

**POST GRADUATE DEPARTMENT OF HUMAN RIGHTS AND DUTIES  
EDUCATION**

**ETHIRAJ COLLEGE FOR WOMEN (AUTONOMOUS),**

**CHENNAI – 600008**

**SYLLABUS TO BE EFFECTIVE FROM 2015-2017**

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

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

Syllabus to be effective from 2015-2017

## **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

## **REGULATION**

### **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.

**TEMPLATE FOR EVALUATION PATTERN**

Course Code	Course title	Hrs/ Wk	Credi ts	CA	End Semester	Total	Teachin g/hrs	L-T-P
<b>SEMESTER I</b>								
9SP15/1C/HHP	Human Rights-A Historical Perspective	6	4	40	60	100	90	3 3 0
9SP15/1C/HIC	Human Rights And Duties Under Indian Constitution	6	4	40	60	100	90	3 3 0
9SP16/1C/CHR	Cyber Issues And Human Rights (From 2016 - 2017)	6	4	40	60	100	90	3 3 0
9SP15/1C/HGR	Human Rights And Group Rights	6	4	40	60	100	90	3 3 0
9SP15/1E1/FVS or 9SP16/1E1/IHR	Field Visits to Human Rights Organisation/ Implementing Human Rights in Daily Life (From 2016 - 2017)	4	3	40	60	100	60	3 1 0
9G15/1S/PEW	SBS 1 - Personality Enrichment for Women	2	2	NA	NA	50	30	2 0 0
<b>SEMESTER II</b>								
9SP15/2C/HCJ	Human Rights And Criminal Justice System	5	4	40	60	100	75	3 2 0
9SP15/2C/HAR	Human Rights Advocacy And Redress of Grievances	5	4	40	60	100	75	3 2 0
9SP15/2C/HDD	Human Rights in Developed and Developing Countries	5	4	40	60	100	75	3 2 0
9SP15/2C/MJH	Media, Journalism and Human Rights	5	4	40	60	100	75	3 2 0
9SP15/2E1/HR M or 9SP15/2E1/HW E	Human Rights and Human Resource Management or Human Rights And Women's Empowerment	4	3	40	60	100	60	3 1 0
9SP15/2E/DWR	NME1 - Defending Women's Rights	4	3	40	60	100	60	3 1 0
9SP15/2S/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					
<b>SEMESTER III</b>								
9SP15/3C/RMR	Research Methodology for Social Sciences	6	4	40	60	100	90	3 3 0
9SP15/3C/HRG	Human Rights And Gender	5	4	40	60	100	75	3 2 0
9SP15/3C/CIS	Contemporary Issues In Human Rights	5	4	40	60	100	75	3 2 0
9SP15/3E1/NGO or 9SP15/3E1/EDR	Human Rights And NGO Management / Emerging Dimensions of Human Rights	4	3	40	60	100	60	3 1 0
9SP15/3E2/BHR or 9SP15/3E2/HDP	Bio Medical Ethics And Human Rights / Human Rights- Development, Peace and Security	4	3	40	60	100	60	3 1 0
9SP15/3E/AHR	NME2 - Application Of Human Rights in Daily Life	4	3	40	60	100	60	3 1 0
9SP15/3S/ISW	SBS 3 - Introduction to Social Work	2	2	NA	NA	50	30	2 0 0
<b>SEMESTER IV</b>								
9SP15/4C/HRE	Human Rights And Duties Towards The Environment	6	4	40	60	100	90	3 3 0
9SP15/4C/IPR	Intellectual Property Rights And Human Rights	6	4	40	60	100	90	3 3 0
9SP15/3C/HRL	Key Legislations Furthering Human Rights in India	6	4	40	60	100	90	3 3 0
9SP15/4C/PRO	Project - A Study of Human Rights/ Violation	6	4	40	60	100	90	3 3 0
9SP15/4E1/IHR or 9SP15/4E1/CSO	International Obligations Towards Human Rights / Human Rights and Civil Society Organisation	4	3	40	60	100	60	3 1 0
9SP15/4S/PTS	SBS 4 - Presentation Skills	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**

