

# **Ethiraj College for Women**

## **Post Graduate Department of**

### **Human Rights and Duties Education**

#### **Syllabus**

##### **To be effective from 2018-2020**

#### **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 OUTCOME (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.

## PROGRAMME PROFILE

Course Code	Course title	Hrs/ Wk	Credi ts	CA	End Sem ester	Total	Teachin g/hrs	L-T-P
<b>SEMESTER I</b>								
9SP18/1C/HHP	Human Rights-A Historical Perspective	6	4	40	60	100	90	3 3 0
9SP18/1C/HIC	Human Rights And Duties Under Indian Constitution	6	4	40	60	100	90	3 3 0
9SP18/1C/HR	Key Legislations Furthering Human Rights in India	6	4	40	60	100	90	3 3 0
9SP18/1C/HGR	Human Rights And Group Rights	6	4	40	60	100	90	3 3 0
9SP18/1E1/FVS or 9SP18/1E1/IHR	Field Visits to Human Rights Organisation Or Implementing Human Rights in Daily Life	4	3	40	60	100	60	3 1 0
9G18/1S/PEW	SBS 1 - Personality Enrichment for Women	2	2	NA	NA	50	30	2 0 0

## SEMESTER II

9SP18/2C/HCJ	Human Rights And Criminal Justice System	5	4	40	60	100	75	3 2 0
9SP18/2C/HAR	Human Rights Advocacy And Redress of Grievances	5	4	40	60	100	75	3 2 0
9SP18/2C/HDD	Human Rights in Developed and Developing Countries	5	4	40	60	100	75	3 2 0
9SP18/2C/HDF	Human Rights and Duties of the Fourth Estate	5	4	40	60	100	75	3 2 0
9SP18/2E1/LRS or 9SP18/2E1/HWE	Labour Rights or Human Rights And Women's Empowerment	4	3	40	60	100	60	3 1 0
9SP18/2E/DWR	NME1 - Defending Women's Rights	4	3	40	60	100	60	3 1 0
9SP18/2S/AST	SBS 2 - Communication Skill in English/ French for Beginners/ German for Beginners	2	2	NA	NA	50	30	2 0 0
	Summer Internship		2					

### SEMESTER III

9SP18/3C/RMR	Research Methodology for Social Sciences	6	4	40	60	100	90	3 3 0
9SP18/3C/HRG	Human Rights And Gender	5	4	40	60	100	75	3 2 0
9SP18/3C/CIS	Contemporary Issues In Human Rights	5	4	40	60	100	75	3 2 0
9SP18/3E3/NGO or 9SP18/3E3/EDR	Human Rights And NGO Management / Emerging Dimensions of Human Rights	4	3	40	60	100	60	3 1 0
9SP18/3E/AHR	NME2 - Application Of Human Rights in Daily Life	4	3	40	60	100	60	3 1 0
9SP18/3E4/BHR or 9SP18/3E4/HDP	Bio Medical Ethics And Human Rights / Human Rights- Development, Peace and Security	4	3	40	60	100	60	3 1 0
9SP18/3S/PTS	SBS 4 - Presentation Skills	2	2	NA	NA	50	30	2 0 0
9SP18/3SS/FWH	Field work in human rights organisations	0	2	40	60	100	00	

### SEMESTER IV

9SP18/4C/HRE	Human Rights And Duties Towards The Environment	6	4	40	60	100	90	3 3 0
9SP18/4C/IPR	Intellectual Property Rights And Human Rights	6	4	40	60	100	90	3 3 0
9SP18/4C/CHR	Cyber Issues And Human Rights	6	4	40	60	100	90	3 3 0
9SP18/4C/PRO	Project - A Study of Human Rights/ Violation	6	4	40	60	100	90	3 3 0
9SP18/4E1/IHR or 9SP18/4E1/CSO	International Obligations Towards Human Rights / Human Rights and Civil Society Organisation	4	3	40	60	100	60	3 1 0
9SP18/4S/ISW	SBS 3 - Introduction to Social Work	2	2	NA	NA	50	30	2 0 0

**TEMPLATE FOR EVALUATION PATTERN**

**Continuous Assessment - 40 Marks /**

**End Semester Evaluation - 100 Marks Reduced to 60 Marks**

**SEMESTER I**

Course Code	Course title	Continuous Assessment				
		Test	Test	A/S/Q/F*	PL*	Tot
9SP18/1C/HHP	Human Rights-A Historical Perspective	10	10	10	10	40
9SP18/1C/HIC	Human Rights And Duties Under Indian Constitution	10	10	10	10	40
9SP18/3C/HRL	Key Legislations Furthering Human Rights in India	10	10	10	10	40
9SP18/1C/HGR	Human Rights And Group Rights	10	10	10	10	40
9SP18/1E1/FVS Or 9SP18/1E1/IHR	Field Visits to Human Rights Organisation Or Implementing Human Rights in Daily Life	Assessment Pattern in Page 5				
		10	10	10	10	40
9G18/1S/PEW	SBS 1 - Personality Enrichment for Women	10	10	10	10	40

**SEMESTER II**

9SP18/2C/HCJ	Human Rights And Criminal Justice System	10	10	10	10	40
9SP18/2C/HAR	Human Rights Advocacy And Redress of Grievances	10	10	10	10	40
9SP18/2C/HDD	Human Rights In Developed and Developing Countries	10	10	10	10	40
9SP18/2C/HDF	Human Rights and Duties of the Fourth Estate	10	10	10	10	40
9SP18/2E1/LRS or 9SP18/2E1/HWE	Labour Rights or Human Rights And Women's Empowerment	10	10	10	10	40
9SP18/2E/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**

9SP18/3C/RMR	Research Methodology for Social Sciences	10	10	10	10	40
9SP18/3C/HRG	Human Rights And Gender	10	10	10	10	40
9SP18/3C/CIS	Contemporary Issues In Human Rights	10	10	10	10	40
9SP18/3E1/NGO or 9SP18/3E1/EDR	Human Rights and NGO Management or Emerging Dimensions of Human Rights	10	10	10	10	40
9SP18/3E2/BHR or 9SP18/3E2/HDP	Bio Medical Ethics And Human Rights or Human Rights- Development, Peace and Security	10	10	10	10	40
9SP18/3E/AHR	NME2 - Application of Human Rights in Daily Life	10	10	10	10	40
9SP18/4S/PTS	SBS 4 - Presentation Skills	10	10	10	10	40
9SP18/3S/ISW	SBS 3 - Introduction to Social Work	10	10	10	10	40
9SP18/3SS/FWH	Self study paper – Field work in human rights organisation	Assessment pattern page 5				

#### SEMESTER IV

9SP18/4C/HRE	Human Rights And Duties Towards The Environment	10	10	10	10	40
9SP18/4C/IPR	Intellectual Property Rights And Human Rights	10	10	10	10	40
9SP18/4C/CHR	Cyber Issues And Human Rights	10	10	10	10	40
9SP18/4C/PRO	Project - A Study of Human Rights/ Violation	Assessment Pattern in Page 5				
9SP18/4E1/IOE or 9SP18/4E1/CSO	International Obligations Towards Human Rights/ or Human Rights and Civil Society Organisation	10	10	10	10	40
9SP18/3S/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, SELF STUDY PAPER AND PROJECT**

