

Name of the College: Ethiraj College for Women (Autonomous), Chennai – 600008

Name of the Department: Post Graduate Department of Human Rights and Duties Education

Syllabus to be effective from Academic Year 2021-2022

PREAMBLE

The Department of Human Rights and Duties Education submits changes and additions suggested in the PG Curriculum that are given in the ensuing pages:

- Reorganization of courses in the PG Program
- Modification of course content in courses based on :
 - employability of the students
 - need to gain a better appreciation of Human Rights issues
 - incorporating the needs of the civil service organization and the corporate world
- Changes in the course file based on revised content of curriculum

RULES AND REGULATION FOR THE PROGRAM

1. Eligibility for Admission

A graduate in *any* discipline is eligible to apply or holding any under-graduate degree conducted by the University of Madras or an Examination accepted as equivalent thereto by the Syndicate of the University of Madras.

2. Eligibility for the Award of the Degree

A candidate shall be eligible for the award of the Degree only if she has undergone the prescribed course of study for a period of not less than 2 academic years and passed the examination of all four semesters prescribed.

3. Course of Study

The main subject of study for Masters Degree shall consist of the following:

CORE COURSES

ELECTIVES

SOFT SKILL COURSES

4. Passing Minimum

A candidate shall be declared to have passed in each paper/ practical of the main subject of study wherever prescribed, if she secures NOT LESS THAN 50% of the marks prescribed for the Examination.

5. Classification of Successful candidates

Successful candidates passing the examination and securing the marks (1) 60% and above and (2) 50% and above but below 60% in the aggregate shall be declared to have passed the examination in the FIRST and SECOND class respectively.

Candidates who pass all the examination prescribed for the course in the FIRST APPEARANCE ITSELF ALONE are eligible for ranking.

PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)

The MA Human Rights and Duties Education aims at producing Post Graduates who will/will be able to:

- PEO1- Display higher order thinking in the knowledge domain and demonstrate professional skills
- PEO2 -Contribute to the advancement and application of relevant knowledge by self-directed learning
- PEO3 -Extend and integrate knowledge and skills to design and develop novel products and explore innovative solutions to national and international goals of development.
- PEO4- Exercise management skills and develop social interactions in a responsive, ethical and constructive way to meet global standards of excellence in all spheres of activity.
- PEO5- Strive for social and economic equity based on the need for gender parity and ecological sustainability.

PROGRAMME OUTCOMES (POs)

(Arts Stream)

On completion of the Post-Graduation in Human Rights and Duties Education, the learner will be able to:

1. Apply the knowledge gained through the study of humanities to address Political, Socio-Economic, Legal and Gender issues.
2. Critically engage with history, linguistic, culture, economy, inclusivity and environment.
3. Aid in the application of mathematical, statistical, sociometric, psychometric and econometric tools in solving realistic problems of human rights
4. Inculcate skills to evaluate, innovate and integrate the contemporary issues and motivate further learning
5. Enhance their ethical values, communicative and employability skills.
6. Gain quality education, global in perspective to contribute towards holistic development.

PROGRAMME SPECIFIC OUTCOMES (PSOs)

PSO1: Knowledge: Apply the knowledge of the theories and concepts in the field of human rights into practice by adopting an interdisciplinary approach.

PSO2: Skills: Use the analytical skills attained to solve the complex problems in the field of human rights with an understanding of the economic, social, environmental, legal and cultural impacts of the solution

PSO3 : Attitude: Apply the contextual knowledge of human rights to function effectively as an individual and being able to analyze a situation from multiple perspectives.

PSO 4: Synthesize, compare, evaluate, classify, interpret and effectively apply the basic laws, principles, phenomena, processes and mechanisms involved in the domain of human rights

PSO 5: Advocate and communicate on human rights and fundamental freedoms and sensitize the society to create a larger impact.

Course Pattern

	Course title	Hrs/ Wk	Cre dits	C A	End Sem ester	Tot al	Teachi ng/hrs	L-T-P
SEMESTER I								
9SP21/1C/HHP	Human Rights-A Historical Perspective	6	4	40	60	100	90	3 3 0
9SP21/1C/HIC	Human Rights And Duties Under Indian Constitution	6	4	40	60	100	90	3 3 0
9SP21/1C/HRL	Key Legislations Furthering Human Rights in India	6	4	40	60	100	90	3 3 0
9SP21/1C/HGR	Human Rights And Group Rights	6	4	40	60	100	90	3 3 0
9SP21/1E1/FVS or 9SP21/1E1/IHR	Field Visits to Human Rights Organisation Or Implementing Human Rights in Daily Life	4 4	3 3	40 40	60 60	100 100	60 60	0 1 3 3 1 0

SEMESTER II

9SP21/2C/RMR	Research Methodology for Social Sciences	5	4	40	60	100	75	3 2 0
9SP21/2C/HAR	Human Rights Advocacy And Redress of Grievances	5	4	40	60	100	75	3 2 0
9SP21/2C/HDD	Human Rights in Developed and Developing Countries	5	4	40	60	100	75	3 2 0
9SP21/2C/HDF	Human Rights and Duties of the Fourth Estate	5	4	40	60	100	75	3 2 0
9SP21/2E2/LA R or 9SP21/2E2/HW E	Labour Rights or Human Rights And Women Empowerment	4	3	40	60	100	60	3 1 0
9SP21/2E/DWR	NME1 - Defending Women's Rights	4	3	40	60	100	60	3 1 0
9SP21/2S/AST	SBS 2 - Communication Skill in English/ French for Beginners/ German for Beginners	2	2	N A	NA	50	30	2 0 0
	Summer Internship		2					

Semester III

9SP21/3C/H CJ	Human Rights And Criminal Justice System	6	4	40	60	100	90	3 3 0
9SP21/3C/HRG	Human Rights And Gender	5	4	40	60	100	75	3 2 0
9SP21/3C/CIS	Contemporary Issues In Human Rights	5	4	40	60	100	75	3 2 0
9SP21/3E3/NGO or 9SP21/3E3/EDR	Human Rights And NGO Management / Emerging Dimensions of Human Rights	4	3	40	60	100	60	3 1 0
9SP21/3E4/BHR or 9SP21/3E4/HDP	Bio Medical Ethics And Human Rights / Human Rights- Development, Peace and Security	4	3	40	60	100	60	3 1 0
9SP21/3E/AHR	NME2 - Application Of Human Rights in Daily Life	4	3	40	60	100	60	3 1 0
9SP21/3S/PTS	SBS 4 - Presentation Skills	2	2	NA	NA	50	30	2 0 0
9SP21/3SS/ROR OR 9SP21/3SS/IPR	Rights of the Refugees OR Intellectual Property Rights (SELF STUDY PAPER <i>offered for students who scored above 75% marks in first two Semesters</i>)	-	2	-	-	100	-	-
		-	2	-	--	100	-	-

SEMESTER IV

9SP21/4C/HRE	Human Rights And Duties Towards The Environment	6	4	40	60	100	90	3 3 0
9SP21/4C/CPB	Conflict Resolution and Human Rights in Peace Building	6	4	40	60	100	90	3 3 0
9SP21/4C/CHR	Cyber Issues And Human Rights	6	4	40	60	100	90	3 3 0
9SP21/4C/IOR	International Obligations Towards Human Rights	6	4	40	60	100	90	3 3 0
9SP21/4P/PRO	Project - A Study of Human Rights/ Violation	4	3	40	60	100	60	0 1 3
9SP21/4S/ISW	SBS 3 - Introduction to Social Work	2	2	NA	NA	50	30	2 0 0

EVALUATION PATTERN**Continuous Assessment - 40 Marks /****End Semester Evaluation - 100 Marks Reduced to 60 Marks****SEMESTER I**

Course Code	Course title	Continuous Assessment				
		Test1	Test2	A/S /Q/F*	PL*	Total
9SP21/1C/HHP	Human Rights-A Historical Perspective	10	10	10	10	40
9SP21/1C/HIC	Human Rights And Duties Under Indian Constitution	10	10	10	10	40
9SP21/1C/HRL	Key Legislations Furthering Human Rights in India	10	10	10	10	40
9SP21/1C/HGR	Human Rights And Group Rights	10	10	10	10	40
9SP21/1E1/FVS Or 9SP21/1E1/IHR	Field Visits to Human Rights Organisation Or Implementing Human Rights in Daily Life	Assessment Pattern in Page 5				
		10	10	10	10	40
9G21/1S/PEW	SBS 1 - Personality Enrichment for Women	10	10	10	10	40

SEMESTER II

9SP21/2C/RMR	Research Methodology for Social Sciences	10	10	10	10	40
9SP21/2C/HAR	Human Rights Advocacy And Redress of Grievances	10	10	10	10	40
9SP21/2C/HDD	Human Rights In Developed and Developing Countries	10	10	10	10	40
9SP21/2C/HDF	Human Rights and Duties of the Fourth Estate	10	10	10	10	40
9SP21/2E2/LAR or 9SP21/2E2/HWE	Labour Rights or Human Rights And Women Empowerment	10	10	10	10	40
9SP21/2E/DWR	NME1 - Defending Women's Rights	10	10	10	10	40
9SP18/2S/AST	SBS 2 - Communication Skill in English/ French for Beginners/ German for Beginners	10	10	10	10	40

SEMESTER III

9SP21/3C/H CJ	Human Rights And Criminal Justice System	10	10	10	10	40
9SP21/3C/HRG	Human Rights And Gender	10	10	10	10	40
9SP21/3C/CIS	Contemporary Issues In Human Rights	10	10	10	10	40
9SP21/3E3/NGO or 9SP21/3E3/EDR	Human Rights And NGO Management / Emerging Dimensions of Human Rights	10	10	10	10	40
9SP21/3E4/BHR or 9SP21/3E4/HDP	Bio Medical Ethics And Human Rights / Human Rights- Development, Peace and Security	10	10	10	10	40
9SP21/3E/AHR	NME2 - Application Of Human Rights in Daily Life	10	10	10	10	40
9SP21/3S/PTS	SBS 4 - Presentation Skills	10	10	10	10	40

SEMESTER IV

9SP21/4C/HRE	Human Rights And Duties Towards The Environment	10	10	10	10	40
9SP21/4C/CPB	Conflict Resolution and Human Rights in Peace Building	10	10	10	10	40
9SP21/4C/CHR	Cyber Issues And Human Rights	10	10	10	10	40
9SP21/4C/IOR	International Obligations Towards Human Rights	10	10	10	10	40
9SP21/4P/PRO	Project - A Study of Human Rights/ Violation	Assessment pattern in Page 7				
9SP21/4S/ISW	SBS 3 - Introduction to Social Work	10	10	10	10	40

***A – Assignment; S – Seminar; Q – Quiz; F- Field visit; PL- Participatory Learning**

EVALUATION PATTERN FOR PRACTICAL PAPER AND PROJECT

PRACTICAL PAPER 9SP21/1E1/FVS - FIELD VISITS TO HUMAN RIGHTS ORGANISATIONS

Continuous Assessment

Attendance	10
Participation in Field visits	10
Report Preparation and Submission	10
Seminar Presentation	10
Total	40

End Semester Valuation Pattern

Report Presentation	20
Final Report	20
Viva – Voce	20
Total	60

PROJECT

9SP21/4P/PRO –A STUDY OF HUMAN RIGHTS ISSUES/VIOLATION

Pattern for Continuous Assessment

Test-1 (2 hours – 50 Marks)	:	10 Marks
Test-2 (2 hours -50 Marks)	:	10 Marks
Quiz/Assignment/ Seminar/ Field Visit	:	10 Marks
Participatory learning	:	10 Marks
Total	:	40 Marks

Rubrics for Continuous Assessment Evaluation

Assignment	:	Punctuality/Content/ Form/ Presentation/ Bibliography
Seminar	:	Presentation/ Subject Knowledge/ Visual Aids/Confidence/Interactive Skills
Participatory learning	:	Active Participation In Class/ Answering Questions/ Participation Discussion/ Communication Skills
Field trip	:	Attendance/Preparation/ Attitude/ Individual and Collective Participation
Project	:	Preliminary Work/ Research Methodology/ Content/ Present

STRUCTURE OF SKILL BASED PAPERS

SEMESTER	COURSE CODE	COURSE TITLE
I	9G21/1S/PDW	SBS 1 - Personality Development for Women
II	9SP21/2S/AST	SBS 2 - Communication Skills in English/ French Beginners/ German for Beginners
III	9SP21/3S/PTS	SBS 4 - Presentation Skills
IV	9SP21/4S/ISW	SBS 3 - Introduction to Social Work

QUESTION PAPER PATTERN

**ETHIRAJ COLLEGE FOR WOMEN (AUTONOMOUS), CHENNAI-600 008
M.A DEGREE EXAMINATION**

**HUMAN RIGHTS AND DUTIES EDUCATION
I Year I Semester**

**Title of the Paper:
Paper Code:**

**Max Marks: 100
Time : 3 hrs**

SECTION -A

**Answer any FIVE questions
Each answer should not exceed 300 words.**

(5X8=40 marks)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

SECTION -B

(3x20=60 marks)

**Answer any THREE questions
Each answer should not exceed 1200 words.**

- 9.
- 10.
- 11.
- 12.
- 13.

SEMESTER - I
HUMAN RIGHTS - A HISTORICAL PERSPECTIVE

TOTAL HOURS: 90 HOURS
CREDITS: 4

COURSE CODE: 9SP21 /1C/HHP
L-T-P: 3-3-0

Course Objectives:

1. To explain the concept of human rights and its theoretical implications
2. To outline and trace out the gradual evolution of human rights
3. To describe the importance of UDHR, ICCPR and ICESCR
4. To explain the various regional perspectives of Human Rights
5. To elucidate the Indian perspective of human rights concepts

Course Outline:

UNIT I	Definition and Nature of Human Rights, Scope; Difference between moral rights and Human Rights, Generations of Human Rights, Theories of Human Rights: Natural Rights Theory, Legal Theory, Liberal Theory, Marxist Theory	15 hrs
UNIT II	Evolution of Human Rights - Human Rights in ancient Greece and Rome – Jus Gentium (Law of Nations) – Medieval Concepts of Human Rights: Thomas Aquinas – Hugo Grotius - Magna Carta - English Bill Of Rights-American Declaration of Independence-French Declaration of the Rights of Man and Citizen.	20 hrs
UNIT III	International Bill of Rights - Universal Declaration of Human Rights(UDHR), International Covenant on Civil and Political Rights (ICCPR) – Optional Protocol I & II of ICCPR, International Covenant on Economic, Social and Cultural Rights (ICESCR).	20 hrs
UNIT IV	Regional Instruments on Human Rights - European Convention on Human Rights, 1950; American Commission on Human Rights, African Charter on Human and People’s Rights, 1981, Vienna Declaration and Programme of Action, 1993; Asian Human Rights Charter (People’s Charter) 1998.	15 hrs
UNIT V	Evolution of Human Rights concepts in Ancient India, Human Rights Concepts in Upanishads – Ashoka’s concept of Dhamma, Human rights concepts in sangam period and thirukural; Medieval – Akhbar’s Din-E-Ilahi, Sufi Movement and Bhakthi movement; Modern India – Social movements of the 19th and 20th centuries	20hrs

Reference Books:

1. Kamruzzaman, Md., Shashi, Kanto Das., (2001), “The Evaluation of Human Rights: An Overview in Historical Perspective
2. Forsythe, David., (2009), Encyclopedia of Human Rights (5 Volumes), Oxford University Press
3. Higgins, Rosalyn. Themes and Theories: Selected Essays, Speeches and Writings in International Law. Oxford University Press, USA, 2009
4. Joseph, Sarah, Jenny Schultz, and Melissa Castan. The International Covenant on Civil and Political Rights: Cases, Materials, and Commentary. Oxford University Press, 2000
5. Moyn, Samuel. The Last Utopia: Human Rights in History. Reprint. Belknap Press, 2012

Journals:

1. Md. Kamruzzaman, Shashi Kanto Das. The Evaluation of Human Rights: An Overview in Historical Perspective. American Journal of Service Science and Management. Vol. 3, No. 2, 2016, pp. 5-12.
2. Rokeya, Begum. (1997). Human Rights- An Overview in Historical Perspective, Sociological Journal, J.S.D. Volume - 12 No 1, New Delhi.
3. Z. I. Chodhry. (1992). Introducing Human Rights: Concept and Practice, International Review of Humanism and Human Rights, Vol-1, p, 49.

