

**DEPARTMENT OF HUMAN RIGHTS AND SOCIAL DEVELOPMENT**

**SVU COLLEGE OF ARTS**

**SRI VENKATESWARA UNIVERSITY**

**TIRUPATI**



**RESTRUCTURED CURRICULUM FOR**

**M.A. HUMAN RIGHTS AND SOCIAL DEVELOPMENT**

**TO BE IMPLEMENTED WITH EFFECT FROM THE ACADEMIC  
YEAR 2021-2022**

## **Vision**

- The Programme M.A. Human Rights is offered to meet current demands of the youth and public. Also, to create awareness on the public service aspects to the society. This Programme aims to creating equity in education by providing opportunity to rural people for whom higher Education is unreachable.
- Human Rights and Duties course include subject-specific skills and generic skills, including transferable global skills and competencies, the achievement of which students are able to demonstrate for the award of MA Degree in Human Rights and Duties qualification. It is to develop expertise to:
  - ✧ Explore the conditions and dimensions of empowering and transformative learning processes
  - ✧ Provide an advanced qualification for students wanting to better understand the nature of international human rights in the face of global political, economic, social, legal, ethical and environmental challenges
  - ✧ Describe and critique the differing approaches, perspectives, and models of human rights and how they impact the ways in which human rights education is carried out in diverse settings
  - ✧ Design, conduct, analyze and present findings using diverse research tools and methods in order to create knowledge and awareness about human rights issues
  - ✧ Drawing on critical pedagogies, produce advocacy tools and curricular resources to be used in formal or non-formal educational contexts to address human rights violations
  - ✧ Analyze the gap between universal rights and grassroots realities in local, regional and global contexts with attention to issues of power, privilege, and marginalization
  - ✧ Identify diverse methodological tools and skills needed to conduct ethical research
  - ✧ Synthesize contextual understanding, reflective analysis, theoretical frameworks, and methodological training to inform the production of a thesis and field-based research projects
  - ✧ Provide grounding in research methods relevant to the advanced study of global issues and develop learner's ability to apply these skills appropriately in an individual dissertation.
  - ✧ Provide opportunities for the development of practical skills necessary to work in organizations confronted by these challenges; ensure comparability of learning levels and academic standard across universities: and
  - ✧ Focus on knowledge and skill for further study, empowerment and citizenship.

## **Mission**

**Knowledge** – providing information about human rights and the mechanisms that exist to protect those rights;

- **Values, beliefs and attitudes** – promoting a human rights culture through the development of these processes
- **Action** – encouraging people to defend human rights and prevent human rights abuses
- 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
- To study the effects of draconian laws and unlawful use of State’s machinery and force by the enforcement agencies
- To necessitate human rights education to evolve strategies and schemes for tackling such attitudes like employing bonded labour, practicing untouchability, perpetrating sati and help members internalize more humane and egalitarian approach in their social relations.
- To create an environment as well as an understanding that human rights can easily become vulnerable to abuse of various structures and processes of power;
- To ensure comprehensiveness and incorporation of national, regional and international perspectives related to human rights;
- To work in close cooperation with National Human Rights Commission and other statutory Commissions on Women, Minorities, SC and ST and Linguistic Minorities, NGOs and Media Organizations for promoting Human Rights Education;
- To collect data related to the existing educational and training facilities in the areas of human rights in different parts of the country in general and Andhra Pradesh in particular for designing a need based Master’s and Doctoral Programmes in Human Rights.
- To provide formal training for students in human rights and social development at the Post Graduate and Doctoral levels;
- To promote human rights literacy / awareness among general students community, teachers and law enforcers;
- To undertake research into specific and sensitive human rights issues; and
- To encourage concern or empathy for those who experience violation of their rights, by providing legal and other forms of counseling.

**PROGRAM SPECIFIC OUTCOME:**

- The Post Graduate Programme in Human Rights is designed to provide advanced Human Rights knowledge, perspectives and skills to wide cross sections of the learners.

- Choice Based Credit System curriculum of this course is very inclusive and has offered choice to the students to select electives/optional from other disciplines.
- The nature of this course is choice based as well as theoretically and practically relevant which offered job opportunities in the teaching, research and NGOs sectors to the learners.

**SYLLABUS**  
**Choice Based Credit System (CBCS)**

(With effect from the batch admitted in the academic year 2021-22)

**S.V.U. COLLEGE OF ARTS: TIRUPATI**

**DEPARTMENT OF HUMAN RIGHTS AND SOCIAL DEVELOPMENT**

**COURSE: M.A – HUMAN RIGHTS AND DUTIES**  
**Semester System (CBCS Pattern (With effect from 2021-22))**

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- The M.A. programme in Human Rights & Duties consists of 4 semesters and 24 courses/papers in all spread over a period of 2 years.
  - Each semester will have 6 compulsory courses/papers of 4 credits each.
  - M.A. third and fourth semester will consist of 4 taught courses and one project and viva-voce exam.
  - A student is required to pass all the 24 compulsory courses and earn a total of 96 credits to obtain the degree of M. A. Human Rights and Duties.
  - Every taught course is divided into 5 units. Evaluation scheme for each paper consists of 20 marks for the average of two internal assessments and 80 marks for the end semester examination.
  - An updated reading list consisting of essential and suggested readings follows the syllabus for every paper. The respective subject teacher may hand out additional references to the student during the course of teaching.
  - The first two semesters will have a CBCS paper and the next two semesters will have one CBCS course in addition to courses designated as Ability Enhancement and Skill Enhancement papers.

**M.A HUMAN RIGHTS AND DUTIES**

**Programme Objectives:**

The Department of Human Rights and Social Development was established in December 1997, under the UGC Innovative Programme by upgrading the erstwhile Centre for Studies in Human Rights and Social Development. It has started M.A. P.G. Degree course in Human Rights and Duties in the academic year 2000-2001. Twenty P.G. students are admitted every year through the Directorate of Admissions. The M. Phil and Ph.D. Research Programmes were introduced in the academic year 2006-2007. The Department had organized several National Seminars, and workshops on the various themes of Human Rights. The Department has also organized Refresher Courses and Guest lecture programmes by inviting several eminent resource persons on the themes of Human Rights.

The Post Graduate Programme in Human Rights is designed to provide advanced Human Rights knowledge, perspectives and skills to wide cross sections of the learners. Choice Based Credit System curriculum of this course is very inclusive and has offered choice to the students to select electives/optional from other disciplines. The nature of this course is choice based as well as theoretically and practically relevant which offered job opportunities in the teaching, research and NGOs sectors to the learners. In terms of content of the course, it focuses on classical and advanced concepts and theories, research methods and perspectives, social issues of development, issues of casteism, environment, minorities, women, backward classes in India, etc are covered. The aim of this programme is not only theoretically oriented to the students alone, but also make able to analyze the social reality by using scientific, logical methods and theoretical perspectives over the contemporary issues.

**Knowledge** – providing information about human rights and the mechanisms that exist to protect those rights;

- i) **Values, beliefs and attitudes** – promoting a human rights culture through the development of these processes; and
- ii) **Action** – encouraging people to defend human rights and prevent human rights abuses;
- iii) 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;
- iv) To study the effects of draconian laws and unlawful use of State's machinery and force by the enforcement agencies;
- v) To necessitate human rights education to evolve strategies and schemes for tackling such attitudes like employing bonded labour, practicing untouchability, perpetrating sati and help members internalize more humane and egalitarian approach in their social relations.
- vi) To create an environment as well as an understanding that human rights can easily become vulnerable to abuse of various structures and processes of power;
- vii) To ensure comprehensiveness and incorporation of national, regional and international perspectives related to human rights;
- viii) To work in close cooperation with National Human Rights Commission and other statutory Commissions on Women, Minorities, SC and ST and Linguistic Minorities, NGOs and Media Organizations for promoting Human Rights Education;

- ix) To collect data related to the existing educational and training facilities in the areas of human rights in different parts of the country in general and Andhra Pradesh in particular for designing a need based Master's and Doctoral Programmes in Human Rights.
- x) To provide formal training for students in human rights and social development at the Post Graduate and Doctoral levels;
- xi) To promote human rights literacy / awareness among general students community, teachers and law enforcers;
- xii) To undertake research into specific and sensitive human rights issues; and
- xiii) To encourage concern or empathy for those who experience violation of their rights, by providing legal and other forms of counseling.

The M.A postgraduate Programme in Human Rights and Duties involve skills expected to be gained by a student through studies that support in sharpening competence for augmenting contemporary knowledge base, acquiring new learning and skills, identifying with future studies, engaging well in a preferred career and performing a positive role as enlightened citizen in the society. The characteristic, profundity and magnitude of the learning experiences made available to the students support them to unfold the quality attributes in the following manner:

### **1. Disciplinary Knowledge:**

Aptitude to manifest wide and extensive knowledge in the field of study and comprehension of one or more disciplines constitute part of postgraduate attributes including how other disciplines relate to the field of knowledge. An international perspective in the area of study also gives a wider learning of the subject. In the specialised course on Human Rights, the constant review and renewal of subject and courses assure coverage of recent developments. Quality education and training build a condition in which learning is exchanged, critically evaluated and used in contemporary situations with the aptitude to review, examine and integrate and utilize actual learning in the appropriate field.

### **2. Communication Skill:**

Classroom discussion and formal presentations render a suitable opportunity to sharpen oral communication and written assessment skills. They create ability to manifest ideas and thoughts in writing and orally to communicate confidently their viewpoints. By expressing adeptness to listen meticulously, they can read and write logically as well as give obscure information in explicit and succinct manner. With practice as a part of interdisciplinary team, students become able to choose and employ the proper form and methods of communication.

### **3. Critical Thinking:**

The ability to apply critical reasoning to issues through independent thought and informed judgment are important postgraduate attributes integrating information from a wide range of sources.

The postgraduates are able to apply analytical thought to body of knowledge and critically evaluate ideas, arguments, claims, beliefs on the basis of empirical evidence from open-ended and reasoned perspectives. They become able to identify relevant assumptions or implications and formulate coherent arguments.

#### **4. Research Related Skills:**

Research papers and other research tasks are expected to develop a degree of creativity, originality and discovery that benefits a postgraduate programme of the highest quality and to which students are encouraged. An ability is developed to undertake supervised research, including the design and conduct of investigations in a systematic, critical manner. Identification of appropriate problem and research questions, a critical analysis of the literatures, data analysis by using software and ICT, drawing logical conclusion are integral part of research skills. Postgraduate programme in Human Rights are designed to enhance skills in legal research and analysis, which are tested in all forms of assessment. All postgraduates demonstrate, through subject assessment, their ability to develop substantial research-based scholarship. Research related skill involves a sense of inquiry and capability for asking relevant questions, defining problems, articulation, ability to recognise cause and effect relationship, formulate hypothesis, and to report the result of experiment or investigation.

#### **5. Self-Directed Learning:**

The demanding nature of postgraduate attributes requires effective time-management and an ability to work independently. The prior of programmes ensure that all postgraduates have developed the ability to work with relative autonomy which provides a foundation for future leadership roles. Ability to work and learn independently and effectively leads to generating innovative ideas in the changing environment to investigate problems and to have creative solution. Self-learning and application of competence in exploring also help in solving nonfamiliar problems. This leads to application of one's learning to real life situation and critical sensibility to lived experiences. Well-developed problem-solving abilities also contribute to flexibility of approach.

#### **6. Ethical and Social Understanding:**

Profound respect for truth and intellectual integrity including the ethics of scholarship add to the ability to embrace values in conducting one's life and in formulating position about ethical problems from multiple perspectives appreciating environmental and sustainability issues. This postgraduate attribute fosters understanding of social and ethical responsibility and ability to apply ethical standards in order to attain unbiased and truthful actions in all aspects of life. It also involves appreciation of the philosophical and social contexts of a discipline with knowledge of other cultures and appreciation of cultural diversity.

#### **7. Quality of Team Work:**



Team work, as postgraduate attributes, creates capacity to value and work effectively and respectfully with diverse team and to facilitate coordinated effort for a common cause. It involves training in mapping out tasks of a team, setting directions and formulating an inspiring vision. After completion of this course, student would get job opportunities in the fields of teachings, research, NGOs and Governmental sectors. This course also helps students to qualify the NET/JRF and Competitive Exams MPSC/UPSC/Social Welfare Departments etc.

#### **8. Investigation:**

Equip Knowledge to investigate on contemporary burning issues and problems of the community in a scientific way.

#### **9. Design:**

Develop skills and scientific attitude in identification of problems, develop research design, carryout research, conduct case and interventional studies and prepare report by applying appropriate software.

#### **10. Professionalism:**

Understand and discover the knowledge on organizational services and its aims acquire practical knowledge and experience by working with people and examine policy ideas and priority of the community through research and theoretical ideas by safeguarding ethics and values of social work profession. Demonstrate to work in a thoughtful and systematic way, justify methods of working with a meaningful intervention, and apply skills by combine thinking using the senses.

#### **11. Impacts of course on society and environment:**

Demonstrate immense impact on communities through awareness and empowerment programmes by applying relevant social work methods. Help people in solving personal, familial and societal problems through adjustment and adaptation by way of social justice. Able to organize various environments related programs sensitize the people on environmental issues in order to maintain public eco-friendly relations.

#### **12. Life Long Learning:**

Associate in self-discipline and self-directed continues learning by involving in national and international professional organizations and thereby aims to improve the personal and professional development in social work methods.

### **Programme Learning Outcomes:**

Programme Learning Outcomes in Human Rights and Duties course include subject-specific skills and generic skills, including transferable global skills and competencies, the achievement of which students are able to demonstrate for the award of MA Degree in Human Rights and Duties qualification. It is to develop expertise to:

- a) explore the conditions and dimensions of empowering and transformative learning processes;
- b) provide an advanced qualification for students wanting to better understand the nature of international human rights in the face of global political, economic, social, legal, ethical and environmental challenges;
- c) describe and critique the differing approaches, perspectives, and models of human rights and how they impact the ways in which human rights education is carried out in diverse settings;
- d) design, conduct, analyze and present findings using diverse research tools and methods in order to create knowledge and awareness about human rights issues;
- e) drawing on critical pedagogies, produce advocacy tools and curricular resources to be used in formal or non-formal educational contexts to address human rights violations;
- f) analyze the gap between universal rights and grassroots realities in local, regional and global contexts with attention to issues of power, privilege, and marginalization;
- g) identify diverse methodological tools and skills needed to conduct ethical research;
- h) synthesize contextual understanding, reflective analysis, theoretical frameworks, and methodological training to inform the production of a thesis and field-based research projects;
- i) provide grounding in research methods relevant to the advanced study of global issues and develop learner's ability to apply these skills appropriately in an individual dissertation.
- j) provide opportunities for the development of practical skills necessary to work in organizations confronted by these challenges;
- k) ensure comparability of learning levels and academic standard across universities: and
- l) focus on knowledge and skill for further study, empowerment and citizenship.

**Enclose (1.1.2)**

**SRI VENKATESWARA UNIVERSITY: TIRUPATI**  
**SVU COLLEGE OF ARTS**  
**DEPARTMENT OF HUMAN RIGHTS AND SOCIAL DEVELOPMENT**

(Revised Scheme of Instruction and Examination, Syllabus etc., under CBCS Regulations -2016 is Amended as per NEP-2020)

(With effect from the batch admitted in the academic year 2021-22)

**M.A. HUMAN RIGHTS AND DUTIES**  
**SEMESTER-I**

S. No	Code	Title of the Course	Credit Hrs / Week	No. of Credits	Core / Elective	IA	SEE	Total Marks
1	HR 101	Human Rights: Concepts and Theoretical Perspectives	6	4	Core-Theory	20	80	100
2	HR 102	Human Rights in India the constitutional and Legal Framework	6	4		20	80	100
3	HR 103	Human Rights and Duties Education	6	4		20	80	100
4	HR 104	Rights and the implementation Machinery	6	4		20	80	100
5	HR 105	A Working Class and Human Rights and Duties	6	4	CF	20	80	100
		B Human Rights Education, Teaching and Training						
6	HR 106	A Human Rights Activism and Role of NGOs	6	4	EF	20	80	100
		B Social Movements and Human Rights in India						
<b>Total</b>			<b>36</b>	<b>24</b>		<b>120</b>	<b>480</b>	<b>600</b>
7	HR 107	Human Values and Professional Ethics - I	<b>0</b>	<b>0</b>	Audit Course	<b>100</b>	<b>0</b>	<b>0</b>

- All Core Papers are Mandatory
- Compulsory Foundation – Choose One paper
- Elective Foundation - Choose ONE
- Audit Course – 100 Marks (Internal) – Zero Credits under self study
- Interested students may register for MOOC with the approval of the concerned DDC but it will considered for the award of the grade as open elective only given extra credits

**SEMESTER - II**

S. No	Code	Title of the Course	Credit Hrs / Week	No. of Credits	Core / Elective	IA	SEE	Total Marks
1	HR201	Human Rights and Indian Polity	6	4	Core-Theory	20	80	100
2	HR202	Emerging Dimensions of Human Rights	6	4		20	80	100
3	HR203	Human Rights: The International Context	6	4		20	80	100
4	HR204	Research Methodology, Statics and Computer Applications	6	4		20	80	100
5	HR205	A Human Rights – The Socio Economic Context	6	4	CF	20	80	100
		B Societal Problems of Human Rights in India						
6	HR206	A Human Rights and Criminal Justice System	6	4	EF	20	80	100
		B Media and Human Rights						
<b>Total</b>			<b>36</b>	<b>24</b>		<b>120</b>	<b>480</b>	<b>600</b>
7	HR207	Human Values and Professional Ethics - II	<b>0</b>	<b>0</b>	Audit Course	<b>100</b>	<b>0</b>	<b>0</b>

- All Core Papers are Mandatory
- Compulsory Foundation – Choose One paper
- Elective Foundation - Choose ONE
- Audit Course – 100 Marks (Internal) – Zero Credits under self study
- Interested students may register for MOOC with the approval of the concerned DDC but it will considered for

the award of the grade as open elective only given extra credits.

### SEMESTER-III

S. No	Code	Title of the Course		Credit Hrs / Week	No. of Credits	Core / Elective	IA	SEE	Total Marks
1	HR 301	Social Movements and Human Rights and Duties		6	4	Core-Theory	20	80	100
2	HR 302	Science, Technology, Human Rights and Duties		6	4		20	80	100
3	HR 303	A	Human Rights and Duties – Advocacy and Extension work and Viva-Voce	6	4	Generic Elective	20	80	100
		B	Socially/Economically Disadvantaged people and Human Rights and Duties						
		C	Human Duties and Responsibilities	6	4		20	80	100
		D	Children and Human Rights and Duties						
4	HR 304	Soft Skills		6	4	*SOC	20	80	100
6	HR 305	A	Historical and Philosophical Perspectives of Human Rights	6	4	Open Elective	20	80	100
		B	Human Rights and Duties in India						
<b>Total</b>				<b>36</b>	<b>24</b>		<b>120</b>	<b>480</b>	<b>600</b>

- All Core Papers are Mandatory
- \*Generic Elective – Choose Two paper
- \*Skill Oriented course is Mandatory
- \*Open Electives are for the Students of other Departments. Minimum One Paper should be opted. Extra credits may be earned by opting for more number of open electives depending on the interest of the student through self study.
- \*Interested students may register for MOOC with the approval of the concerned DDC.