**PRACTICAL PAPER  
9SP15/1E/FVS - FIELD VISITS TO HUMAN RIGHTS ORGANISATIONS**

**Continuous Assessment**

Attendance	10
Participation in Field visits	10
Report Preparation and Submission	10
Seminar Presentation	10
<b>Total</b>	<b>40</b>

**End Semester Valuation Pattern**

Report Presentation	20
Final Report	20
Viva – Voce	20
<b>Total</b>	<b>60</b>

**SELF STUDY PAPER  
9SP18/3SS/FWH - FIELD WORK IN HUMAN RIGHTS ORGANISATIONS**

<b>Pattern of evaluation</b>	<b>Marks</b>
Attendance, Participation, Report Preparation and Prompt Submission	30
Seminar Presentation	10
Final Report	20
Viva-voce	40
Total	100

**PROJECT**  
**9SP15/4C/PRO –A STUDY OF HUMAN RIGHTS/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
<b>Total</b>	:	<b>40 Marks</b>

**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	9G18/1S/PDW	SBS 1 - Personality Development for Women
II	9SP18/2S/AST	SBS 2 - Communication Skills in English/ French for Beginners/ German for Beginners
III	9SP18/3S/PTS	SBS 4 - Presentation Skills
IV	9SP18/4S/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: 9SP18 /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	Human Rights - Conceptual Setting - Meaning, Nature and Scope; Classification; Theories of Human Rights.	15hrs
UNIT II	Evolution of the Concept of Human Rights - 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	Asian Perspective on Human Rights – Cultural Relativism Vs Universalism - World Conference on Human Rights – Vienna.	15 hrs
UNIT V	Indian Perspective –, Raj neethi, LokNeethi, DandaNeethi, Nyaya, Dharma; Indian Freedom Struggle; Human Values – Humanity, Compassion and Virtues.	20hrs

**RECOMMENDED TEXTBOOKS:**

Andrew Clapham, (2015), “Human Rights A very short Introduction” Oxford University Press

Sastry, T.S.N., (2005), “India and Human Rights: reflections”, Concept Publishing Co.,

Goldberg, Elizabeth Swanson., Moore, Alexandra., (2004), Theoretical Perspectives on Human Rights and Literature, Routledge Publications.

Iyer, Krishna, V.R., (1999), “The Dialectics and Dynamics Of Human Rights In India-Yesterday, Today And Tomorrow”, Eastern Law House

Bromley, P., & Garnett Russell, S. (2010). *The Holocaust as history and human rights: A cross-national analysis of Holocaust education in social science textbooks*,

## REFERENCE BOOKS:

Kamruzzaman, Md., Shashi, Kanto Das., (2001), "The Evaluation of Human Rights: An Overview in Historical Perspective

Forsythe, David., (2009), Encyclopedia of Human Rights (5 Volumes), Oxford University Press

Higgins, Rosalyn. *Themes and Theories: Selected Essays, Speeches and Writings in International Law*. Oxford University Press, USA, 2009

Joseph, Sarah, Jenny Schultz, and Melissa Castan. *The International Covenant on Civil and Political Rights: Cases, Materials, and Commentary*. Oxford University Press, 2000

Moyn, Samuel. *The Last Utopia: Human Rights in History*. Reprint. Belknap Press, 2012

## JOURNALS:

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.

Rokeya, Begum. (1997). Human Rights- An Overview in Historical Perspective, Sociological Journal, J.S.D. Volume - 12 No 1, New Delhi.

Z. I. Chodhry. (1992). Introducing Human Rights: Concept and Practice, International Review of Humanism and Human Rights, Vol-1, p, 49.

## E-LEARNING RESOURCES:

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

## COURSE OUTCOMES:

CO Number	CO STATEMENT
CO 1	Hold a strong base in attaining knowledge about the concept 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 current scenario
CO 5	Relate and identify the basic concepts of human rights in India and implications

**MAPPING-COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME**

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

**QUESTION PAPER PATTERN**

<b>Knowledge Level</b>	<b>Section</b>	<b>Word Limit</b>	<b>Marks</b>	<b>Total</b>	<b>Special Instructions if any</b>
<b>K 3</b>	<b>A-5X8 marks</b>	<b>500</b>	<b>40</b>	<b>100</b>	Question No.- is compulsory Section B/C- must be have 2 theory and 3problems
<b>K4, K5</b>	<b>B-3/5x20 marks</b>	<b>1500</b>	<b>60</b>		

**SEMESTER - I**  
**HUMAN RIGHTS AND DUTIES UNDER INDIAN CONSTITUTION**

**TEACHING HOURS: 90 HOURS**  
**CREDITS: 4**

**COURSECODE: 9SP18/1C/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 <sup>rd</sup> and 74 <sup>th</sup> 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. J.N. Pandey - Constitutional Law of India, Central Law Agency, Allahabad, 2016
3. Krishna Gupta - Social Equality and The Indian Constitution
4. P.L. Mehata, NeenaVerma - Human Rights Under the Indian Constitution

**e-Learning Resources:**

1. [www.infochangeindia.org/humanibp.jsp](http://www.infochangeindia.org/humanibp.jsp) - 92k
2. [jurist.law.pitt.edu/world/india.htm](http://jurist.law.pitt.edu/world/india.htm) - 29k
3. [www.hrcr.org/safrica/emergency\\_powers/prov\\_indian\\_const.html](http://www.hrcr.org/safrica/emergency_powers/prov_indian_const.html) - 4k
4. [indiancourts.nic.in/indian\\_jud.htm](http://indiancourts.nic.in/indian_jud.htm) - 50k –

**Course Outcome:**

CO NUMBER	CO STATEMENT
CO 1	Students will be able to identify and discuss the evolution and principles of The Constitution and functions of the Indian Political Frame
CO 2	Will be able to apply, rationalize and advocate for the fundamental rights elucidated in the Indian Constitution and utilize the avenue for Redressal
CO 3	will be able to asses and communicate the issues and process on Panchayathi Raj System and Municipal Corporation
CO 4	Will be able to apply the principles of PIL and Advocate for Human Rights issues through redressal mechanism available
CO 5	Will be able to Identify the working process of the electoral process and will be able to assess autonomy of the Election Commission of India.