E-Reference:

1. www.umn.edu/humanrts/edumat/ihrip/circle/modules/module2.htm - 30k –.
2. www.cishsydney2005.org/images/rt4%20con%20over.doc
3. www.un.org/wcar/e-kit/fact2.htm - 16k
4. www.unhchr.ch/html/menu6/2/fs2.htm - 54k
5. www.pfc.org.uk/legal/echrtext.htm -

Recommended Text Books:

1. Andrew Clapham, (2015), “Human Rights A very short Introduction” Oxford University Press
2. Sastry, T.S.N., (2005), “India and Human Rights: reflections”, Concept Publishing Co.,
3. Goldberg, Elizabeth Swanson., Moore, Alexandra., (2004), Theoretical Perspectives on Human Rights and Literature, Routledge Publications.
4. Iyer, Krishna,V,R.,(1999), “The Dialectics and Dynamics Of Human Rights In India- Yesterday, Today And Tomorrow”, Eastern Law House
5. Bromley, P., & Garnett Russell, S. (2010). The Holocaust as history and human rights: A cross-national analysis of Holocaust education in social science textbooks.

Course Outcome:

Students will be able to

CO No.	CO STATEMENT
CO 1	Hold a strong base in attaining knowledge about the conceptual understanding of human rights
CO 2	Get a clarity about the evolution of human rights
CO 3	Utilise the provisions in International bill of rights effectively.
CO 4	Outline the regional human rights perspective and relate them with the current scenario
CO 5	Relate and identify the basic concepts of human rights in India and its implications

Mapping:

Course outcome with programme specific outcome

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
AVERAGE	3	3	3	3	3

Key: Strongly Correlated-3 Moderately Correlated-2 Weakly Correlated-1 No Correlation-0

Teaching Methodology:

- Lecture (Chalk and Talk-LCD)
- Flipped Learning/Blended Classroom-E-Content, Videos
- Group Discussion – Brain storming sessions
- Quiz-Seminar
- Peer Learning
- Field Visits

Evaluation Pattern:

Knowledge Level	Section	Word Limit	Marks	Total
K 3	A-5/8x8 marks	500	40	100
K4, K5	B-3/5x20 marks	1500	60	

SEMESTER - I
HUMAN RIGHTS AND DUTIES UNDER INDIAN CONSTITUTION

TEACHING HOURS: 90 HOURS
CREDITS: 4

COURSECODE: 9SP21/1C/HIC
LTP: 3 3 0

Course Objectives:

- To create an understanding of circumstances, lead to the evolution of The Constitution of India
- To make know of the differences between the functions and operations of Judiciary and Administration
- To lead to the understanding of Fundamental Rights guaranteed and Directive Principles of State Policies
- To make know of Redressal Mechanism and the Electoral Process
- To create awareness on the duties of the citizens towards the State.

Course Outline:

UNIT I	Introduction to The Constitution of India – Preamble – Definition of State – Basic structure of the legislative system – Judiciary and Administrators	20hrs
UNIT II	Constitutional Guarantees on Human Rights – Fundamental Rights in the PART III of the Constitution of India – Writs under article 32 and 226	20hrs
UNIT III	Directive Principles of State Policy – Part IV of the Constitution of India – 73 rd and 74 th Amendment Act; Duties Under the Constitution of India – Part IVA	20hrs
UNIT IV	Judicial Activism: Importance of Public Interest Litigation (PIL) in India; Emergency Provision under the Indian Constitution.	15hrs
UNIT V	Appointment of Union Executives, State executive – Electoral Process under the Constitution of India	15hrs

Case Laws Involved

Basic Structure of The Constitution

Golaknath V. State of Punjab
A.K.Gopalan V. State of Madras
KesavanandaBharati V. State of Kerala
Menaka Gandhi V. Union of India

Custodial Violence and Rights of Prisoners

D.K.Basu V. State of West Bengal
Batra V. Delhi Administration
HussainaraKhatoon V. Home Secretary, State of Bihar
NilabatiBehera V. State of Orissa
Rudul Shah V. State of Bihar

Capital Punishment

Mithu V. State of Punjab
T.V. Vatheeswaran V. State of Tamil Nadu

Sher Singh and Others V. State of Punjab

Sexual Harassment In The Workplace

Vishaka V. State of Rajasthan

Rights During Emergency

ADM Jabalpur V. Shivakant Shukla

S R Bommai V. Union of India

Environment And Human Rights

Rural Litigation & Entitlement Kendra v. St. of U.P

Municipal Council Ratlam v. Vardhichand

Series of M.C.Mehta v. Union of India

Vellore Citizens' Welfare Forum vs. Union of India

S.Jagannath v. Union of India

Freedom Of Religion

Bijoe Emmanuel V. State Of Kerala

D.A.V.College V. State Of Punjab

Election to Local Bodies

Javed&Ors V. State of Haryana

Reference Books:

1. P M Bakshi - Constitutional Law of India, Universal Law Publication, 13th Edition, 2014.
2. Krishna Gupta - Social Equality and The Indian Constitution
3. P.L. Mehata, NeenaVerma - Human Rights Under the Indian Constitution

e-Learning Resources:

1. www.infochangeindia.org/humanibp.jsp - 92k
2. jurist.law.pitt.edu/world/india.htm - 29k
3. www.hrcr.org/safrica/emergency_powers/prov_indian_const.html - 4k
4. indiancourts.nic.in/indian_jud.htm - 50k –
5. <https://indiankanoon.org>

Recommended Books:

1. J.N. Pandey - Constitutional Law of India, Central Law Agency – Recent Edition

Journals:

1. Journal of Human Rights
2. International Journal of Human Rights and Constitutional Studies

Course Outcome:

Students will be able to

CO No.	CO Statement
CO 1	Identify and discuss the evolution and principles of The Constitution and functions of the Indian Political Frame
CO 2	Apply, rationalize and advocate for the fundamental rights elucidated in the Indian Constitution and utilize the avenue for Redressal
CO 3	Assess and communicate the issues and process on Panchayathi Raj System
CO 4	Apply the principles of PIL and Advocate for Human Rights issues through redressal mechanism available
CO 5	Identify the working process of the electoral process and will be able to assess the autonomy of the Election Commission of India.

Mapping:

Key: Strongly Correlated-3 Moderately Correlated-2 Weakly Correlated-1 No Correlation-0

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3

Teaching Methodology:

- Lecture (Chalk and Talk-OHP-LCD)
- Flipped Learning/Blended Classroom-E Content, Videos-
- Problem Solving-Group Discussion-Role Modelling
- Quiz-Seminar
- Peer Learning
- Field Visits
- Self-Study Papers

Evaluation Pattern:

Knowledge Level	Section	Word Limit	Marks	Total
K 3	A-5/8x8 marks	500	40	100
K4, K5	B-3/5x20 marks	1500	60	

SEMESTER I
KEY LEGISLATIONS FURTHERING HUMAN RIGHTS IN INDIA

TEACHING HOURS: 90 HRS
CREDITS: 4

COURSECODE: 9SP21/1C/HRL
LTP: 3 3 0

Course Objectives:

- To gain a better appreciation of important domestic legislations affording greater protection of human rights
- To understand the objectives of welfare legislations
- To analyze how legislations seek to provide protection against discrimination

Course Outline:

UNIT I	Protection of Human Rights Act, 1993 - Right to Information Act, 2005 – Consumer Protection Act	15 hrs
UNIT II	Child Labour Abolition Act- Salient features of Right of Children to Free and Compulsory Education Act, 2009 – Prohibition of Child Marriage Act- Salient features of the POCSO Act., 2012	18 hrs
UNIT III	Rights of Persons with Disability Act-The National Commission for Safai Karamcharis Act, 1993- Maintenance of Senior Citizens Act	15hrs
UNIT IV	Dowry Prohibition Act, 1961 – Prohibition of Eve Teasing Act 1998 –Protection of Women from Domestic Violence Act 2005 – POSH Act 2013 - Criminal Law Amendment Act 2013	15 hrs
UNIT V	Preventive Detention - Preventive Detention Act in India (Relevance of MISA, TADA, POTA)	12hrs

Reference Books:**Journals:**

1. Indian law Journal
2. Sattakadhir

E References:

1. jurist.law.pitt.edu/world/india.htm
2. www.ilo.org

Recommended Text Books:

1. Protection of Human Rights Act, 1993
2. Right to Information Act 2005
3. Consumer Protection Act 1993
4. Domestic Violence Act 2005
5. Sexual Harassment at Workplace(Prevention, Prohibition and Redressal) Act,2013
6. Child Labour Act
7. Rights of Disability Act 2016
8. The National Commission for Safai Karamcharis Act 1993
9. Maintenance of Senior Citizen's Act
10. Preventive Detention Act
11. Criminal Amendment Act
12. Dowry Prohibition of Eve Teasing Act
13. Right of Children to Free and Compulsory Education Act, 2009
14. Prevention The National Commission for Safai Karamcharis Act,1993

Course Outcome:

Student will be able to

CO No.	CO STATEMENT
CO 1	Identify the international legal instruments and create a strong base of in knowledge about International advocacy mechanisms of human rights.
CO 2	explain the National level advocacy mechanisms and to apply those advocacy practice for human rights protection and promotion.
CO 3	Discuss the advocacy provisions available and use it in case of human rights violations.
CO 4	Outline the salient features of the Acts and the Amendments and to utilize it
CO 5	To Discuss the salient features of the available provisions for the protection and promotion of human rights of the vulnerable.

Mapping

Course Outcome with Programme Specific Outcome

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
AVERAGE	3	3	3	3	3

Key: Strongly Correlated-3 Moderately Correlated-2 Weakly Correlated-1 No Correlation-0

Teaching Methodology:

- Lecture (Chalk and Talk-OHP-LCD)
- Flipped Learning/Blended Classroom-E Content, Videos
- Problem Solving-Group Discussion-Role Modelling
- Quiz-Seminar
- Peer Learning
- Field Visits

Evaluation Pattern:

Knowledge Level	Section	Word Limit	Marks	Total
K 3	A-5/8X8 marks	500	40	100
K4, K5	B-3/5x20 marks	1500	60	

SEMESTER – I
HUMAN RIGHTS AND GROUP RIGHTS

TEACHING HOURS: 90
CREDITS: 4

COURSE CODE: 9SP21/1C/HGR
LTP: 3 3 0

Course Objectives:

- To explain and define group rights
- To define the rights of groups such as women and children,
- To provide an insight on the rights persons with disabilities, minorities, migrant workers, indigenous people and refugees.
- To provide input on the human rights issues faced by various groups.
- To elaborate on the international conventions on protection of rights of groups.

Course Outline:

UNIT I	Group rights – Individual Vs. Collective Rights, Rights of Women – Convention on the Elimination of Discrimination Against Women (CEDAW) - Crimes against women – Female Genital Mutilation, Domestic violence, Dowry, Rape, Eve Teasing, Sexual Harassment, Molestation, Pornography, female infanticide.	20 hrs
UNIT II	Rights of Children - Convention on the Rights of the Child, 1989 – Violation of child rights - Child Abuse, Child labour, Corporal punishments in schools – Street Children.	20 hrs
UNIT III	Rights of Persons with disabilities – Convention on the Rights of Persons with Disabilities - Violations of the rights of disabled – Affirmative action-	15 hrs
UNIT IV	Rights of Minorities - Role of United Nations – International Convention- Rights of Marginalized Groups, Indigenous People’s Cultural Rights – Self- Determination.	15 hrs
UNIT V	Rights of Migrant Workers – UN Convention on Protection of Migrant Workers and their family members - Rights of Refugees and Stateless people -Convention on the Status of Refugees- Convention against Torture	20 hrs

Reference Books:

1. Philip Alston(Ed), The United Nations And Human Rights: A Critical Appraisal, Oxford University Press, New York, 1992
2. Dr. S. Mehartaj Begum(Ed), Human Rights In India: Issues And Perspectives, APH Publishing Corporation, New Delhi, 2000
3. D.J. Ravindran, Human Rights Praxis: A Resource Book for Study, Action And Reflection, Earth Worm Books, Chennai, 1998.

Journals:

1. The International Journal of Human Rights
2. Women's Rights and Children's Rights: A Partnership with Benefits for Both

E Reference:

www.un.org

Recommended Text Books:

1. Deshpande A Bhagyashree, Human Rights law and Practice, Central Law Publications, Allahabad, 2017
2. Anuradha Kumar, Human Rights: Global Perspective, Sarup & Sons, New Delhi

Course Outcomes:

CO No.	CO STATEMENT
CO 1	Appreciate the concept of group rights
CO 2	Get equipped with the understanding of rights of women, children, persons with disabilities, minorities, migrant workers, indigenous people and refugees.
CO 3	Analyze the International Conventions on the rights of groups
CO 4	Work in areas advocating and protecting people from human rights violations
CO 5	Develop analysis on the complex human rights issues with respect to group rights

Mapping

Course outcome with programme specific outcome

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
AVERAGE	3	3	3	3	3

Teaching Methodology:

- Lecture (Chalk and Talk-OHP-LCD)
- Videos or short films
- Problem Solving-Group Discussion-Role Modelling
- Debates
- Quiz
- Seminar
- Peer Learning
- Field Visits to related governmental and non- governmental bodies

Evaluation Pattern:

Knowledge Level	Section	Word Limit	Marks	Total
K 3	A-5/8x8 marks	500	40	100
K4,K5	B-3/5x20 marks	1500	60	

SEMESTER - I
FIELD VISITS TO HUMAN RIGHTS ORGANIZATIONS

TEACHING HOURS: 60 HOURS
CREDITS: 3

COURSE CODE: 9SP21/1E1/FVS
LTP: 0 1 3

Course Objectives:

- To make students participate, sensitize students on human rights issues through field visits
- Through field visits students would gain a better appreciation on the working of Governmental Institutions and voluntary organizations
- To create a better attitude and leadership among the students while dealing with human rights issues
- To complement theoretical inputs on human rights education
- To familiarize students with report writing

Course Outline:

Visits to Government institutions relates to human rights issues

Police stations, Crime records Bureau, Police Control Room and other organizations working for the police; Court of Criminal Trial, Juvenile Guidance bureau, observation home, Vigilance home.
15hrs

Visits to Non Governmental Institutions dealing with children's rights

Institutions dealing with neglected and abandoned children, Released Juvenile delinquents; child beggars; intervention centers to prevent child abuse; Shelter homes.
15hrs

Visit Non Governmental Institutions dealing with women's rights

Institutions to protect neglected and abandoned women; Shelters for women rescued from domestic violence
15hrs

Visits to other voluntary organizations

De-addiction centers, Old-age homes, Refugee camps, institute of mental health and other NGO
15hrs

Reference Books:

1. Vascellaro, Salvatore., (2011), “Out of classroom and into the world”, The New Press, New York. ISBN 978-1-59558-682-7