### SEMESTER-IV

S. No	Code	Title of the Course		Credit Hrs / Week	No. of Credits	Core / Elective	IA	SEE	Total Marks
1	HR 401	Human Rights in Andhra Pradesh		6	4	Core-Theory	20	80	100
2	HR 402	Development, Trade and Human Rights		6	4		20	80	100
3	HR 403	A	International, Humanitarian and Refugee Laws	6	4	Generic Elective	20	80	100
		B	Environment and Human Rights and Duties						
		C	Human Rights and Criminal Justice System	6	4		20	80	100
		D	Minorities and Human Rights and Duties						
4	HR 404	Dissertation and Viva – Voce		6	4	*MDC	20	80	100
6	HR 405	A	Development, Globalization and Human Rights	6	4	Open Elective	20	80	100
		B	Women and Human Rights and Duties						
<b>Total</b>				<b>36</b>	<b>24</b>		<b>120</b>	<b>480</b>	<b>600</b>

- All Core Papers are Mandatory
- \*Generic Elective – Choose Two paper
- \*Multidisciplinary/ Project Work is Mandatory
- \*Open Electives are for the Students of other Departments. Minimum One Paper should be opted. Extra credits may be earned by opting for more number of open electives depending on the interest of the student through self study.
- \*Interested students may register for MOOC with the approval of the concerned DDC.

# M.A. HUMAN RIGHTS AND DUTIES

## SEMESTER - I

### HR-101: HUMAN RIGHTS: CONCEPTS AND THEORETICAL PERSPECTIVES

#### Objectives:

The paper seeks to elaborate the conceptual, philosophical, theoretical and historical aspects of human rights and duties. It is in five units, namely nature and scope of Human Rights, concepts of rights, liberal and Marxian perspectives of human rights, alternative and third world perspectives and Indian perspectives.

#### UNIT I: *Nature and Scope of Human Rights*

- Meaning of Human Rights
- Types of Human Rights
- Importance of Study of Human Rights
- Scope of the study of Human Rights
- Limitations of the study of Human Rights.

#### UNIT II: *Concept of Rights*

- Concepts of liberty, freedom, equality, justice and human dignity
- Concepts of individual and collective, state, civil society, power and immunity
- Relation between rights and Duties

#### UNIT III: *Liberal and Marxian / Perspectives of Human Rights*

- Rousseau
- J.S. Mill
- Karl Marx

#### UNIT IV: *Alternative and Third World Perspectives*

- Feministic Perspectives
- Spike Peterson
- Chomsky

#### UNIT V: *Indian Perspectives*

- Jyotirao Phule
- Mahatma Gandhi
- Ambedkar

#### Suggested Readings

1. Abdul P. Vijapur and Kumar Suresh, *Perspectives on Human Rights*, Manak Publications, New Delhi, 1999
2. Bhiku Parekh, *Colonialism, Tradition and Reform : An Analysis of Gandhi's Political Discourse*, Sage Publications, New Delhi, 1989
3. Campbell, Tom, *Human Rights from Rhetoric to Reality*, Basil Blackwell, Oxford, 1986
4. Donnelly, Jack, *The Concept of Human Rights in Islam*, Gyan Publishing House, New Delhi, 1998
5. Haragopal G (coord) *Course Material for P.G.Diploma in Human Rights (five volumes)*, Centre for Distance Education, University of Hyderabad, 1998
6. Haragopal.G, *Gandhian World View : A Civil Liberty Perspective*, North Eastern Hill University, Shilong, 1991
7. *Human Rights Programme, Indian Journal of Human Rights*, Special issue, "Human Rights: Theoretical Perspectives", University of Hyderabad, Jan-June, 1998
8. Krishna Iyer V.R, *The Dialectics & Dynamics of Human Rights in India : Yesterday, Today and Tomorrow*, Eastern law House, Calcutta, 1999
9. Lohia, Rammanohar, *Struggle for Civil Liberties*, AICC, 1936
10. McLaren Peter and Leonard Peter (ed)., *Paulo Freire : A Critical Encounter*, Routledge, London, 1995
11. Midgal, Kohli, Shne (eds) *State Power and Social Forces: Domination and Transformation in the Third World*, Cambridge University Press, 1994
12. Mill J.S, *On Liberty*, Cambridge University Press, Cambridge, 1989
13. Nino, Carlos, *Ethics of Human Rights*, Clarendon, London, 1991
14. Noam Chomsky, *World Orders, Old and New*, Oxford University Press, 1999
15. Pandey, Veenapani, *International Perspectives on Human Rights*, Mohit Publications, New Delhi, 1999
16. Perry Michael J, *The Idea of Human Rights*, Oxford University Press, 1998
17. Peterson Spike, "Whose Rights? A Critique of the "Givens" in Human Rights Discourse", Vol 3, No. 1 & 2, *Indian Journal of Human Rights*, Jan-Dec 1999
18. Pierson Christophere, *Marxist Theory and Democratic Politics*, Disha Publications, Delhi, 1989
19. Sharma R.S, *Perspectives in Human Rights Development*, Common Wealth Publishers, Delhi, 1996
20. Strass Leo, *Natural, Rights and History*, The University of Chicago Press, Chicago, 1952

### Course Outcomes:

1. To Expose the students about nature and concept of Human Rights.
2. To apprise the students about the Liberal. Marxian perspectives.
3. To expose the students that alternative, third world and Indian Perspectives of Human Rights,

### CO-PO Mapping

Course Outcome	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12
CO 1	3	2		2	1	2	1	2	2	1		3
CO 2	3	1		2		2	1	2	2	1		3
CO 3	3	1		2	1	2	1	2	2	1		3
CO 4												

# HR-102: HUMAN RIGHTS IN INDIA: THE CONSTITUTIONAL AND LEGAL FRAMEWORK

## Objectives:

This paper focuses on the normative and institutional aspects of human rights and duties against the backdrop of the politics and society in India. Divided into five units, it deals with the constitution and human rights and duties, special laws for the protection of vulnerable sections of the people, implementation and enforcement mechanisms, problems of enforcement. This paper also deals with rights of the accused, the rights of inmates of prisons and custodial home, access of justice, right to compensation, punishment and administration of justice.

### UNIT I: Evolution of Human Rights in India

- Human Rights during freedom struggle
- Constituent Assembly discussions

### UNIT II: *Human Rights Enshrined in the Indian Constitution*

- The preamble
- The Fundamental rights
- The Directive Principles of State Policy
- The Fundamental Duties

### UNIT III: *Indian Laws Relating to Human Rights*

- Protection of Human Rights Act, 1993

### UNIT IV: *Judiciary and Human Rights in India*

- Public Interest Litigation (PIL)
- Judicial Activism and Landmark Judgments

### UNIT V: *Criminal Justice system in India*

- Constitutional Provision
- Substantive Criminal Law (IPC)
- Procedural Criminal Law (CrPC)
- Evidence Act
- Investigation
- Fair trial
- Treatment of undertrials
- Preventive Detention Laws
- Crime and Punishment

## Course Outcomes:

1. Students to know the Indian Constitution and Human Rights.
2. To understand the Judiciary and Human Rights.
3. To understand about Criminal Justice system in India.



## References:

1. Bajwa G.S, *Human Rights In India : Implementation and Violations*, Anmol Publications, New Delhi, 1995
2. Basu D.D, *Human Rights in Constitutional Law*, Prentice Hall, New Delhi, 1994
3. Bhalla S.L, *Human Rights: An Institutional Framework for Implementation*, Doctashelf, 1991
4. Chandra Sekhar Rao, R.V.R & Prasad V.S (eds), *Indian Constitution and Polity*, Sterling Publishers, New Delhi, 1991
5. Chandra U, *Human Rights*, Allahabad Law Agency Publications, Allahabad, 1999
6. Giridhar Gomango, *Constitutional Provisions for the SCs and STs*, Himalaya Publishing House, New Delhi, 1986
7. Gokulesh Sharma, *Human Rights and Social Justice*, Deep & Deep Publications, 1997
8. Gokulesh Sharma, *Human Rights, Legal Remedies*, Deep & Deep Publications, 2000
9. Haragopal G. (coord), *Course Material for Post-Graduate Diploma in Human Rights*, Centre for Distance Education, University of Hyderabad, Hyderabad, 1998
10. Khanna H.R, *Constitution and Civil Liberties*, Radha Krishna Prakashan, New Delhi, 1978
11. Krishna Iyer V.R, *Lawyers and Social Justice*, B.R. Publishing Corporation, Delhi, 1989
12. Krishna Iyer, V.R, *Human Rights and Inhuman Wrongs*, B.R. Publishing Corporation, 1990
13. Krishna Iyer, V.R, *The Dialectics & Dynamics of Human Rights in India: Yesterday, Today and Tomorrow*, Eastern Law House, Calcutta, 1999
14. Moolchand Sharma & Bhagwati P.N.J, *Court, Constitution and Human Rights*, Universal Books Traders, Delhi, 1995
15. Pandey Jitendra & Dubey R.K, *Civil Liberty Under the Indian Constitution*, Deep & Deep Publications, New Delhi, 1992
16. Paras Diwan, *Human Rights and the Law*, Deep & Deep Publications, Allahabad, 1998
17. Seervai H.M, *Constitutional Law of India*, N.M. Tripathi Ltd, Bombay, 1988
18. Singh Seghal B.P, *Human Rights in India - Problems and Perspectives*, Deep & Deep Publications, New Delhi, 1999
19. Subramaniam S, *Human Rights Training*, Manas Publications, New Delhi, 2000

## CO-PO Mapping

Course Outcome	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12
CO 1	3	1		2	1	2		2		2		3
CO 2	3			2	1	2		2		1		3
CO 3	3	1		2	1	2		2		2		3
CO 4												

# HR-103: HUMAN RIGHTS AND DUTIES EDUCATION

## Objectives:

The five units which this paper deals with is the importance of human rights and duties education. The paper also aims at imparting human rights education at global, national and state level through target groups it also focuses on methods/techniques used for the promotion of Human Rights and Duties Education and the basics of human rights education are also given in this paper.

### UNIT I: *Importance of Human Rights and Duties Education*

- Need for and importance of Human Rights education in the promotion and protection of Human Rights
- Objectives of Human Rights and Duties Education
- Factors promoting Human Rights Education - Positive attitudes - Pro-social behaviour - elimination of prejudice and promotion of peace

### UNIT II: *State of Human Rights Education*

- Global Efforts - United Nations, UNESCO Vienna Declaration and Programme of Action and International NGO Efforts
- National Efforts - Government of India and State Governments - National Human Rights Commission and State Human Rights Commission - NGO Efforts

### UNIT III: *Target Groups for Human Rights and Duties Education*

- Role of UGC and Universities
- Formal system - Students at primary, secondary and tertiary levels
- Non-formal education - Activists groups, NGOs, grass root level workers and other civil society institutions, Labour unions.
- Training of teachers, police and prison officials, lawyers, judges, armed forces, civil servants and legislators and media personnel.

### Unit IV: *Methodology of Human Rights and Duties Education Methods and Techniques*

- Teaching in the formal mode
- Non-formal training
- Awareness generation
- Counselling
- Areas of Research in Human Rights
- Extension
- Mass media and Human Rights Education - Information Technology - Print and Electronic media - Internet
- Use of multi-media to reach non literate people and children - Audio-visual aids, games, toys, and participatory methods

### UNIT V: *Content of Human Rights Education*

- Basic Human Rights values
- Rule of law and protection of Human Rights
- Information on Violations
- Social responsibility in Human Rights
- Human nature – Different Interpretations
- Limitation of Human Rights Education

### Course Outcomes:

1. To expose students about the importance of Human Rights and Duties education.
2. To apprise the students about the target groups for Human Rights
3. To expose the students about the content of Human Rights Education.

### Suggested Readings:

1. Behan Sharad Chandra, "Human Rights Education, Linkages with Educational Reforms and Social Transformation", Education in Asia, 15(2), 1995, Pp.38-44
2. Blumenfeld Jones, Donalds, "Democracy, Education and Human Rights : A Critical Analysis", Education in Asia, 13(2),1993
3. Chatrath K.J.S (ed), *Education for Human Rights and Democracy*, Indian Institute of Advanced Study, Shimla,1998
4. Chaurasica, "Education for Human Rights and The Rights of the Child", Education in Asia, 13(1),1993
5. Conley Marshall W M, *Human Rights Education : Present and Future trends*, Canadian and International Education, Barot,Elisabeth
6. Dhand, Harry, "Teaching of Human Rights in Schools", Education in Asia, 15(1 & 2), 1995
7. Ghosk A.K, "Human Rights Education", University News, 36(15), Pp. 4 & 11,1998
8. Government of India, *National Policy on Education and Human Rights*, Government of India,1986
9. Haragopal.G(coord), *CourseMaterialforPost-GraduateDiplomainHumanRights*, Centre for Distance Education, University of Hyderabad, Hyderabad, 5-Volumes, 1998
10. Mohanty Jagannath, *Human rights Education*, Deep & Deep Publications, New Delhi, 2000
11. National Council of Teachers Education, *Human Rights and National Values*, Self learning model, NCTE, New Delhi,1996
12. NCERT, *Human Rights : A Source Book*, NCERT, New Delhi,1996
13. Norrel A, "Educational Planning and Human Rights in Developing Society : Some Experiences of Trinidad and Tobago", Compare, 24(2)1994
14. Sen Sankar, *Human Rights in a Developing Society*, S.B.Nangia, New Delhi,1998
15. Subramaniam S, *Human Rights International Challenges*, Manas Publications, (Vol I & II), New Delhi,1997
16. UNESCO, "Teaching of Human Rights", Education in Asia, 15, (1&2), 1995
17. UNESCO, *Education for Human Rights : An International Perspective*, UNESCO, Paris, 1994
18. University Grants Commission, *UGC IX Plan Approach to Promotion of Human Rights Education in Universities and Colleges*, New Delhi, 1998
19. Vaidyanatha R.V, "Basic Education and Human Rights", Journal of Educational Planning and Administration, 11(1),1997

### CO-PO Mapping

Course Outcome	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12
CO 1	3			2		2		2		1		3
CO 2	3			2		2		2		1		3
CO 3	3	1		1		2	1	2		1		3

# **HR-104: RIGHTS & THE IMPLEMENTATION MACHINERY**

## **Objectives:**

This paper purports to deal with the general aspects of implementation of Human Rights and duties, international norms, standards and mechanisms. This is in five units. It includes the problems in accessing justice through courts / tribunals, implementation of Human Rights and the police, statutory commissions and humanrights.

## **UNIT I: *Human Rights Implementation Under U.N. System***

The UN Commission on Human Rights - The International Court of Justice- The Human Rights Committee-European Commission on Human Rights-Inter-American Commission on Human Rights-African Commission on Human Rights - Domestic application of international human rights norms – Asian Commission of Human Rights.

## **UNIT II: *Implementation Machinery in India***

- The Indian legal system-Ordinary process of law under Civil and Criminal Procedure Codes and The Indian Evidence Act
- Constitutional provisions under Article 32 and Article 226
- Adequacy of the Constitutional and legislative protection for human rights- Alternativeremedies
- Reforms needed-Law reform-Human Rights courts

## **UNIT III: *Problems in Accessing Justice Through Courts/Tribunals***

- Perquisites - locus standi, cause of action, fees
- Delays in litigation
- Cost involved in court proceedings
- Complexity and technicality

## **UNIT IV: *Implementation of Human Rights and the Police***

Investigation procedure and maintenance of law and order-Criminal Justice process and protecting the vulnerable sections of the society like women, Dalits, children and minorities-Role of police, military and paramilitary personnel during emergencies.

## **UNIT V: *Statutory Commissions and Human Rights***

Protection of Human Rights Act, 1993- National Human Rights Commission-National Commissions for Women, Scheduled Castes and Tribes, Backward classes and Minorities.

**Course Outcomes:**

1. To expose the students about the implementation machineries at National Level and International Level.
2. The students understand about how the problems in Accessing Justice through Courts and Tribunals.
3. To expose the students that statutory bodies of Human Rights.

**Suggested Readings:**

1. Agarwal H.O, *Implementation of Human Rights Covenants With Special Reference to India*, Kitab Mahal, Allhabad,1983
2. Amnesty International, *Human Rights in India: Amnesty International Reports*, Vistaar, New Delhi (various issues)
3. Bajwa, *Human Rights in India - Implementation and Violations*, Anmol Publications, New Delhi,1997
4. Baxi Upendra, *The Crisis of Indian Legal System*, Vikas Publishing House, Delhi,1982
5. Bhalla S.L, *Human Rights : An Institutional Framework for Implementation*, Doctashelf, 1991
6. James Vadackumchery, *Human Rights Friendly Police : A Myth or Reality?*, A.P.H Publishing Corporation, New Delhi,2000
7. Madhava Menon N.R, *Right to Work: Some Relevant Questions*, (Occasional paper), Department of Human Rights and Social Development, Sri Venkateswara University, Tirupati,2000
8. Manoj Sinha K, *Implementation of Basic Human Rights*, Manak Publications, New Delhi, 1999
9. Nagendra Singh, *Enforcement of Human Rights*, Eastern Law House, Calcutta,1986
10. Naresh Kumar, *Constitutional Rights of Prisoners*, Mittal Publications, Delhi,1986
11. Palai Arun Kumar, *National Human Rights Commission of India - Formation, Functioning and Future Prospects*, Atlantic Publishers, New Delhi,1999
12. Paras Diwan and Peeyushi Divan, *Women and Legal Protection*, Deep & Deep Publications, New Delhi,1998
13. Pylee, *Constitutional Government in India* S. Chand and Co, New Delhi,1984
14. Sahu, Asima, *Human Rights Violations and the Law*, Pointer Publishers, Jaipur,1999
15. Sangeeta Ahuja; *People, Law and Justice: A Case Book of Public Interest Litigation, Vol 1&2*, Orient Longman, New Delhi,1997
16. Sharma H.C, *Politics and Human Rights*, Book Enclave, Jaipur,1999
17. Singh, Nagendra, *Enforcement of Human Rights in Peace and War and the Future of Humanity*, Eastern Book Corporation, New Delhi,1986
18. Sinha Manoj K, *Implementation of Basic Human Rights*, Manas Publications, New Delhi, 1999
19. Sitaram Kakarala, *Civil Rights Movements in India*, Ph.D Thesis, Surat, South Gujarat University,1993
20. Subramanian S, *Human Rights Training*, Manas Publications, New Delhi,2000
21. Verma R.S (ed), *Human Rights : Burning Issues of the World (3 vols)*, Indian Publishers, Delhi,2000

## CO-PO Mapping

Course Outcome	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12
CO 1	3			2		2	1	1		2		3
CO 2	3			2		2	1	2		2		3
CO 3	3			2		2	1	1		2		3
CO 4												

## **HR-105(a): WORKING CLASS AND HUMAN RIGHTS AND DUTIES**

### **Objectives:**

Labour welfare has for long been one of the crucial areas of human rights and duties divided into nine units. This paper deals with conceptual issues, status of the working class, workers rights and duties, emerging problems, conflicting rights, international standards, Indian framework, and enforcement agencies.