## MAPPING:

KEY: STRONGLY CORELATED-3 MODERATELY CORELATED-2 WEAKLY  
CORELATED-1 NO CORELATION-0

## TEACHING METHODOLOGY:

Lecture (Chalk and Talk-OHP-LCD)

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
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
<b>AVERAGE</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>

Flipped Learning/Blended Classroom-E Content, Videos-  
Problem Solving-Group Discussion-Role Modelling  
Quiz-Seminar-  
Peer Learning-  
Field Visits-  
Self-Study Papers

## QUESTION PAPER PATTERN-PG\*

Knowledge Level	Section	Word Limit	Marks	Total	Special Instructions if any
K 3	A-5X8 marks	500	40	100	Question No.- is compulsory Section B/C-must be have 2 theory and 3problems
K4, K5	B-3/5x20 marks	1500	60		

## SEMESTER I

### KEY LEGISLATIONS FURTHERING HUMAN RIGHTS IN INDIA

**TEACHING HOURS: 90 HRS**  
**CREDITS: 4**

**COURSECODE: 9SP18/1C/HRL**  
**LTP: 3 3 0**

#### 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	Note on legal instruments – treaty – bilateral and multilateral – convention and covenants, declaration protocol resolution, charter and statute, executive orders	20 hrs
UNIT II	PHRA 1993, - Right to Information Act, 2005 – Consumer Protection Act	20 hrs
UNIT III	Rights of Persons with disability Act 2016 – The National Commission for Safai Karamcharis Act 1993- Maintenance of senior citizens Act.	15 hrs
UNIT IV	Criminal Law Amendment Act 2017 – Dowry Prohibition Act – Prohibition of Eve Teasing Act	15 hrs
UNIT V	Salient features of Right of Children to Free and Compulsory Education Act, 2009 – Prohibition child marriage Act - salient features of the, POCSO Act.	20 hrs

#### Course Outcomes:

##### Students completing the course will be able to:

1. Empowered to protect them through the knowledge imparted through the Acts.
2. Help them to understand the various Laws availed to them.
3. Helps them to recognize the non-discrimatory policies adopted the Govts.

#### REFERENCE BOOKS:

##### BARE ACTS:

1. Protection of Human Rights Act, 1993
2. Right of Children to Free and Compulsory Education Act, 2009
3. The National Commission for Safai Karamcharis Act, 1993
4. Civil Rights Act, 1955
5. Labour and Industrial Law –S.N.Mishra. Central Law Publication ,Allahabad
6. 6.The Commission of Sati(Prevention) Act
7. SC and ST (Prevention of Atrocities) Act, 1989

## WEBSITES AND e-LEARNING SOURCES:

1. [jurist.law.pitt.edu/world/india.htm](http://jurist.law.pitt.edu/world/india.htm) - 29k
2. [www.ilo.org](http://www.ilo.org)

CO Number	CO STATEMENT
CO 1	Identifies the international legal instruments and create a strong base of knowledge about International advocacy mechanisms of human rights.
CO 2	To explain the National level advocacy mechanisms and to apply the 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 CORELATED-3 MODERATELY CORELATED-2 WEAKLY CORELATED-1 NO CORELATION-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

## QUESTION PAPER PATTERN

<b>Knowledge Level</b>	<b>Section</b>	<b>Word Limit</b>	<b>Marks</b>	<b>Total</b>	<b>Special Instructions if any</b>
<b>K 3</b>	<b>A-5X8 marks</b>	<b>500</b>	<b>40</b>	<b>100</b>	Question No.- is compulsory Section B/C-must be have 2 theory and 3problems
<b>K4, K5</b>	<b>B-3/5x20 marks</b>	<b>1500</b>	<b>60</b>		



## WEBSITES AND e-LEARNING SOURCES:

www.un.org

## COURSE OUTCOMES:

CO	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	Analyse 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

### QUESTION PAPER PATTERN

<b>Knowledge Level</b>	<b>Section</b>	<b>Word Limit</b>	<b>Marks</b>	<b>Total</b>	<b>Special Instructions if any</b>
<b>K 3</b>	<b>A-5X8 marks</b>	<b>500</b>	<b>40</b>	<b>100</b>	Question No.- is compulsory Section B/C- must be have 2 theory and 3problems
<b>K4,K5</b>	<b>B-3/5x20 marks</b>	<b>1500</b>	<b>60</b>		

**SEMESTER - I**  
**FIELD VISITS TO HUMAN RIGHTS ORGANIZATIONS**

**TEACHING HOURS: 60 HOURS**  
**CREDITS: 3**

**COURSE CODE: 9SP18/1E1/FVS**  
**LTP: 0 1 3**

**COURSE OBJECTIVE:**

- 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

**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.

**REFERENCE BOOKS:**

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



## **JOURNALS:**

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

## **E-LEARNING RESOURCES:**

<https://www.scidev.net/global/journalism/practical-guide/how-to-report-from-visits-and-field-trips.html>

[https://www.cpp.edu/~rms/docs/Field\\_Trip\\_Checklist.pdf](https://www.cpp.edu/~rms/docs/Field_Trip_Checklist.pdf)

## **COURSE OUTCOMES:**

<b>CO Number</b>	<b>CO STATEMENT</b>
The students will be able to -	
CO 1	Apply the exposure gained through field visits to strategically plan 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**

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

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

## SEMESTER – I

### IMPLEMENTING HUMAN RIGHTS IN EVERYDAY LIFE

**TEACHING HOURS: 60**

**COURSE CODE: 9SP18/IE/IHR**

**CREDITS: 4**

**LTP:3 1 0**

#### **OBJECTIVE:**

- 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

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.

#### **Course Outcomes:**

Students completing the course will be able to:

1. Advocate through various available mechanisms at local level.
2. Recognize where to address the issues pertaining to human rights violations
3. Understand the areas for self-defending laws and hence practice advocacy in human rights.

#### **REFERENCE BOOKS:**

1. Muralimanohar Art of Conveyancingmurali
2. Drafting of Deeds and Documents with model forms (Book + CD), JBA publishers, 2007
3. Code of Civil Procedure. Professional
4. Book Publishers
5. Bhakshi, Constitution of India manohar and Pleading, , 2<sup>nd</sup> edition, 2004

6. C. D. Chakraborty A guide to the Conveyancing
7. Protection of Human Rights Act, 1993

<b>CO Number</b>	<b>CO STATEMENT</b>
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**

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

**KEY: STRONGLY CORELATED-3 MODERATELY CORELATED-2 WEAKLY CORELATED-1 NO CORELATION-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-

#### **QUESTION PAPER PATTERN**

<b>Knowledge Level</b>	<b>Section</b>	<b>Word Limit</b>	<b>Marks</b>	<b>Total</b>	<b>Special Instructions if any</b>
<b>K 3</b>	<b>A-5X8 marks</b>	<b>500</b>	<b>40</b>	<b>100</b>	Question No.- is compulsory Section B/C-must be have 2 theory and 3problems
<b>K4, K5</b>	<b>B-3/5x20 marks</b>	<b>1500</b>	<b>60</b>		

**SEMESTER – II**  
**HUMAN RIGHTS AND CRIMINAL JUSTICE SYSTEM**

**TEACHING HOURS: 75 HRS**  
**CREDIT: 4**

**COURSE CODE: 9SP18/2C/HCJ**  
**LTP: 3 2 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, non-institutional and community based methods of corrections - probation, after-care, half way houses, Preventive detentions and under trials; Theories of punishments in the prison and various types 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

**RECOMMENDED TEXTBOOKS:**

1. Dennis Sullivan, (2002), "Handbook of Restorative Justice: A Global Perspective", Berlin,
2. Chockalingam, K., (1996), "Readings In Victimology", Raviraj Publications

3. Mathur, K. M., (1996), “Crime, Human Rights and National Security”.
4. Peter Birks, (1995), Reshaping The Criminal Justice & Human Rights, 1995
5. Thilagaraj, R, (2000), “Human Rights & Criminal Justice Administration”, Manohar Publications, New Delhi,
6. Handbook of Human Rights and criminal justice in India, South Asian Human Rights Documentation Centre, 2010