Journals:

1. Greene, Kisida, Bowen, Jay P., Brian, Daniel H. "The Educational Value of Field visits". *Education Next*. Retrieved 4 March 2015

E-Learning Resources:

1. <https://www.scidev.net/global/journalism/practical-guide/how-to-report-from-visits-and-field-trips.html>
2. https://www.cpp.edu/~rms/docs/Field_Trip_Checklist.pdf

Recommended Textbooks:

The students need to refer to relevant books pertaining to the organisation of their visits and the issues dealt by the organisation apart from the standard visits made regularly

Course Outcomes:

Students completing the course will be able to:

CO No.	CO STATEMENT
The students will be able to -	
CO 1	Apply the exposure gained through field visits to strategically plan the human rights protective and promotional activities in future.
CO 2	Use the knowledge in policy making and program designing
CO 3	Utilize the information in monitoring and evaluation of project
CO 4	Demonstrate the acquired knowledge in fund raising, Capacity building and team management while starting an NGO
CO 5	Effectively utilise the Information in all their endeavours

Mapping- Course outcome with programme specific outcome

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
AVERAGE	3	3	3	3	3

Key: Strongly Correlated-3 Moderately Correlated-2 Weakly Correlated-1 No Correlation-0

Teaching Methodology:

- Lecture – a short briefing about the institution to be visited
- Teaching the observation techniques
- Academic and Industry Interactions with experts in the field
- Group Discussions on the issues observed
- Peer Learning along with effective self determining attitudes
- Teaching gathering, classifying and categorising information
- Report writing

Evaluation Pattern:

Knowledge level	Pattern of evaluation	Marks	Total	Special Instructions if any
K4, K6	Attendance, Participation, Report Preparation and Prompt Submission	30	100	Reports and Presentation to be analysed for the following <ul style="list-style-type: none"> • Compile information observed and collected • Examine and break information into parts • Present and defend opinions
K5, K6	Seminar Presentation	10		
K6	Final Report	20		
K5, K6	Viva-voce	40		

SEMESTER – I

IMPLEMENTING HUMAN RIGHTS IN DAILY LIFE

TEACHING HOURS: 60

COURSE CODE: 9SP21/1E1/IHR

CREDITS: 4

LTP: 3 1 0

Course Objectives:

- To make the students aware of their rights.
- To impart practical knowledge necessary to meet the requirements of a dire situation.
- To familiarize with the procedures and formats

Course Outline:

- UNIT I: How to register a case? - Complaint, Format of the complaint letter, FIR – Contents of the FIR, Format of a FIR 15hrs
- UNIT II: How to file an affidavit? - Definition of an affidavit and deponent, Points to know before filing an affidavit, Format of affidavit. 15hrs
- UNIT III How to file a petition under Right to Information Act, 2005 and under Environment Protection Act 1986.Scope of Sec.125 CrPC and scope of The Maintenance and Welfare of Parents and Senior Citizens Act, 2007. 20 hrs
- UNIT IV How to file a Complaint in SHRC and NHRC, Reporting Human Rights violations to newspapers, Writing letters or memorandum to the government officials seeking redress. 15hrs
- UNIT V: How to file a PIL (Public Interest Litigation) – Matters which can be taken up for PIL, Format of a writ petition 10hrs.

Reference Books:

1. Mangari Rajendiran, First Information Report, Asia Law House. 2010.
2. Drafting of Deeds and Documents with model forms (Book + CD), JBA publishers, 2007
3. K.M. Sharma, Affidavit, kamal publishers.
4. S. Parameshwaran, Law of Affidavits, forwarded by Dr.K.G. Balakrishnan
5. Bhakshi, Constitution of India manohar and Pleading, , 2nd edition, 2004
6. C. D. Chakraborty A guide to the Conveyancing, Protection of Human Rights Act, 1993

Journals:

1. Indian law Journal
2. Sattakadhir

E Reference:

1. <https://www.pilsni.org/about-public-interest-litigation>
2. <https://www.drishtiiias.com/to-the-points/Paper2/public-interest-litigation>
3. <https://www.legalserviceindia.com>
4. <https://nhrc.nic.in>
5. <https://main.sci.gov.in/guidelines-orders>

Recommended Text Books:

1. Protection of Human Rights Act, 1993
2. Right to Information Act 2005
3. Consumer Protection Act 1993

Course Outcomes:

Students completing the course will be able to:

CO No.	CO STATEMENT
CO 1	Advance knowledge about filing a case and use it in day to day life.
CO 2	To utilize the provisions of affidavit
CO 3	To accumulate knowledge about various human rights protection mechanisms and make use of it in daily life.
CO 4	Outline the national and the local protecting mechanisms available in defending human rights.
CO 5	To make us of the knowledge of the public interest litigation and utilize it in daily life.

Mapping:

Course Outcome with Programme Specific Outcome

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
AVERAGE	3	3	3	3	3

Key: Strongly Correlated-3 Moderately Correlated-2 Weakly Correlated-1 No Correlation-0

Teaching Methodology:

- Lecture (Chalk and Talk-OHP-LCD)
- Flipped Learning/Blended Classroom-E Content, Videos-
- Problem Solving-Group Discussion-Role Modelling
- Quiz-Seminar
- Peer Learning
- Field Visits

Evaluation Pattern:

Knowledge Level	Section	Word Limit	Marks	Total
K 3	A-5X8 marks	500	40	100
K4, K5	B-3/5x20 marks	1500	60	

SEMESTER – II
RESEARCH METHODOLOGY FOR SOCIAL SCIENCES

Teaching hours: 75 hrs

Course Code : 9SP21/2C/RMR

Credit: 4

LTP: 3 2 0

Course Objectives:

- To provide a basic understanding of research methodology.
- To equip the learners with the ability to select research topic and make project proposals
- To endow the students with knowledge of research methods
- To describe the data collection techniques
- To demonstrate and provide sufficient practice in data analysis techniques
- To explain the basic statistical techniques used for data analysis

Course Outline:

UNIT I	Nature and definition of research; Human rights as an object of inquiry; Selecting a research problem; literature review	15 hrs
UNIT II	Variables, Objectives, Research questions and Hypothesis; Research methods - descriptive, analytical, comparative, survey, case study, Multi disciplinary research methods	15 hrs
UNIT III	Sampling: probability - simple random, systematic, stratified, multi stage, Cluster; Non probability - snowball, purposive; pilot study; reliability and validity; Data collection: types of data, methods of data collection - observation, interview; Research tools - questionnaires, schedules and standardized scales; Data analysis and Interpretation of results	20 hrs
UNIT IV	Framing a research proposal; Report writing and documentation, chapterisation, references, citation styles, plagiarism; Problems, Ethics and Confidentiality in human rights research.	20 hrs
UNIT V	Statistics - Measures of Central Tendency - Mean, median and mode – Measures of variability: Range, quartile deviation, standard deviation and coefficient – Correlation, Inferential statistics, ‘t’ test, Chi-square test, F-test, Analysis of variance, SPSS	20hrs

Reference Books:

1. Adam McBeth, (2010), Research Handbook on International Human Rights Laws, Edward Elgar Publishing, ISBN 9781847203687, Cheltenham, UK
2. Andreassen A. Bard, (2017), Research Methods in Human Rights, Edward Elgar Publishing, ISBN: 978 1 78536 7786, Norway
3. Asher, Jana (Eds.) (2008), Statistical Methods for Human Rights, Springer, ISBN-13 : 978-0387728360, India
4. Babbie, E. (2011). Adventures in social research: Data analysis using IBM SPSS statistics (7th ed.). Los Angeles, California: Pine Forge Press.
5. Gibaldi, Joseph. (1988). A handbook for writers of research papers. New York: Modern Language Association of America.

Journals:

1. International Journal of Social Science Research
2. International Journal of quantitative and qualitative research

E-References:

1. <http://what-when-how.com/social-sciences/methodology-social-science/>
2. <https://courses.lumenlearning.com/sociology/chapter/research-methods/>

Recommended Text Books:

1. Gilbert, N. (Ed.) (2001). Researching social life. London: SAGE.
2. Kothari, C. R. (1996). Research methodology: Methods & techniques (2nd ed.). New Delhi: Wiley Eastern.
3. Silverman, D. (2004). Qualitative research. London: SAGE.
4. Young, Pauline V. (1966). Scientific social surveys & research (4th ed.). Englewood Cliffs, NJ: Prentice Hall

Course Outcomes:

Students completing the course will be able to:

CO No.	CO STATEMENT
CO 1	apply the basic concepts of social science methodology to human rights concepts
CO 2	Use logical steps of research in human rights issues
CO 3	Elucidate the different methods of data collection
CO 4	Describe methods for analyzing both quantitative and qualitative data
CO 5	Use SPSS as an analytical tool

Mapping

Course outcome with programme specific outcome

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
AVERAGE	3	3	3	3	3

Key: StronglyCorrelated-3 Moderately Correlated-2 WeaklyCorrelated-1 No Correlation-0

Teaching Methodology:

- Lecture (Chalk and Talk-LCD)
- Flipped Learning/Blended Classroom-E-Content, Videos
- Group Discussion – Brain storming sessions
- Quiz-Seminar
- Peer Learning

Evaluation Pattern:

Knowledge Level	Section	Word Limit	Marks	Total
K 3	A-5/8x8 Marks	500	40	100
K4, K5	B-3/5x20 marks	1500	60	

SEMESTER II
HUMAN RIGHTS ADVOCACY AND REDRESS OF GRIEVANCES

TEACHING HOURS: 75 HRS
CREDITS: 4

COURSE CODE: 9SP21/2C/HAR
LTP: 3 2 0

Course Objectives:

- To familiarize the students with various methods of advocacy
- To critically analyze the role of various agencies in advocacy
- To study the various mechanisms that exist for redress of grievances of human rights at the International, Regional and National level
- To Acquaint the learner with the problems encountered in the redress of grievances

Course Outline:

UNIT I	Definition of advocacy - various methods of advocating human rights – Impact of awareness creation on the society.	15 hrs
UNIT II	Human rights education at different strata of the society – specialized training for human rights defenders – sensitization strategies	15 hrs
UNIT III	Role of street theatres, short films, Public hearings in human rights advocacy-indigenous techniques of human rights advocacy.	15 hrs
UNIT IV	Redress mechanisms – role of human rights institutions and authorities with specific reference to the structure and Functions of NHRC, SHRC, NCW, Commission for Minorities	15 hrs
UNIT V	National and International NGOs in human rights advocacy , Specialised Redress Mechanisms – Lok Adalat, Mahila Courts, Fast Track Courts, Special Courts.	

Reference Books:

1. The Art of Advocacy, Lloyd Paul Stryker, (2013), Equinox Publishers, Asia Private Ltd.
2. Anuradha Kumar, (2002) Human Rights: Global Perspective, Sarup & Sons, New Delhi
3. Philip Alston (Ed), (1992), The United Nations And Human Rights: A Critical Appraisal, Oxford University Press, New York
4. Dr. S. Mehartaj Begum (Ed), (2000) Human Rights In India: Issues And Perspectives, APH Publishing Corporation, New Delhi
5. D.J. Ravindran, (1998) Human Rights Praxis: A Resource Book For Study, Action And Reflection, Earth Worm Books, Chennai

Journals:

1. Journal of Human Rights Practice
2. Environment and Development Economics
3. India Today

E- Reference:

1. www.un.org
2. <https://www.hurights.or.jp/archives/pdf/asia-s-ed/v04/11panda.pdf>
3. https://www.hurights.or.jp/archives/human_rights_education
4. <http://hrlibrary.umn.edu/research/india-HRO.html>
5. <http://ncm.nic.in>
6. http://www.tnlegalservices.tn.gov.in/state_authority.htm

Recommended Text Books:

1. K. Tiwari, (2011), National human rights provisions, B.R Publishing Corporation.
2. Dr. B L Wadhwa, (2016), Public Interest Litigation, Universal Law Publishing an imprint of LexisNexis
3. Michael Hyam, (1990), Advocacy Skills 1: Persuasive Communication, Black Stone Press
4. David Ross, (1994), Advocacy, Cambridge University Press.

Course Outcomes:

Students completing the course will be able to:

CO Number	CO STATEMENT
CO 1	To identify the public advocacy methods and apply it for the promotion and protection of human rights.
CO 2	Identify the different strata of human rights education
CO 3	Utilise the different advocacy mechanisms and techniques.
CO 4	Communicate and apply the redress mechanisms of local and national level human rights advocacy mechanisms.
CO 5	Discuss and Predict the specialized mechanisms available at local level.

Mapping:

Course Outcome with Programme Specific Outcome

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
AVERAGE	3	3	3	3	3

Key: Strongly Correlated-3 Moderately Correlated-2 Weakly Correlated-1 No Correlation-0

Teaching Methodology:

- Lecture (Chalk and Talk-OHP-LCD)
- Problem Solving-Group Discussion-Role Modelling
- Quiz-Seminar
- Peer Learning
- Field Visits

Evaluation Pattern:

Knowledge Level	Section	Word Limit	Marks	Total
K 3	A-5/8x8 marks	500	40	100
K4, K5	B-3/5x20 marks	1500	60	

SEMESTER - II
HUMAN RIGHTS IN DEVELOPED AND DEVELOPING COUNTRIES

TEACHING HOURS: 75 Hours
CREDITS: 4

COURSE CODE: 9SP21/2C/HDD
LTP: 3 2 0

Course Objectives:

- To provide insight on the human rights in the developing countries.
- To make students understand the historical overview of the human rights movement in the west
- To enable understanding of the human rights scenario of developing country
- To explain on the concepts of neo-colonialism and debt trap as a factor of globalization.
- To enable students to understand the link between Poverty and Human Rights.

Course Outline:

UNIT I	Human Rights in Developed countries –Abolition of Slavery- Racism – Universal Suffrage Movement- Civil Rights Movement - Rights of Immigrants. - issues related to abortions	15 hrs
UNIT II	Human rights in developed countries - USA, UK, Canada, Australia, Russia – Civil and political Rights	15 hrs
UNIT III	Politics of violation of human rights of the developing countries by developed countries. Causes for debt trap and Impact of structural adjustment Programs – neo-colonialism – transnational terrorism	15 hrs
UNIT IV	Human Rights scenario in developing countries - West Asia with special reference to women’s status in society and violations faced – human rights in Myanmar, Palestine, Syria- Human Rights in Africa.	18 hrs
UNIT V	Poverty and Human Rights in the developing world – Sustainable Development Goals- War on oil in the Gulf.	12hrs

Reference Books:

1. Abdulrahim P Vijapur – The United Nations at Fifty: Studies in Human Rights
2. Coicaud, Jean-Marc, Michael W Doye & Anne Marie Gardner – The globalisation of Human Rights
3. Anuradha Kumar, Human Rights: Global Perspective, Sarup & Sons, New Delhi, 2002
4. Philip Alston (Ed), The United Nations And Human Rights: A Critical Appraisal, Oxford University Press, New York, 1992
5. Dr. S. Mehantaj Begum (Ed), Human Rights In India: Issues And Perspectives, APH Publishing Corporation, New Delhi, 2000
6. D.J. Ravindran, Human Rights Praxis: A Resource Book for Study, Action and Reflection, Earth Worm Books, Chennai, 1998

Journals:

1. The Harvard Human Rights Journal
2. Journal of Human Rights Practice

E-Reference:

1. www.un.org
2. www.hrw.org

Recommended Text Books:

1. Dr. L.K. Prasad, Human Rights in Developing Countries, Summit Enterprises, 2011
2. Saibab G and K Sreenivasa Rao – Structural adjustment and implication of Human Rights

Course Outcomes:

CO No.	CO STATEMENT
CO 1	Evaluate the human rights scenario in the west
CO 2	Critically analyse the link between developed and developing countries with respect to human rights
CO 3	Evaluate the various facets of globalization in developed countries.
CO 4	Examine the economic situation of India in human rights perspective
CO 5	Analyse the human rights scenario in the developing world.
CO 6	Identify the ways for achieving sustainable development goals

Mapping:

Course outcome with programme specific outcome

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
AVERAGE	3	3	3	3	3

Teaching Methodology:

- Lecture (Chalk and Talk-OHP-LCD)
- Videos or short films
- Problem Solving-Group Discussion-Role Modelling
- Debates
- Quiz
- Seminar
- Peer Learning

Evaluation Pattern:

Knowledge Level	Section	Word Limit	Marks	Total
K 3	A-5/8X8 marks	500	40	100
K4,K5	B-3/5x20 marks	1500	60	

SEMESTER - II

HUMAN RIGHTS AND DUTIES OF THE FOURTH ESTATE

TEACHING HOURS: 75HRS
CREDITS: 4

COURSE CODE: 9SP21/2C/HDF
LTP: 3 2 0

Course Objectives:

- To make understands the role of media as the fourth estate in the democratic governance
- To create wide understanding of issues pertaining to various forms of reporting and laws pertaining to the mitigation
- To make aware of ethics and importance of duties
- To enlighten them on emerging challenges of new media platform and its impact on human rights.
- To impart them on emerging challenges of social media networking and issues evolved through it.