### **UNIT I: *Working Class: conceptual Issues***

- Definition
- Classification
- Working class movement
- From Laisses Faire to welfare state
- Privatization, Liberalisation and Globalisation

### **UNIT II: *Status of working class***

- Women labour
- Child labour
- Contractual labour
- Bonded labour
- Agricultural labour
- Migrant labour

### **UNIT III: *Basic Rights and Duties: Their content, Scope and Implications***

- Association and Assembly
- Work with equality and dignity
- Right to Education and Information
- Right to Strike
- Right to Health
- Social Security
- Collective bargaining
- Workers' participation in management
- Retrenchment, termination and displacement

### **UNIT IV: *Conflicting Rights : Worker's benefit Vs. Employer's inconvenience***

- ILO Labour standards
- Debate on Social clause and WTO
- Code of international industrial discipline
- Role of international labour agencies

### **UNIT V: *Indian Framework***

- Constitutional protection
- National: State machinery, workers organisations
- Workers' rights and duties
- Employer's responsibilities and duties
- Dispute settlement mechanisms

### Course Outcomes:

1. To understand the students about the status of working class, concept and issues.
2. To expose the student about the basic rights and duties of various sections.
3. To understand the Indian Constitutional Frame work.

### Suggested Readings:

1. ILO, *Comparative Analysis of the International Covenants on Human Rights and International Labour Conventions and Recommendations*, Official Bulletin (Geneva), Vol. 52, No.2, 1969, pp.181-216.
2. ILO, *Migrant Workers*, Geneva ; International Labour Office,1974.
3. ILO, *Trade Union Rights and Their Relation to Civil Liberties*, Geneva : World Campaign for Human Rights,1996.
4. UN Centre for Human Rights, *The Right to Migratory Workers*, Geneva : World Campaign for Human Rights,1996.
5. Diller, Jaenlle M. and David A. Lany, “Child Labour Trade and Investment : Towards the Harmonization of International Law”, *American Journal of International Law*, Vol. 91, No.4, 1997, pp.663-96.
6. Jain, Mahavir, *Boded Labour Justice through Judiciary*, New Delhi :Manak Publications, 1997.
7. Jenks, C.W., *Human Rights and International Labour Standards*, London : Stevens,1960.
8. Kumar, Bindal, *Problems of Working Children*, New Delhi : APH Publications,2000.
9. Mehata, P.L., *Child Labour and the Law*, New Delhi : Deep and Deep,1996.
10. Mistra, L.D., *Child Labour in India*, Oxford UniversityPress.
11. Prakash, S.S., *Bonded Labor and Social Justice*, New Delhi : Deep and Deep,1990.
12. Ramanathan, Usha, “On Engaing with the Law : Revisiting Child Labour”, *Journal of Indian Law Institute*, Vol.40, 1998, pp.263-83.
13. Sahoo, Umesh Ch., “Child Labour and Legislation”, *Economic and Political Weekly*, Vol. XXV, NO. 46, 17 November 1990, pp.2531-34.
14. Saksena, K.P., “Recent Supreme Court Judgement on Child Labour : A Critique”, in K.P. Saksena, eds., *Human Rights : Fifty Years of India’s Independence*, New Delhi : Gyan Publishing House, 1999, pp.73-78.
15. Saxena, Anu, *Human Rights and Child Labour in Indianindustires*,1999.
16. Sankaran, Kamala, “Human Rights and the World of Work”, *Journal of Indian Law Institute*, Vol. 40, Nos. 1-4, 1998, pp. 284-94 Vol. 40, Nos. 1-4, 1998, pp.284-94.

### CO-PO Mapping

Course Out come	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12
CO 1	3	3		2	1	2		2	1	2		3
CO 2	3	3		2	1	2		2		2		3
CO 3	3	3		2	1	2		1	1	2		3
CO 4												



## **HR-105 (b): Human Rights Education, Teaching and Training**

### **Objectives:**

1. This paper purports the origins of Human Rights, UNO and Human Rights Education Policies,
2. To learn about the principles and practice in teaching of Human Rights education.
3. The student learns about the training aspects of Human Rights.

**Unit I:** Origin, Development and Significance of Human Rights Education –Approaches to Human Rights Education – Contemporary Development in Human Rights Education.

**Unit II:** UNO and Human Rights Education Policies – Human Rights Education Policy in India – Growth of Teaching in Human Rights Education.

**Unit III:** UN Advisory Services and Technical Cooperation in Human Rights Education – National Assistance and Technical Cooperation of Human Rights Education – Functionaries in Human Rights Education.

**Unit IV:** Principles and Practice in Teaching of Human Rights Education – Curriculum for Human Rights Education (School, College and University Levels) – Human Rights Education: Problems and Challenges.

**Unit V:** Training Aspects of Human Rights Education: Design, Techniques, Aids and Issues – Research Priorities in Human Rights Education – Contemporary Approaches in Human Rights Education.

### **Course Outcomes:**

1. To expose the student about the origin, UNO and Human Rights education policies.
2. To apprise the students about the principles and practice in teaching of Human Rights Education.
3. To understand the student about training aspects of Human Rights.

### **References:**

1. Saxena, K.P., Teaching Human Rights: A Manual for Adult Education, Landy Books, New Delhi, 1996.
2. Ponaiyan, M and Panch Ramalingam, Education and Human Rights, P.R.Books, New Delhi, 1999.
3. Subramaniam, S. Human Rights Training, Manas Publications, New Delhi, 2000.
4. Vinod Sharma, Human Rights Violation – A Global Phenomenon, APH Publication, New Delhi, 2002.
5. Naseema, C., Human Rights Education – Conceptual and Pedagogical Aspects, Kanishka Publishers & Distributors, New Delhi, 2008.

## CO-PO Mapping

Course Outcome	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12
CO 1	3	2	1	2		2	1	2	1	2		3
CO 2	3	2	1	2		2	1	2		2		3
CO 3	3	2	1	2		2	1	2	1	2		3
CO 4												

### HR-106 (a): Human Rights Activism and Role of NGO's

**Unit I:** NGO – Meaning, Nature and Importance – Aims and Objectives – Characters of Human Rights NGOs – Types .

**Unit II:** Establishing the NGOs Board of Directors – Develop the NGOs Bye-laws – Register the NGO – Funding and Fund -Raising – Office Management.

**Unit III:** NGOs and the Human Rights Movement – Human Rights Activism and Role of NGOs.

**Unit IV:** Role of NGOs for implementing UN Decade for Human Rights Education – Human Rights Education in India.

**Unit V:** NGOs and Protection of Human Rights within the UN System – NGOs, Human Rights and the Third World – Role of NGOs in promoting Human Rights.

#### Course Outcomes:

1. To expose the students about the different types of Human Rights Activisms.
2. To identify the student that the different Types of NGO's and their role for promoting the Human Rights.

#### References:

1. Dr. Kaushelendra Mishra, NGOs in the Human Rights Movement, Navyug Publishers & Distributors, New Delhi,2008.
2. Atik-ur-rahman S.M., Effects and Impacts of NGO's in Modern World, Aadi Publications, Jaipur, 2011.
3. Antti Pentikainen, Creating Global Governance – The Role of Non-Governmental Organizations in the United Nations, Helsinki, Finnish UN Association,2000.
4. Global Policy Forum, NGOs and the United Nations, New York, Global Policy Forum,1999.
5. Julie Fisher, The Road from Rio: Sustainable Development and the Non- governmental Movement in the Third World, Westport, Praeger,1993.

## CO-PO Mapping

Course Outcome	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12
CO 1	3	2		2		2	1	2		2		3
CO 2	3	2		2		2	1	2		2		3
CO 3	3	2		2		2	1	2		2		3
CO 4												

## **HR-106(b): Social Movements and Human Rights in India**

### **Objective:**

This paper aims at a sociological study of human rights and duties in India. Through five units, it encompasses a conceptual perspective, impact of social and religious reforms movements and human rights, political and ecological movements and human rights, and the role of international and national institutions in promoting human rights.

### ***Unit I Conceptual Perspective***

- Concept of social movement
- Types of movements
- Ideology, organization
- Mobilization leadership
- Social Movements as promoter of social change and Human Rights

### ***Unit II Social and Religious Reforms Movements and Human Rights***

- BrahmoSamaj
- Arya Samaj
- Dalit Movements
- Tribal Movements
- Women's Movements Other Movements

### ***Unit III Political Movements and Human Rights***

- Freedom Movements
- Peasant Movement Regional and Ethnic identity Movements (Separatist & Terrorist Movement)

### ***Unit IV; Ecological/Environment Movements and Human Rights***

- Chipko Movement
- Narmada BachaoAndolan
- Role of State and Judiciary

### ***Unit V: Role of NGOs in Promoting Human Rights***

- Importance of NGOs as promoters of social causes
- NGOs and People Movements, PUCL, PUDR etc.
- NGOs Contribution of NGOs to Human Rights Education

### **Course Outcomes:**

1. To expose the students about the role of NGOs for protecting human rights.
2. To Understand the student about the Political Movements, Ecological and Environmental Movements of Human Rights.
3. To apprise the student about the various types of Social and Political Reforms of Human Rights.

### Suggested Readings:

1. Eide, Asbjorn, "Human Rights Movement and the Transformation of International Order", Alternatives, vol.11, no.3, 1986, pp.367-402.
2. Karna, G.N., "Disability Rights Movement: Conceptual Framework and Its Implications for India", Disabilities and Impairments, vol.14, no.1, 2000, pp.15-22.
3. Kaushik, Vijay, Women's Movements and Human Rights (Jaipur: Pointer Publishers, 1999).
4. Kothari, Smitu, "Human Rights Movement in India: A Critical Overview", Social Action, vol.40, no.1, 1990, pp.1-15.
5. Puri, Balraj, 'Role of Human Rights Groups in Kashmir', Radical Humanist, Vol.54, No.4, July 1990, pp.25-28.
6. Roy, JaytilakGuha, "Human Rights Movement in Modern India", in A.P.Vijapur and Kumar Suresh, eds., Perspectives on Human Rights (New Delhi: Manak Publications, 1999), pp.50-58 Steiner,
7. Henry J., Diverse Partners: Non-Governmental Organisations in the Human Rights Movement: The Report of a Retreat of Human Rights Activists (Massachusetts: Harvard Law School, 1990).
8. Tyagi, Y.K., "Golden Jubilee of Unfinished Task: The United Nations Human Rights Movement", International Studies, vol.32, no.4, 1995, pp.441-60.
9. Tyne, Claude H. Van, India Freedom Movement (Delhi: Akashdeep Publishing House, 1990).

### CO-PO Mapping

Course Outcome	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12
CO 1	3	2	1	2		2	1	2	1	2	1	3
CO 2	3	2	1	2		2	1	2	1	2	1	3
CO 3	3	2	1	2		2	1	2	1	2	1	3
CO 4												

## **Audit Cours-107: Human Values and Professional Ethics – I**

### **Objectives:**

1. To learn the concepts of the nature of the ethical values in various professions.
2. To learn the nature of values.
3. To learn about Ahimsa, Satya, Moksha etc.,

- I.** Definition and Nature of Ethics- Its relation to Religion, Politics, Business, Legal, Medical and Environment. Need and Importance of Professional Ethics - Goals - Ethical Values in various Professions.
- II.** Nature of Values- Good and Bad, Ends and Means, Actual and potential Values, Objective and Subjective Values, Analysis of basic moral concepts- right, ought, duty, obligation, justice, responsibility and freedom, Good behavior and respect for elders.
- III.** Ahimsa (Non-Violence), Satya (Truth), Brahmacharya (Celibacy), Asteya (Non possession) and Aparigraha (Non- stealing). Purusharthas (Cardinal virtues)-Dharma (Righteousness), Artha (Wealth), Kama (Fulfillment Bodily Desires), Moksha (Liberation).
- IV.** Bhagavad Gita- (a) Niskama karma. (b) Buddhism- The Four Noble Truths - Arya astangamarga, (c) Jainism- mahavratas and anuvratas. Values Embedded in Various Religions, Religious Tolerance, Gandhian Ethics.
- V.** Crime and Theories of punishment- (a) Reformative, Retributive and Deterrent. (b) Views on manu and Yajnavalkya.

### **Course Outcomes:**

1. To expose the student about the concept and nature of human values.
2. To understand the student about nature of Values, Ahimsa and various religion theories.
3. To assess the student about various Crime and Theories of punishments.

### Books for study:

- John S Mackenzie: A manual of ethics.
- “The Ethics of Management” by Larue Tone Hosmer, Richard D. Irwin Inc.
- “Management Ethics - integrity at work’ by Joseph A. Petrick and John F. Quinn, Response Books: New Delhi.
- “Ethics in Management” by S.A. Sherlekar, Himalaya Publishing House.
- Harold H. Titus: Ethics for Today
- Maitra, S.K: Hindu Ethics
- William Lilly : Introduction to Ethics
- Sinha: A Manual of Ethics
- Manu: Manu Dharma Sastra or the Institutes of Manu: Comprising the Indian System of Duties: Religious and Civil (ed.) G.C. Haughton.
- Susruta Samhita: Tr. Kaviraj Kunjanlal, Kunjalal Brishagratha, Chowkamba Sanskrit series, Vol I, II and III, Varanasi, Vol I OO, 16-20, 21-32 and 74-77 only.
- Caraka Samhita : Tr. Dr. Ram Karan Sarma and Vaidya Bhagavan Dash, Chowkamba Sanskrit Series office, Varanasi I, II, III Vol I PP 183-191.
- Ethics, Theory and Contemporary Issues., Barbara Mackinnon, Wadsworth/Thomson Learning, 2001.
- Analyzing Moral Issues, Judith A. Boss, Mayfield Publishing Company, 1999.
- An Introduction to Applied Ethics (Ed.) John H. Piet and Ayodhya Prasad, Cosmo Publications.
- Text book for Intermediate logic, Ethics and Human Values , board of Intermediate Education & Telugu Academic Hyderabad
- I.C Sharma Ethical Philosophy of India. Nagin & Co. Julundhar.

### CO-PO Mapping

Course Outcome	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12
CO 1	3	1	1	3	1	3	2	3	1	3	1	3
CO 2	3	1	1	3	1	3	2	3	1	3	1	3
CO 3	3	1	1	3	1	3	2	3	1	3	1	3
CO 4												

## SEMISTER II

### HR-201: HUMAN RIGHTS AND INDIAN POLITY

#### Objectives:

This paper focuses on the normative and institutional aspects of human rights and duties against the back drop of the politics and society in India. It is divided into five units, it deals with basic structure of Indian polity, political process, legislative process, administrative structure and role of people's agencies in human rights promotion.

#### ***UNIT I: Basic Structure of Indian Polity***

- Changing nature of Indian State
- Parliamentary democracy
- Federal form of government
- Separation of powers
- Independent judiciary
- Judicial review of legislative and executive actions

#### ***UNIT II: Political Process***

- Multiparty system in Indian – Their ideologies and values, implications for human rights
- Electoral politics and question of rights
- Role of money, power, prevention of SC, ST and vulnerable groups, impersonation electoral violence, booth capturing, religion and caste
- People's Empowerment (73<sup>rd</sup> and 74<sup>th</sup> Amendments)

#### ***UNIT III: Legislative Process***

- Ratification / adoption of International Covenants / Agreements / Treaties
- Legislative response to Human Rights needs and violations

#### ***UNIT IV: Administrative Structure***

- Role of the executive / bureaucracy in Human Rights promotion and protection
- Transparency and accountability of executive – Right to information
- Executive autocracy and arbitrariness, bias, nepotism, red-tapism and corruption in executive decisions and implications for human rights
- Special Agencies for protection of human rights – NHRC, SC&ST Commission, BC Commission, Minority Commission

#### ***UNIT V: Role of People's Agencies in Human Rights Promotion***

- Organizations of the poor
- NGOs
- Associations for civil and democratic rights
- Civil Liberties Movements
- Environment protection movements



**Course Outcomes:**

1. To expose the students about the concept of basic structure of Indian Polity, administrative structure in India.
2. To apprise the student about the role of People's Agencies for protecting and promotion of human rights in India.
3. To understand the students about the Legislative Procedure and implementation process in India.

## Suggested Readings:

1. Abul Kohli, *India's Democracy : An Analysis of Changing Society Relations*, Orient Longmann Publications, 1991
2. BaniBorghain, *Human Rights Social Justice and Political Challenge*, Kanishka Publishers, Distributors, New Delhi, 1999
3. Basu, D.D, *Introduction to the Constitution of India*, Printice Hall, New Delhi, 1999
4. Bhagwati P.N, *Dimensions of Human Rights*, Society for Community Organization Trust, Madurai, 1987
5. ChandhokeNeera, *State and Civil Society*, Sage Publications, 1995
6. Desai A.R. (ed.), *Violation of Democratic Rights in India*, Vol. I, Popular Prakashan, Bombay, 1986
7. Gopal, NirajaJayal (ed), *The Democratic Process in India*, Oxford University Press, 1999
8. Haragopal G, *Political Economy of Human Rights*, Himalaya Publishers, Bombay, 1998
9. Jha. S.N, *Decentralization and Local Politics*, Sage Publications, 1999
10. Kamal, K.L and Meyer R.C, *Democratic Politics in India*, Vikas Publications, New Delhi, 1977
11. Kashyap Subhash C, *Human Rights and Parliament*, Metropolitan Book, New Delhi, 1978
12. Lieten. G.K, *Development, Devolution and Democracy*, Sage Publications, 1996
13. McGuire John and Peter Reeves and Howard Brasted, *Politics of Violence*, Sage Publications, 1996
14. Mitra Subrata. K, *Democracy and Social Change in India*, Sage Publications, 1999
15. Narayanam V.N & Sabharwal Jyothi, *India at 50 : Bliss of Hope and Burden of Reality*, Sterling Publishers, New Delhi, 1997
16. Nivedita Menon, *Gender and Politics in India*, Oxford University Press, 1999
17. Rajni Kothari, *Caste in Indian Politics*, Orient Longmann Publications, 1971
18. Rajni Kothari, *Politics in India*, Orient Longmann Publications, 1975
19. Sharma. H.C, *Politics and Human Rights*, Book Enclave, Jaipur, 1999
20. Singh Sehgal. B.P, *Human rights in India (Socio – Political Dimension of Human Rights)*, Deep & Deep Publications, New Delhi, 1999
21. Sumanta Banerjee (ed), *Shrinking Space (Minority Rights in South Asia)*, Manohar Publisher and Distributors, New Delhi, 1999

## CO-PO Mapping

Course Out come	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12
CO 1	3	2	1	2	1	2	1	2	1	2	1	3
CO 2	3	2	1	2	1	2	1	2		2		3
CO 3	3	2	1	3	1	2	1	2	1	2		3
CO 4												

## **HR-202: EMERGING DIMENSIONS OF HUMAN RIGHTS**

### **Objectives:**

This paper encompasses five units covering the changing dimensions of state sovereignty, Human Rights violations by non-state entities such as corporations, other business entities, terrorists and other armed groups, militant religious groups, Professional groups, Right to future and rights of future generations, right to peace (and disarmament), right to clean environment. It also deals with the international humanitarian law.