### **E-LEARNING RESOURCES:**

[http://www.humanrightsfirst.org/international\\_justice/icc/icc.htm](http://www.humanrightsfirst.org/international_justice/icc/icc.htm)

<http://www.hrccj.org/>

### **COURSE OUTCOMES:**

<b>CO Number</b>	<b>CO STATEMENT</b>
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 with the 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**

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

## QUESTION PAPER PATTERN

<b>Knowledge Level</b>	<b>Section</b>	<b>Word Limit</b>	<b>Marks</b>	<b>Total</b>	<b>Special Instructions if any</b>
<b>K 3</b>	<b>A-5X8 marks</b>	<b>500</b>	<b>40</b>	<b>100</b>	Question No.- is compulsory Section B-must be have 2 theory and 3situational analysis/ applied human rights
<b>K4, K5</b>	<b>B-3/5x20 marks</b>	<b>1500</b>	<b>60</b>		

**SEMESTER II**  
**HUMAN RIGHTS ADVOCACY AND REDRESS OF GRIEVANCES**

**TEACHING HOURS: 75 HRS**  
**CREDITS: 4**

**COURSE CODE: 9SP18/2C/HAR**  
**LTP: 3 2 0**

**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 and 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 organizations providing redress services – Common Wealth Human Rights Initiative, Internatinal Justice Mission.	15 hrs
UNIT V	Specialised Redress Mechanisms – Lok Adalats – Mahila Courts – Fast Track Courts- Special Courts – State Legal Aid Authority	15 hrs

**Course Outcomes:**

**Students completing the course will be able to:**

1. Advocate through various available mechanisms at local, National and Regional level.
2. Recognize where to address the issues pertaining to human rights violations
3. Understand the areas of difficulties in implementing and redressing human rights for themselves and for other as well.
4. Avail jobs in the various commissions as human rights experts.

**REFERENCE BOOKS:**

1. Anuradha Kumar, Human Rights: Global Perspective, Sarup& Sons, New Delhi, 2002



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

### WEBSITES AND e-LEARNING SOURCES:

1. [www.un.org](http://www.un.org)

CO Number	CO STATEMENT
CO 1	To identify the public advocacy methods and apply it for 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. o
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 CORELATED-3 MODERATELY CORELATED-2 WEAKLY CORELATED-1 NO CORELATION-0

### TEACHING METHODOLOGY:

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

Peer Learning  
Field Visits

### QUESTION PAPER PATTERN

<b>Knowledge Level</b>	<b>Section</b>	<b>Word Limit</b>	<b>Marks</b>	<b>Total</b>	<b>Special Instructions if any</b>
<b>K 3</b>	<b>A-5X8 marks</b>	<b>500</b>	<b>40</b>	<b>100</b>	Question No.- is compulsory Section B/C- must be have 2 theory and 3problems
<b>K4, K5</b>	<b>B-3/5x20 marks</b>	<b>1500</b>	<b>60</b>		

**SEMESTER - II**  
**HUMAN RIGHTS IN DEVELOPED AND DEVELOPING COUNTRIES**

**TEACHING HOURS: 75 HOURS**  
**CREDITS: 4**

**COURSE CODE: 9SP18/2C/HDD**  
**LTP: 3 2 0**

**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 the Developed countries – USA, UK, Canada, Australia, Russia – Civil and political Rights – Rights of immigrants.	15 hrs
UNIT II	Universal Suffrage Movement, Abolitionist movement Civil Rights Movement in United States of America	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	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 North Africa.	18 hrs
UNIT V	Poverty and Human Rights in the developing world – Sustainable Development Goals- Oil issues in the Gulf	12hrs

**COURSE OUTCOME:**

**Students will be able to**

1. Evaluate the human rights scenario in the west.
2. Critically analyse the link between developed and developing countries with respect to human rights.
3. Evaluate the various facets of globalization in developed countries.
4. Examine the economic situation of India in human rights perspective
5. Analyse the human rights scenario in the developing world.
6. Identify the ways for achieving sustainable development goals

### REFERENCE BOOKS:

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

### WEB SITES AND e-LEARNING SOURCES:

1. [www.un.org](http://www.un.org)
2. [www.hrw.org](http://www.hrw.org)

### COURSE OUTCOMES:

CO Number	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
<b>AVERAGE</b>	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

### QUESTION PAPER PATTERN

Knowledge Level	Section	Word Limit	Marks	Total	Special Instructions if any
K 3	A-5X8 marks	500	40	100	Question No.- is compulsory Section B/C- must be have 2 theory and 3problems
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: 9SP18/2C/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. 15hrs
- Unit III Issues – 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 and Conspiracy of Silence 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. 15hrs

#### Reference Books:

1. Arnett, Peter. “Goodbye World — Why Foreign News is Vanishing from America’s Newspapers”, American Journalism Review, November 1998, pp. 50-67.
2. Bagdikian, Ben H. The Media Monopoly. Boston: Beacon Press, 1983 and 1997 editions.
3. Burnheim, Sally. The Right to Communicate — The Internet in Africa. London: Article 19, 1999.
4. Casmir, Fred, ed. Communications in Eastern Europe — The Role of History, Culture, and Media in Contemporary Conflicts. Mahwah: Lawrence Erlbaum Associates, 1995.

6. Cohen, Stanley. Denial and Acknowledgement: The Impact of Information about Human Rights Violations. Jerusalem: Centre for Human Rights, the Hebrew University of Jerusalem, 1995.
7. Comor, Edward A. "Governance and the 'Commodisation' of Information", Global Governance 4, 2, April-June 1998, pp. 217-233.

**Course Outcome:**

<b>CO NUMBER</b>	<b>CO STATEMENT</b>
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 also can design and utilize the forum for promotion of human rights.

**MAPPING:**

<b>CO/ PSO</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO 1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3
<b>CO 3</b>	3	3	3	3	3
<b>CO 4</b>	3	3	3	3	3
<b>CO 5</b>	3	3	3	3	3
<b>AVERAGE</b>	3	3	3	3	3

KEY: STRONGLY CORELATED-3 MODERATELY CORELATED-2 WEAKLY CORELATED-1 NO CORELATION-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

### **QUESTION PAPER PATTERN**

<b>Knowledge Level</b>	<b>Section</b>	<b>Word Limit</b>	<b>Marks</b>	<b>Total</b>	<b>Special Instructions if any</b>
<b>K 3</b>	<b>A-5X8 marks</b>	<b>500</b>	<b>40</b>	<b>100</b>	Question No.- is compulsory Section B/C- must be have 2 theory and 3
<b>K4, K5</b>	<b>B-3/5x20 marks</b>	<b>1500</b>	<b>60</b>		



## **SEMESTER – II**

### **LABOUR RIGHTS**

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

**COURSECODE: 9SP18/2E3/HRM**  
**LTP: 3 1 0**

#### **OBJECTIVE:**

- 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

**Unit I:** Human Resource management: an overview- Functions –Labour Rights of Organised and Unorganised Sector. 12hrs

**Unit II:** Recruitment and Selection – Equality and non-discrimination – Reservation / Affirmative action – Skill development and Development 12hrs

**Unit III:** Assessment of employees – Rights of employees with regards to compensation and benefits – Social security – retrenchment and downsizing. 12hrs

**Unit IV:** Overview of labour welfare laws – Minimum wages Act, Payment of Bonus Act, Employees’ State Insurance Act, Provident Fund Act – Labour reforms. 12hrs

**Unit V:** Compliance of human rights standards - Creating a safe workplace - Work ethics - Protection against Sexual Harassment – Non-discrimination with respect to Age, Sex, Alcoholism, Disease and Medication. 12hrs

#### **Course Outcomes:**

##### **Students completing the course will be able to:**

1. Empowered to protect them through the knowledge imparted through the Acts.
2. Help them to understand the various Labour Laws availed to them.
- 3.Helps them to recognize the non-discrimatory policies adopted the Govt.