Course Outline:

- UNIT I Introduction to media as the Fourth estate, Importance, and its part in Governance; Introduction to Various forms of media. 10hrs
- UNIT II Media and Human Rights – Role of media in protecting and promoting human rights: Influence of Media and Civic Action in India 15hrs
- UNIT III Issues – Corporate Owned Media, Downsizing, dumbing down and ‘infotaining’; Types of reporting: The culture of breaking news, Impact of bias, propaganda and distortion, evaluating sources; Defamation, libel, slander, yellow journalism. 20hrs
- UNIT IV Duties and Social responsibility of media pertaining – Right to Information, Freedom of speech and expression, Right to privacy, Victim Protection; Rights of the Human Rights Defenders – Overview of the Whistle blowers (Protection) Act 2014. 15hrs
- UNIT V Challenges faced due to emergence of Social Media, Activism through Social Media; Women and Media – Content, Portrayal and Access and threat in the social networking forum; Overview of Indecent Representation of Women (Prohibition) Act 1986. 15hrs

Reference Books:

1. Brown, Sara. *Practicing Journalism: The Power and Purpose of the Fourth Estate*, 2014
2. Bagdikian, Ben H. *The Media Monopoly*. Boston: Beacon Press, 1983 and 1997 editions.
3. Casmir, Fred, ed. *Communications in Eastern Europe — The Role of History, Culture, and Media in Contemporary Conflicts*. Mahwah: Lawrence Erlbaum Associates, 1995.
4. Cohen, Stanley. *Denial and Acknowledgement: The Impact of Information about Human Rights Violations*. Jerusalem: Centre for Human Rights, the Hebrew University of Jerusalem, 1995.
5. Comor, Edward A. “Governance and the ‘Commodisation’ of Information”, *Global Governance* 4, 2, April-June 1998, pp. 217-233.

e-Learning Resources:

1. <https://www.drishtias.com/daily-updates/daily-news-analysis/whistleblowers-protection-act>
2. https://www.jru.edu.in/wp-content/uploads/moocs/e-books/journalism-and-mass-communication/Media_Ethics_Laws.pdf

Journals:

1. The Harvard Human Rights Journal
2. Journal of Human Rights Practice

Recommended Books:

1. Ramanhaneyulu, Jonna. *Role of Media in Protecting Human Rights in India Legal Dimension*, 2015.
2. *Indecent Representation of Women (Prohibition) Act, 1986*

Course Outcome:

Students will be able to

CO No.	CO STATEMENT
CO 1	Students will be able to discuss and identify the importance of the fourth estate in the democratic political governance.
CO 2	Will be able to illustrate and demonstrate the various forms of media and also promote and advocate human rights.
CO 3	Can predict issues in reporting and can formulate and follow error free reporting style.
CO 4	Will be able to analyze, interpret and then relate between the right to information and right to privacy
CO 5	Will be able to analyze the human rights issues and ethical loophole created by emergence of new social media and can design and utilize the forum for promotion of human rights.

Mapping:

Course outcome with programme specific outcome

CO/ PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	3	3	3
CO2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	3	3	3
AVERAGI	3	3	3	3	3

Key: Strongly Correlated-3 Moderately Correlated-2 Weakly Correlated-1 No Correlation-0

Teaching Methodology:

- Lecture (Chalk and Talk-OHP-LCD)
- Flipped Learning/Blended Classroom-E Content, Videos
- Problem Solving-Group Discussion-Role Modelling
- Quiz-Seminar
- Peer Learning
- Field Visits

Evaluation Pattern:

Knowledge Level	Section	Word Limit	Marks	Total
K 3	A-5/8X8 marks	500	40	100
K4, K5	B-3/5x20 marks	1500	60	

SEMESTER – II LABOUR RIGHTS

**TEACHING HOURS: 60hrs
CREDIT: 3**

**COURSECODE: 9SP21/2E2/LAR
LTP: 3 1 0**

Course Objectives:

- To enable students to get an appreciation of the people that staff and operate an organization
- To recognize the importance of getting work done with people who work collectively and cooperatively towards the common goal successfully
- To study human resource management from a human rights perspective

Course Outline:

- UNIT I: Concepts, definitions of labour, evolution of labour rights, origin and development of ILO –ILO standards with special reference to collective bargaining, forced labour, equal remuneration and hours of work. 12 hrs
- UNIT II: Compliance of human rights standards – Rights of employees with regards to compensation and benefits – overview of Workmen’s Compensation Act – forced labour convention 1930, Bonded Labour Abolition Act 12hrs
- UNIT III: Overview of labour welfare laws – Labour Rights of Organised and Unorganised Sector – role of trade unions- Trade Unions Act - Right to organise and Collective bargaining, freedom of association. 12hrs
- UNIT IV: Industrial Disputes Act, Maternity Benefit Act, Equal Remuneration Act, Minimum wages Act, Payment of Bonus Act, Employees’ State Insurance Act, Provident Fund Act – Labour reforms. 12hrs
- UNIT V: Creating a safe workplace - Work ethics - Protection against Sexual Harassment – Non-discrimination- Institutions protecting rights of workers 12hrs

Reference Books:

1. H.L. Kumar, (2013), What Everybody Should Know About Labour Laws, Universal Law Publishing.
2. Pathi P.K, (2009), Labour And Industrial Laws, PHI Learning Pvt Ltd.
3. P.C Tulsian, (2002), Business Organisation and Management, Pearson Education.
4. Dala, Ernest., (1978), Management Theory and Practice, McGraw Hill Higher Education.
5. Bagad, (2011), Principles of Management, Technical Publications

Journals:

1. Collective labour rights and income inequality, Sage Publications
2. Human Rights Quarterly - The Johns Hopkins University Press
3. Harvard Human Rights Journals

E- references:

1. <https://www.indiacode.nic.in/>
2. <https://economictimes.indiatimes.com>

Reference Text Books:

1. Dr.B.Jagadish Rao, Labor Welfare Laws, Sahithya Bhawan Publications, Rimjhim House publications.
2. R. Sivarethinamohan,(2010),Industrial Relations and Labour Welfare: Text and Cases
3. A M Sarma(1988), Aspects of Labour Welfare and Social Security
4. Employees Insurance Act
5. Provident Fund Act'
6. Bonus Act

Course Outcomes:

Students completing the course will be able to

CO Number	CO STATEMENT
CO 1	Discuss the basics of human resource management related to human rights
CO 2	To identify the discriminatory and non- discriminatory practices.
CO 3	Utilize the provisions labor laws in protection of human rights.
CO 4	To communicate the labor welfare laws and provisions of various Acts, and use it in the day to day life.
CO 5	To identify the compliance of the human rights standards at work place and apply it.

Mapping:

Course Outcome with Programme Specific Outcome

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
AVERAGE	3	3	3	3	3

Key: Strongly Correlated-3 Moderately Correlated-2 Weakly Correlated-1 No Correlation-0

Teaching Methodology:

- Lecture (Chalk and Talk-OHP-LCD)
- Flipped Learning/Blended Classroom-E Content, Videos-
- Problem Solving-Group Discussion-Role Modelling
- Quiz-Seminar
- Peer Learning
- Field Visits

Evaluation Pattern:

Knowledge Level	Section	Word Limit	Marks	Total
K 3	A-5/8x8 marks	500	40	100
K4, K5	B-3/5x20 marks	1500	60	

SEMESTER – II
HUMAN RIGHTS AND WOMEN EMPOWERMENT

TEACHING HOURS: 60

COURSECODE: 9SP21/2E2/HWE

CREDIT: 43

LTP: 3 1 0

Course Objectives:

- To create an understanding of the less known areas of wide felt social problems pertaining to women in her life cycle and to enlighten on related legal provisions
- To impart education on the various support mechanisms available for harassed women and on filing for redressal
- To sensitize on legal issues relating to marriage, divorce, succession, inheritance and maintenance

Course Outline:

UNIT I:	Women rights – Gender violence throughout the life cycle; Sexual harassment at the workplace – Duty of the employer – Visaka guidelines.	15hrs
UNIT II:	Sexual offences - Legal remedies under IPC for Rape, Molestation, Assault with intent to outrage the modesty of women.	15hrs
UNIT III:	Rights related to marriage –Salient features of Hindu Marriage Act and Special Marriage Act – Human Rights issues pertaining to surrogacy- Legal effect of bigamy & adultery – Provisions pertaining to Maintenance in CrPC	15 hrs
UNIT IV:	Domestic violence – The Protection of Women from Domestic Violence Act, 2005; Concept of Dowry- Permissible gifts, Salient features of Dowry Prohibition Act, 1962.	15hrs
UNIT V:	Women’s right to property, Succession and inheritance – women’s right to nationality- right to participate in governance.	15hrs

Reference Books:

1. Protection of Women from Domestic Violence Act, 2005
2. Hindu Adoption and maintenance Act
3. Family law in India, Subbarao. G.C.V (2001), S. Gogia and Co., Hyderabad
4. Breaking Barriers : Stories of Twelve Women/Parvathi Menon. Reprint. New Delhi, Left Word Books, 2005, Ix, 150 P.,
5. Caste, Marriage and Inequality: Essays on North and South India/Pauline Kolenda. New Delhi, Rawat, 2003
6. Changing Family Roles and Feminism/Edited By Man Singh Das and Vijay Kumar Gupta. 1996
7. Changing Status of Women in India/Sangeeta Nagaich. 1997
8. Globalization, Culture and Women's Development/Edited By Raj MohiniSethi. 1999

e-Learning Resources:

https://www.womenslinkworldwide.org/files/gjo_article_India_caseC.%20Masilamani_en.pdf

Journals:

1. Manushi
2. The Journal of International Women's Studies

Recommended Textbook:

1. Agarwal H. O, Human Rights (Sixteenth Edition, 2016), Central Law Publication
2. Women's Rights are human Rights, UN OHCHR

Course Outcome:

The students will be able to

Co No.	Co Statement
CO 1	The students will be sensitized on women issues and the rights conferred to women.
CO 2	They will be able to identify and differentiate various crimes perpetuated and be able to seek redressal and advocate for their rights
CO 3	Students will be able to apply the gained knowledge for the appropriate situation during marriage, divorce and inheritance and will be able to analyze the given situation seeking redressal
CO 4	This will enable them to use the legal support given in the acts appropriately
CO 5	This will enable them to identify what they are entitled to and how to advocate for their rights through the right forum.

Mapping:

Course Outcome with Programme Specific Outcome

CO/ PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	3	3	3
CO2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	3	3	3
AVERAGE	3	3	3	3	3

Key: Strongly Correlated-3 Moderately Correlated-2 Weakly Correlated-1 No Correlation-0

Teaching Methodology:

- Lecture (Chalk and Talk-OHP-LCD)
- Flipped Learning/Blended Classroom-E Content, Videos-
- Problem Solving-Group Discussion-Role Modelling
- Quiz-Seminar
- Peer Learning
- Field Visits

Evaluation Pattern:

Knowledge Level	Section	Word Limit	Marks	Total
K 3	A-5/8x8 marks	500	40	100
K4, K5	B-3/5x20 marks	1500	60	

SEMESTER – II

DEFENDING WOMEN’S RIGHTS

TEACHING HOURS: 60
CREDIT: 3

COURSECODE: 9SP21/2E/DWR
LTP: 3 1 0

Course Objectives:

- To create an understanding of the less known areas of wide felt social problems pertaining to women in her life cycle and to enlighten on related legal provisions
- To impart education on the various support mechanisms available for harassed women and on filing for redressal
- To sensitize on legal issues relating to marriage, divorce, succession, inheritance and maintenance

Course Outline:

UNIT I:	Women rights – Gender violence throughout the life cycle; Sexual harassment at the workplace – Duty of the employer – Visaka guidelines. Importance of POSH Act, 2013.	10 hrs
UNIT II:	Sexual offences – Difference between Abuse, Harassment and Assault; Legal remedies under IPC for Rape, Molestation, Assault with intent to outrage the modesty of women.	10hrs
UNIT III:	Rights During Marriage and Divorce; Right to Consent: Reproductive Rights.	10 hrs
UNIT IV:	Domestic violence – The Protection of Women from Domestic Violence Act, 2005; Concept of Dowry- Permissible gifts, Salient features of Dowry Prohibition Act, 1962.	15hrs
UNIT V:	Women’s right to property, Succession and inheritance – women’s right to nationality- right to participate in governance.	15hrs

Reference Books:

1. Protection of Women from Domestic Violence Act, 2005
2. Hindu Adoption and maintenance Act
3. Family law in India, Subbarao. G.C.V (2001), S. Gogia and Co., Hyderabad
4. Breaking Barriers : Stories of Twelve Women/Parvathi Menon. Reprint. New Delhi, Left Word Books, 2005, Ix, 150 P.,
5. Caste, Marriage and Inequality: Essays on North and South India/Pauline Kolenda. New Delhi, Rawat, 2003
6. Changing Family Roles and Feminism/Edited By Man Singh Das and Vijay Kumar Gupta. 1996
7. Changing Status of Women in India/Sangeeta Nagaich. 1997
8. Globalization, Culture and Women's Development/Edited By Raj MohiniSethi. 1999

e-Learning Resources:

https://www.womenslinkworldwide.org/files/gjo_article_India_caseC.%20Masilamani_en.pdf

Journals:

3. Manushi
4. The Journal of International Women's Studies

Recommended Text book:

3. Agarwal H. O, Human Rights (Sixteenth Edition, 2016), Central Law Publication
4. Women's Rights are human Rights, UN OHCHR

Course Outcome:

Students will be able to

CO No.	CO STATEMENT
CO 1	The students will be sensitized on women issues and the rights conferred to women.
CO 2	They will be able to identify and differentiate various crimes perpetuated and be able to seek redressal and advocate for their rights
CO 3	Students will be able to apply the gained knowledge for the appropriate situation during marriage, divorce and inheritance and will be able to analyze the given situation for seeking redressal
CO 4	Sensitization will enable them to use the legal support given in the acts appropriately
CO 5	Sensitization will enable them to identify what they are entitled to and how to advocate for their rights through the right forum.