### ***UNIT I: Human Rights and Changing Dimension of State Sovereignty***

- Centres of power and humanrights
- Indivisibility of humanrights.

### ***UNIT II: ‘Humanitarian’ Intervention and Human Rights***

- International PeaceKeeping
- InternationalMonitoring
- Good Governance:
  - a) ‘Humanitarian’ assistance
  - b) ‘Humanitarian’intervention

### ***UNIT III: Human Rights and Duties and Commercial Corporations (National and Multi-National)***

Rights of investors, consumers, citizens, workers andothers

### ***UNIT IV: Human Rights and Duties and Non-State ArmedGroups***

- Conflicts on grounds of religion, cast, language, ethnicity, culture etc. and therole ofviolence
- Problems of defining a“terrorist”
- Anti-terrorist laws and humanrights
- Grievance redressal mechanisms, rehabilitation of victims and practitioners of violence

### ***UNIT V: Rights of the Future Generation***

- Right to Peace: Dangers of War: nuclear, biologicalaetc.
- Right to Clean Environment: Environmentaldestruction.
- Right to Development: Rise of towns and slums, right to shelter, basicneeds.
- Right to Human Security : Rise in Transnational crimes, respect for humandignity
- Concept of trusteeship of natural resources.

### **Suggested Readings:**

1. Agrawala, S.K., *Public Interest Litigation : A Critique* (Bombay : N.M. Tripathi,1985).
2. Begu, S.M., ed., *Human Rights in India : Issues and Perspectives* (New Delhi : APH Publishing Co.,2000).
3. Bhargava, Rajeen, “Right to Culture”, *Social Scientist*, Vol. 18, No. 10, October 1990, pp 50-59.
4. Gallagher, Margaret, *Becoming Aware of Human Rights and the Family* (Paris : UNESCO,1985).
5. Khajuria, Sapna and Saugata Mukherjee, “Organ Transplantation: Legal Framework Examined”, *Journal of Indian Law Institute*, Vol. 39, 1997, pp.299-311.
6. Kumar and Sharma, *Human Rights and the Indian Armed Forces*(1995).
7. Kusum, “Supply of Human Organs for Transplantation”, *Journal of Indian Law Institute*, Vol. 34, 1992, pp. 399-415.
8. Mathur, K.M., *Crime, Human Rights and National Security* (New Delhi : Gyan Publishing House,1999).
9. Misra, P.C., “Right to Shelter : A Human Rights Perspective”, *Journal of Indian Law Institute*, Vol. 40, 1998, pp.230-42.
10. Naidu, M.V., “National Security and Civil Liberty”, in K.P. Saksena, ed., *Human Rights : Perspectives and Challenges* (New Delhi : Lancers Books, 1994), pp.79-96.
11. Nawaz, M.K., “Does International Law Recognize a Right to Housing”, *Indian Journal of International Law*, Vol. 36, No. 2, 1996, pp.80-84.
12. Sahni, Satpal, “Media and Human Rights”, in B.P. Singh Sehgal, ed., *Human Rights in India : Problems and Perspectives* (New Delhi : Deep and Deep, 1995), pp.204-207.
13. Sayamala, C., “Hazardous Contraceptives and the Right to Life”, *Journal of Indian Law Institute*, Vol. 40, 1998, pp.174-99.
14. Sharma, B.R., *Freedom of Press under the Indian Constitution* (New Delhi : Deep and Deep,1994).
15. Sharma, Gokulesh, *Human Rights and Social Change* (New Selhi : Deep and Deep, 1998).

### **Course Outcomes:**

1. To expose the students about the Human Rights and Duties of Non-State Armed Groups and Commercial Corporations.
2. To understand the students about the rights of future generation.
3. To apprise the students about the Human Rights and Changing Dimension of State Sovereignty and Humanitarian’ Intervention.

### **CO-PO Mapping**

Course Out come	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12
CO 1	3	1		2		2	2	2	2	2	1	3
CO 2	3	1		2		2	2	2	2	2	1	3
CO 3	3	1		2		2	2	2	2	2	1	3
CO 4												

## **HR-203: HUMAN RIGHTS: THE INTERNATIONAL CONTEXT**

### **Objectives:**

This paper aims at dealing with the international human rights development. It is of five units consisting evolution of human rights in international level and regional dimensions of civil and political rights and special conventions and declaration with regard to various classes of people.

### ***UNIT I: Evolution of Human Rights***

- Magna Carta
- Bill of Rights in England
- American Bill of Rights
- Declaration of Rights in France for Men and Women
- The World War crimes-Defeat of Fascism
- Recognition of international community on the universal nature of human rights

### ***UNIT II: U.N. and Human Rights***

- U.N. Charter
- Universal Declaration of Human Rights

### ***UNIT III: Regional Dimensions of Civil and Political Rights***

- The European Declaration of Human Rights
- American Declaration of Human Rights
- African Declaration of Human Rights
- Islamic Declaration of Human rights
- International Covenant on Civil and Political rights
- International Covenant on Socio-economic and Cultural rights
- Optional Protocol to the International Covenant on Civil and Political Rights

### ***UNIT IV: Special Conventions***

- Convention on the Elimination of All Forms of Discrimination Against Women
- Convention on the Rights of the Child
- Convention on the International Status of Refugees and Elimination of Racial Discrimination
- Convention against Torture and other Cruel, Inhuman or Degrading Treatment or Punishment
- Protection of Rights of Labour and I.L.O.

### ***UNIT V: International Conventions / Declarations***

- Tehran, Rio, Vienna, Cairo and Copenhagen Declarations
- The Beijing Conference on Women
- The Beijing + 5 Conference
- Universal Human Rights – Problems and prospects

## Suggested Readings

1. Alston, Philip (ed), *Promoting Human Rights Through Bills of Rights: Comparative Perspectives*, Oxford University Press, 1999
2. Alston, Philip, (ed), *United Nations and Human Rights : A Critical Appraisal*, Clarendon, Oxford, 1995
3. Baxi Upendra, *Mambrino's Helmet? Human Rights for a Changing World*, Har-Anand Publications, 1994
4. Blackburn Robert and Busuttil James, *Human Rights for the 21<sup>st</sup> Century*, Wellington House, London, 1997
5. Brownlie Ian, *Basic Documents on Human Rights*, Clarendon Press, Oxford, 1994
6. Chandra Satish, *International Documents on Human Rights*, Mittal Publications, New Delhi, 1990
7. Donnelly Jack, *International Human Rights*, West View Press, Boulder, 1993
8. Haragopal .G, *Political Economy of Human Rights; Emerging Dimensions*, Himalayan Publishers, New Delhi, 1997
9. Haragopal.G(coord), *Course Material for Post-Graduate Diploma in Human Rights*, Centre for Distance Education, University of Hyderabad, Hyderabad, 5-Volumes.
10. Johari J.C, *Human Rights and new World Order*, Anmol Publications, New Delhi, 1996
11. Kent Ann, *Between Freedom and Substance-China and Human Rights*, Oxford, Hong Kong, 1993
12. Ketcher Martin, *Europe Between The Wars- A Political, History*, Longman, London, 1977
13. Khanna S.K, *War and Human Rights*, Dominant Publishers, Delhi, 1999
14. Krishna Iyer. V.R, *Human Rights and Inhuman Wrongs*, B.R. Publishing House, 1990
15. NCERT, *Human Rights : A Source Book*, National Council of Educational Research and Training, New Delhi, 1996
16. Sharma N.R, *Human Rights in the World*, Pointer Publishers, Jaipur, 1999
17. Symonides Janusz, *Human Rights, New Dimensions and Challenges*, UNESCO, 1998

**Course Outcomes:**

1. To understand the students about the evolution of human rights and UN charter of human rights.
2. To expose the students about regional dimensions of human rights and special conventions on human rights.
3. To understand the students about International conventions on human rights and duties.

**CO-PO Mapping**

Course Outcome	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12
CO 1	3	1		2		2	2	2		2		3
CO 2	3	1		2		2	2	2		2		3
CO 3	3	1		2		2	2	2	1	2		3
CO 4												



## **HR-204: RESEARCH METHODOLOGY, STATISTICS AND COMPUTER APPLICATIONS**

### **Objectives:**

The objective of the course is to introduce the students to the fundamentals of research methodologies, methods and techniques. As the focus is on social science research, the course includes approaches and methods in this field. It will provide a conceptual understanding of the methods and techniques. It will also help the students in developing a research orientation and learn the basic framework of research

#### *process. UNIT – I: Foundations of Social Science Research*

- The Research Process: Major steps in Human Rights Research
- Types of Research Designs: Exploratory, Descriptive, Diagnostic and Experimental
- Hypothesis: Meaning - Types - Sources of hypotheses - Attributes of a sound hypothesis
- Inter-relation between theory and research.
- Importance of research in Human Rights: Potential areas for research

#### *UNIT – II: Sampling and Methods of Data Collection*

- Sampling: Types Methods and Techniques
- Observation: Participant and Non-Participant
- Questionnaire: Preparation, advantages and limitations
- Interview Schedule : Conducting an interview, Advantages and Limitations
- Case Study
- Report writing

#### *UNIT – III: Participatory Rural Appraisal (PRA)*

- Foundations of PRA; Principles of PRA
- Mapping: Transect Walk, Social Mapping, Resource Mapping, Venn Diagram (Chapati/ Relationship Diagram).
- Ranking : Wealth/Well-being Ranking, Pair-wise Ranking

#### *UNIT – IV: Statistical Techniques*

- Statistics: Definition, uses, importance and limitations of Statistics in Social Sciences
- Diagrammatic Representation – Uses and Limitations of diagrams
- Measures of Central Tendency and Dispersion – The Mean, Median and Mode; Standard Deviation
- Correlation
- Tests of Significance : Chi-Square test, F-Ratio, ‘T’ test

#### *UNIT-V: Computer Applications*

- Components of a computer: ALU, CPU, Memory and I/O devices
- Hardware and software
- Networking and internet
- SPSS
- Uses of computers in Social Sciences

### Suggested Readings:

1. Agarwal Y.P (ed) *Introduction to Statistics for Social Sciences*, Sterling Publishing, New Delhi,1987
2. Carol Tylor Fitz Gibbon and Lynn Lyons Morries, *How to Analyze Data ?*, Sage Publications, New Delhi,1997
3. Charles. W. Lachemeyer,*The Essence of Social Research*, A Copernican Revolution, New York,1973
4. David. S. Moore, *Statistics, Concepts and Controversies, (Fourth ed)*, W.H. Freeman Company, New York,1997
5. Dennis. P. Forcese and Stephen Richer, *Social Research Methods*, PrinticeHall,Inc, New Jersey,1973
6. Hanshbonger, Thad. R, *Introductory Statistics, A Decision Map*, Macmillan Publishing Co, London,1977
7. Hekim Catherine, *Secondary Analysis in Social Research*, George Allen &&Unwin, London,1982
8. Jit. S. Chandran, *Statistics for Business & Economics*, Vikas Publishing,1998
9. Kothari. C.R *Research Methodology, Methods & Techniques*, WishwaPrakashan, Mumbai,1997
10. Medhi. J, *Statistical Methods(An Introductory Text)* New Age International Publishers, Bombay,1995
11. *RAPIDEX Computer Course, Rapidex*, New Delhi,2000
12. Stultz, *Learn MS-Office*, B.P.B Publications Delhi,2000
13. Sydney. B. Newell, *Introduction to Micro-computing*, John Wiley & Sons, New York, 1989
14. Somesh Kumar, *Methods of Community participation*,2002.

### Course Outcomes:

- 1) Student to Know Scope of Social Research.
- 2) To Understand Data Analysis.
- 3) Understand About Types of Data Collections

### CO-PO Mapping

Course Outcome	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12
CO 1	3	3	2	2	2	2		1	2	2		3
CO 2	3	3	2	2	2	2		1	2	2		3
CO 3	3	3	2	2	2	2		1	2	2		3
CO 4												

## **HR-205(a): HUMAN RIGHTS – THE SOCIO ECONOMIC CONTEXT**

### ***UNIT I: The Socio-Economic background and Human Rights***

- Rights Approach to Development
- Religion – Humanism, secular & moral legacies
- Social stratification and Human Rights
- Patriarchy-gender differences and human rights
- Rural-urban disparities and human rights
- Poverty and Human Rights
- Untouchability
- Caste system, caste based prejudice, discrimination, Other social deprivations

### ***UNIT II: Economic Context***

- Poverty, culture of poverty
- Economic deprivation
- Share in resources
- Privatization & deprivation of human rights
- Globalization and human rights

### ***UNIT III: Violence and Human Rights***

- Atrocities against SC, SC Women
- Land-grabbing of tribal lands
- Forced eviction of tribals

### ***UNIT IV: Basic Human Need, Human Rights and Development***

- UN concept of minimum needs – Relevance of India
- Access to clean water
- Right to adequate nutrition, housing, health care, education and clean environment
- Right to Work
- Human rights and human development

### ***UNIT V: Human Rights of Vulnerable Groups***

- Dalits
- Women
- Agricultural labour
- Unorganized labour
- Migrant labour
- Industrial labour
- Disabled People
- Aged

## Suggested Readings

1. Ajit Kumar Danda, *Tribal Economy in India*, Inter-India Publications, New Delhi, 1991.
2. Ambedkar B.R, *The Untouchable*,
3. Baxi Upendra (ed), *The Right to be Human*, Lancer International, New Delhi, 1987
4. Bharathi Sadasivam, *The Impact of Structural Adjustment on Women : A Government and Human Rights Agenda*, Human Rights Quarterly No. 19. , 1997
5. Flavia Agnes, *Law and Gender Inequality (The policies of Women's Rights in India)*, Oxford University press, New Delhi
6. Gita Ramaswamy, *The Child and the Law*, A.P Judicial Academy and UNICEF, Hyderabad, 1996
7. James Massey, *Dalits in India*, Manohar Publishers & Distributors, New Delhi
8. Jodhka S.S, "*Agrarian Change and Attached Labour : Emerging Patterns in Haryana Agriculture*", Economic and Political Weekly, September 6, 1974
9. Khanna S.K, *Women and the Human Rights*, Commonwealth Publishers, New Delhi
10. Krishnaraj Maithreyi (ed), *Gender and the Household Domain : Social and Cultural Dimensions*, Sage Publications, New Delhi, 1989
11. Madhava Menon N.R, *Right to Work: Some Relevant Questions*, (Occasional paper), Department of Human Rights and Social Development, Sri Venkateswara University, Tirupati, 2000
12. Myrow Weiner, *The Child and the State in India*, Oxford University Press, New Delhi, 1991
13. Neera Burra, "*Child Labour in India, Poverty, Exploitation and Vested Interest*", Social Action, Vol 36, New Delhi, 1986
14. Naidu V.J & Ramdass M, *Right to Employment as a Fundamental Right: Some Soio-Economic Dimensions*, (Occasional paper), Department of Human Rights and Social Development , Sri Venkateswara University, Tirupati, 2000
15. Pal R.M, Bhargava G.S.(ed), *Human Rights of Dalits (Societal Violation)*, Gyan Publishing House, New Delhi, 1999
16. Sankar Rao C.N, *Sociology*, Chand .S& Co, New Delhi, 1995
17. Saxsena K.P., *Human Rights: Fifty years of India's Independence*, Gyan Publishing House, New Delhi, 1999
18. Sen A.K & Dreze Jean, *Indian Development : Selected Region Perspectives*, Oxford University Press, New Delhi, 1996
19. Sen. A.K *Poverty and Famines*, Oxford University Press
20. Shah. S.M, *Rural Development Planning and Reforms*, Abhinav Publications, New Delhi, 1977
21. Sharma R.N, *Indian Society*, Media Promoters & Publishers, Bombay, 1981
22. Subramanian. S, *Human Rights Training*, Manas Publications, I & II Volumes, New Delhi, 2000
23. UNDP, Human Development Report, 1996, 1997, 1998, 1999, Oxford, New Delhi
24. Weiner, Mayron, "*Child Labour in India, Putting Compulsory Primary Education on the Political Agenda*", Economic and Political Weekly, 9-16 Nov 1996

**Course Outcomes:**

1. To expose the students about the socio, economic background of human rights.
2. To apprise the students about human rights of vulnerable groups.
3. To understand the students about the basic human need for development with respect to human rights.

**CO-PO Mapping**

Course Outcome	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12
CO 1	3			2	1	2		2		2		3
CO 2	3			2	1			2		2		3
CO 3	3			2	1	2		2		2		3
CO 4												

## **HR-205(b): Societal Issues of Human Rights in India**

### **Objective:**

Societal problems of human rights are sought to be dealt with through five units. They encompass concept and approaches, and a special focus on social, economic, political, health and cultural problems that underlie human rights deprivations in Indian society.

### ***Unit I: Concepts and Approaches***

- Concept of societal problems and human rights
- Theoretical approaches to social problems and social changes
- Causes and types of social problems
- Societal problems and human rights

### ***Unit II: Social Problems***

- Problems of hierarchy
- Problems of minorities, scheduled caste and scheduled tribes
- Population explosion
- Violence against women and children
- Problems of aged and disabled

### ***Unit III: Economic Problems***

- Poverty and unemployment
- Privatization, liberalization and globalization
- Corruption, consumer rights
- Problems of sustainable development

### ***Unit IV: Political Problems***

- Regionalism, terrorism
- Assaults on democracy

### ***Unit V: Cultural Problems***

- Lack of cultural humanist values in education,
- cultural relativism National and universal cultural conflicts and tensions Problems of composite culture

## Suggested Readings:

1. Alam, Aftab, ed., *Human Rights in India: Issues and Challenges* (New Delhi: Raj Publications, 1999).
2. Begum, S.M., ed., *Human Rights in India: Issues and Perspectives* (New Delhi: APH Publishing Co., 2000).
3. Chauhan, Abha, "Dowry-related Crimes: Violation of Human Rights," in A.P.Vijapur and Kumar Suresh, eds., *Perspectives on Human Rights* (New Delhi: Manak Publications, 1999), pp.120-36.
4. Desai, A.R., ed., *Violations of Democratic Rights in India* (Bombay: Popular Prakashan, 1986).
5. Ghosh, S.K., *The Law of Preventive Detention in India* (Bombay: N.M. Tripathi, 1969).
6. Hussain, Delwar, "Combating Terrorism without Violating Human Rights: Some Options Revisited", *Bliss Journal*, vol.15, no.3, pp.277-98.
7. Sehgal, B.P.Singh, *Human Rights in India: Problems and Perspective* (New Delhi: Deep and Deep Publications, 1996).
8. Sen, Shanker, "Indian Prisons: A Survey", in K.P.Saksena ed., *Human Rights: Fifty Years of India's Independence* (New Delhi: Gyan Publishing House, 1999), pp.99-105.
9. Sorabjee, Soli J., "State of Human Rights", *Social Action*, vol.40, no.1, 1990, pp.16-24. Tarkunde, V.M., "Human Rights: An Overview", in K.P. Saksena, ed., *Human Rights: Fifty Years of India's Independence* (New Delhi: Gyan Publishing House, 1999), pp.129-36.
10. Tiwana, S.S., "National Human Rights Commission and Human Rights Violations in India", in M.P.Dube and Neeta Bora, eds., *Perspectives on Human Rights* (New Delhi: Anamika Publishers, 2000), pp.80-90.
11. Tyagi, Y.K., "Human Rights in India: An Overview", *International Studies*, vol.29, no.2, 1992, pp.199-208.