#### **REFERENCE BOOKS**

1. Koontz and O’Donnel – Essentials of Management
2. Dala, Ernest – Management Theory and Practice
3. Bagar – Principles of Management
4. DinkarPagare – Business Management

5. Sherikar and Sheriekar – Principles and Practice of Management
6. Mirza S. Saiyadain –Human Resource Management
7. Manmohan Joshi – Human Resource Management

<b>CO Number</b>	<b>CO STATEMENT</b>
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**

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

**KEY: STRONGLY CORELATED-3 MODERATELY CORELATED-2 WEAKLY CORELATED-1 NO CORELATION-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

### QUESTION PAPER PATTERN-PG\*

<b>Knowledge Level</b>	<b>Section</b>	<b>Word Limit</b>	<b>Marks</b>	<b>Total</b>	<b>Special Instructions if any</b>
<b>K 3</b>	<b>A-5X8 marks</b>	<b>500</b>	<b>40</b>	<b>100</b>	Question No.- is compulsory Section B/C- must be have 2 theory and 3problems
<b>K4, K5</b>	<b>B-3/5x20 marks</b>	<b>1500</b>	<b>60</b>		

**SEMESTER – II**  
**HUMAN RIGHTS AND WOMEN’S EMPOWERMENT**

**TEACHING HOURS: 75**

**COURSECODE: 9SP18/2E3/HWE**

**CREDIT: 4**

**LTP: 3 1 0**

**OBJECTIVE:**

- 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

## Course Outcome:

<b>CO NUMBER</b>	<b>CO STATEMENT</b>
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:

<b>CO/ PSO</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO 1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3
<b>CO 3</b>	3	3	3	3	3
<b>CO 4</b>	3	3	3	3	3
<b>CO 5</b>	3	3	3	3	3
<b>AVERAGE</b>	3	3	3	3	3

KEY: STRONGLY CORELATED-3 MODERATELY CORELATED-2 WEAKLY CORELATED-1 NO CORELATION-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

**QUESTION PAPER PATTERN-PG\***

<b>Knowledge Level</b>	<b>Section</b>	<b>Word Limit</b>	<b>Marks</b>	<b>Total</b>	<b>Special Instructions if any</b>
<b>K 3</b>	<b>A-5X8 marks</b>	<b>500</b>	<b>40</b>	<b>100</b>	Question No.- is compulsory Section B/C- must be have 2 theory and 3

## SEMESTER – II

### DEFENDING WOMEN’S RIGHTS

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

**COURSECODE: 9SP18/2E2/DWR**  
**LTP: 3 1 0**

#### 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. 10hrs
- UNIT II: Sexual offences - Legal remedies under IPC for Rape, Molestation, Assault with intent to outrage the modesty of women. 20hrs
- UNIT III: Rights related to marriage – Steps to be followed for a marriage (As per the Hindu, Muslim, Christian law and the Special Marriage Act) – Reproductive rights – legal effect of bigamy & adultery - Divorce and Maintenance. 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

**Course Outcome:**

<b>CO NUMBER</b>	<b>CO STATEMENT</b>
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:**

<b>CO/ PSO</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO 1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3
<b>CO 3</b>	3	3	3	3	3
<b>CO 4</b>	3	3	3	3	3
<b>CO 5</b>	3	3	3	3	3
<b>AVERAGE</b>	3	3	3	3	3

KEY: STRONGLY CORELATED-3 MODERATELY CORELATED-2 WEAKLY CORELATED-1 NO CORELATION-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

### QUESTION PAPER PATTERN

<b>Knowledge Level</b>	<b>Section</b>	<b>Word Limit</b>	<b>Marks</b>	<b>Total</b>	<b>Special Instructions if any</b>
<b>K 3</b>	<b>A-5X8 marks</b>	<b>500</b>	<b>40</b>	<b>100</b>	Question No.- is compulsory Section B/C- must be have 2 theory and 3

**SEMESTER III**  
**RESEARCH METHODOLOGY AND REPORT WRITING FOR SOCIAL SCIENCES**

**Teaching hours: 90 hrs**  
**Credit: 4**

**Course Code : 9SP18/3C/RMR**  
**LTP: 3 3 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 date analysis

**COURSE OUTLINE:**

<b>Unit I</b>	Nature and definition of research; Human rights as an object of inquiry; Selecting a research problem; literature review; Framing a research proposal	15 hrs
<b>Unit II</b>	Variables, Objectives, Research questions and Hypothesis; Research methods - descriptive, analytical, comparative, survey, case study.	15 hrs
<b>Unit III</b>	Data collection: types of data, methods of data collection - observation, interview; Research tools - questionnaires, schedules and scales; Sampling: probability - simple random, systematic, stratified, multi stage; Non probability - snowball, purposive; pilot study; reliability and validity	20 hrs
<b>Unit IV</b>	Data analysis - Report writing, interpretation of results, quantitative and qualitative analysis, documentation, chapterization, references, Problems, Ethics and Confidentiality in human rights research,.	20 hrs
<b>Unit V</b>	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

## RECOMMENDED BOOKS:

1. Babbie, E. (2011). Adventures in social research: Data analysis using IBM SPSS statistics (7th ed.). Los Angeles, California: Pine Forge Press.
2. Gibaldi, Joseph. (1988). A handbook for writers of research papers. New York: Modern Language Association of America.
3. Gilbert, N. (Ed.) (2001). Researching social life. London: SAGE.
4. Kothari, C. R. (1996). Research methodology: Methods & techniques (2nd ed.). New Delhi: Wiley Eastern.
5. Silverman, D. (2004). Qualitative research. London: SAGE.
6. Young, Pauline V. (1966). Scientific social surveys & research (4th ed.). Englewood Cliffs, NJ: Prentice Hall

## COURSE OUTCOMES:

CO Number	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: 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

## QUESTION PAPER PATTERN

<b>Knowledge Level</b>	<b>Section</b>	<b>Word Limit</b>	<b>Marks</b>	<b>Total</b>	<b>Special Instructions if any</b>
<b>K 3</b>	<b>A-5X8 marks</b>	<b>500</b>	<b>40</b>	<b>100</b>	Question No.- is compulsory Section B must be have 2 theory and 3problems
<b>K4, K5</b>	<b>B-3/5x20 marks</b>	<b>1500</b>	<b>60</b>		