Mapping:

Course Outcome with Programme Specific Outcome

CO/ PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	3	3	3
CO2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	3	3	3
AVERAGE	3	3	3	3	3

Key: Strongly Correlated-3 Moderately Correlated-2 Weakly Correlated-1 No Correlation-0

Teaching Methodology:

- Lecture (Chalk and Talk-OHP-LCD)
- Flipped Learning/Blended Classroom-E Content, Videos
- Problem Solving-Group Discussion-Role Modelling
- Quiz-Seminar
- Peer Learning
- Field Visits

Evaluation Pattern:

Knowledge Level	Section	Word Limit	Marks	Total
K 3	A-5/8X8 marks	500	40	100
K4, K5	B-3/5x20 marks	1500	60	

SEMESTER III
HUMAN RIGHTS AND CRIMINAL JUSTICE SYSTEM

TEACHING HOURS: 90 HRS
CREDIT: 4

COURSE CODE: 9SP21/3C/HCJ
LTP: 3 3 0

Course Objectives:

- To comprehend the various features of criminal justice system and Juvenile Justice System in relation to human rights.
- To outline the structure and functioning of enforcement organization
- To converse the human rights issues in police atrocities and accountability
- To outline the human rights norms in criminal procedure on production of accused before Magistrate.
- To explain the rights of inmates of prison and custodial homes
- To create awareness about the rights of the victims and the support available to them

Course Outline:

- UNIT I : Components of Criminal Justice System & their relevance to Human Rights; Development and structure Juvenile Justice System in India – Rights of juveniles in United Nations Standard Minimum Rules for Administration of Juvenile Justice. 15 hrs
- UNIT II : Law enforcement organizations and human rights violations – Practices and procedures in violations to human rights with emphasis to arrest, search and seizure; Investigation and interrogation, handcuffing, Encounters, custodial deaths and torture 15hrs
- UNIT III: Sentencing principles, policies and procedures; Judicial activism and review, Rights of the arrested and accused, Access to justice, concept of fair trial and fair treatment 15hrs
- UNIT IV : Human rights and correctional administration – Rights of prisoners – United Nations Standard Minimum Rules for the Treatment of Prisoners (The Nelson Mandela Rules, 2015), non-institutional and community based methods of corrections - probation, after-care, half way houses, Preventive detentions and under trials; Theories of punishments. 15 hrs
- UNIT V : Rights of victims of human rights violations, United Nations Declaration on the Basic Principles of Justice to Victims of Crime and Abuse of Power, 1985; Victim service and victim assistance programs – Social support, Coping skills and vulnerability analysis. 15 hrs

Reference Books:

1. Juan Carlos Ochoa Sanchez, (2013), The Rights of Victims in Criminal Justice Proceedings
2. Mathur, K. M., (1996), "Crime, Human Rights and National Security".
3. Peter Birks, (1995), Reshaping The Criminal Justice & Human Rights, 1995

Journals:

1. Contemporary Sociology, American Sociological Association
2. Indian Journal of Criminology, published by Indian Society of Criminology
3. Crime in India Statistics, National Crime Records Bureau

E-Reference:

1. http://www.humanrightsfirst.org/international_justice/icc/icc.htm
2. <http://www.hrccj.org/>

Recommended Textbooks:

1. Dennis Sullivan, (2002), "Handbook of Restorative Justice: A Global Perspective", Berlin,
2. Chockalingam, K., (1996), "Readings In Victimology", Raviraj Publications
3. Thilagaraj, R, (2000), "Human Rights & Criminal Justice Administration", Manohar Publications, New Delhi,
4. Handbook of Human Rights and criminal justice in India, South Asian Human Rights Documentation Centre, 2010

Course Outcomes:

Students will be able to

CO No.	CO STATEMENT
CO 1	The students get prepared for opportunities in one or more institutions for the administration of criminal justice for furtherance of human rights.
CO 2	Get familiarised with the realities prevailing within the enforcement organisation
CO 3	Recognise the various sentencing strategies and procedures within judiciary
CO 4	Familiarise with the prison culture and correctional administration
CO 5	To empathise with the victim situation and analyse the assistance program implementation

Mapping:

Course Outcome with Programme Specific Outcome

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
AVERAGE	3	3	3	3	3

Key: Strongly Correlated-3 Moderately Correlated-2 Weakly Correlated-1 No Correlation-0

Teaching Methodology:

- Lecture (Chalk and Talk-LCD)
- Group Discussion – Brain storming sessions
- Quiz-Seminar
- Peer Learning
- Field Visits

Evaluation Pattern:

Knowledge Level	Section	Word Limit	Marks	Total
K 3	A-5/8x8 marks	500	40	100
K4, K5	B-3/5x20 marks	1500	60	

SEMESTER – III
HUMAN RIGHTS AND GENDER

Teaching hours: 75 hours
Credits: 4

Course Code: 9SP21/3C/HRG
LTP: 3 2 0

Course Objectives:

- To initiate and facilitate a debate on gender base discrimination and its effect on gendered development.
- To expose the students to International and National reform movement with its effects on policy construction and law making.
- To initiate and facilitate debates on past and present violence faced by women and enlighten the students to the efficiency of international and national policies in mitigating those violence
- To give the students sufficient exposure on third gender and to initiate a debate for inclusive policy framework to achieve holistic development.

Course Outline:

UNIT I:	Definitions – Gender and Sex, Difference Gender between Gender and sex, Gender stereotyping, Gender discrimination, Gender roles, gender mainstreaming, Gender budgeting, Gender Ceiling; Changing cultural patterns and Gender; Gender Variance and Sexuality.	15Hrs
UNIT II:	Feminist Movements – A Historical overview of the Western and Indian Movements – First wave, Second wave, Third wave and the contemporary status – schools of feminism – Liberal, Socialist, Radical, Marxist, Post- modern- post colonial – International Conferences on women – Importance of Beijing Conference – Reform movement in India	10hrs
UNIT III:	Women and Law in India -Women and Personal Laws; Laws related to abortion – sex selective abortion (medically terminated pregnancy); Laws related to assault on women’s body.	16hrs
UNIT IV:	International feminist debates – Reproductive Rights – Spacing of Children – Women Suffrage – Democracy and political participation of women – Impact of power on Gender.	14hrs
UNIT V:	Debate on third Gender – Rights of Lesbians, Gays, Bisexuals and Transgender – Decriminalization of IPC 377, Overview of the Transgender Persons (Protection of Rights) Act 2019.	10hrs

Reference Books:

1. Jeffrey Mehlman And David Gordon Whit, Ashes of Immortality: Widow-Burning In India/Catherine Weinberger-Thomas. Translated By Delhi, Oxford University Press, 2000
2. Atlas of South Asian Children and Women. 1996
3. Atrocities on Indian Women/Dipangshu Chakraborty. 1999,
4. Awareness of Women's Rights: Projection in Mass Media/P.K. Kar and P.P. Panda. New Delhi, Dominant, 2005,15 Linda Wirth, Breaking Through The Glass Ceiling Women In Management

E References:

1. <https://www.epw.in/engage/article/womb-ones-own-privacy-and-reproductive-rights>
2. <https://www.legalserviceindia.com/legal/article-3372-reproductive-rights-for-women-in-india.html>
3. <https://www.researchgate.net/publication/342800730>
<http://dx.doi.org/10.1002/9781119429128.iegmc096>

Journals:

1. Frontiers: A Journal of Women's Studies
2. Feminist Review

Recommended books:

1. Agarwal H. O, Human Rights (Sixteenth Edition, 2016), Central Law Publication
2. Women's Rights are human Rights, UN OHCHR

Course Outcome:

The Students will be able to

CO No.	CO STATEMENT
CO 1	Identify and outline the issues pertaining to gender inequality. Explain the concept for framing gender policies for the gender upliftment.
CO 2	Identify and discuss the ideologies of feminist's reform movements and will be able to assess its impact on the women statuses in any given community
CO 3	Assess the change in the legal status of women in India and will be able to compare it with other international standards and will be able to advocate for the further changes and improvement.
CO 4	Analyze and assess the importance of political participation and representation of women.
CO 5	Identify the violations faced by third gender and will be able to advocate for need of inclusive policy framework

Mapping:

Course Outcome with Programme Specific Outcome

CO/ PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	3	3	3
CO2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	3	3	3
AVERAGE	3	3	3	3	3

Key: Strongly Correlated-3 Moderately Correlated-2 Weakly Correlated-1 No Correlation-0

Teaching Methodology:

- Lecture (Chalk and Talk-OHP-LCD)
- Flipped Learning/Blended Classroom-E Content, Videos
- Problem Solving-Group Discussion-Role Modelling
- Quiz-Seminar
- Peer Learning
- Field Visits
- Self-Study Papers

Evaluation Pattern:

Knowledge Level	Section	Word Limit	Marks	Total
K 3	A-5/8x8 marks	500	40	100

K4, K5	B-3/5x20 marks	1500	60	
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SEMESTER - III

CONTEMPORARY ISSUES IN HUMAN RIGHTS

TEACHING HOURS: 75 HOURS

COURSE CODE: 9SP21/3C/CIS

CREDITS: 4

LTP: 3 2 0

Course Objectives:

1. To enable understanding of the contemporary issues at the national and international level.
2. To make students understand the concept of discrimination faced by people on grounds of race , caste and religion and other discrimination
3. To clarify on issues like terrorism and it's human rights perspective
4. To explain on combating discrimination besides emphasizing on the economic rights in the globalised world
5. To enable students to understand the ethical and human rights aspects of science and technology.

Course Outline:

UNIT I	Introduction to contemporary issues- Discrimination – Casteism, racism, communalism - intolerance –Genocide- Honour killings- Geronticide	15hrs
UNIT II	Liberalisation, Privatisation, Globalisation – related issues – issues faced by farmers - issue of development with reference to displacement of disadvantaged sections of the society – issues faced by indigenous people.	20hrs
UNIT III	Issue of global peace and security – Refugee crisis- induced border displacement- forced evictions- enforced disappearances- corruption	15 hrs
UNIT IV	Terrorism and Human Rights– Origin and Development – causes – types - Combating Terrorism – Arms trade – threats to internal security	10hrs
UNIT V	Issues on developments in Science and Technology – Intellectual Property Rights – Human rights violations during emergencies - unequal access to health and education.- Issues related to food security	15hrs

Reference Books:

1. Fred Ramen. The Rights of the Accused, The Rosen Publishing Group, 2001
2. R K Narasimhan , Human Rights and Social Justice, Commonwealth Publishers, 1999
3. Alan B Mountjoy, The Third World Problem and Perspectives, Palgrave Macmillen, 1979
4. Chitkara M G., Gird Hari Sharma. International Terrorism, Ashish Publishers, 2002
5. Parmanand Parashan, Terrorism Worldwide Indo – US Perspectives, Sarup & Sons, New Delhi, 2002

Journals:

1. Health and Human Rights Journal – A global movement
2. Human Rights Review

E References:

1. www.hrw.org
2. <https://www.ohchr.org/>

Recommended Books:

1. Coicaud, Jean-Marc, Michael W Doye, Anne Marie Gardner, The globalisation of Human Rights, United Nations University Press, 2003
2. Deshpande A Bhagyashree, Human Rights law and Practice, Central Law Publications, Allahabad, 2017

Course Outcomes:

CO No.	CO STATEMENT
CO 1	Critically analyse issues in a human rights perspective
CO 2	Evaluate the current issues in human rights
CO 3	Analyse the various facets of discrimination and advocate the violations faced therewith
CO 4	Critically examine the human rights perspectives of globalisation
CO 5	Evaluate the causes and effects of terrorism.
CO 6	Advocate the rights on indigenous people
CO 7	Identify the ethical aspects of scientific developments

Mapping:

Course outcome with programme specific outcome

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
AVERAGE	3	3	3	3	3

Teaching Methodology:

- Lecture (Chalk and Talk-OHP-LCD)
- Videos or short films
- Debates/ Quiz/ seminar
- Peer Learning
- Field Visits to related governmental and non- governmental bodies

Evaluation Pattern

Knowledge Level	Section	Word Limit	Marks	Total
K 3	A-5/8X8 marks	500	40	100
K4,K5	B-3/5x20 marks	1500	60	

SEMESTER – III
HUMAN RIGHTS AND NGO MANAGEMENT

TEACHING HOURS: 60 HOURS
CREDITS: 3

COURSE CODE: 9SP21/3E3/NGO
LTP: 3 1 0

Course Objectives:

- To provide a inclusive and skilled education for the clear understanding of the structure and function of Non-Governmental Organisations and their role in human rights protection.
- To impart basic knowledge of establishing and managing an NGO.
- To enable students to have practical experience of working with NGOs through internship and field work. The aim is to enable the students to be aware of real life service environment.
- To bridge the gap between the skill present in youths and skill required for functioning.

Course Outline:

UNIT- I	Non-Governmental Organisations –Classification - Role of NGOs in Protecting Human Rights- Qualities of a good NGO - Challenges faced by NGOs - Government support.	20 hrs
UNIT – II	Starting an NGO – legal formalities – Statutory requirements:Registration, Proposal Writing.	15 hrs
UNIT – III	Project planning and management - Monitoring and evaluation of projects – Documentation- Staffing, Corporate Social Responsibility and NGOs.	15 hrs
UNIT – IV	Fund raising – International, National and Government – International and National NGOs – their roles.	10 hrs
UNIT – V	Emerging people’s movements; Importance of Field work with NGOs and Reporting.	15 hrs

Reference Books:

1. Michael Edwards, Alan Fowler, (2003)NGO Management, Earthscan publications,
2. Camay, P, Gordon, A,(1997) Principles of NGO Management. Co-operative for. Research and Education (CORE), Johannesburg.
3. Lewis,David,(2001)The management of Non Governmental Organizations-An Introduction, Routledge Publications.
4. Snehlata Chandra, Guidelines For NGOs Management In India, Kanishka Publishers
5. David Lewis, (2014), Management of Non-governmental Development Organizations: an Introduction (routledge Studies in the Management of Voluntary and Non-profit Organization.

Journals:

1. International NGO Journal - i-Scholar
2. International NGO Journal - Academic Journals
3. Journal of Non Government Organisations - <http://www.ngos.elewa.org/>

E-Reference:

1. [ww.ngo.org](http://www.ngo.org)
2. www.globalpolicy.org/ngos/index.htm
3. <https://www.indeed.com/career-advice/career-development/how-to-write-a-project-proposal>
4. www.nhrc.in

Recommended Text Books:

1. S.L.Goel (2005) Administration And Management Of Ngos,Text & Case, Deep & Deep
2. ShilajaNagendra,(2007)VoluntaryOrganisations And Social Work.
3. Thomas Davies: (2014)NGOs: A New History of Transnational Civil Society Hardcover.

Course Outcome:

Students will be able to

CO Number	CO STATEMENT
CO 1	Discuss the qualities and the challenges faced by NGO's in protecting human rights.
CO 2	Explain the use of the legal and the statutory requirements in the formation of new NGO's
CO 3	Utilise the knowledge of project planning and monitoring and use it in their area of expertise.
CO 4	To communicate the funding agencies foreign and local and formulate their future endeavors in NGO's.
CO 5	To outline the emerging peoples movements and evaluate the field work with NGO's and report writing.