## Course Outcomes:

1. To understand the student about the societal problems of human rights.
2. To understand the students about the social problems of minorities, scheduled caste and scheduled tribes.
3. To expose the students about Regionalism, terrorism.

## CO-PO Mapping

Course Outcome	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12
CO 1	3	1		2		2	1	1		1		3
CO 2	3		1	2		2	1	1		1		3
CO 3	3			2		2	1	1		1		3
CO 4												

## **HR-206(a): HUMAN RIGHTS AND CRIMINAL JUSTICE SYSTEM**

### **Objectives:**

This paper covers various aspects and theories criminal justice system. It is pertinent to understand the conceptual and basic legal procedures and legal terminology as part of human rights discourse. The objective of this paper is also to understand the operational mechanism, legal system, police system including prisons as an instrument envisaged by the framers of the Constitution. These provisions are quite significant to protect one's basic rights. With the evolving society, issues and reforms in terms of deviant activities, including drug addiction, new types of computer related crimes, i.e., cyber crimes and white collar crimes will also be taken up. Overall, the paper offers a unique correlation between human rights and criminal justice system in India.

### **UNIT I: *Conceptual Perspective***

- i) Concept of Crime and Criminal Liability
- ii) Offences Involving Human Rights
- iii) Role of Criminal Justice System

### **UNIT II: *Human Rights Problems***

- i) Police Atrocities and Accountability
- ii) Violence against Women and Children
- iii) Communal Violence
- iv) Caste and Class Conflicts
- v) Maintenance of Law and Order
- vi) Terrorism and Insurgency

### **UNIT III: *Rights of Accused***

- i) Double Jeopardy
- ii) Against Self-incrimination
- iii) Production before Magistrate
- iv) Fair Trial
- v) Speedy Trial
- vi) Appeal

### **UNIT IV: *Rights of Inmates of Prisons and Custodial Homes***

- i) Protection Homes
- ii) Reformatory and other Institutions
- iii) Prisons

### **UNIT V: *Right to Legal Aid, Access to Justice and Speedy Justice***

- i) Right to Legal Aid
- ii) Right to Compensation
- iii) Ordinary Courts
- iv) Special Courts
- v) District Human Rights Courts
- vi) Nyaya Panchayats
- vii) Human Rights Sensitization



## Suggested Reading

1. Amnesty International, "Campaign for the Abolition of Torture", *Philosophy and Science Acation*, Vol. 5, Nos. 3-4, 1984, pp.205-208.
2. Aroras,Nirmal,"CustodialTortureinPoliceStationsinIndia:ARadicalAssessment", *Journal of Indian Law Institute*, Vol. 41, Nos. 3 and 4, 1999, pp. 513-29.
3. Bakken,T.,"InternationalLawandHumanRightsforDefendantsinCriminalTrials", *Indian Journal of International Law*, Vol. 25, 1985, pp. 411-523.
4. Bansal, V.K., *Right to Life and Personal Liberty* (New Delhi : Deep and Deep,1986).
5. Burgers, J.H., "The Fights against Torture", *International Commission of Jurists*, No. 32, 1984, pp.47-48.
6. Chevigny, Paul, *Police Power : Police Abuses in New York City* (New York : Pantheon Book,1969).
7. Devasia, V.V. and LeelammaDevasia, *Human Rights and Victimology* (New Delhi, 1999).
8. Diwan Paras, "Torture and the Right to Human Dignity", *Supreme Court Cases*, Vol. 4, 1981.
9. Ghosh, S.K., *Torture and Rape in Police Custody* (New Delhi : Ashish Publishing House, 1993).
10. Manohar, Sujata V., "Judiciary andHumanRights", *Indian Journal of International Law*, Vol. 36, 1996, pp.39-54.
11. Melden, A.I., ed., *Rights and Prisons* (Oxford :Blackwheel,1977).
12. Pachauri, S.K., *Prisoners and Human Rights*(1999).
13. Rajan, V.N., *Whither Criminal Justice Policy* (1983).
14. Sharma, S.C., *Police and Human Rights*(1999).
15. Vadackumchery, James, *The Police and Delinquency in India* (New Delhi : APH Publishing Corporation,1991).

## Course Outcomes:

1. To expose the students about Rights of Inmates of Prisons and Custodial Homes.
2. To understand the students about the Right to Legal Aid, Access to Justice and Speedy Justice.
3. To expose the students that the problems of human rights.

## CO-PO Mapping

Course Out come	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12
CO 1	3			2	1	2	1	2		1		3
CO 2	3			2	1	2	1	2		1		3
CO 3	3			2	1	2	1	2		1		3
CO 4												

## **HR-206(b): MEDIA AND HUMAN RIGHTS**

### ***UNIT-I: Media***

Definition-Variou forms of media – Print, Electronic (Broadcast), Art media – radio, television, internet

### ***UNIT-II:Reporting***

Downsizing, dumbing down and ‘infotaining’ – Types of reporting - The culture of breaking news – Impact of bias, propaganda and distortion, evaluating sources, protecting confidentiality of sources, interviewing experts and victims.

### ***UNIT-III: Media ethics and the issues in handling sources***

Meaning of defamation, libel and slander, Yellow journalism, Women and Media- Content, Portrayal and Access

### ***UNIT-IV: Duties of media, social responsibility***

Paid news, conspiracy of silence; Intersection of media and human rights, Human rights organizations and media regimes

### ***UNIT-V: Report Writing***

Techniques and styles of writing for various types of media, editing, and concise writing – Presentation of reports - Impact of Investigative journalism on human rights issues.

### **Suggested Readings:**

1. Arnett, Peter. “Goodbye World — Why Foreign News is Vanishing from America’s Newspapers”, *American Journalism Review*, November 1998, pp.50-67.
2. Bagdikian, Ben H. *The Media Monopoly*. Boston: Beacon Press, 1983 and 1997 editions.
3. Burnheim, Sally. *The Right to Communicate — The Internet in Africa*. London: Article 19, 1999.
4. Casimir, Fred, ed. *Communications in Eastern Europe — The Role of History, Culture, and Media in Contemporary Conflicts*. Mahwah: Lawrence Erlbaum Associates, 1995.
5. Cohen, Stanley. *Denial and Acknowledgement: The Impact of Information about Human Rights Violations*. Jerusalem: Centre for Human Rights, the Hebrew University of Jerusalem, 1995.
6. Comor, Edward A. “Governance and the ‘Commodisation’ of Information”, *Global Governance* 4, 2, April-June 1998, pp.217-233
7. Stanley Cohen, *Denial and Acknowledgement: The impact of information about Human Rights violations*, Jerusalem, 1995
8. *Human Rights violations: Communicating the information*, London: index on Censorship, 1995
9. Kayoko Mizuta, “Human Rights and the Media, in *Asian media information and communication centre, Media and Human Rights in Asia*, Singapore: AMIC, 2000
10. Deneen L. Brown, “Journalists Feel Shackled by New Owner”, *The International Herald Tribune*, 2002
11. John Keane, *The Media and Democracy*, Cambridge: Policy Press, 1991
12. John Naughton, “With the Rusty Sword of Truth Television’s influence and the systemic crisis in serious Journalism”, *Times Literary Supplement*, 1998
13. Douglas Farah, “Death of a crusading Journalist puts pressure on Burkina Faso president”, *The Washington Post*, 2000

Course Out come	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12
CO 1	3	1	1	2		2	1	3	1	2	1	3
CO 2	3	1	1	2		2	1	3	1	2	1	3
CO 3	3	1	1	2		2	1	3	1	2	1	3
CO 4												

## **Audit Course-207: Human Values and Professional Ethics – II**

**Unit – I:** Value Education: Definition- relevance to present day concept of human values; Self introspection-Selfesteem. Family values-Components, structure and responsibilities of family; Neutralization of anger – adjustability – threats of family life – status of women in family and society – caring for needy and elderly – time allotment for sharing ideas and concerns.

**Unit–II:** Medical ethics: Views of Charaka, Sushruta and Hippocrates on moral responsibility of medical practitioners. Code of ethics for medical and healthcare professionals. Euthanasia, Ethical obligation to justice in health care, human cloning problems of abortion. Ethical issues in genetic engineering and Ethical issues raised by new biological technology or knowledge.

**Unit-III:** Environmental ethics: Ethical theory, Man and nature- Ecological crisis, Pest control, Pollution and waste Climate change; Energy and population, justice and environmental health.

**Unit- IV:** Social ethics: Organ trade, human trafficking, Human rights violation and social disparities; Feminist ethics, surrogacy/pregnancy; Ethics of media - Impact of Newspapers, Television, Movies and Internet.

### **Suggested Books:**

1. John S Mackenzie: A manual of ethics
2. “the Ethics of Management” by Larue Tone Hosmer, Richard D. Irwin Inc.
3. “Management Ethics – integrity at work” by Joseph A. Petrick and John F. Quinn Response Books: New Delhi
4. “Ethics in management” by S.A. Sherikar, Himalaya Publishing House,
5. Harold H. Titus: Ethics for Today
6. Maitra. S.K. Hindu Ethics
7. William Lilly: Introduction to Ethics
8. Sinha. A Manual of Ethics
9. Manu: Manava Dharma Sastra or the Institutes of Manu: Comprising the Indian system of Duties: Religious and Civil (ed) G.C. Houghton
10. Susruta Samhita: Tr. Kaviraj Kunjanlal, Kunjalal Brishagratha. Chowkamba Sankrit series, Vol I, II and III, Varanasi, Vol I pp, 16-20, 21-22 and 74-77 only.
11. Caraka Samhita : Tr. Dr. Ram Karan Sarna and Vaidya Bhagavan Dash, Chowkamba.

**Course Outcomes:**

1. To expose the student about the concept and nature of human values.
2. To understand the student about nature of Values, Ahimsa and various religion theories.
3. To assess the student about various Crime and Theories of punishments.

**CO-PO Mapping**

Course Outcome	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12
CO 1	3	1	1	2		2	1	3	1	2	1	3
CO 2	3	1	1	2		2	1	3	1	2	1	3
CO 3	3	1	1	2		2	1	3	1	2	1	3
CO 4												

## **SEMESTER III**

### **HR-301: SOCIAL MOVEMENTS AND HUMAN RIGHTS AND DUTIES**

#### ***UNIT I: Conceptual Perspective***

- Concept of social movement
- Types of movements
- Ideology, Organization
- Mobilization leadership
- Social Movements as promoter of social change and Human Rights

#### ***UNIT II: Social and Religious Reforms Movements and Human Rights***

- Brahmo Samaj
- Arya Samaj
- Dalit Movements
- Tribal Movements
- Women's Movements
- Sufi Movements

#### ***UNIT III: Political Movements and Human Rights***

- Freedom Movements
- Peasant Movement
- Regional and Ethnic Identity Movements (Separatist & Terrorist Movement)
- Sarvodaya Movement and Land Reform Movements
- Trade Union Movements
- Students' Movements

#### ***UNIT IV: Ecological / Environment Movements and Human Rights***

- Chipko Movement
- Narmada Bachao Andolan

#### ***UNIT V: Role of International and National Institutions in Promoting Human Rights***

- Role of the United National Human Rights Commission
- Role of National Judiciary and Bar
- NGOs and People Movements, PUCL, PUDR, etc.
- The Media

## Suggested Readings

1. Eide, Asbjorn, "Human Rights Movement and the Transformation of International Order", *Alternatives*, Vol. 11, No.3, 1986, pp. 367-402.
2. Karna, G.N., "Disability Rights Movement; conceptual Framework and its Implications for India", *Disabilities and Impairments* Vol. 14, No. 1, 2000, pp.15-22.
3. Kaushik, Vijay, *Women's Movements in India: A Critical Overview*", *Social Action*, Vol. 40.1, 1990, pp.1-15.
4. Kothari, Smitu, "Human Rights Movement in India : A critical Overview", *Social Action*, Vol. 40, No. 1, 1990, PP. 1-15.
5. Puri. Balraj, "Role of Human Rights Groups in Kashmir", 1972.
6. Reddaway, Ptere, *Uncensored Russia : The Human Rights Movement in The Soviet Russia*, Delhi : National Academy, 1972.
7. Roy, JaytilakGuha, "Human Rights Movement in Modern India", In A.P. Vijapur and Kumar Suresh, eds., *Perspectives on Human Rights*, New Delhi : Manak Publications, 1999, pp.50-58.
8. Shapiro, Joseph P., *No Pity People with Disabilities*, Foreign a New Civil Rights Movement, 1994.
9. Steiner. Henry J., *Diverse Partners: Non-Governmental Organizations in the Human Rights Movement: The Report of A Retreat of Human Rights Activists*, Massachusetts: Harvard Law School, 1990.
10. Thoolen, H. and B. Verstappen, *Human Rights Missions*, The Hague: Martinis Nijhoff, 1986.
11. Tyagi, Y.K., "Golden Jubilee of Unfinished Task: The United Nations Human Rights Movements", *International Studies*, Vol. 32, No.4 1995, pp. 441-60.
12. Tyne, Claude H. Van, *India Freedom Movement*, Delhi : Akashdeep Publishing House, 1990.

## Course Outcomes:

1. To expose the student about conceptual perspectives of social movements and human rights.
2. To apprise the students about the social, political and religious reforms movements and human rights.
3. To expose the students that the role of International and National Institutions in promoting Human Rights.

## CO-PO Mapping

Course Outcome	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12
CO 1	3	1	1	2		1	1	2		2	1	3
CO 2	3	1		2	1	1	1	2		2	1	3
CO 3	3	1	1	2		1	1	2		2	1	3
CO 4												

## HR-302: SCIENCE, TECHNOLOGY, HUMAN RIGHTS AND DUTIES

### Course Objectives:

The course aims to provide students with theoretical and conceptual tools to understand the way scientific and technological decisions are made and the implications of these decisions on human rights and social development. Contemporary operationalisation amongst others in Life Sustaining Technologies, IVF, GMO and Euthanasia is contextualised. The discussion on Technology 'in' control and 'out' of control puts the "developments" in Science and Technology in perspective.

### UNIT I: *Conceptual Perspective*

- Concept of science & Technology as a tool for furtherance of human and social welfare, scientific temper
- Debates over 'development'
- Quality of life : spiritualism versus materialism : the need for balancing of values
- Modernization, urbanization

### UNIT II: *International parameters of Human Rights and Science & Technology*

- Article 5 of Universal Declaration of Human Rights 1948; Article 7 of the International Covenant on Civil and Political Rights 1966; Convention on Prevention and Punishment of Crime of Genocide 1948; Convention on the Protection of All persons from being subjected to torture and other cruel, inhuman or degrading treatment or punishment 1984
- Article 7 (prohibition of experimentation on human person) of the International Covenant on Civil and Political rights 1966, Constitution of the World Health Organisation, UN General Assembly Resolution 37/194 on Protection against products harmful to health and the environment 1982, UNESCO Universal declaration on the human genome and human rights 1997
- Convention on the International right of Correction 1952, UN Declaration on a New International information and communication Order 1978, UNESCO convention on Technical and vocational education 1989, International Code of Conduct on the Transfer of technology 1993, other developments on the international plane

### UNIT III: *Bio Technology Development and Human Rights*

- Developments in biotechnology : human cloning, feticide and abortion; in-vitro fertilization and surrogate parenthood, organ transplantation and sale of human organs, human performance augmenting drugs and technologies (e.g., use of steroids in sports, hormones, viagra-like drugs)
- Life sustaining technologies: artificial organs, kidney dialysis, life sustaining drugs

### UNIT IV: *Freedom of Information, thought and Expression*

- Revolution in information technology
- Right to information, right to education, right to communication, freedom of the press and other information media, right to entertainment
- Applicable legal norms
- Cyber Crimes, online pornography

### UNIT V: *Right to Development, Clean Environment and Public Safety*

- Safety aspects of new technologies such as chemical and nuclear technologies : issues of waste disposal, public concerns of safety, protection of the environment



## Suggested Readings

1. UN Centre for Human Rights, *Advisory Services and Technological Cooperation in the Field of Human Rights*, Geneva : World Campaign for Human Rights,1996.
2. UN Centre for Human Rights, *Report of the International Consultation on AID and Human Rights*, Geneva, 26-28 July 1989, New York : UN Department of Public Information,1982.
3. UN, *Human Rights and Scientific and Technological Development*, New York : UN Department of Public Information, 1982.
4. WHO, *Health as a Bridge for Peace and Human Rights*, Geneva : WHO,1996.
5. WHO, *Protection of Human Rights in the Light of Scientific and Technological Progress in Biology and Medicine*, Albany : WHO,1975.
6. Bankowski, I., ed., *International Ethical Guidelines for Bromedial Research Involving Human Subjects*, Geneva : WHO,1993.
7. Johnstone, Ann and others, eds., *New Technologies and Development*, Geneva : UNESCO, 1986.
8. Mechael, James, *Privacy and Human Rights : An International and Comparative Study with Special Reference to Documents in Information Technology*, Paris : UNESCO,1994.
9. Mukherjee, Sipra G., “Promotion of Human Rights and Science Education”, in K.P. Saksena, ed., *The tEaching about Human Rights*, New Delhi : HURITER, 1985, pp. 55-60.
10. Petersen, Kerry, “Abortion Laws :Medicalisation, Autonomy and Equality”, in AntornyAnghie and Garry Sturgess, eds., *Legal Visions of the 21<sup>st</sup> Century*, Supra, pp.167-182.
11. Nawaz, M.K., “Law, Human Rights and Computer”, *Indian Journal of InternationallLaw*, Vol. 25, Nos. 3 and 4, July-Dec. 1985, pp. 612-20.
12. Satyamala, C., “Hazardous Contraceptives and the Rights to Life”, *Journal of the Indian Law Institute*, Vol. 40, 1998, pp.174-199.
13. Sisskind, Charles, *Understanding Technology*, New York :Feffer and Sinons,1973.
14. Zinian, John and others, eds., *The World of Science and the Rule of Law*, Oxford University Press,1986.