Course Code	Course title	Continuous Assessment				
		Test1	Test2	A/S/Q/F*	PL*	Total
9SP15/1C/HHP	Human Rights-A Historical Perspective	10	10	10	10	40
9SP15/1C/HIC	Human Rights And Duties Under Indian Constitution	10	10	10	10	40
9SP16/1C/CHR	Cyber Issues And Human Rights (From 2016 - 2017)	10	10	10	10	40
9SP15/1C/HGR	Human Rights And Group Rights	10	10	10	10	40
9SP15/1E1/FVS or 9SP16/1E1/IHR	Field Visits to Human Rights Organisation or Implementing Human Rights in Daily Life (From 2016 - 2017)	Assessment Pattern in Page 5				
		10	10	10	10	40
9G15/1S/PEW	SBS 1 - Personality Enrichment for Women	10	10	10	10	40

**SEMESTER II**

9SP15/2C/HCJ	Human Rights And Criminal Justice System	10	10	10	10	40
9SP15/2C/HAR	Human Rights Advocacy And Redress of Grievances	10	10	10	10	40
9SP15/2C/HDD	Human Rights In Developed and Developing Countries	10	10	10	10	40
9SP15/2C/MJH	Media, Journalism and Human Rights	10	10	10	10	40
9SP15/2E1/HRM or 9SP15/2E1/HWE	Human Rights and Human Resource Management or Human Rights And Women's Empowerment	10	10	10	10	40
9SP15/2E/DWR	NME1 - Defending Women's Rights	10	10	10	10	40
9SP15/2S/AST	SBS 2 - Communication Skill in English/ French for Beginners/ German for Beginners	10	10	10	10	40

**SEMESTER III**

9SP15/3C/RMR	Research Methodology for Social Sciences	10	10	10	10	40
9SP15/3C/HRG	Human Rights And Gender	10	10	10	10	40
9SP15/3C/CIS	Contemporary Issues In Human Rights	10	10	10	10	40
9SP15/3E1/NGO or 9SP15/3E1/EDR	Human Rights and NGO Management or Emerging Dimensions of Human Rights	10	10	10	10	40
9SP15/3E2/BHR or 9SP15/3E2/HDP	Bio Medical Ethics And Human Rights or Human Rights- Development, Peace and Security	10	10	10	10	40
9SP15/3E/AHR	NME2 - Application of Human Rights in Daily Life	10	10	10	10	40
9SP15/3S/ISW	SBS 3 - Introduction to Social Work	10	10	10	10	40

**SEMESTER IV**

9SP15/4C/HRE	Human Rights And Duties Towards The Environment	10	10	10	10	40
9SP15/4C/IPR	Intellectual Property Rights And Human Rights	10	10	10	10	40
9SP15/4C/HRL	Key Legislations Furthering Human Rights in India	10	10	10	10	40
9SP15/4C/PRO	Project - A Study of Human Rights/ Violation	Assessment Pattern in Page 5				
9SP15/4E1/IOR or 9SP15/4E1/CSO	International Obligations Towards Human Rights or Human Rights and Civil Society Organisation	10	10	10	10	40
9SP15/4S/PTS	SBS 4 - Presentation Skills	10	10	10	10	40

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

**SEMESTER - I**  
**HUMAN RIGHTS - A HISTORICAL PERSPECTIVE**

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

**COURSE CODE: 9SP15 /1C/HHP**  
**LTP: 3-3-0**

**OBJECTIVES:**

This paper enables students to study the nature and scope of human rights, learn the various theories of human rights and trace its gradual evolution over a period of time. The Importance of UDHR, ICCPR and ICESCR are studied besides learning the historical antecedents of the human rights movement in India.

**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; Human Values – Humanity, Compassion and Virtues.	20hrs

**REFERENCE BOOKS:**

1. V. R. Krishna Iyer - The Dialectics and Dynamics Of Human Rights In India (Yesterday, Today And Tomorrow) Eastern Law House, 1999.
2. James R Lewis And Carl Skutsch, The Human Rights Encyclopaedia , Vol.1, 2 and 3
3. Aswathi S. K. and Kakoria R. P. Law Relating To Protection Of Human Rights: Millennium Edition, Orient Publishing Company
4. Dr. S. Mehertaj Begum, Human Rights In India, Issues and Perspectives Compiled

**WEB SITES AND e-LEARNING SOURCES:**

1. [www.umn.edu/humanrts/edumat/ihrp/circle/modules/module2.htm](http://www.umn.edu/humanrts/edumat/ihrp/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/echrtext.htm](http://www.pfc.org.uk/legal/echrtext.htm) - 63k

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

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

**COURSE CODE: 9SP15/1C/HIC**  
**LTP : 3 3 0**

**OBJECTIVE:**

A study of the human rights provisions in the Indian Constitution enables students to learn the Civil and Political rights contained in PART III of the Constitution, the Economic, Socio Cultural Rights contained in PART IV of the Constitution. An insight is into the various constitutional remedies by invoking the writ jurisdiction. Students also gain knowledge of Fundamental Duties and various Emergency Provisions enshrined in the Indian Constitution.