Mapping:

Course Outcome With Programme Specific Outcome

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
AVERAGE	3	3	3	3	3

Key: Strongly Correlated-3 Moderately Correlated-2 Weakly Correlated-1 No Correlation-0

Teaching Methodology:

- Lecture (Chalk and Talk-OHP-LCD)
- Flipped Learning/Blended Classroom-E Content, Videos
- Problem Solving-Group Discussion-Role Modelling
- Quiz-Seminar
- Peer Learning
- Field Visits

Evaluation Pattern:

Knowledge Level	Section	Word Limit	Marks	Total
K 3	A-5/8x8 marks	500	40	100
K4, K5	B-3/5x20 marks	1500	60	

SEMESTER – III

EMERGING DIMENSIONS OF HUMAN RIGHTS

TEACHING HOURS: 60hrs
CREDIT: 3

COURSECODE: 9SP21/3E1/EDR
LTP: 3 1 0

Course Objectives:

1. To understand the various dimensions of Human Rights internationally
2. To familiarize with new applied fields of Human Rights
3. To study the modern forms of Human Rights violations like peace, development etc.,
4. To understand the human rights violations by non-state entities
5. To provide inputs on the rights in future

Course Outline:

- UNIT I** Different dimensions and generations of Human Rights. National Sovereignty versus 'International enforcement' of human rights, Freedom of international trade, Most-Favoured Nation treatment versus 'Special Treatment' of the developing countries
12hrs
- UNIT II** Right to Peace - Dangers of War - nuclear, biological. Right to Clean Environment, Environmental destruction. Right to Development - Rise of towns and slums and related issues
12hrs
- UNIT III** Right to live with Human Dignity: Basic need of food, water, housing, health and Education. Working conditions: outsourcing of jobs by developed countries, Off-shoring and Brain drain. Human Rights and Science and Technology – Challenges
14hrs
- UNIT IV** Human Rights violations by non-state entities - Corporations and Business Entities, Terrorists and Armed Groups, Conflicts on grounds of religion, caste, language, ethnicity, culture. Protection of Human Rights Defenders
12hrs
- UNIT V** Rights of the Future Generation – sustainable development, IPR - Rights of farmers and plant breeders – Biologically modified plants/crops. Theft of traditional knowledge of developing countries
10hrs

Reference Books:

1. Jalal, Rameshwar Singh. Bisht, Nandan Singh. Emerging Dimensions of Global Trade: Discussions on Trade Related Policies. New Delhi: Sarup& Sons.2006
2. Depommier. Ramakrishnan, P S. Traditional Ecological Knowledge, Conservation of Biodiversity and Sustainable Development. Pondicherry: French Institute. 2002
3. S.M. Dev, S.Yedha(eds), Cities and Sustainability, Springer Proceedings in Business and Economics.2015

Journals:

1. The International Journal of Human Rights-<https://www.tandfonline.com/toc/fjhr20/current>
2. International Human Rights and Justice
3. Journal of Human Rights and Social Work - Spinger

E References:

1. <https://www.jstor.org/stable/20628693>
2. <http://www.uop.edu.pk/ocontents/Lec-3%20Dimensions%20of%20Human%20Rights.pdf>
3. <https://www.hhrjournal.org>
4. <https://ideas4development.org/en/rights-future-generations-legal-humanism>
5. <https://www.ohchr.org>

Recommended Text Books:

1. Haragopal, G. Political economy of human rights: Emerging dimensions Unknown Binding. Mumbai: Himalaya Pub. House.1998
2. Leo Tolstoy,(2015), War and peace, Finger Print Publishers

Course Outcome:

Students will be able to

CO No.	CO STATEMENT
CO 1	Analyse the various dimensions of Human Rights internationally
CO 2	Evaluate the new applied fields of Human Rights
CO 3	Critically examine the modern forms of Human Rights violations like peace, development etc.,
CO 4	Evaluate the human rights violations by non-state entities
CO 5	Examine the future of the world in human rights perspective

MAPPING:

Course outcome with programme specific outcome

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
AVERAGE	3	3	3	3	3

Teaching Methodology:

- Lecture (Chalk and Talk-OHP-LCD)
- Videos or short films
- Problem Solving-Group Discussion-Role Modelling
- Debates
- Quiz
- Seminar
- Peer Learning
- Field Visits to related governmental and non- governmental bodies

Evaluation pattern:

Knowledge Level	Section	Word Limit	Marks	Total
K 3	A-5/8x8 marks	500	40	100
K4,K5	B-3/5x20 marks	1500	60	

SEMESTER – III
BIOMEDICAL ETHICS AND HUMAN RIGHTS

Teaching hours: 60 hours
Credits: 4

Course Code: 9SP21/3E4/BHR
LTP: 3 1 0

Course Objectives:

- To facilitate an insight into human rights issues in field of Bio- Medical ethics
- To create an understanding of issues pertaining to treatment, consent, accessibility and availability as Human rights
- To give sufficient exposure on the international, national policies and agencies on Bio-Medical ethics to initiate discussion on pricing, sustainability and free health care.

Course Outline:

- UNIT I: Historical evolution of biomedical ethics – Medical Holocaust – Formation and Functions of WHO, WMA and IMA. 10 hrs
- UNIT II: Issues pertaining to Euthanasia, Abortion (Medical Termination of Pregnancy), Surrogacy, Organ Transplantation, Generic Medicine; Creation, Validation, Authorization, and Supply of Vaccination during Pandemic Related Emergency. 15 hrs
- UNIT III: Issues in the International Scenario – Medical Tourism, Ethical Issues and concerns on Pricing, Imports and R&D on Life Saving Medicine, Un-consented Human Testing, Cloning - Issues pertaining to Medical insurances and Corporate Hospitals. 15hrs
- UNIT IV: National Legislation – Right to Life, Right to Access to Health and Medical Care, Right to Fair Pricing of Medical Care; Provisions in the Consumer Protection Act in the light of Biomedicine, Guiding Principles on Human Organ Transplantation. 15 hrs
- UNIT V: Overview of WMA’s Statement on Access to Health Care, Importance and significance of European Convention on Human Rights and Biomedicine and Additional Protocols to the Convention. 15 hrs

Reference Books:

1. David, DeGrazia, Human Identity and Bioethics, Cambridge University Press, June 2005
2. Albert. R. Jonsen, The Birth of Bioethics, Oxford University Press, USA, August 2003
3. Bismi Gopalakrishnan, Mercy Khaute, Reflection of Medical Law and reflection in India, Eastern Law House, First Edition, 2016

E References:

1. <https://www.wma.net/policies-post/wma-declaration-of-helsinki-ethical-principles-for-medical-research-involving-human-subjects/>
2. https://www.echr.coe.int/documents/convention_eng.pdf
3. <https://www.wma.net/policies-post/wma-statement-on-access-to-health-care/>
4. <https://archivos.juridicas.unam.mx/www/bjv/libros/10/4861/11.pdf>

Journals:

1. Journal of Medical Ethics
2. Ethics, Medicine and Public Health, Elsevier

Recommended Text Books:

1. Reich, W. T. (ed.), (1978), Encyclopedia of Bioethics, Free Press, New York
2. National guidelines for ethics committees reviewing biomedical and health research

Course Outcome:

Students will be able to

CO No.	CO STATEMENT
CO 1	Outline the evolution of Biomedical Ethics, identify and discuss the national and international agencies and their role in improving Health Care.
CO 2	Analyze issues pertaining to Biomedical ethics and Human rights and will be able to evaluate and discuss the extend of protection extended by the national and legal policies
CO 3	Apply and analyze the international policies and its applicability in the national scenario, and will enable them to identify the need and can advocate for the need of quality health care
CO 4	Review and compare on international measures and can identify the need for reformation in the national policies.
CO 5	Understand and apply the international mechanisms to the Indian scenario.

Mapping:

Course Outcome with Programme Specific Outcome

CO/ PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	3	3	3
CO2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	3	3	3
AVERAGE	3	3	3	3	3

Key: Strongly Correlated-3 Moderately Correlated-2 Weakly Correlated-1 No Correlation-0

Teaching Methodology:

- Lecture (Chalk and Talk-OHP-LCD)
- Flipped Learning/Blended Classroom-E Content, Videos
- Problem Solving-Group Discussion-Role Modeling
- Quiz-Seminar
- Peer Learning
- Field Visits

Evaluation Pattern:

Knowledge Level	Section	Word Limit	Marks	Total
K 3	A-5/8X8 marks	500	40	100
K4, K5	B-3/5x20 marks	1500	60	

SEMESTER - III

HUMAN RIGHTS - DEVELOPMENT, PEACE AND SECURITY

TEACHING HOURS: 60 HOURS

COURSE CODE: 9SP21/3E4/HDP

CREDITS: 4

LTP: 3 1 0

Course Objectives:

- To gain an appreciation of the premise that right to development embraces Human Rights
- To understand better, issues concerning Development, Peace and Security
- To gain an insight into rule of law issues within international security
- To provide inputs on the interdependence of Development, Peace and Security for the better promotion of Human Rights
- To accelerate the understanding of importance of United Nations

Course Outline:

UNIT I:	UN's 1986 Declaration of the Human Right to Development- AmartyaSen on Development- Human Development concept- HDR OF UNDP- Development versus environment debate.	15 hrs
UNIT II:	Definition of Peace-Peace as the presence of Justice-Nexus between Peace and Development- Pacifism –Role of International Peace Organizations - Gandhi's views on Peace, non-violence and conflict resolution	15 hrs
UNIT III:	Objectives of the United Nations- Role of UN Peacekeeping mission- Role of The United Nation's Department of Political Affairs in Peacemaking and Preventive Action- UNODA	10 hrs
UNIT IV:	Global Security-Rule of Law issues within international security-- Disarmament and Arms control- Conflict resolution techniques.	10 hrs
UNIT V:	Concept of Human Security propounded by UNDP -Development and Security – Entitlement failures resulting from Conflict- How Peace, Development and Security are inter-dependent and mutually reinforce Human Rights.	10 hrs

Reference Books:

1. Amartya Sen. Development as Freedom, Oxford University Press 1999.
2. Anderson, M.B. (1999), Do No Harm: How Aid Can Support Peace or War, Lynne Rienner, London
3. Aoi, C., R. Thakur and C.H. de Coning (eds.) (2007), Unintended Consequences of Peacekeeping, United Nations University Press, New York
4. The United Nations, Peace And Security, From Collective Security To The Responsibility To Protect By Ramesh Thakur, Published In The United States of America by Cambridge University Press, New York

Journals:

1. Devinfo Newsletter

E Reference:

1. www.uk.coffey.com/our-projects/helmand-monitoring-and-evaluation-programme
2. www.danida.netboghandel.dk.
3. www.alnap.org/pool/files/rteguide.pdf
4. conflictsensitivity.org

Recommended Text Books:

1. OECD (2001c), Poverty Reduction, The DAC Guidelines, DAC, OECD, Paris
2. Picciotto, R. and R. Weaving (eds.) (2006), Security and development: investing in peace and prosperity, Routledge, London

Course Outcomes:

Students will be able to

CO No.	CO STATEMENT
CO 1	Analyze international politics and the operations of United Nation's aim and procedural functioning
CO 2	Evaluate holistic and sustainable development for peace modules
CO 3	Examine peace courts and international human rights.
CO 4	Criticise the countries based on safety and security
CO 5	Appreciate the interdependency of nations

Mapping:

Course outcome with programme specific outcome

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
AVERAGE	3	3	3	3	3

Key: Strongly Correlated-3 Moderately Correlated-2 weakly Correlated-1 No Correlation-0

Teaching Methodology:

- Lecture (Chalk and Talk-OHP-LCD)
- Flipped Learning/Blended Classroom-E Content, Videos
- Problem Solving-Group Discussion-Role Modelling
- Quiz-Seminar
- Peer Learning
- Field Visits

Evaluation Pattern:

Knowledge Level	Section	Word Limit	Marks	Total
K 3	A-5/8x8 marks	500	40	100
K4,K5	B-3/5x20 marks	1500	60	

Reference Books:

1. Mangari Rajendiran,(2010) First Information Report, Asia Law House.
2. Drafting of Deeds and Documents with model forms(2007), JBA publishers,
3. K.M. Sharma, (2019) Affidavit, Kamal publishers.
4. S. Parameshwaran,(2010) Law of Affidavits, forwarded by Dr.K.G. Balakrishnan.
5. Bhakshi, (2004) Constitution of India, Manohar Publications, 2nd edition,
6. C. D. Chakraborty,(1993), A guide to the Conveyancing, Protection of Human Rights Act,

Journals:

1. Affidavit Evidence
2. Affidavit
3. Economic and Political Weekly
4. Evidence

E Reference:

1. <https://www.pilsni.org/about-public-interest-litigation>
2. <https://www.drishtiiias.com/to-the-points/Paper2/public-interest-litigation>
3. <https://www.legalserviceindia.com>
4. <https://nhrc.nic.in>
5. <https://main.sci.gov.in/guidelines-orders>

Recommended Books:

1. Mangari Rajender,(2010), First Information Report (FIR), Asia Law House.
2. K. Tiwari,(2011), National human rights provisions, B.R Publishing Corporation.
3. Dr. B L Wadhera,(2016), Public Interest Litigation, Universal Law Publishing an imprint of LexisNexis

Course Outcome:

Students will be able to

CO Number	CO STATEMENT
CO 1	Advance knowledge about filing a case and use it in day to day life.
CO 2	To utilize the provisions of affidavit
CO 3	To accumulate knowledge about various human rights protection mechanisms and make use of it in daily life.
CO 4	Outline the national and the local protecting mechanisms available in defending human rights.
CO 5	To make us of the knowledge of the public interest litigation and utilize it in daily life.

Mapping:

Course Outcome With Programme Specific Outcome

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
AVERAGE	3	3	3	3	3

Key: Strongly Correlated-3 Moderately Correlated-2 Weakly Correlated-1 No Correlation-0

Teaching Methodology:

- Lecture (Chalk and Talk-OHP-LCD)
- Flipped Learning/Blended Classroom-E Content, Videos
- Problem Solving-Group Discussion-Role Modelling
- Quiz-Seminar
- Peer Learning
- Field Visits

Evaluation Pattern:

Knowledge Level	Section	Word Limit	Marks	Total
K 3	A-5/8x8 marks	500	40	100
K4, K5	B-3/5x20 marks	1500	60	

SEMESTER III
PRESENTATION SKILLS

TEACHING HOURS : 30hrs

COURSE CODE:9SP21/3S/PTS

CREDITS: 2

LTP 2 0 0

Course Objectives:

- To create understanding of the basic pattern of an effective presentation
- To enable students to know about the techniques and methods of human rights advocacy
- To clarify on the various facets of public presentation
- Explain on the street theatre techniques with social relevance
- Prepare students on how to handle audience during all kinds of presentation

Course Outline:

- UNIT I Making an effective PowerPoint presentation - Preparing a presentation: identifying a topic, layout of the presentation, visual aids, getting information together, transitions, sequencing; delivering the presentation: language focus, introducing the subject, body language, signalling, summarising, developing arguments, inviting and handling questions. 10hrs
- UNIT II Performances in stage and street theatre - Social analysis for problem identification, body language, creativity, sense of stage (space establishment) characterisation, voice exercise, face expressions, music and rhythm, script writing, dialogue delivery, scene conjunction, lighting and team work 10 hrs
- UNIT III Public speaking - Choosing the topic, clarity of purpose, support material, illustrating statistics, organising speech, language use, modulation, rehearsing, appearance, eye contact, expressions, gestures, body posture, managing anxiety about public speaking. 10 hrs

Reference books:

1. Sasikumar.V and P.V. Dhamija. 1993. Spoken English: A Self-Learning Guide to Conversation Practice. 34th Reprint. Tata McGraw-Hill. New Delhi
2. Swets, Paul. W. 1983. The Art of Talking So That People Will Listen: Getting Through to Family, Friends and Business Associates. Prentice Hall Press. New York
3. Lewis, Norman. 1991. Word Power Made Easy. Pocket Books
4. Pease, Allan. 1998. Body Language: How to Read Others Thoughts by their Gestures. Sudha Publications. New Delhi

Journal:

1. Dolan, Robert. Effective presentation skills, FEMS Microbiology Letters, Volume 364, Issue 24, 2017

E-Reference:

1. www.lauchtoastmasters.org
2. www.speakerfortune.com

Recommended Text Books:

1. Lucas, Stephen.2001. Art of Public Speaking.Mc-Graw Hill.
2. De Bono, Edward. 1993. Serious Creativity. Reprint, Harper Business.