**Course Outcomes:**

1. Understand the basic concept in science and technology and also about Indian perspective on science and technology.
2. Ability to know about the Right to Adequate Food, Agricultural, Biotechnology Impact of on Agriculture, Food Biotechnology and Revolution in Information Technology.
3. Analyse know rights to health and application of Biotechnology in Medicine and also about Intellectual Property Rights.
4. Assess the use of natural resource Environmental Biotechnology and Use Technologies

**CO-PO Mapping**

Course Outcome	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12
CO 1	3	2		1		2	1	2		1		3
CO 2	3	2		1		2	1	2		1		3
CO 3	3	2		1		2	1	2		1		3
CO 4												

## **HR-303(a): HUMAN RIGHTS AND DUTIES ADVOCACY AND EXTENSION WORK**

### **UNIT I: *Advocacy***

- i) Concept : Role of Biases
- ii) Objectives of advocacy in protection and promotion of human rights and duties.

### **UNIT II: *Peoples Movements and Public Advocacy***

Role of Social and Political Movements, NGOs and activists.

### **UNIT III: *Issues for Advocacy***

- i) Societal issues : Poverty, gender bias, caste and communal strife, child labour, bonded labour, child prostitution, abuses of women, etc.
- ii) Actions of State : legislative, judiciary, executive : police atrocities, etc.

### **UNIT IV: *Strategies***

Mobilizing public opinion : Social justice lobbying, legislative lobbying, media advocacy, networking, lawyering.

### **UNIT V: *Procedural Aspects***

- i) Reporting Human Rights violations : Guidelines, definitions, selection of information, protocol information, data protection, data utilization.
- ii) Documentation of Human Rights violations.
- iii) Fact-Finding : NGO's fact finding, Fact-finding standards : Fact-finding process.
- iv) Liaising with national and state human rights institutions
- v) Use of information media.

### **Course Outcomes:**

1. To understand the students that the issues for peoples movements and public advocacy on human rights and duties
2. To understand the students on extension work with respect to human rights.
3. To understand the students about the uses of NGOs fact finding and uses of information media.

**Reference :**

1. Baxi, Upendra, "Teaching and Research in Human Rights : ARE-exploration", *Indian Journal of International Law*, Vol.22, 1982, pp. 353-60.
2. Bhagwati, P.N., *Legal Aid as Human Rights* (Dharwad :JagrutBharut,1985).
3. Chatrath K.J.S., ed., *Education for Human Rights and Democracy* (Shimla : Indian Institute of Advanced Studies,1998).
4. Haksar, Nandita, "Human Rights in Legal education", *Journal of Indian Law Institute*, Vol.40, Nos.1-4, 1998, pp.317-24.
5. Pal, R.M. ed., *Human Rights Education* (New Delhi : PUDR,1995).
6. Jaswal, P.S. and N. Jaswal, "Right to education and Human Rights" in B.P.Singh
7. Sehgal, ed., *Human Rights in India : Problems and Perspectives* (New Delhi : Deep and Deep, 1995), pp.120-29.
8. Mani, V.S., "Human Rights Teaching in Indian Universities : An Overview", in Canadian Human Rights Foundation, Canadian Human Rights Commission and national
9. Human Rights Commission of India, *Seminar on Human Rights Education and National Institution, New Delhi* (Montreal, 1996), pp.81-92.
10. Subramanian, S., *Human Rights Training, Volumes I and II* (Allahabad : Vohra Publishing,1989).
11. UNESCO, *Human Rights Teaching : International Congress on Education of Human Rights and Democracy* (Montreal : UNESCO,1993).
12. UNESCO, *Manual for Human Rights Education : Primary and SecondaryLevel* (Paris : UNESCO, 1997).
13. UNESCO, *The Teaching of Human Rights : Proceedings of the International Congress on the Teaching of Human Rights, Vienna, 12-16 September 1978* (Paris : UNESCO,1980).
14. UNESCO, *World Directory of Human Rights Research and TrainingInstitutions* (Paris: UNESCO, 1995)

**CO-PO Mapping**

Course Out come	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12
CO 1	3	3	3	2		2	1	1	2	2		3
CO 2	3	3	3	2		2	1	1	2	2		3
CO 3	3	3	3	2		2	1	1	2	2		3
CO 4												

## **HR-303(b): SOCIALLY / ECONOMICALLY DISADVANTAGED PEOPLE AND HUMAN RIGHTS AND DUTIES**

### **UNIT I:** *Status of Disadvantaged people in Contemporary Indian Society*

- Concept identification and problems of disadvantaged groups – SC, ST & OBCs.
- Role of social reformers, Periyar, M.N. Roy, Narayana Guru.

### **UNIT II:** *Constitutional Safeguards*

- Fundamental Rights and Directive Principles under the Constitution.
- Special protection under Articles 330, 332, 334, 335, 338, 339, 340, 341 & 342, Fifth and Sixth Schedules.

### **UNIT III:** *Special Protection : Laws and Policies*

- Special laws : protection of civil rights act 1955, scheduled castes and scheduled tribes (prevention of atrocities ) Act 1989, employment of Manual scavengers and construction of dry latrines (prohibition) Act 1999
- Policies of government : reservations, quotas, special drives and schemes

### **UNIT IV:** *Institutional ; Mechanisms for Protection of SC / ST, and OBCs*

- National Commissions, State Commissions
- Non-Governmental Organizations
- The Information Technology, Mass media
- Role of Educational institutions

### **UNIT V:** *International Norms, Standards and Conferences*

- UN Declaration on the Indigenous Peoples 1995, UN voluntary Fund for Indigenous Populations 1985.
- ILO Convention NO. 169 concerning Indigenous and Tribal Communities 1989.

### **Course Outcomes:**

1. To expose the students about the concept of the Constitutional Safeguards and Special Protection Laws and Policies.
2. To understand the students about the concept of the disadvantaged people in the Indian Society.
3. To understand the students about the Institutional Mechanisms for protecting the human rights of the disadvantaged groups.

## Suggested Readings

1. Government of India, *Towards Equality : Report of the Committee on the Status of Women*, New Delhi, Government of India.
2. UN Centre for Human Rights, *Discrimination against Women*, Geneva : World Campaign for Human Rights, 1994.
3. UN, *Action for Gender Equality and the Advancement of Women*, New York : UN Department of Public Information, 1999.
4. UN, *Human Rights and Disabled Persons*, Geneva : World Campaign for Human Rights, 1993.
5. Bhargava, G.S. and R.M. Pal, eds, *Human Rights of Dalits : Societal Violation*, New Delhi : Gyan Publishing House, 2000.
6. Bhatia, K.L. and others, *Social Justice of R. B.R. Ambedkar*, New Delhi : Deep and Deep, 1995.
7. Desai, Neera and Matireyi Krishnaraj, eds., *Women and Society in Indian*, Ajanta Publications, 1987.
8. Desai, Neera and Vibuti Patel, *Indian Women*, Bombay : Popular Prakashan, 1990.
9. Desai, Neera, *A Decade of Women's Movement in India*, New Delhi : Himalaya Publishing House.
10. Devasia, V.V. and L. Devasia, *Woman, Social Justice and Human Rights*, 1999.
11. Khan, Mimitaz Ali, *Human Rights and the Dalits*, New Delhi : D.K. Oyvkusgersm 1996.
12. Omvedt, Gail, *Dalits and the Democratic Revolution*, 1994.
13. Shirma, Swarnlata, *Gender Discrimination and Human Rights*, New Delhi : K.K. Publications, 2000.
14. Vijapur, A.P., "Towards equality : Promoting Human Rights of the Untouchables in India", in A.P. Vijapur, ed., *Essays on International Human Rights*, New Delhi : South Asian Publishers, 1991, pp.117-44.
15. Warti, Dipangshu Chakra, *Atrocities on Indian Women*, New Delhi : APH Publishing Corporation, 1999.

## CO-PO Mapping

Course Outcome	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12
CO 1	3	1		2		2	1	1		2		3
CO 2	3	1		2		2	1	2		2		3
CO 3	3	1		2		2	1	2		2		3
CO 4												

## **HR-303(c): HUMAN DUTIES AND RESPONSIBILITIES**

### **UNIT I:** *Concept of Human Duties and Responsibilities*

Moral / Ethical; Social / Economic; Legal / Political; Traditional / Modern; Eternal / Universal; Changing Dimensions

### **UNIT II:** *Human Values*

- Foundations of Human Duties: Religious, Moral, Social, Ideological, Political / Social /Cultural.
- Values of Humanism : Justice, Equality, liberty, HumanDignity

### **UNIT III:** *Co-Relationship of Human Rights and Duties*

- Right Oriented society : AcquisitiveSociety.
- Duty – Oriented Society : HarmoniousSociety.

### **UNIT IV:** *Evolution of Human Duties and Responsibilities*

- Ancient, Medieval, ModernTimes
- Impact of Social Changes inSocieties
- Criteria of Identification : ValueSystems

### **UNIT V:** *Identification of Human Duties & Responsibilities*

- Duties towards self : Body andMind
- Duties towards Family
- Duties towards Community
- Duties towards Society
- Duties towardsNation-State
- Duties towardsHumankind
- Duties towards MotherEarth

### **Course Outcomes:**

1. To understand the student about the concept of human duties and responsibilities.
2. To expose the student about human values and values of humanism.
3. To apprise the students about evaluation of human duties.

## Suggested Readings

1. Alasdair, MacIntyre, *After Virtue – A Study in Moral Theory* (London,1981).
2. Baade, H.J., *Legal Problems of a Code of Conduct for Multinational Enterprises* (Boston, 1980).
3. Encyclopaedia of Applied Ethics (New York,1998).
4. Eqing, Alfred Cyril, *Ethics* (London, 1953).
5. Kammingo, Menno.T., *Interstate Accountability for Violation of Human Rights* (Philadelphia : Pennsylvania, 1992).
6. Kothari, D.S., *Some Thoughts on Science and Religion* (New Delhi,1977).
7. Lerner, N., *Group Rights and Discrimination* (Dordrecht :MartinusNijhoff,1990).
8. Mohanti, M., *Peoples Rights* (New Delhi : Sage Publications,1998).
9. Pandey, J. and R.K. Dubey, *Civil Liberty under Indian Constitution* (New Delhi : Deep and Deep,1995).
10. Pateman, Corole, *The Problem of Political Obligations* (Oxford,1985).
11. Ramchandran, B.G., *The Right to Life in International Law* (Dordrecht : MartinusNijhoff,1985).
12. Rehman, M.M. and others, *Human Rights and Human Development : Concepts and Contexts* (New Delhi : Manak Publications,2000).
13. Russell, Bertrand, *Religion and Science* (Oxford,1935).
14. Sunga, Lyal S., *International Responsibility in International Law for Serious Human Rights Violations* (Dordrecht :MartinusNijhoff,1992).
15. Tyagi, Y.K., “Human Dignity, National Security and International Responsibility : Search for a Symbiosis”, in K.P. Saksena, ed., *Human Rights : Perspective and Challenges* (New Delhi : Lancers Books, 1994), pp.45-78.

## CO-PO Mapping

Course Out come	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12
CO 1	3	1		2		2	1	2	1	2	1	3
CO 2	3	1		2		2	1	2	1	2	1	3
CO 3	3	1		2		2	1	2	1	2	1	3
CO 4												



## **HR-303(d): CHILDREN AND HUMAN RIGHTS AND DUTIES**

### **UNIT I: *International Norms for Protection of the Child***

- ILO conventions on restrictions and prohibition on child labour including ILO convention on Child Labour 1999.
- UN Convention on the Rights of the Child 1989, Optional Protocol on Sale of Children, Child Prostitution and Child Pornography 2000, Declaration of Social and Legal Principles relating to the Protection and Welfare of Children with Special Reference to Foster Placement and Adoption 1986.
- World Summit for Children : Declaration and Plan of Action.

### **UNIT II: *Indian Constitution and Protection of the Child***

- Fundamental Rights and Directive Principles under the Indian Constitution.
- Special Protection for the Child: Article 15(3), Art. 21(A) & 23 and Articles 24, Article 39(e) & (F) Articles 45.

### **UNIT III: *Status of Child in Contemporary Indian Society***

- Impact of problems of poverty and illiteracy
- Social and cultural practices regarding girl child : feticide, child marriage.
- Child labour (in construction, carpet, glass, bangles, and other industries, in unorganized sectors), forced labour, sale of children.
- Child abuse inside and outside homes, trafficking in children, children, children and custodial crimes.
- Street children : Child and crime

### **UNIT IV: *Special Laws and Policies for Protection of the Child***

- Child Labour (Prohibition and Regulation) Act 1986, Children (Pledging of Labour) Act 1933, Young Persons (Harmful Publications) Act 1956, Child Marriage Restraints Act 1929, Pre-Natal Diagnostic Techniques (Regulation and Prevention of Misuse) Act 1956, Children's Act 1960, Orphanages and other Charitable Homes (Supervision and Control) Act 1960, Juvenile Justice Acts 1986 and 2000.

### **UNIT V: *Institutional Mechanism for Protection of the Child***

- Constitutional Mechanisms : Role of Legislature, Executive and Judiciary.
- National Human Rights Commission, National Commission for Rights of the Child.
- Non-Governmental organizations.
- The Information Media.

## Suggested Readings

1. Burra, Nera, *Born to Work, Delhi : Oxford University Press, 1995.*
2. UNICEF, *The Child and the Law, New Delhi : UNICEF,1994.*
3. UN, *Convention on the Rights of the Child, New York : UN Department of Public Information,1991.*
4. UNICEF, *Impact of Armed Conflict on Children, New York : UNESCO,1996.*
5. Agrawal, S.P., *Handbook on Child, New Delhi : Concept Publishing Company,1992.*
6. Chandrasekhar, Prabha, “Need of the Child for Good Magazines”, in K.P. Saksena, ed., *Human Rights in Asia : Problems and Perspectives, New Delhi : Hriter, 1984, pp. 110-120.*
7. Gupta, Srinivas, “Rights of Child and Child Labour : A Critical Study”, *Journal of Indian Law Institute, Vol. 37, No. 4, October to December 1995, pp.531-42.*
8. Khanna, S.K., *Children and the Human Rights, New Delhi : Commonwealth,1998.*
9. Murthy, K. Radhakrishna, *Street Children in Visakhapatnam : A study in Relative Present Day,1962.*
10. Pachauri, S.K., *Children and Human Rights, New Delhi – APH Publishing Corporation, 1999.*
11. Sachar, Rajinder, “Rights of the Child”, *World Focus, Vol. 13, No.3, March 1992, pp. 22-23.*
12. Seth, Leila, “Rights of the Child”, *India International Centre Quarterly, Vol. 20, No. 4, 1993, pp.79-90.*
13. Kumar, Bindal, *Problems of Working Children, New Delhi : APH Publications,2000.*
14. Mehta, P.L., *Child Labour and the Law, New Delhi : Deep and Deep,1996.*
15. Sharma, A.K., “Human Rights Violations of Street Children and Child Labour in India”, in B.P. Singh Sehgal, ed., *Human Rights in India : Problems and Perspectives, New Delhi : Deep and Deep, 1995, pp.187-91.*

## Course Outcomes:

1. To understand the student about the concepts of Child Labour and protecting norms at National and International level.
2. To apprise the student that the status of children in Indian society with respect to human rights.
3. To understand the students about the National and International mechanisms for protecting the child rights.

## CO-PO Mapping

Course Outcome	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12
CO 1	3		1	2		3	1	2		2		3
CO 2	3		1	2		3	1	2		2		3
CO 3	3		1	2		3	1	2		2		3
CO 4												

## **HR-304: SOFT AND EMPLOYABILITY SKILLS**

### ***UNIT-I: Soft Skills and Listening***

Soft Skills: Meaning and Importance - Hard Skills versus Soft Skills - Self Concept: Self - Awareness, Self Development and Self Realization – Power of Positive Attitude – Etiquette and Manners.  
Listening: Types of Listening, Effective Listening and Barriers to Listening – Assertive Communication

### ***UNIT-II: Communication Skills***

Verbal or Oral Communication: Forms, Types of Speeches and Public Speaking – Presentation: Elements of Effective Presentation and Use of Visual Aids in Presentation.  
Written Communication: Strategies of Writing – Business Letters: Form, Structure and Formats –Types of Business Letters – Memos – Agenda and Minutes.  
Non-verbal Communication: Body Language and Proxemics.

### ***UNIT-III: Interpersonal Skills:***

Relationship Development and Maintenance and Transactional Analysis.  
Conflict Resolution Skills: Levels of Conflict and Handling Conflict - Persuasion - Empathy - Managing Emotions – Negotiation: Types, Stages and Skills.

### ***UNIT –IV: Employability Skills***

Goal Setting, Career Planning, Corporate Skills, Group Discussion, Interview Skills, Types of Interview, Email Writing, Job Application, Cover Letter, Resume Preparation.

### ***UNIT-V: Professional Skills***

Decision Making Skills – Problem Solving – Emotional Intelligence – Team Building Skills – Team Spirit – Time Management .  
Stress Management: Resolving Techniques.

### Suggested Readings:

1. Ghosh, B.N. Managing Soft Skills for Personality Development. (Ed). New Delhi: Tata
2. McGraw Hill Education Pvt. Ltd., 2012.
3. Krishna Mohan and Meera Banerji. Developing Communication Skills. (2nd Edition). New Delhi: MacMillan Publishers India Ltd., 2009.
4. Delhi: MacMillan Publishers India Ltd., 2009.
5. Neera Jain and Shoma Mukherji. Effective Business Communication. New Delhi: Tata
6. McGraw Hill Education Pvt. Ltd., 2012.

### Supplementary Readings:

7. Rao, M.S. Soft Skills - Enhancing Employability: Connecting Campus with Corporate. New Delhi: I.K International Publishing House Pvt. Ltd., 2011.
8. Delhi: I.K International Publishing House Pvt. Ltd., 2011.
9. Ashraf Rizwi, M. Effective Technical Communication. New Delhi: Tata McGraw Hill
10. Education Pvt. Ltd., 2010.
11. Bretag Tracey, Crossman Joanna and Bordia Sarbari. Communication Skills. New Delhi: Tata McGraw Hill Education Pvt. Ltd., 2012.
12. Tata McGraw Hill Education Pvt. Ltd., 2012.

### Course Outcomes:

1. To understand the student that the concepts of soft skills with respect to human rights.
2. To understand the student in employability skills in human rights aspects.
3. To expose the students that the professional skills for team building and problem solving.