**COURSE OUTLINE:**

UNIT I	Constitutional Guarantees on Human Rights-Fundamental Rights - PART III of The Constitution -Directive Principles of State Policy-- Karachi Declaration as a fore runner to UDHR and Indian Constitution.	20hrs
UNIT II	Environmental Rights under the Constitution—Local Bodies - Urban and Rural – 73 & 74 Amendment Act.	20hrs
UNIT III	Types of Writs – Writ jurisdiction under Article 32 and 226 of The Indian Constitution.	15hrs
UNIT IV	Fundamental Duties Enshrined In The Indian Constitution – Growth of PIL In India	15hrs
UNIT V	Emergency Provisions And Human Rights – Non Derogable Provisions Under ICCPR –The Constitution of India as an organic document and dynamic instrument	20hrs

**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. G.S. Pande - Constitutional Law Of India, Allahabad Law Agency, Eighth Edition, 2002.
2. J.N. Pandey - Constitutional Law Of India, Central Law Agency, Allahabad, 2003
3. M.P. Jain - Indian Constitutional Law, Nagpur Wadhwa, 2003, 2 Volumes
4. Krishna Gupta - Social Equality And The Indian Constitution
5. P.L. Mehata, NeenaVerma - Human Rights Under The Indian Constitution

**WEB SITES AND e-LEARNING SOURCES:**

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. [en.wikipedia.org/wiki/constitution\\_of\\_india](http://en.wikipedia.org/wiki/constitution_of_india) - 64k
5. [indiancourts.nic.in/indian\\_jud.htm](http://indiancourts.nic.in/indian_jud.htm) - 50k –

## SEMESTER – I

### CYBER ISSUES AND HUMAN RIGHTS (from 2016 – 2017)

TEACHING HOURS: 90

COURSE CODE: 9SP15/1C/CHR

CREDIT: 4

LTP: 3 3 0

#### OBJECTIVES:

- To provide *basic* knowledge and awareness about computers and the Internet.
- To understand 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 know the different risks faced in digital environment and the ways of dealing with them.

#### COURSE OUTLINE:

UNIT I: Computer applications to human rights defenders: Conceptual definition; Net security awareness; Threats to right to privacy; Right to freedom of expression and Right to Dissent created through internet 20hrs

UNIT II: Data Security: Software piracy, Bug Exploits; Password creation- Mnemonics; Password protection – Brute force, Cryptology, Steganography; Threats to Information security – Malicious software, virus, worm, Macro virus 20hrs

UNIT III: Internet Security – 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; Cyber Bullying, 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)*

#### REFERENCE BOOKS:

1. Michael Miller, Easy Computer Basics, Que Publications, 2007
2. Goran Husman, Beginning SharePoint 2007 Administration, Windows, Wiley Publishers
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

#### WEB SITES AND e-LEARNING SOURCES:

1. <http://www.fgcu.edu/support/office2000>
2. <http://www.computerschool.net/computer/cpu.html>



**SEMESTER – I**  
**HUMAN RIGHTS AND GROUP RIGHTS**

**TEACHING HOURS: 90**

**COURSE CODE: 9SP15/1C/HGR**

**CREDITS: 4**

**LTP: 3 3 0**

**OBJECTIVES:**

To enable students to

- To identify the violations faced by various groups
- To critically evaluate the implementation of various legislation
- To define the various rights available to different categories of people.

**COURSE OUTLINE:**

- UNIT I Group rights – Individual Vs. Collective Rights – Rights of Women – Convention on the Elimination of Discrimination Against Women (CEDAW) Crimes against women – Female Genital Mutilation, Domestic violence, Dowry, Rape, Eve Teasing, Sexual Harassment, Molestation, Pornography, female infanticide. 20 hrs
- UNIT II Rights of Children - Convention on the Rights of The Child, 1989 – violation of child rights - Child Abuse, Child labour, Corporal punishments in schools – Street Children. 20 hrs
- UNIT III Rights of the disabled - Persons With Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act 1995; violations of the rights of disabled – Affirmative action. 15 hrs
- UNIT IV Rights of Minorities – Provision in International Bill of Rights and Indian Constitution. - Marginalized Groups, Indigenous People’s Cultural Rights - Self- Determination. 15 hrs
- UNIT V Rights of Migrant Workers – UN Convention on protection of Migrant Workers and their family members - ILO Conventions; 1951; Rights of Refugees and Stateless people -Convention on The Status of Refugees 20 hrs