Course Outcomes:

Students will be able to

CO No.	CO STATEMENT
CO 1	advocate human rights in different ways to different sectors of the society
CO 2	effectively present the ideas to the target audience in an efficient way
CO 3	analyse and understand the need of the audience and act accordingly
CO 4	create effective street theatres and sensitize people
CO 5	acquire advocacy and campaigning jobs with excellent presentation skills

Mapping-course outcome with programme specific outcome

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
AVERAGE	3	3	3	3	3

Key: Strongly Correlated-3 Moderately Correlated-2 Weakly Correlated-1 No Correlation-0

Teaching Methodology:

- Lecture and guest lectures by experts
- Theatre presentations
- Role Modelling
- Seminar
- Peer Learning
- Field Visits to related governmental and non- governmental bodies

Evaluation Pattern:

Knowledge Level	Section	Word Limit	Marks	Total
K 4	A-5x10marks	500	50	50

SEMESTER – III
INTELLECTUAL PROPERTY RIGHTS

(self-study paper offered for students who scored above 75% marks in first two Semesters)

Teaching hours: 0 hours

Course Code: 9SP21/3SS/IPR

Credits: 2

LTP: 000

Course Objective:

- To make the students understand the concept of Intellectual Property and enlighten them on human rights and intellectual property
- To make students learn international for protection of intellectual property rights and its implications in the national policies
- To make students understand the issues pertaining to developing countries and intellectual property rights and to enlighten them on functions & operations of IPR Organizations
- To make understand the tangibility of new technology evolutions of software and intellectual property right.

Course Outline:

Unit I:	Justification of Intellectual property as a Human Right, Evolution and importance of WIPO and WTO.	15hrs
Unit II:	Introduction to Patent, Designs, Copyrights, Trademarks, Geographical Indication, Trade Secrets and Service Marks, Layout Designs of Integrated Circuits, Undisclosed Information.	20hrs
Unit III:	Significance of TRIPS, National treaties available In India – overview of IPR legislations	20hrs
Unit IV:	Developing Countries and Intellectual Property Debate – Role of Foreign Direct Investment (FDI) – Intellectual Property and Prices of Products – Role of IPR in Pharma Industry and Lifesaving drugs – Compulsory Licensing – Generic Medicine – Indigenous Knowledge and Natural Resources.	20hrs
Unit V:	Justification for the Protection of Computer Software as an Intellectual Property Rights – Monopoly of Software products.	15hrs

Reference books:

1. Keith .E. Masters, Intellectual Property Rights in the Global Economy, 2000
2. Stephen B. Brush, DorenStabinsky, Valuing Local Knowledge: Indigenous People and IPR, Edited, Washington D.C, Island Press, 1996
3. A. Chandrasekaran, Intellectual Property Law, C. Sitaraman & Co. Pvt, Ltd, Chennai,

Journals:

1. American Intellectual Property Law Association Quarterly Journal
2. Berkeley Technology Law Journal
3. Cardozo Arts & Entertainment Law Journal
4. Chicago-Kent Journal of Intellectual Property
5. European Intellectual Property Review
6. Fordham Intellectual Property, Media & Entertainment Law Journal
7. IDEA: The Intellectual Property Law Review
8. Intellectual Property and Technology Forum
9. Intellectual Property and Technology Law Journal
10. International Review of Intellectual Property and Competition Law

E References:

1. https://dipp.gov.in/sites/default/files/National_IPR_Policy_English.pdf
2. <http://www.ipindia.nic.in>

Recommended Text books:

Stephen Fishman, (1998), Copyright handbook: how to protect & use written works, Nolo Press,.

Jill Gilbert, (2004), The entrepreneur's guide: to patents, copyrights, trademarks, trade secrets & licensing, Berkley Books,

Course Outcome:

The Students will be able to

CO No.	CO STATEMENT
CO 1	Will be able to discuss and justify the human rights perspective of intellectual property and will be able to coordinate and communicate the working process of WTO and WIPO
CO 2	Will be able to identify and apply case specific concepts of intellectual property in their research projects
CO 3	Will be able to identify, discuss and apply various international and national treaties pertaining to Intellectual Property
CO 4	Will be able to relate, discuss and advocate for reformed intellectual property rights to address the issues in the developing countries.
CO 5	Will be able to analyze and critique the new perspective of emerging technologies in Cyberspace and will be able to relate it to intellectual property rights.

Mapping:

Course outcome with programme specific outcome

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
AVERAGE	3	3	3	3	3

Key: Strongly Correlated-3 Moderately Correlated-2 Weakly Correlated-1 No Correlation-0

Teaching Methodology:

- Lecture (Chalk and Talk-OHP-LCD)
- Flipped Learning/Blended Classroom-E Content, Videos
- Problem Solving-Group Discussion-Role Modelling
- Quiz-Seminar
- Peer Learning
- Field Visits

Evaluation Pattern:

Knowledge Level	Section	Word Limit	Marks	Total
K 3	A-5X8 marks	500	40	100
K4, K5	B-3/5x20 marks	1500	60	

SEMESTER – III
RIGHTS OF THE REFUGEES

(Self-study paper offered for students who scored above 75% marks in first two Semesters)

TEACHING HOURS: 0 HOURS
CREDITS: 2

COURSE CODE: 9SP21/3SS/ROR
LTP: 000

Course Objectives:

- To introduce the students to the concepts of Forced displacement and Migration of population
- To enable the students to understand the severity and consequences of displacement Internationally
- To help students to understand the human rights concepts and situations of forced migration.

Course Outline:

- UNIT I: Conceptual Definitions: Displaced Persons and Refugees; Statelessness; Environmentally induced migration; rights of Refugee: Right to return, Right to non-refoulement, Right to family reunification, Right to travel and restriction of onward movement
- UNIT II: International Context: Refugee Convention, 1951; Organisation of African Unity, Carthegena Declaration, Legal Framework – Citizenship (Amendment) Act, 2019; Institutional Framework – UNHCR, 1950; Nansen International Office for Refugees
- UNIT III: Issues – Access to territory and Protection at Sea; First Country Asylum and Safe Third Country - Integration and Naturalisation, Canvas Ceiling - Health issues and Access to health care services, Education and employment, issues relating to exploitation and cessation of refugee status
- UNIT IV: Major World Population displacements due to geo-political issues; Refugee asylums in India; Relief and rehabilitation measures
- UNIT V: Case Studies: Tibetan refugees, Sri lankan Refugees, Rohinyas, Chin and Chackma refugees; Narmada Bachao Andolan, Polavaram, Tsunami displaced persons

Reference Books:

1. Benz, Georg (2009): Political economy of managed migration Nonstateactors,Europeanization,and the politics of designing migration policies. Oxford & IBH Publishing co. New Delhi
2. Bauer, Harald (2006): Labour Movement: How Migration Regulates Labor Markets. Oxford University Press, London.
3. Khadri, Binod (2009): India Migration Report 2009. Past present and the future outlook. International Migration and Diaspora Studies Project, ZakirHussain Centre for Educational Studies, Jawaharlal Nehru University, New Delhi.
4. Nayyar, Deepak (2000): Globalisation and Migration: Retrospect and Prospect. V.V. Giri National Labour Institute, Noida.
5. Rajan, S. Irudaya& Marie Percot(2011): Dynamics of Indian Migration. Routledge, New Delhi.
6. Rao, M.S.A (2005): Studies in Migration Internal and International Migration in India. Manohar Publication, Delhi.
7. Sasikumar, S.K (2001): International Labour Migration from Independent India, V.V. Giri National Labour Institute, Noida

Journals:

1. International Journal of Refugee Law
2. Journal of Refugee studies
3. Journal of Migration and Refugee Issues

E Reference:

1. www.brookings.edu
2. www.eurac.edu
3. www.panossouthasia.org
4. www.wiscomp.org
5. www.safhr.org
6. www.unhcr.org
7. www.rsc.ox.ac.uk
8. www.nam-india.org
9. www.mcrg.ac.in
10. www.epw.org.in
11. <http://www.fmreview.org>
12. <http://www.forcedmigration.org>

Recommended Text Books:

1. The Oxford Handbook of International Refugee Law, University of Oxford
2. Loescher., (2021) Refugees: A very short introduction, Oxford University press

Course Outcome:

The Students will be able to

CO No.	CO STATEMENT
CO 1	Critically examine literature and data on forced migration
CO 2	Categorize the concept of forced migration/refugee and its historical context and changing patterns
CO 3	Examine political, social, economic, cultural approaches to forced migration in the local, regional and global context
CO 4	Analyze various real world responses to promote better practice in managing forced migration. Construct own arguments in relation to a range of issues of forced migration
CO 5	To work in teams, practice communication/debate skills to resolve issues and responses to forced migration

Mapping:

Course outcome with programme specific outcome

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
AVERAGE	3	3	3	3	3

Key: Strongly Correlated-3 Moderately Correlated-2 Weakly Correlated-1 No Correlation-0

Teaching Methodology:

- Guidance and Directions to learn relevant information
- Problem Solving-Group Discussion-Role Modelling
- Quiz-Seminar
- Peer Learning
- Field Visits

Evaluation pattern:

Knowledge Level	Section	Word Limit	Marks	Total
K 3	A-5/8x8 marks	500	40	100
K4, K5	B-3/5x20 marks	1500	60	

SEMESTER – IV
HUMAN RIGHTS AND DUTIES TOWARDS THE ENVIRONMENT

TEACHING HOURS: 90 HRS
CREDIT: 4

COURSE CODE: 9SP21/4C/HRE
LTP: 3 3 0

Course Objectives:

- To facilitate understanding of environment as a third generation human right.
- To understand the importance of sustainable development, prevention, control and abatement of pollution control
- To know about the role of public interest litigation and judicial activism pertaining to environmental issues.
- To establish sustainable development with the environmental legislation.

Course Outline:

UNIT I	Definition of Environment as Human Right; environment traditions and movements in India, environmental ethics, Salient features of The Environment (Protection) Act, 1986, Relevant Environmental legislative provisions in India	10 hrs
UNIT II	Environmental Impact Assessment, Eco-labeling, environmental racism, ecocide (the planned and purposeful destruction of the environment), and the victimization of those supporting environmental rights.	10 hrs
UNIT III	Ozone depletion and Global Warming, depletion of forest and natural resources, health effects of chemical substances, Issues of Industrial Pollution, Prevention, Rehabilitation; Safety of Nuclear Technologies, Issues of Waste Disposal, e-dumping- Sustainable Development – Inter-generational equity.	25 hrs
UNIT IV	United Nations Environment Program(Summit and conferences) –major environment disasters and conflicts, Impact of Covid on Environment, Environmental Research and Education.	30 hrs
UNIT V	Precautionary Principle and the Polluter pays principle, public trust doctrine, common heritage principle Strict liability, Role of Public Interest Litigation in environmental protection in India; Eco-justice, Green Bench, Environmental governance and Ecosystem management.	15 hrs

Reference Books:

1. C.M. Jariwala,(2004), Environment and Justice, A.P.H., New Delhi.
2. Paras Diwan,(1992), Environment Administration, Law and Judicial Attitude.
3. R.K. Khitoliya,(2005), Environment Protection and the Law, A.P.H. Pub., New Delhi.
4. R.K. Tiwari,(2006) Environment and Human Rights, ABD Pub., Jaipur.
5. Therese Murphy (ed.),(2009) New Technologies and Human Rights, OUP, Clarendon.

Journals:

1. Journal on Human Rights,
2. Advocate : A Weekly Law Journal, The Advocate Company
3. Public Law Journal

E - Reference:

1. <https://www.canada.ca › ozone-layer › depletion-impacts>
2. <https://www.mondaq.com/india/waste-management/624836/environment-laws-in-india>
3. <https://www.india.gov.in/topics/environment-forest>
4. <https://www.unep.org/>
5. <https://www.pilsni.org/about-public-interest-litigation>

Recommended Text Books:

1. Roger Brownsword,(2009) Rights Regulation and the Technological Revolution, OUP, Clarendon.
2. J Cook and C G Ngwena (eds.),(2007) Health and Human Rights, OUP, Clarendon.
3. C G Weeramantry, (1997), Justice without Frontiers: Protecting Human Rights in the Age of Technology, OUP, Clarendon.

Course Outcomes:

Students will be able to

CO No.	CO STATEMENT
CO 1	Advance knowledge about human rights and duties towards environment.
CO 2	To accumulate knowledge about environmental impact assessment and victimization of those supporting environment rights.
CO 3	Accumulating knowledge about environment and human rights and safety for nuclear technologies and sustainable development.
CO 4	Outline the United nations environment program and communicate climate change and major environment disasters and conflicts.
CO 5	To make use of the knowledge of the public interest litigation and utilize in daily life in protecting environment.

Mapping:

Course outcome with programme specific outcome

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
AVERAGE	3	3	3	3	3

Key: Strongly Correlated-3 Moderately Correlated-2 Weakly Correlated-1 No Correlation-0

Teaching Methodology:

- Lecture (Chalk and Talk-OHP-LCD)
- Flipped Learning/Blended Classroom-E Content, Videos
- Problem Solving-Group Discussion-Role Modelling
- Quiz-Seminar
- Peer Learning
- Field Visits

Evaluation Pattern:

Knowledge Level	Section	Word Limit	Marks	Total
K 3	A-5/8x8 marks	500	40	100
K4, K5	B-3/5x20 marks	1500	60	

SEMESTER – IV

CONFLICT RESOLUTION AND HUMAN RIGHTS IN PEACE BUILDING

Teaching hours: 90 hours
Credits: 4

Course Code: 9SP21/4C/CPB
LTP: 3 3 0

Course Objective:

- To expose students to conflict resolution strategies as a process for peace building.
- To make students learn the working of Governmental and International Organizations in conflict resolution and peace building.
- To explain and make students learn and apply the strategies in international conventions and treaties in building peace through conflict resolution.