### CO-PO Mapping

Course Outcome	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12
CO 1	3	2	1	2	1	2	1	2	2	2	1	3
CO 2	3	2	1	2	1	2	1	2	2	2	1	3
CO 3	3	2	1	2	1	2	1	2	2	2	1	3
CO 4												

## **HR-305(a): Historical and Philosophical Perspectives of Human Rights**

### **Course Objectives:**

1. To give a basic understanding to the concepts of human rights, human values, dignity, justice and equality.
2. To outline the Magna Carta-Billof Right-French and American- Declaration and Uncharted on human rights.
3. To define the theories of human rights in various inter disciplinary dimensions
4. To know about the contribution of prominent thinkers in human rights

### **Unit-I A Conceptual Understanding of Human Rights**

- Human Rights Concept, Definition, Meaning & Nature, Human Values: Liberty, Equality, andJustice

### **Unit-II Historical Foundation of Human Rights**

- Historical Development: Magna Carta, British Bill of Rights, American Bill of Rights French Revolution and its Goal of Liberty Equality and Fraternity, MarxistRevolution

### **Unit-III Theories and Classification of Human Rights**

- Three Generation of Human Rights, Theory of Natural Rights,Legal/Positive Theory of Rights, Marxist Theory of Rights, Feminist Perspectives of Human Rights

### **Unit-IV Rule of Law and Human Rights**

- Rule of Law and Human Rights: Concept, Origin, Historical Development in Greek and English Civilization and its Contribution to the Development ofRights

### **Course Outcomes:**

1. To expose the student that the a basic understanding to the concepts of human rights, human values, dignity, justice and equality.
2. To understand the students that the theories of human rights in various inter disciplinary dimensions.
3. To apprise the student that the concept of Magna Carta-Billof Right-French and American- Declarationand Uncharted on human rights.

### Suggested Readings:

1. Alston, Phillip (ed.), (1992), *The United Nations and Human Rights: A Critical Appraisal*, Oxford: Clarendon Press.
2. Bachr, Peter R, (1999), *Human Rights: Universality in Practice*, New York: Palgrave.
3. Baxi, Upendra, (2002), *The Future of Human Rights*, New Delhi: Oxford University Press. Bhagwati, P.N., (1987), *Dimensions of Human Rights*, Madurai: Society for Community Organization Trust.
4. Davidson, Scott, (1993), *Human Rights*. Buckingham: Open University Press. Donnelly, Jack, (1989), *Universal Human Right in Theory and Practice*, Ithaca: Cornell University Press.
5. Dube, M.P. and Neeta Bora, (ed.), (2000), *Perspective on Human Rights*, New Delhi: Anamika Publishers.
6. Freeman, Michael, (2003), *Human Rights: An Interdisciplinary Approach*, Cambridge: Polity Press.
7. Hargopal, G. (1999), *Political Economy of Human Rights*, Hyderabad: Himalaya.
8. Jacobs, Francis G and R.C.A. White, (1996), *The European Convention of Human Rights*, Oxford: Clarendon University Press.
9. Kannabiran, K.G. (2003), *The wages of Impunity: Power, Justice and Human Rights*, New Delhi: Orient Longman.
10. Kothari, Smitu and Harsh Sethi, (ed.), (1991), *Rethinking Human Rights: Challenge for theory and Action*, New Delhi: Lokayan
11. Krasno, Jean A, (2005), *The United Nations*, New Delhi; VivaLangleLauterpacht, Hersch, (1945), *An International Bill of the Rights of Man*. New York: Columbia University Press.

### CO-PO Mapping

Course Outcome	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12
CO 1	3	1		2		2	2	2		1	1	3
CO 2	3	1		2		2	2	2		1	1	3
CO 3	3	1		2		2	2	2		1	1	3
CO 4												

## **HR-305(b): Human Rights and Duties in India**

### **Course Objectives:**

The course deals with the constitutional provisions and institutional arrangements for Human Rights and Human Rights violations in India. It aims to provide a theoretical and practical understanding of the structure and implications of Human development, Public Policy and New Economic Policy. The last segment of this course deals with the rights of the marginalised groups and issues of health, education and gender justice. The agenda of the Sustainable Development Goals in the context of India is also taken up in order to understand the latest developments in Public Policy.

### **Unit-I Constitution, Human Rights and Duties**

- Fundamental Rights, Directive Principles of State Policies, Fundamental Duties: Relationship Between Them, International Human Rights and the Indian Constitution.

### **Unit-II Human Rights and Judiciary**

- Judiciary: Article 32 (Supreme Court and High Court) Article 226 (High Court), Judicial Activism and PIL, Legal Aid, Judicial Interpretations: Landmark Judgments (Delhi Domestic Working Women's Forum V Union of India (1995), People's Union for Civil Liberties (PUCL) V Union of India (1997), Sheela Barse V State of Maharashtra (1983).

### **Unit-III Implementations and Enforcements Mechanisms**

- Human Rights Commission. National and States Human Rights Commissions, Extra-ordinary Situation and Human Rights in India, Emergency Powers of President, Governor and Human Rights, (Art. 352, 356, 371,-A, 317-B, 371-C and 371-F) Proclamation of the Extra-ordinary Laws (MISA, NASA TADA and Armed Forces Special Power Act 1958).

### **Unit-IV Violation of Human Rights and Civil Society in India**

- Human Rights Violations in Private and Public Domain; Within the Family, by Dominant Castes and Religious Groups, Riots and Violence in Connection with Inter-Community Tensions, Unequal Access to Natural Resources.

### Suggested Readings:

1. Desai, A.R. (ed.), (1986), *Violations of Democratic Rights in India*, Bombay: Popular Prakashan.
2. Sathe S.P., (2004), *Judicial Activism in India*, New Delhi:OUP.
3. Austin, Granville, (2000), *Working of Democratic Constitutions: The Indian Experience*, New Delhi: Oxford University Press.
4. Austin, Granville, (2002), *The Indian Constitutions: Cornerstone of a Nation*, New Delhi: OUP.
5. Dikshit, R.C., (1998), *Human Rights and the Law, Universal and Indian*, New Delhi: Deep and Deep.
6. Kashyap, Subhash C., (1978), *Human Rights and Parliament*, Delhi: Metropolitan. Kirpal, B.N. et al., (2004), *Supreme but Not Infallible*, New Delhi: OUP
7. Mehta, P. L. and Neena Verma, (1995), *Human Rights Under the Indian Constitutions*, New Delhi: Deep and Deep Publications.
8. Sathe S.P., (2004), *Judicial Activism in India*, New Delhi:OUP
9. Rao, K. Subha, (1962), *Fundamental Rights under Constitution of India*, Madras: Madras University.
10. Sehgal, B.P. Singh (ed.), (1999), *Human Rights in India: Problems and Perspectives*, New Delhi: Deep and Deep.

### Course Outcomes:

1. To understand the students about the concepts of Constitutional Human Rights and Responsibilities.
2. To apprise the students that Extra-ordinary situations and human rights in India.
3. To understand the violations of rights in present Civil Society in India.

### CO-PO Mapping

Course Outcome	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12
CO 1	3	1		2		2	2	2		2		3
CO 2	3	1		2		2	2	2		2		3
CO 3	3	1		2		2	2	2		2		3
CO 4												



## SEMESTER - IV

### HR-401: HUMAN RIGHTS IN ANDHRA PRADESH

#### UNIT I: *Society in Andhra Pradesh*

- Social Stratification and problems of Caste and Un-touchability.
- Status and Deprivation of Rights of Dalits, STs, OBCs and Minorities.

#### UNIT II: *State, Government and Human Rights*

- State and Human Rights situation in Andhra Pradesh
- Police and custodial violence
- Role of Judiciary in Protection of Human Rights and Judicial Activism

#### UNIT III: *Vulnerable Groups and Human Rights*

Problems and deprivation of Human Rights of agricultural, industrial, unorganized, migrant and child labour

#### UNIT IV: *Women and Human Rights*

- Patriarchy and gender inequality in Andhra Society
- Problems of Women
- Domestic Violence – nature, forms and reasons
- Women's Association, activism and Movements
- State Women's Commission – its functions and activities

#### UNIT V: *Human Rights Movement in Andhra Pradesh*

- Role of Government, Human Rights Organisations, Association, NGOs and educational institutions in creating awareness and protection of Human Rights
- Role of civil liberties organisations
- Nature, forms and types of campaign

### Suggested Readings:

1. Balagopal, K., *Probing in the Political Economy, Agrarian Classes and Conflicts*, Hyderabad, Perspectives, 1988.
2. *The Chundur Carnage*, Vijayawada, APCLC, 1991.
3. *Violence Against Women in the Family*, Visakhapatnam, APCLC, 1991.
4. Rajni Kothari, *Caste in Indian Politics*, Myron Weiner, Party Politics in India.
5. Boyly, Susan, *Caste, Society and Politics in India*, Cambridge University Press, 2000.
6. Srinivasa, M.N. and others, *Dimensions of Social Change in India*.
7. Srinivas, *Caste "Its Twentieth Century Avatar"*.
8. Haragopal, G., *Political Economy of Human Rights*, Himalaya Publishers, Bombay, 1998.
9. *Cuddapah Jilla Palegallu (Faction Leaders of Cuddapah District)*.
10. *Swechcha (Bulletin of APCLC)* See the issues from 1985-1998, Hyderabad, APCLC.
11. *Khaatla Padda Parstramalu (The Sick Mills of Andhra Pradesh)*
12. *Karnulu Zilla Palegallu (Faction Leaders of Kurnool District)*.
13. Balagopal, L., *Probing in the Political Economy of Andhra Pradesh*, Hyderabad, CESS, 1990.
14. Seetharam, K., "Civil Liberties Movement in India", Unpublished Doctoral Dissertation, Centre for Social Studies, Baroda, 1995.

### Course Outcomes:

1. To expose the students about various Human Rights Movements at National and State (Andhra Pradesh) Level.
2. To understand the concept of social stratification and problems of Caste and Un-touchability.
3. To expose the students that the gender inequality and various gender violation in Andhra Pradesh.

### CO-PO Mapping

Course Outcome	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12
CO 1	3	1		2		2	1	2	1	2	1	3
CO 2	3	1		2		2	1	2	1	2	1	3
CO 3	3	1		2		2	1	2	1	2	1	3
CO 4												

## **HR-402: DEVELOPMENT, TRADE AND HUMAN RIGHTS**

### **Objectives :**

This paper is in five units. It seeks to highlight the impact of trade and development on human rights. The six units that it comprises deal with the role of human rights in development, general aspects of international trade and development, the role of TNCs, trade-related sanctions for human rights violations, trade, human rights and the question of sovereignty, and international trade and human rights perspective in India.

### **UNIT I: *Role of Human Rights in Development***

- Various Theories of development
- Vision of the NIEO
- Development and trade off on Human Rights

### **UNIT II: *International Trade and Development***

- From ITO to WTO
- Unequal terms of trade imposed by the Uruguay Round of GATT negotiations
- Role of unfair terms of trade in human rights violations
- Transnational Companies (TNCs) and their functioning
- Destruction of environment by TNCs
- Monopolies and right to development
- Technology and workers rights
- From consumer rights to human rights

### **UNIT III: *Trade, Human rights and the Question of Sovereignty***

- National control over international trade
- Codes of conduct and TNCs
- Sovereign states and peoples rights : issue of economic sovereignty
- Human Rights standards and international trade

### **UNIT IV: *Trade – Related Sanctions for Human Rights Violations***

- Debate on the social clause
- Sanctions imposed by unilateral / bilateral trade terms, blockade of Cuba, US sanctions on Third World
- Trade related sanctions under the multi-lateral system

### **UNIT V: *Human Rights of Vulnerable Groups***

- WTO & India and impact on India's economy
- Regulation of TNCs
- Impact of GATT-WTO

### **Suggested Readings:**

1. ILO, *Freedom of Association and Effective Bargaining*, Geneva : ILO,1983.
2. UN, *Declaration of the Right to Development*, New York : UN Department of Public Information,1988.
3. Bhagwati, P.N., “Indian Family and Ethical Dilemmas of Human Rights to Development”, *Denver Journal of International Law and Policy*, Vol. 19, No.1, Fall 1990, pp.67-76.
4. Jain, Devaki, “Working with Human Rights to Development”, *Mainstream*, Vol. 29, No.7,8 December, 1990, pp.29-33.
5. Mallik, Ross, *Development, Ethnicity and Human Rights in South Asia*, New Delhi : Saga,1998.
6. Menon, N.R. Mdhava, “State of Economic and Social Rights”, in K.P. Saksena, ed., *Human Rights: Fifty Years of India’s Independence*,New Delhi : Gyan Publishing House,1999,pp.145-155.
7. Panjabi, Rane K.L., “Development within Human Rights”, *Georgia Journal of International and Comparative Law*, Vol. 21, No.2, 1991, pp. 245-56.
8. Rehman, M.M. and others, *Human Rights and Human Development : Concepts and Contexts*, New Delhi : Mank Publications,2000.
9. Roy, Chowdhury, Subrata, ed., *The Right to Development in International Law*, Martinus, Nojhoff Publishers,1992.
10. Saksena,K.P.,“HumanRightsandtheRighttoDevelopment”,*InternationalStudies*, Vol. 28, No.1, 1991, pp. 41-54.
11. Sen Shankar, *Human Rights in a Developing Society*, New Delhi : A.P.H. Publishing, 1998.
12. Shepherd, George W. and Ved Nanda, eds., *Human Rights and Third World Developments*, Westport : Greenwood Press, 1985.
13. Soedjatmoko, *Development and Freedom*, Tokyo: The Simul Press,1981.
14. Varma, S.K., “Development of Human Rights and Globalization of Economy”, *Journal of Indian Law Institute*, Vol. 40, Nos. 1-4, 1998, pp.217-29.
15. Weeranmantry, C.G., “The Rights to Development”, *Indian Journal of InternationalLaw*, Vol.25,1985, pp. 482-505.

**Course Outcomes:**

1. To understand the student about the concept of human rights of various vulnerable groups at National and International level.
2. To apprise the student about the Trade related human rights violations and Trade development.
3. To understand the student about the role of human rights in development.

**CO-PO Mapping**

Course Outcome	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12
CO 1	3	1	1	3	1	3	2	3	1	3	1	3
CO 2	3	1	1	3	1	3	2	3	1	3	1	3
CO 3	3	1	1	3	1	3	2	3	1	3	1	3
CO 4												

# HR-403(a): INTERNATIONAL HUMANITARIAN AND REFUGEE LAWS

## Objectives:

This paper is in five units. The first unit aims at international humanitarian law, and the second unit aims at dealing with the implementation and enforcement of IHL. The remaining three units are with regard to refugee status and the law dealing with their protection under international laws.

### UNIT I: *International Humanitarian Law (IHL)*

- Origin and development of IHL
- Doctrine of military necessity versus the principles of humanity
- Role of IHL in non-international armed conflicts
- National perspectives on IHL
- Role of International Red Cross and NGOs

### UNIT II: Implementation and Enforcement of IHL :

- Concept of protecting power
- United Nations
- International criminal Courts and Tribunals
- Unilateralism : 'humanitarian' intervention versus state sovereignty
- Humanitarian assistance

### UNIT III: *International Refugee Law*

- The History of International Refugee Law : Cold War Origins to Rights of People who are not Citizens.
- Relationship between IHL, Refugee Law and Human Rights
- Determination of Refugee Status
  - Under the Refugee Convention 1951 and Protocol 1967
  - Problem of Refugees in non-armed conflict situations (economic, environmental, natural disasters)

### UNIT IV: Protection under International law

- Right of non-refoulement
- Right to Asylum
- UNHCR and Refugee protection
- Special problems of protection of Refugee women and children
- International law and Internally Displaced Persons : UN Guiding Principles on Internal Displacement 1998
- Protection in India
  - Indian critique of UNHCR and the Convention
  - Protection without legislation : Case Law
  - Status of refugees in India under UNHCR

### UNIT V: Solution to Refugee problem

- Resettlement in third country
- Repatriation : Voluntary or Forced
- Local Assimilation
- Protective Zones
- Rights and Duties of the International Community
  - Concept of burden sharing
  - Finding durable solutions : roots of refugee problem

### Suggested Readings:

1. Abi-Saab, Rozemary, "The Principles of Humanitarian Law according to the International Court of Justice", *International Review of the Red Cross*, No. 259, 1987, pp.367-78.
2. Bankowski, I., ed., *International Ethical Guidelines for Biomedical Research Involving Human Subjects* (Geneva : WHO, 1993).
3. Bond, B.E., Harrel, *Imposing Aid : Emergency Assistance of refugees* (Oxford University Press, 1985).
4. Carlier, Jean, *Who is a Refugee ? A Comparative Case Law Study* (The Hague : Kluwer Law International, 1971).
5. Chimni, B.S. *International Refugee Law: A Reader* (New Delhi : Sage Publications, 2000).
6. Geza, Herczegh, *Development of International Humanitarian Law* (Budapest : Akademiai Kiado, 1984).
7. Gill, Goodwin, *The Refugee in International Law* (Oxford : Oxford University Press, 1996).
8. Grahl-Madsen, Atle, *The Status of Refugees in International Law* (Leiden : A.W. Sijthoff, 1972).
9. Hathaway, James C., *The Law of Refugee Status* (Toronto : Butterworths, 1991).
10. Muntarhorn, Vitit, *The Status of Refugees in Asia* (Oxford : Clarendon Press, 1993).
11. Patil, V.T. and P.R. Trivedi, *Refugees and the Human Rights* (Delhi : Authors press, 2000).
12. Sinha, Manoj K., "Is Humanitarian Intervention Permissible under International Law?", *Indian Journal of International Law*, Vol. 40, 2000, pp.51-61.
13. Verhaegen, Jacques, "Legal Obstacles of Prosecution of Breaches of Humanitarian Law", *International Review of the Red Cross*, No. 261, 1987, pp.607-20.
14. Zolberg, Aristide R. and others, *Escape from Violence : Conflicts and the Refugee Crisis in the Developing World* (New Delhi : Oxford University Press, 1989).
15. Bhagwati, P.N., "International Aspect of Right to Life, Peace and Development", *Denver Journal of International Law and Policy*, Vol.19, No.1, Fall 1990, pp.67-76.
16. Chakrabarty, Manik, *Human Rights and Refugees Problems, Law and Practices* (New Delhi: Deep and Deep Publications, 1998).
17. Giri, T.N., "Rights of Refugees with Reference to Right to Education", in A.P. Vijapur and Kumar Suresh, eds., *perspectives on Human Rights* (New Delhi : Manak publications, 1999), PP.332-344.
18. Mani, "Humanitarian Intervention and International Law", *Indian Journal of International Law*, Vol. 39, 1999, pp.32-46.
19. Patil, V.T. and P.R. Trivedi, *Refugees and the Human Rights* (Delhi : Authors press, 2000).
20. Saxena, J.N., "Environment Degradation and Refugees", *Indian Journal of International Law*, Vol. 36, 1996, pp.72-79.
21. Sinha, Manoj. K., 'Is Humanitarian Intervention Permissible under International Law?', *Indian Journal of International Law*, Vol. 40, 2000, pp.51-61.
22. UN Centre for Human Rights, *International Humanitarian Law and Human Rights* (Geneva: World Campaign for Human Rights, 1992).
23. UN Centre for Human Rights, *Special Issue on Human Rights and Humanitarian Law and Human Rights and Refugee Law* (New York, 1992).
24. UNESCO, *International Dimensions of Humanitarian Law* (Paris : UNESCO, 1988).
25. UNHCR, *The State of World's Refugees: A Humanitarian Agenda* (1997-98).