**SEMESTER – III**  
**HUMAN RIGHTS AND GENDER**

**Teaching hours: 75 hours**

**Course Code: 9SP18/3C/HRG**

**Credits: 4**

**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. 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 -Colonial Legal system and Position of women – women and family laws – registration of marriages- minimum age at marriage –Laws related to abortion – sex selective abortion (medically terminated pregnancy) – Laws pertaining to Divorce, Maintenance and Inheritance – Rape laws and Marital rape. 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 – Discrimination faced. 10hrs

**Reference Books:**

1. BishakhaDatta, 'And Who Will Make the Chapatis?' : A Study of All-Women Panchayats in Maharashtra, 1998
2. Jeffrey Mehlman And David Gordon Whit, Ashes of Immortality: Widow-Burning In India/Catherine Weinberger-Thomas. Translated By Delhi, Oxford University Press, 2000
3. Atlas of South Asian Children and Women. 1996
4. Atrocities on Indian Women/Dipangshu Chakraborty. 1999,

5. 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

**Course Outcome: The Students**

<b>CO NUMBER</b>	<b>CO STATEMENT</b>
CO 1	Will be able to identify and outline the issues pertaining to gender inequality and will be able to. Explain the concepts for framing gender policies for the gender upliftment.
CO 2	Will be able to 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	Will be able to 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	Will be able to analyze and assess the importance of political participation and representation of women.
CO 5	Will be able to identify the violations faced by third gender and will be able to advocate for need of inclusive policy framework

**MAPPING:**

<b>CO/ PSO</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO 1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3
<b>CO 3</b>	3	3	3	3	3
<b>CO 4</b>	3	3	3	3	3
<b>CO 5</b>	3	3	3	3	3
<b>AVERAGE</b>	3	3	3	3	3

KEY: STRONGLY CORELATED-3 MODERATELY CORELATED-2 WEAKLY CORELATED-1 NO CORELATION-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

**QUESTION PAPER PATTERN-PG\***

<b>Knowledge Level</b>	<b>Section</b>	<b>Word Limit</b>	<b>Marks</b>	<b>Total</b>	<b>Special Instructions if any</b>
<b>K 3</b>	<b>A-5X8 marks</b>	<b>500</b>	<b>40</b>	<b>100</b>	Question No.- is compulsory Section B/C- must be have 2 theory and 3

## SEMESTER - III

### CONTEMPORARY ISSUES IN HUMAN RIGHTS

**TEACHING HOURS: 75 HOURS**

**COURSE CODE: 9SP18/3C/CIS**

**CREDITS: 4**

**LTP: 3 2 0**

#### 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.	15hrs
UNIT II	Liberalisation, Privatisation, Globalisation – related issues – neocolonialism – issues faced by farmers - issue of Special Economic Zones with reference to displacement of disadvantaged sections of the society – issues faced by indigenous people.	20hrs
UNIT III	Issue of global peace and security - Corruption – consumer exploitation– unequal access to health and education.	15 hrs
UNIT IV	Terrorism and Human Rights– Origin and Development – causes – types - Combating Terrorism – Arms trade.	10hrs
UNIT V	Issues on developments in Science and Technology – Intellectual Property Rights - cyber issues.	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 Ajay Verna for Commonwealth Publishers, 1999
3. Alan B Mountjag, The Third World Problem and Perspectives
4. Chitkara M G Gird Hari Sharma. International Terrorism
5. ParmanandParashan,Terrorism Worldwide Indo – US Perspectives,Sarup&Sons,New Delhi, 2002



**COURSE OUTCOMES:**

<b>CO Number</b>	<b>CO STATEMENT</b>
CO 1	Critically analyse issues in a human rights perspective and understand the key causes for the same.
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**

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

### QUESTION PAPER PATTERN-PG\*

<b>Knowledge Level</b>	<b>Section</b>	<b>Word Limit</b>	<b>Marks</b>	<b>Total</b>	<b>Special Instructions if any</b>
<b>K 3</b>	<b>A-5X8 marks</b>	<b>500</b>	<b>40</b>	<b>100</b>	Question No.- is compulsory Section B/C- must be have 2 theory and 3problems

## SEMESTER – III

### NGO MANAGEMENT

**TEACHING HOURS: 60 HOURS**  
**CREDITS: 3**

**COURSE CODE: 9SP18/3E4/NGO**  
**LTP: 3 1 0**

#### 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.	15 hrs
UNIT – III	Proposal Writing, Project planning and management - Monitoring and evaluation of projects – Documentation- Staffing.	15 hrs
UNIT – IV	Fund raising – International, National and Government – International and National NGOs – their roles.	10 hrs
UNIT – V	Emerging people’s movements; Field work with NGOs and Reporting.	15 hrs

#### Students completing the course will be able to:

1. Empowered to start an NGO and protect the vulnerables.
2. Help them to understand the various steps in starting an NGO.
3. Seek jobs in various NGOs(Local/National/International).

#### REFERENCE BOOKS:

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

5. David Lewis, Management of Non-governmental Development Organizations: an Introduction (routledge Studies in the Management of Voluntary and Non-profit Organization).
6. S.L.Goel Administration And Management Of Ngos Text & Case, Deep & Deep
7. ShilajaNagendra, Voluntary Organisations And Social Work, 2007.

### WEBSITES AND e-LEARNING SOURCES:

[www.ngo.org](http://www.ngo.org)

[www.globalpolicy.org/ngos/index.htm](http://www.globalpolicy.org/ngos/index.htm)

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 CORELATED-3 MODERATELY CORELATED-2 WEAKLY CORELATED-1 NO CORELATION-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

## **QUESTION PAPER PATTERN**

<b>Knowledge Level</b>	<b>Section</b>	<b>Word Limit</b>	<b>Marks</b>	<b>Total</b>	<b>Special Instructions if any</b>
<b>K 3</b>	<b>A-5X8 marks</b>	<b>500</b>	<b>40</b>	<b>100</b>	Question No.- is compulsory Section B/C- must be have 2 theory and 3problems
<b>K4, K5</b>	<b>B-3/5x20 marks</b>	<b>1500</b>	<b>60</b>		

## SEMESTER – III

### EMERGING DIMENSIONS OF HUMAN RIGHTS

**TEACHING HOURS: 60hrs**  
**SP15/3E4/EDR CREDIT: 3**

**COURSECODE:**  
**LTP: 3 1 0**

#### **COURSE OBJECTIVES:**

1. To understand the various dimensions of Human Rights internationally
2. To familiarise 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. Haragopal, G. *Political economy of human rights: Emerging dimensions Unknown Binding*. Mumbai: Himalaya Pub. House.1998
2. Jalal, Rameshwar Singh. Bisht, Nandan Singh. *Emerging Dimensions of Global Trade: Discussions on Trade Related Policies*. New Delhi: Sarup& Sons.2006

3. Depommier. Ramakrishnan, P S. *Traditional Ecological Knowledge, Conservation of Biodiversity and Sustainable Development*. Pondicherry: French Institute. 2002
4. S.M. Dev, S.Yedha(eds), *Cities and Sustainability*, Springer Proceedings in Business and Economics.2015

**COURSE OUTCOMES:**

<b>CO Number</b>	<b>CO STATEMENT</b>
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**