Course Outline:

UNIT I:	Importance of Conflict Resolution Strategies For Peace Building In Recognition Of Human Rights. Theories of Conflict Resolutions And Peace Building In A Democratic Environment	10hrs
UNIT II:	Different Types Of Conflict Situation: Wars Conflicts, Ethnic Conflicts, Religious Violence, Gender Violence and Environmental Conflicts; Types Of Peace Building: Negative Peace Building, Positive Peace Building And Just Peace Building	20hrs
UNIT III:	Techniques Of Conflict Resolution And Peace Building In United Nations: Mediation, Negotiation, Arbitration And Peace Building. Techniques to Counter Terrorism.	20 hrs
UNIT IV:	Government And Non-Governmental Organization In Conflict Resolutions And Peace Building: Law Enforcement Agencies, Ombudsmen, Courts, Tribunals And Ad-Hoc Commissions, UNO, International Court Of Justice, ILO, WIPO, Commonwealth, International Red Cross	20 hrs
UNIT V:	International Conventions and Charter On Conflict Resolutions And Peace Building: Overview Of - Paris Peace Conference, ICJ Charter, Geneva Convention	20 hrs

Reference Books:

1. Amartya Sen, (1999), *Development as Freedom*, Oxford University Press.
2. Ramesh Thakur *The United Nations, Peace and Security: From Collective Security to The Responsibility to Protect*, United Nations University, Tokyo

Journals:

1. Devinfo Newsletter

E- Resources:

1. <https://legaldesire.com/ombudsman-in-india/>
2. <https://www.icj-cij.org/en/history>
3. <https://www.wipo.int/amc/en/>
4. https://codesria.org/IMG/pdf/3_contemporary_theories_peace_security_paix_et_se_curite.pdf
5. <https://thecommonwealth.org/our-work>
6. <http://idcindia.org/research-units/governance-conflict-resolution-and-peace-building/>

Recommended Text Books:

1. Deshpande A Bhagyashree, Human Rights law and Practice, Central Law Publications, Allahabad, 2017
2. Human Rights- a basic handbook for UN Staff (online pdf at <https://www.ohchr.org>)

Course Outcome:

The Students will be able to

CO No.	CO STATEMENT
CO 1	Understand the theories and strategies in the policy making in a democratic system
CO 2	Identify and apply conflict resolution strategies in situation specific need and lead to peace building
CO 3	Understand international procedural techniques and standards of conflict resolution and will be able to apply in the working of peace building.
CO 4	Differentiate between the different working model of each organization to specific conflict needs and can be involved in the negotiation, mediation and arbitration procedures.
CO 5	Work in different International forums for Negotiation, Mediation and Arbitration and be involved in Researches relating to conflict resolution.

Mapping:

Course outcome with programme specific outcome

CO/ PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	3	3	3
CO2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	3	3	3
AVERAGE	3	3	3	3	3

Key: Strongly Correlated-3 Moderately Correlated-2 Weakly Correlated-1 No Correlation-0

Teaching Methodology:

- Lecture (Chalk and Talk-OHP-LCD)
- Flipped Learning/Blended Classroom-E Content, Videos
- Problem Solving-Group Discussion-Role Modelling
- Quiz-Seminar
- Peer Learning
- Field Visits

Evaluation Pattern:

Knowledge Level	Section	Word Limit	Marks	Total
K 3	A-5/8x8 marks	500	40	100
K4, K5	B-3/5x20 marks	1500	60	

SEMESTER – IV
CYBER ISSUES AND HUMAN RIGHTS

TEACHING HOURS: 90
CREDIT: 4

COURSE CODE: 9SP21/4C/CHR
LTP: 3 3 0

Course Objectives:

- To provide basic knowledge and awareness about cyber issues, cyber security and its impact on human rights
- To describe the ways and means of preventing the erosion of universally guaranteed freedoms through the use of computers.
- To introduce human rights students to ever growing & complex world of electronic security.
- To enlighten the different risks faced in digital social media environment and the ways of dealing with them.
- To outline the human rights relevant legal provisions related to information technology

Course Outline:

- UNIT I: Cyber issues and its impact on human rights; Threats to right to privacy; Right to freedom of expression and Right to Dissent created through internet; Duty to respect rights and protect reputation, Duty to protect national security and public order. 20 hrs
- UNIT II: Data Security: Software piracy, Bug Exploits; Password creation- Mnemonics; Password protection – Brute force, Cryptology, Steganography; Malicious software, virus, worm, Macro virus, zero day exploits and Mass surveillance 20 hrs
- UNIT III: Internet Security – Anonymous internet use, Internet censorship, Blogging, Cookies, Hacking; email filtering – phishing, Spoofing, email bombing, defamatory emails, threatening emails, salami attacks 15 hrs
- UNIT IV: Social Networking- significance of social media in promoting human rights; various types of social networking sites and apps; information sharing practices online; Cyber Bullying, cyber hate, online pornography, cyber stalking, Cyber Forensics, Cyber espionage and Cyber warfare 15 hrs
- UNIT V : Select Provisions of Information Technology Act, 2000, Amended in 2008 (with specific reference to Sec 65, 66, 67, 70, 72, 73) Computer related legislations in Indian penal Code (Sec 503, 499, 463, 420, 463, 383, 500) NDPS Act (Online sale of drugs); Arms Act (online sale of ammunitions) 20 hrs
(Only a basic conceptual understanding of the terminologies are required)

Reference Books:

1. Kevin F. Steinmetz. 2016. Hacked: A Radical Approach to Hacker Culture and Crime, New York University Press. ISBN: 978-1479869718.
2. Peter Grabosky, 2016, Cybercrime. Oxford University Press. ISBN: 978-0190211554, 2016.
3. Richard A. Clarke & Robert K. Knake, Cyber war: threat to national security and what to do about it, 2010
4. Ronald J. Deibert, Black code: surveillance, privacy and the dark side of the internet, 2013

Journals:

1. IJRDO Journal of Law and Cyber Crime,
2. International Journal of Cyber Criminology
3. Journal of national Security Law and Policy

E Reference:

1. <http://www.fgcu.edu/support/office2000>
2. <http://www.computerschool.net/computer/cpu.html>
3. https://www.gp-digital.org/wow-content/uploads/2016/05/Travel-Guide-to-the-Digital-World_Cybersecurity-Policy-for-HRD.pdf

Recommended Text Book:

1. Majid, Yar., Steinmetz, Kevin., (2019), Cyber Crime and Society, ISBN: 9781526440655, Sage Publications Ltd.
2. Wagner, Ben et.al (2019), Research Handbook on Human Rights and Digital Technology, ISBN 9781785367717, Edward Elgar Publishing

Course Outcome:

The Students will be able to

CO No.	CO STATEMENT
CO 1	Define and describe the nature and scope of cyber crimes and human rights violations
CO 2	Have a clarity on the threats to data security and measure of data protection
CO 3	Explicate the threats prevailing in internet and the remedies available
CO 4	Be aware of the dangers in social digital media and defence mechanisms
CO 5	Have a clarity and apply the legal measures available for any human rights violations happening n cyber space

Mapping:

Course Outcome with Programme Specific Outcome

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
AVERAGE	3	3	3	3	3

Key: Strongly Correlated-3 Moderately Correlated-2 Weakly Correlated-1 No Correlation-0

Teaching Methodology:

- Lecture (Chalk and Talk-LCD)
- Flipped Learning/Blended Classroom-E-Content, Videos
- Group Discussion – Brain storming sessions
- Quiz-Seminar
- Peer Learning

Evaluation Pattern:

Knowledge Level	Section	Word Limit	Marks	Total
K 3	A-5/8X8 marks	500	40	100
K4, K5	B-3/5x20 marks	1500	60	

SEMESTER IV

INTERNATIONAL OBLIGATIONS TOWARDS HUMAN RIGHTS

TEACHING HOUR: 90 HRS

COURSE CODE: 9SP21/4C/IOR

CREDITS: 4

L T P: 3 3 0

Course Objectives:

- To trace the growth of United nations and the working of its subsidiary bodies towards human rights protection.
- To sketch the role and contribution of various international bodies in protecting and promoting human rights.
- To outline the role of various non – governmental organizations and their bodies in protecting human rights all over the world
- To evaluate the work of UN towards key issues concerning world.
- To understand practically, the working of the UN meeting with the help of Model UN.

Course Outline:

UNIT I	United Nations system- international human rights treaties - international monitoring, implementation and enforcement mechanisms - UN Human Rights Council- thematic mechanisms, working groups and special rapporteurs.	15 hrs
UNIT II	International court of justice- overview of -International Labour Organisation (ILO) - United Nations Educational, Scientific and Cultural Organization (UNESCO), United Nations Children's Emergency Fund (UNICEF), United Nations High Commissioner for Refugees (UNHCR).	15 hrs
UNIT III	UN and Non Governmental Organisations - role in meetings and consultative status - Amnesty International- Human Rights Watch -International Committee on the Red Cross- Geneva Conventions.	12 hrs
UNIT IV	Key issues concerning UN – Global health- antimicrobial resistance, Climate and Environment, Promotion of Sustained Economic Growth and Sustainable Development, Maintenance of International Peace and Security, Support of the Development of Africa, Promotion and Protection of Human Rights, Coordination of Humanitarian Assistance Efforts, Promotion of Justice and International Law Nuclear, Chemical and Conventional Weapons Disarmament, Drug Control, Crime Prevention and Counter-terrorism	15 hrs
UNIT V	Practicum - Model United Nations.	3 Hrs

Reference Books:

1. Anuradha Kumar, Human Rights: Global Perspectives, Sarup & Sons, 2002.
2. D.J.Ravindran, Human Rights Praxis: -A Resource Book for Study, Action And Reflection, Asian Forum for Human Rights and Development, 1998.
3. Philip Alston (Edited), The United Nations and Human Rights: A Critical Appraisal, Oxford University Press, 2020
4. Dr.S. Mehartaj Begum (Edited) -Human Rights In India: Issues And Perspectives, Ashish Publishing House, 2000
5. Claude.E.Welch Jr.(Edited)-NGOs And Human Rights:-Promise And Performance, University of Pennsylvania Press, 2000

Journals:

1. The International Journal of Human Rights
2. Journal of Human Rights

E Reference:

1. www.un.org
2. <https://www.ohchr.org>

Recommended Text Books:

1. Deshpande A Bhagyashree, Human Rights law and Practice, Central Law Publications, Allahabad, 2017
2. Human Rights- a basic handbook for UN Staff (online pdf at <https://www.ohchr.org>)

Course Outcomes:

The Students will be able to

CO No.	CO STATEMENT
CO 1	Understand the constitution and working of the United Nations for the protection of human rights
CO 2	Be equipped to get opportunities in United Nations and international NGOs.
CO 3	Evaluate the role of international human rights bodies
CO 4	Analyse the international mass human rights issues and the role of UN
CO 5	Acquire skills on the working of UN and its assembly meetings

Mapping:

Course outcome with programme specific outcome

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
AVERAGE	3	3	3	3	3

Teaching Methodology:

- Lecture (Chalk and Talk-OHP-LCD)
- Videos or short films
- Problem Solving-Group Discussion-Role Modelling
- Debates/ Quiz/ Seminar
- Peer Learning
- Field Visits to related governmental and non- governmental bodies

Evaluation Pattern:

Knowledge Level	Section	Word Limit	Marks	Total
K 3	A-5/8X8 marks	500	40	100
K4,K5	B-3/5x20 marks	1500	60	

SEMESTER - IV
PROJECT: A STUDY OF HUMAN RIGHTS / VIOLATIONS

TEACHING HOURS:60 HOURS

COURSE CODE: 9SP21/4P/PRO

CREDITS: 3

LTP: 0 1 3

Course Objectives:

- To learn the processes used in formulating and conducting human rights research projects
- To experience the conditions under which research may be undertaken, and the impact of these conditions on the type of research to be conducted, including the methodology and project management
- To comprehend the range of qualitative and quantitative techniques and methods used in research, including applicability and limitations
- Learn to perform some of the more common qualitative and quantitative techniques, including survey, data collection, analysis and reporting

Course Outcomes:

Students will be able to

CO No.	CO STATEMENT
CO 1	Identify and utilize relevant previous work that supports their research
CO 2	Articulate a timely and important research question
CO 3	Work collaboratively with other researchers, demonstrating effective communication and problem-solving skills
CO 4	Present the research effectively in a conference setting and a written publication
CO 5	Reflect constructively on their research experience, identifying what was learned, personal strengths and opportunities for growth, and how the experience informs their future educational and career goals

Mapping:

Course outcome with programme specific outcome

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
AVERAGE	3	3	3	3	3

Key: Strongly Correlated-3 Moderately Correlated-2 Weakly Correlated-1 No Correlation-0

Teaching Methodology:

- Discussions with experts
- Library visits-Books, Journals reference
- Rapport building, sampling, Data collection and Data analysis
- Seminar
- Chapterisation and Report writing

Evaluation Pattern:

Knowledge level	Pattern of evaluation	Marks	Total	Special Instructions any
K4, K6	Participation, Report Preparation and Prompt Submission	30	100	<ul style="list-style-type: none">• Compile information observed and collected• Examine and break information into parts• Present and defend opinions
K5, K6	Seminar Presentation	10		
K6	Final Report	20		
K5, K6	Viva-voce	40		

SEMESTER IV
INTRODUCTION TO SOCIAL WORK

TEACHING HOURS: 30 HRS
CREDITS: 2

COURSE CODE: 9SP21/4S/ISW
L T P: 2 0 0

Course Objectives:

- To understand about social work and its profession and practice
- To gain insight about the historical development of the social work.
- To learn various concepts relevant to social work

Course Outline:

UNIT I	Introduction to social work: Definition, scope, objectives of social work, Functions, Concepts related to social work: Social service, social welfare, social reform, social movement, social action, social development and empowerment, social security.	6 hrs
UNIT II	History of social work in west (USA and England) and in India. Social movements in India: social service, traditional social institutions –contribution of social reformers, Christian missionaries, Gandhi, and NGO’s to social work.	4 hrs
UNIT III	Social Work Profession: Origin and Growth of Social Work in India - Principles, Philosophy and values and Code of Ethics of Social Work Profession - Social work profession as a change agent - Fields and Methods of Social Work– Roles and Skills of Social Worker - Field Work and Importance of Field Work Supervision - Professional organizations – Status and Problems of social work practice & recognition of social work profession in India.	10 hrs
UNIT IV	Areas of social work practice: Health, mental health, community service, child care, legal and correctional vocational rehabilitation, education, economic and social development, rural development, urban development, industrial, and environment. Role of Government and Voluntary Organizations in promoting Social Welfare - Changing trends in social work and the role of social worker and the government in promoting social work profession in India.	10 hrs

Reference Books:

1. Bradford, W. Sheafor, Charles, R. Horejsi, Gloria A. - Fourth Edition (1997) Techniques and Guidelines for Social Work, London : Allyn and Bacon, A Viacom Company
2. Desai, Murali (2002) Ideologies and Social Work (Historical and Contemporary Analysis),Jaipur : Rawat Publication.
3. Diwakar, V. D. (1991) Social Reform Movement in India, Mumbai : Popular Prakashan
4. Dubois, Brenda, Krogsrud, Karla, Micky - Third Edition (1999) Social Work - An Empowering Profession, London : Allyn and Bacon
5. Jainendra Kumar Jha (2002) Practice of Social Work, Anmol Publications, New Delhi.

Journal:

1. Journal of Human Rights and Social Work
2. The Indian Journal of Social Work

E Reference:

1. <https://www.napswi.org/>

Recommended Text Book:

1. Batra, Nitin (2004) Dynamics of Social Work in India, Jaipur : Raj Publishing House.
2. Joshi S.C (2004) The Handbook of Social Work, Akansha Publishing House, New Delhi

Course Outcomes:

Students will be able to

CO No.	CO STATEMENT
CO 1	Understand and Demonstrate Ethical and Professional Behavior
CO 2	Engage Diversity and Difference in Practice
CO 3	Advance Human Rights and Social, Economic, and Environmental Justice in social work practice
CO 4	Intervene with Individuals, Families, Groups, Organizations, and Communities
CO 5	Engage with Individuals, Families, Groups, Organizations, and Communities effectively

Mapping

Course outcome with programme specific outcome

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
AVERAGE	3	3	3	3	3

Key: Strongly Correlated-3 Moderately Correlated-2 Weakly Correlated-1 No Correlation-0

Teaching Methodology:

- Lecture and guest lectures by experts
- Theatre presentations
- Role Modelling
- Seminar
- Peer Learning
- Field Visits to related governmental and non- governmental bodies

Evaluation Pattern:

Knowledge Level	Section	Word Limit	Marks	Total
K 4	A-5x10marks	500	50	50