**Course Outcomes:**

1. To expose the students about the concepts of International Humanitarian Law and Implementation enforcements of IHL.
2. To apprise the student about the concept of International Refugee Law and protection under International Law.
3. To understand the students about solution to Refugee Problem.

**CO-PO Mapping**

Course Outcome	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12
CO 1	3	3		2	1	2		2	1	2		3
CO 2	3	3		2	1	2		2		2		3
CO 3	3	3		2	1	2		1	1	2		3
CO 4												



## **HR-403(b): ENVIRONMENT AND HUMAN RIGHTS AND DUTIES**

### **Objectives:**

This paper focuses on the interrelationship between environment and human rights and duties. In five units it encompasses conceptual aspects, the right to clean environment, an international perspective, national, regime, issues of environmental protection and role of various agencies.

#### **UNIT I: *Concept of Environment.***

- i) Meaning, scope and definitions.
- ii) Concern for Environment: Historical perspective.
- iii) Pollution and its effects on environment and life on earth.

#### **UNIT II: *Right to Clean Environment.***

- i) Content and Scope.
- ii) Right to Environment, Right to Life and Right to Development.
- iii) Sustainable Development.

#### **UNIT III: *Environment and International Regime.***

- i) Stockholm Declaration.
- ii) Rio-Declaration
- iii) UDHR and
- iv) International Conventions and Declarations.

#### **UNIT IV: *National Regime and Environmental Protection.***

- i) Constitutional Safeguards.
- ii) Legislative Provisions.
- iii) Judicial Approach to Environment.
- iv) Committees, Commissions and Pollution Control Boards both national and state governments.

#### **UNIT V: *Environmental Protection and Role of various agencies.***

- i) NGOs
- ii) Human Rights Activists.
- iii) Educational Institutions.
- iv) Mass Media.
- v) Community Participation for Environmental Protection and Development.

### Suggested Readings:

1. Balasubramaniam, V., "Environment and Human Rights: A New Form of Imperialism", *Economic and Political Weekly*, Vol. 33, No. 8, 22-27, Feb. 1998, pp. 389-90.
2. Batra, J.C., "Natural Resource Conflicts and the Right to Safe Environment", in K.P. Saksena, ed., *Human Rights : Perspectives and Challenges* (New Delhi : Lancers Books, 1994), pp.222-228.
3. Birnie, Patricia and Allan Boyle, *International Law and the Environment* (Oxford : Clarendon, 1992).
4. Blowers, Andrew, ed., *Environmental Policy in International Context* (1996).
5. Cadwell, Lynton Keith, *International Environmental Policy: in International Context* (1996).
6. Chandrasekharan, N.S., "Environmental Protection : Two Steps Forward, One Step Back", *Journal of Indian Law Institute*, Vol. 30, No. 2, April – June 1998, pp.184-95.
7. Feinberg, J., *The Rights of Animals and Unborn Generations in Philosophy and Environmental Crisis* (1974).
8. Finnie, J., *Natural Law and Natural Rights* (Oxford : Clarendon Press, 1980).
9. Gromley, W. Paul, *Human Rights and Environments : The Need for International Co-operation* (1976).
10. Mahawal, S., "Right to Safe Environment", *The Need for International Co-Operation* (1976).
11. Nagore, Arjun Prasad, *Biological Diversity and International Environmental Law* (1996).
12. Pathak, R.S., "Human Rights and Development of the Environmental Law in India", *Commonwealth Law Bulletin*, Vol. 11, 1988, pp. 1171-80.
13. Shelton, Dinah, "Human Rights, Environmental Rights and the Right to Environment", *Stanford Journal of International Law*, Vol. 28, No. 1, 1991, pp. 103-81.
14. Trindade, A.C., "Human Rights and the Environment", in Janusz Symonides, ed., *Human Rights : New Dimensions and Challenges* (Sydney : UNESCO, 1998), pp.117-44.
15. Trivedy, Priya Ranjan, *International Environmental Laws* (1997)

**Course Objectives:**

1. To expose the student about the concept of Environment and rights to clean environment.
2. To apprise the students about the International regimes for protection.
3. To understand the students about the role of various agencies for protecting environment with respect to human rights.

**CO-PO Mapping**

Course Outcome	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12
CO 1	3	1		2	1	2	2	2		2		3
CO 2	3	1		2	1	2	2	2		2		3
CO 3	3	1		2	1	2	2	2		2		3
CO 4												

## **HR-403(c): International Human Rights System**

### **Unit-I Concern for Human Rights**

- Concern for the protection of the Individuals in Anti- Slave Trade Treaties, Rise of Nazism, Fascism, Holocaust and Human Rights Issues in International Relations

### **Unit-II International Organisations and Human Rights**

- League of Nations (mandate system, social and economic welfare), ILO and Labour Rights, United Nations (UN Charter, UDHR, International Covenant on Economic, Social and Cultural Rights, International Covenant on Civil and Political Rights (1966), UNESCO Declaration of the Responsibilities of the Present Generations Towards Future Generation 1997.

### **Unit-III UN Organs and Human Rights**

- UN Commission of Human Rights (UNCHR), UN Children Fund (UNICEF), UN High Commission for Refugee (UNHCR), UN Education, Scientific and Cultural Organization (UNESCO).

### **Unit-IV Human Rights and International Politics**

- Human Rights and Cold War: Tehran Conference (1968), Helsinki Declaration (1975), Vienna Conference (1993), Human Rights: Under the New World Order

### Suggested Readings:

1. Bloed, A. and others, (1993), *Monitoring Human Rights in Europe*, Dordrecht, MartinusNijhoff
2. Buergenthal Thomas, *The Advisory Practice of the Inter- American Human RightsCourt*, *American Journal of International Law*, vol. no.1.
3. The Inter-American Court of Human Rights, *American Journal of International Law*, vol.76
4. The Domestic Status of the European Convention on Human Rights: A SecondLook, *International Commission of Jurist*, vol. 7, no 1
5. Buergenthal Thomas, *The Advisory Practice of the Inter- American Human RightsCourt*, *American Journal of International Law*, vol. no.1.
6. The Inter-American Court of Human Rights, *American Journal of International Law*, vol.76
7. The Domestic Status of the European Convention on Human Rights: A SecondLook, *International Commission of Jurist*, vol. 7, no
8. Davidson, Scot, *Remedies for Violations of the American convention on HumanRights* *International and Comparative Law Quarterly*, vol. 44, no.2.
9. Drzemkzewski, A., *The Sui Generis Nature of the European Convention on HumanRights*, *International and Comparative Law Quarterly*, vol. 29, no.1

### Course Outcomes:

1. To expose the student about the concept of the International Human Rights systems.
2. To understand the student about the International Organisations for protecting the Human Rights.
3. To understand the students about the UN Organs and Human Rights.

### CO-PO Mapping

Course Out come	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12
CO 1	3	2	1	2		2	1	2	1	2	1	3
CO 2	3	2	1	2		2	1	2	1	2	1	3
CO 3	3	2	1	2		2	1	2	1	2	1	3
CO 4												

## **HR-403(d): MINORITIES AND HUMAN RIGHTS AND DUTIES**

### **UNIT I: *Concept and Evolutionary Perspective***

- Minority Religion-Humanistic, Moral Notions of Rights.
- Minorities as a socio-economic – religious, linguistic, regional /category.

### **UNIT II: *Institutional Mechanisms for Protection of Minorities***

- Constitutional mechanisms : Legislature. Executive and Judiciary.
- Non-Governmental Organizations.
- The information media.
- Role of minority educational institutions.
- Reservation as an issue.

### **UNIT III: *International Protection of Minorities***

- Declaration on the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities 1992. Human Rights Covenants 1966. Racial Discrimination Convention 1965.
- UN Commission on Human Rights. Sub-commission on Minorities. Committees under the Human Rights Covenants and Racial Discrimination Convention

### **UNIT IV: *Rights and Duties of Minorities under the Indian Legal System***

- Constitutional Framework
  - Fundamental Rights, Directive Principles and Fundamental Duties.
  - Special provisions in Articles 26 to 30, 331, 333, 336 & 337 of the constitution.
- Special Laws and Policies
  - National Commission for Minorities Act 1992.
  - Caste (Disabilities Removal) Act 1950.
  - Policy of secularism and politics of minorities.

### **UNIT V: *Minorities and Human Rights Challenges***

- Analysis of communal riots.
- Role of Government, Para military forces.
- Role of NHRC.
- Communal harmony and national integration.

### **Course Outcomes:**

1. To student understand that the concept of evolutionary perspectives and Institutional mechanisms for protection of Minorities.
2. To expose the student that rights and duties of Minorities under in the Indian System.
3. To apprise the student that the Minorities and human rights challenges.

### Suggested Readings:

2. Abdel, Ali and Wahid Wafi, “The Problem of Human Rights in the Islamic Teaching in the Islamic Tradition”, *Human Rights Teaching*, Vol.4, 1985, pp.38-43.
3. Kabir, Humayun, “Human Rights : The Islamic Tradition and the Problems of the World Today”, *Human Rights Teaching*, Vol. 4, 1985, pp.18-19.
4. Mahmood, Tahir, ed., *Human Rights in Islamic Law*, New Delhi : Genuine Publications, 1993.
5. Rai, L.D., *Human Rights in Hindu-Buddhist Tradition*, New Delhi : D.D. Publishers, 1996.
6. Thamilmaran, V.T., “Ethnic, Social and Religious Conflicts: Rights of Minorities”, in K.P. Saksena, eds, *Human Rights : Perspectives and Challenges*, New Delhi : Manak Publishers, 1999.
7. Thapar, Romila, “The Problem of Human Rights in the Hindu and Buddhist Traditions”, *Human Rights Teaching*, 1985, pp. 34-37.
8. Ghosh, S.K., *Communal Riots in India*, New Delhi : Ashish Publishing House, 1987.
9. UN Centre for Human Rights, *Minority Rights*, Geneva : World Campaign for Human Rights, 1998.
10. Brolmann, C. and others, eds., *Peoples and Minorities in International Law*, Dordrecht : Martinus Nijhoff, 1993.
11. Phillips, A. and A. Rosas, eds., *The UN Minority Rights Declaration*, London, 1993.
12. Reddy, Jagmohan, *Minorities and the Constitution*, Bombay : Bombay University Press, 1981.
13. Shetha, D.L. and Gurpreet Mahajan, ed., *Minority Identities and the Nation State*, New Delhi : Oxford University Press, 1999.
14. Thornberry, Patrick, *International Law and the Rights of the Minorities*, Oxford : Clarendon Press, 1991.
15. Rahman, A., “Religious Rights vs Women’s Rights in India : A Test Case for International Human Rights Law”, *Columbia Journal of International Law*, Vol. 28, 1990, pp.473-98.

### CO-PO Mapping

Course Outcome	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12
CO 1	3	2	1	2		2	1	2	1	2	1	3
CO 2	3	2	1	2		2	1	2	1	2	1	3
CO 3	3	2	1	2		2	1	2	1	2	1	3
CO 4												

## **HR-404:Dissertation and Viva-Voce**



## **HR-405 (a): Development, Globalization and Human Rights**

### **Course Objectives;**

1. To study the role of Human Rights in Development and various theories of development.
2. To evaluate the Globalisation and its impact on agriculture, environment, labour, women, culture and health.
3. Analyses the new international Economic Order (NIEO), WTO GATT and International Trade and Human Rights Perspective in India.

### **Unit-I Connotations of Development**

- Modernization and Dependency Approach, Human Rights Approach to Development, Development, Poverty and Exclusion, Integrating the Human Rights Approach in Development; Towards an Ethical Development.

### **Unit-II Human Rights and Question of Sovereignty**

- National Control Over International Trade, Codes of Conduct and TNCs, Sovereign States and Peoples Rights: Issue of Economic Sovereignty, Human Rights Standards and International Trade

### **Unit-III Globalization and Human Rights**

- Globalization: Meaning, Voices for and Against, Globalization and its Impact on Agriculture, Labour, Women, Environment, Culture etc.

### **Unit-IV International Trade and Human Rights**

- International Trade and Development, WTO, Unequal Terms of Trade Imposed by the Uruguay Round of GATT Negotiations, Impact on Social System Transnational Corporations (TNCS) and Human Rights violations.

### **Suggested Readings:**

1. Baxi, Upendra, (1983), the New International Economic Order, Basic Needs and Rights; Notes towards Development of the Right to Development, *Indian Journal of International Law*, vol. 23,-45.
2. Baxi, Upendra, (1998), “*The Development of the Right to Development*”, in JanuszEymonides, (eds), *Human Rights: New Dimensions and Challenges*, Sydney: UNESCO
3. Centre for Development and Human Rights, (2004), *The Right to Development-A Primer*. New Delhi:Sage
4. Cheria, Anita et al, (2004), *Human Rights Approach to Development; Resource Book*, Books for Change, Bangalore
5. Jain, Devaki, (1990), Working with Human Rights to Development, *Mainstream*, vol. 29, no. 7.
6. Mallik, Ross, (1998), *Development, Ethnicity and Human Rights in South Asia*, Sage, NewDelhi
7. Menon, N.R. Madhava, (1999), *State of Economic and Social Rights*, in K.P. Saksena, (ed.) *Human Rights; Fifty Years of India’s Independence*, Gyan PublishingHouse New Delhi
8. O’ Byrne, Darren J, (2003), *Human Rights; An Introduction*; Pearson, NewDelhi,
9. Raj, SuhenduRanjan, (1999), “Development Perspectives and Human Rights”,in A.P. Vijapur and Kumar Suresh, (eds.) *Perspectives on Human Rights*, Manak Publications, New Delhi;
10. Rehman, M.M. et al. (2000), *Human Rights and Human Development; Concepts and Contexts*, Manak Publications NewDelhi.

### **Course Outcomes:**

1. Understand to role of Human Rights in Development and various theories of development.
2. Analyses the new international Economic Order (NIEO),WTO GATT and International Trade and Human Rights Perspective in India.
3. Evaluvate the Globalisation and its impact on agriculture, environment, labour, women, culture and health.
4. Know about the Transnational Corporations (TNCs) and Human Rights violations and Impact of GATT-WTO on sovereignty.

## CO-PO Mapping

Course Out come	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12
CO 1	3	2	1	2		2	1	2	1	2	1	3
CO 2	3	2	1	2		2	1	2	1	2	1	3
CO 3	3	2	1	2		2	1	2	1	2	1	3
CO 4	3	1	1	1		1	1	2	1	1	2	3

## **HR-405(b): WOMEN AND HUMAN RIGHTS AND DUTIES**

### **UNIT I: *The Constitution of India and the Status of Women***

- Fundamental Rights and directive principles under the constitution
- Special provisions for the protection of women : Article 15(3), Article 39(d) & (e), Article 243-D & 243-T.
- Land –mark judgments.

### **UNIT II: *Perspectives and Status of Women***

- Poverty, illiteracy lack of independence, oppressive social customs and gender bias.
- Violence against and abuse of women in public and private domains.

### **UNIT III: *International Norms for Protection of Women***

- ILO conventions for protection of female labour
- UNESCO Convention against Discrimination in Education 1960.
- Convention for the Suppression of the Traffic in Persons and of the Exploitation of the Prostitution of Others 1949.
- UN Convention on Political Rights of Women 1952.
- Convention on Nationality of Married Women 1957.
- Convention on Consent to Marriage, Minimum Age for Marriage and Registration of Marriages 1962.
- Documents of the Four World Conferences on Women: Mexico 1975.
- Copenhagen 1980.
- Nairobi 1985.
- Declaration on the Elimination of Violence against Women 1993.
- Beijing 1995.

### **UNIT IV: *Special Laws and Policies for Protection of Women***

- Special Laws : Suppression of Immoral Traffic Act 1956.
- Maternity Benefit Act 1961, Dowry Prohibition Act 1961.
- Medical Termination of Pregnancy Act 1971.
- Equal Remuneration Act 1976.
- Commission of Sati (Prevention) Act 1982.
- Indecent Representation of Women (Prohibition) Act 1986.

### **UNIT V: *Institutional Mechanisms for Protection of Rights of Women***

- Constitutional mechanisms : Legislature, Executive and Judiciary (special contribution of judiciary)
- Statutory mechanism : National Commission for Women, National Human Rights Commission, State Commissions
- The Non-Governmental Organizations.
- The Information Technology and Mass –Media.
- Role of Human Rights Education.

### Suggested Readings:

2. UN Centre for Human Rights, *Discrimination against Women*, Geneva : World Campaign for Human Rights,1994.
3. UN, *Action for Gender Equality and the Advancement of Women*, New York : UN Department of Public Information, 2000.
4. UNESCO, *Human Rights of Women*, Paris : UNESCO,1999.
5. Alnasir, M.A., “Human Rights and Female Feticide”, in B.P. Singh Sehgal, ed., *Human Rights in India : Problems and Perspectives*, New Delhi : Deep and Deep, 1985, pp. 156-65.
6. Bag, R.K., “Domestic Violence and Crime Against Women : Criminal Justice Response in India”, *Journal of Indian Law Institute*, Vol. 39, Nos. 2-4, 1997, pp.359-75.
7. Vijayakumar.V.,*Traditional Futures-Law and Custom in India’s Lakshadweep Islands*, Oxford University Press, New Delhi, 2006.
8. Bag, R.K., “Domestic Violence and Crime Against Women : Criminal Justice Response in India”, *Journal of Indian Law Institute*, Vol. 39, Nos. 2-4, 1997, pp.359-75.
9. Bernardi.M.J.,*International Legal Instruments on the Health of Children and Women*, Geneva, 1997.
10. Cook, R., ed., *Human Rights of Women*, Philadelphia,1994.
11. Dasai, Neera, *A Decade of Women’s Movement in India*, New Delhi : Himalaya Publishing House,1988.
12. Devasia, V.V. and L. Devasia, *Woman, Social Justice and Human Rights*, 1999.
13. Peters, Tulic and Andrea Wolper, eds, *Women’s Rights, Human Rights*, New York : Routledge,1995.
14. Rahaman, A., “Religious Rights vs Women’s Rights with Reference to the Scheduled Castes and the Scheduled Tribes”, in A.P. Vijapur and Kumar Suresh, eds, *Perspectives on Human Rights, New Delhi : Manak Publications, 1999, pp.152-62.*
15. Sharma, SwarnLata, *Gender Discrimination and Human Rights*, New Delhi : K.K. Publications,2000.
16. Warti, Dipangshu Chakra, *Atrocities on Indian Women*, New Delhi : APH Publishing Corporation,1999.

**Course Outcomes:**

1. To expose the students about the concept or the status of women in various sectors with respective human rights.
2. To expose students about the National and International norms for protection at International and National level.
3. To apprise the students about the Institutional mechanisms for Protection of rights of women.

**CO-PO Mapping**

Course Outcome	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12
CO 1	3	1	1	2		2	1	3	1	2	1	3
CO 2	3	1	1	2		2	1	3	1	2	1	3
CO 3	3	1	1	2		2	1	3	1	2	1	3
CO 4												