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

## QUESTION PAPER PATTERN

<b>Knowledge Level</b>	<b>Section</b>	<b>Word Limit</b>	<b>Marks</b>	<b>Total</b>	<b>Special Instructions if any</b>
<b>K 3</b>	<b>A-5X8 marks</b>	<b>500</b>	<b>40</b>	<b>100</b>	Question No.- is compulsory Section B/C- must be have 2 theory and 3problems
<b>K4,K5</b>	<b>B-3/5x20 marks</b>	<b>1500</b>	<b>60</b>		



**SEMESTER – III**  
**BIOMEDICAL ETHICS AND HUMAN RIGHTS**

**Teaching hours: 60 hours**

**Course Code: 9SP18/3E4/BHR**

**Credits: 4**

**LTP: 3 1 0**

**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 of WHO, WMA and IMA.	10 hrs
Unit II:	Issues pertaining to Euthanasia, Abortion (Medical Termination of Pregnancy), Surrogacy, Organ Transplantation, Generic Medicine, Vaccinations.	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, 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. Paul Farmer, Amartya Sen, Pathologies’ of Power: Health, Human Rights and the New War on the Poor, University of California Press, 2004.
4. Bismi Gopalakrishnan, Mercy Khaute, Reflection of Medical Law and reflection in India, Eastern Law House, First Edition, 2016

### Course Outcome:

<b>CO NUMBER</b>	<b>CO STATEMENT</b>
CO 1	Will be able to outline the evolution of Biomedical Ethics, identify and discuss the national and international agencies and their role in improving Health Care.
CO 2	Will be able to 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	Will be able to 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	Will be able to review and compare on international measures and can identify the need for reformation in the national policies.
CO 5	Will be able to understand and apply the international mechanisms to the Indian scenario.

### MAPPING:

<b>CO/ PSO</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO 1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3
<b>CO 3</b>	3	3	3	3	3
<b>CO 4</b>	3	3	3	3	3
<b>CO 5</b>	3	3	3	3	3
<b>AVERAGE</b>	3	3	3	3	3

KEY: STRONGLY CORELATED-3 MODERATELY CORELATED-2 WEAKLY CORELATED-1 NO CORELATION-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

**QUESTION PAPER PATTERN**

<b>Knowledge Level</b>	<b>Section</b>	<b>Word Limit</b>	<b>Marks</b>	<b>Total</b>	<b>Special Instructions if any</b>
<b>K 3</b>	<b>A-5X8 marks</b>	<b>500</b>	<b>40</b>	<b>100</b>	Question No.- is compulsory Section B/C- must be have 2 theory and 3
<b>K4, K5</b>	<b>B-3/5x20 marks</b>	<b>1500</b>	<b>60</b>		

## SEMESTER - III

### HUMAN RIGHTS - DEVELOPMENT, PEACE AND SECURITY

**TEACHING HOURS: 60 HOURS**

**COURSE CODE: 9SP18/3E2/HDP**

**CREDITS: 4**

**LTP: 3 1 0**

#### **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:**

Amartya Sen. Development as Freedom, Oxford University Press 1999. The United Nations, Peace And Security, From Collective Security To The Responsibility To Protect By Ramesh Thakur, United Nations University, Tokyo, Published In The United States of America by Cambridge University Press, New York

**COURSE OUTCOMES:**

<b>CO Number</b>	<b>CO STATEMENT</b>
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**

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

KEY:STRONGLY CORELATED-3 MODERATELY CORELATED-2WEAKLY CORELATED-1 NO CORELATION-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

## QUESTION PAPER PATTERN

<b>Knowledge Level</b>	<b>Section</b>	<b>Word Limit</b>	<b>Marks</b>	<b>Total</b>	<b>Special Instructions if any</b>
<b>K 3</b>	<b>A-5X8 marks</b>	<b>500</b>	<b>40</b>	<b>100</b>	Question No.- is compulsory Section B/C-must be have 2 theory and 3problems
<b>K4,K5</b>	<b>B-3/5x20 marks</b>	<b>1500</b>	<b>60</b>		



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

#### **MAPPING-COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME**

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

**KEY: STRONGLY CORELATED-3 MODERATELY CORELATED-2 WEAKLY CORELATED-1 NO CORELATION-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



## QUESTION PAPER PATTERN

<b>Knowledge Level</b>	<b>Section</b>	<b>Word Limit</b>	<b>Marks</b>	<b>Total</b>	<b>Special Instructions if any</b>
<b>K 3</b>	<b>A-5X8 marks</b>	<b>500</b>	<b>40</b>	<b>100</b>	Question No.- is compulsory Section B/C- must be have 2 theory and 3problems
<b>K4, K5</b>	<b>B-3/5x20 marks</b>	<b>1500</b>	<b>60</b>		

## **SEMESTER III**

### **PRESENTATION SKILLS**

**TEACHING HOURS :30hrs**

**COURSE CODE:9SP15/3S/PTS**

**CREDITS: 2**

**LTP 2 0 0**

#### **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

#### **COURSEOUTLINE:**

- 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

#### **Course code:**

Students will be able to  
advocate human rights in different ways to different sectors of the society  
effectively present the ideas to the target audience in an efficient way  
analyse and understand the need of the audience and act accordingly  
create effective street theatres and sensitize people  
acquire advocacy and campaigning jobs with excellent presentation skills

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

**COURSE OUTCOMES:**

<b>CO Number</b>	<b>CO STATEMENT</b>
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**

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

**TEACHING METHODOLOGY:**

Lecture and guest lectures by experts

Theatre presentations

Role Modelling

Seminar

Peer Learning

Field Visits to related governmental and non- governmental bodies

**SEMESTER - III**  
**FIELD WORK IN HUMAN RIGHTS ORGANIZATIONS**

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

**TEACHING HOURS: 0**

**COURSE CODE: 9SP18/3SS/FWH**

**CREDITS: 2**

**LTP: 0 0 3**

**COURSE OBJECTIVE:**

- 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:**

**Field work in 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.

**Field work in 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.

**Field work in Non Governmental Institutions dealing with women's rights**

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

**Field work in other voluntary organizations**

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

**RECOMMENDED TEXTBOOKS:**

The students need to refer to relevant books pertaining to the organisation of work.

