rights in a Developing Society, Delhi, Ashish, 1998.
4. Aswal, B.Singh Human Rights- Select International Instruments, Cyber Tech Publications, New Delhi. (2007).

SEMESTER-II
PAPER-IV: HUMAN RIGHTS EDUCATION IN INDIA

Time: 3 Hrs.

Max. Marks: 100

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Note: The paper setter may set each question in 2/4 parts to ensure maximum representation of the syllabus.

SECTION-A

Concept, objectives, principles and need for human rights education in India.

SECTION-B

Human Rights Education at Different levels

- Elementary level.
- Primary level.
- Secondary level.

SECTION-C

Methods and Activities of Teaching Human Rights.

SECTION-D

Strengthening Programmer for Human Rights Education.

- National Level
- Regional Level.
- International Level.

Books Recommended:-

1. Karthikeyan, D.R. Human Rights Problems and Solutions –Gyan Publishing House, New Delhi (2005).
2. Naseema, C Human Rights Education Theory and Practice- Shipra Publications, Shakarpur (2008).
3. Chand, Jagdish Education for Human Rights, Anashah Publishing House, New Delhi (2007).
4. Forsyth, David Human Rights and Comparative Foreign Policy, Manas Publications, New Delhi, (2006).