**COURSE OUTCOMES:**

<b>CO Number</b>	<b>CO STATEMENT</b>
The students will be able to -	
CO 1	Apply the exposure gained through field work to strategically plan 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

## EVALUATION PATTERN

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

## Semester – IV

### HUMAN RIGHTS AND DUTIES TOWARDS THE ENVIRONMENT

**TEACHING HOURS: 90 HRS**

**COURSE CODE: 9SP18/4C/HRE**

**CREDIT: 4**

**LTP: 3 3 0**

#### **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.

#### **COURSE OUTLINE:**

<b>UNIT I</b>	Definition of Environment as Human Right; environment traditions and movements in India, environmental ethics, Salient features of The Environment (Protection) Act, 1986, Relevant provisions in The Constitution of India.	10 hrs
<b>UNIT II</b>	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
<b>UNIT III</b>	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, Sustainable Development – Inter-generationalequity.	25 hrs
<b>UNIT IV</b>	Main functions of United Nations Environment Program – right to development vs right to clean environment, climate change, major environment disasters and conflicts.	30 hrs
<b>UNIT V</b>	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; ecojustice, Green bench, Environmental governance and ecosystem management.	15 hrs

## REFERENCE BOOKS:

1. C.M. Jariwala. Environment and Justice, A.P.H., New Delhi, 2004,
2. ParasDiwan, Environment Administration, Law and Judicial Attitude, 1992
3. R.K. Khitoliya, Environment Protection and the Law, A.P.H. Pub., New Delhi, 2005,
4. R.K. Tiwari, Environment and Human Rights, ABD Pub., Jaipur, 2006,
5. Therese Murphy (ed.), New Technologies and Human Rights, OUP, Clarendon, 2009.
6. Roger Brownsword, Rights, Regulation and the Technological Revolution, OUP, Clarendon, 2009.
7. J Cook and C G Ngwena (eds.), Health and Human Rights, OUP, Clarendon, 2007.
8. C G Weeramantry, Justice without Frontiers: Protecting Human Rights in the Age of Technology, OUP, Clarendon, 1997.

## Course Outcomes:

1. Students will be able to get basic knowledge of environment, pollution and various principles.
2. Students will be able to get the knowledge about Constitutional provisions for the protection of environment.
3. Students will learn about the legal provisions of the water pollution.
4. Students will also learn about the air pollution.
5. Students will get the knowledge about the Environment (protection) Act, powers of central government and state government to make laws and Environment Tribunals.

CO Number	CO STATEMENT
CO 1	Advance knowledge about human rights and duties towards environment.
CO 2	To accumulate knowledge about environmental impact assessment and the 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 the climate change and major environment disasters and conflicts.
CO 5	To make use of the knowledge of the public interest litigation and utilize it in daily life in protecting environment.

**MAPPING-COURSE OUTCOME WITH PROGRAMME SPECIFIC OUTCOME**

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

KEY: STRONGLY CORELATED-3 MODERATELY CORELATED-2 WEAKLY CORELATED-1 NO CORELATION-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

**QUESTION PAPER PATTERN**

<b>Knowledge Level</b>	<b>Section</b>	<b>Word Limit</b>	<b>Marks</b>	<b>Total</b>	<b>Special Instructions if any</b>
<b>K 3</b>	<b>A-5X8 marks</b>	<b>500</b>	<b>40</b>	<b>100</b>	Question No.- is compulsory Section B/C- must be have 2 theory and 3problems
<b>K4, K5</b>	<b>B-3/5x20 marks</b>	<b>1500</b>	<b>60</b>		



**SEMESTER – IV**  
**INTELLECTUAL PROPERTY RIGHTS AND HUMAN RIGHTS**

**Teaching hours: 90 hours**

**Course Code: 9SP18/4C/IPR**

**Credits: 4**

**LTP: 3 3 0**

**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 teach and make students understand the issues pertaining to developing countries and intellectual property rights and to enlighten them on functions & operations of IPR Organizations
- To explain and 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, Trade Marks, 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,

**WEBSITES AND e- LEARNING SOURCES:**

1. [https://dipp.gov.in/sites/default/files/National\\_IPR\\_Policy\\_English.pdf](https://dipp.gov.in/sites/default/files/National_IPR_Policy_English.pdf)
2. <http://www.ipindia.nic.in>

## Course Outcome: The Students

CO NUMB	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 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:

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
<b>AVERAGE</b>	3	3	3	3	3

KEY: STRONGLY CORELATED-3 MODERATELY CORELATED-2 WEAKLY CORELATED-1 NO CORELATION-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

**QUESTION PAPER PATTERN**

<b>Knowledge Level</b>	<b>Section</b>	<b>Word Limit</b>	<b>Marks</b>	<b>Total</b>	<b>Special Instructions if any</b>
<b>K 3</b>	<b>A-5X8 marks</b>	<b>500</b>	<b>40</b>	<b>100</b>	Question No.- is compulsory Section B/C- must be have 2 theory and 3
<b>K4, K5</b>	<b>B-3/5x20 marks</b>	<b>1500</b>	<b>60</b>		

**SEMESTER – IV**  
**CYBER ISSUES AND HUMAN RIGHTS**

**TEACHING HOURS: 90**

**COURSE CODE: 9SP18/4C/CHR**

**CREDIT: 4**

**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. 20hrs

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 20hrs

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 15 hrs

UNIT V : Select Provisions of Information Technology Act, 2000, (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)*

**RECOMMENDED 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

### E-LEARNING SOURCES:

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](https://www.gp-digital.org/wow-content/uploads/2016/05/Travel-Guide-to-the-Digital-World_Cybersecurity-Policy-for-HRD.pdf)

### COURSE OUTCOMES:

CO Number	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 in 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

### QUESTION PAPER PATTERN

<b>Knowledge Level</b>	<b>Section</b>	<b>Word Limit</b>	<b>Marks</b>	<b>Total</b>	<b>Special Instructions if any</b>
<b>K 3</b>	<b>A-5X8 marks</b>	<b>500</b>	<b>40</b>	<b>100</b>	Question No.- is compulsory Section B must be have 2 theory and 3problems
<b>K4, K5</b>	<b>B-3/5x20 marks</b>	<b>1500</b>	<b>60</b>		

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

**TEACHING HOURS: 90 HOURS**

**COURSE CODE: 9SP18/4C/PRO**

**CREDITS: 4**

**LTP: 0 1 5**

**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:**

<b>CO Number</b>	<b>CO STATEMENT</b>
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**

<b>CO/PSO</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3
<b>AVERAGE</b>	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"> <li>• Compile information observed and collected</li> <li>• Examine and break information into parts</li> <li>• Present and defend opinions</li> </ul>
K5, K6	Seminar Presentation	10		
K6	Final Report	20		
K5, K6	Viva-voce	40		



**SEMESTER IV**  
**INTERNATIONAL OBLIGATIONS TOWARDS HUMAN RIGHTS**

**TEACHING HOUR: 60 HRS**  
**CREDITS: 4**

**COURSE CODE: 9SP18/4E1/IOR**  
**L T P: 3 1 0**

**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.

**COURSEOUTLINE:**

<b>UNIT I</b>	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
<b>UNIT II</b>	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
<b>UNIT III</b>	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
<b>UNIT IV</b>	Key issues concerning UN - 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
<b>UNIT V</b>	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

4. Dr.S.Mehartaj Begum (Edited) -Human Rights In India: Issues And Perspectives;
5. Claude.E.Welch Jr.(Edited)-NGOs And Human Rights:-Promise And Performance

### **COURSE OUTCOMES:**

<b>CO Number</b>	<b>CO STATEMENT</b>
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**

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

### **QUESTION PAPER PATTERN-PG\***

<b>Knowledge Level</b>	<b>Section</b>	<b>Word Limit</b>	<b>Marks</b>	<b>Total</b>	<b>Special Instructions if any</b>
<b>K 3</b>	<b>A-5X8 marks</b>	<b>500</b>	<b>40</b>	<b>100</b>	Question No.- is compulsory Section B/C-must be have 2 theory and 3problems
<b>K4,K5</b>	<b>B-3/5x20 marks</b>	<b>1500</b>	<b>60</b>		