**REFERENCE BOOKS:**

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

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

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

**COURSE CODE: 9SP15/1E1/FVS**  
**LTP: 0 1 3**

**OBJECTIVE:**

- To sensitize students to burning human rights issues through field visits
- Through field visits it is hoped that students would gain a better appreciation on the working of Governmental Institutions and voluntary organizations
- 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

**SEMESTER – I**  
**IMPLEMENTING HUMAN RIGHTS IN EVERYDAY LIFE**

(From 2016 – 2017)

**TEACHING HOURS: 60**  
**CREDITS: 4**

**COURSE CODE: 9SP16/IE/IHR**  
**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.

**REFERENCE BOOKS:**

1. Muralimanohar Art of Conveyancing murali
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

**SEMESTER - I**  
**SBS 1 - PERSONALITY ENRICHMENT FOR WOMEN**

**TEACHING HOURS: 30 HOURS**  
**CREDITS: 2**

**COURSE CODE: 9SP15/1S/PEW**  
**LTP: 1 1 0**

Course Code and syllabus for soft skill in keeping with the common syllabus formed for PG students of Ethiraj College.

**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: SBS 1 - Personality Enrichment for Women**

**Paper Code: 9G15/1S/PEW      Max Marks: 50**

Question paper pattern is common for all PG students of Ethiraj College for Women

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

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

**COURSE CODE: 9SP15/2C/HCJ**  
**LTP: 3 2 0**

**OBJECTIVES:**

- To know about various features of criminal justice system in relation to human rights.
- To understand the structure and functioning of enforcement and judiciary in human rights perspective.
- To learn 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; Juvenile Justice System –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: Judicial activism and review, Rights of the arrested and accused, Access to justice, concept of fair trial and fair treatment 15 hrs

UNIT IV : Human rights and correctional administration – Rights of prisoners – United Nations Standard Minimum Rules for the Treatment of Prisoners, 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

**REFERENCE BOOKS:**

1. Dennis Sullivan, Handbook of Restorative Justice: A Global Perspective, Berlin, 2002
2. K. Chockalingam, Readings In Victimology, Raviraj Publications, 1996
3. K.M. Mathur Crime, Human Rights and National Security. 1996,
4. Peter Birks, Reshaping The Criminal Justice & Human Rights, 1995
5. R Thilagaraj, Human Rights & Criminal Justice Admn, ManoharPbs, N.Delhi, 2000

**WEBSITES AND e-LEARNING SOURCES:**

1. [http://www.humanrightsfirst.org/international\\_justice/icc/icc.htm](http://www.humanrightsfirst.org/international_justice/icc/icc.htm)
2. <http://www.hrccj.org/>

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

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

**COURSE CODE: 9SP15/2C/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	Public Advocacy – Role of Media an Awareness Campaigns in Safeguarding Human Rights – Growing Importance of Public Interest Litigation in bringing about Social Change; Right to Information and Right to Dissent	15 hrs
UNIT II	Redress Mechanism under the UN – Human Rights Council.	15 hrs
UNIT III	Advocacy at the National level in India – Factors that led to the passing of Protection of Human Rights Act 1993 – Functions of NHRC, SHRC and LokAdalats.	15 hrs
UNIT IV	Redress mechanisms of National Commissions for Minorities, OBC, MBC, SC, ST, Women and Children.	15 hrs
UNIT V	Regional Redress Mechanisms under the Inter American System and the European System – General Difficulties in the implementation and redress of Human Rights Violations	15 hrs

**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)

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

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

**COURSE CODE: 9SP15/2C/HDD**  
**LTP: 3 2 0**

**OBJECTIVES:**

- To Provide A Historical Overview of The Human Rights Movement In The West.
- To Provide an overview Of The Human Rights Situation in Developed and Developing Countries
- To critically analyze the link between Poverty and Human Rights.

**COURSE OUTLINE:**

UNIT I Universal Suffrage Movement, Abolitionist movement, Modern forms of slavery 15 hrs

UNIT II Civil Rights Movement in United States of America – Role of Martin Luther King Jr. in the Promotion of Human Rights 15 hrs

UNIT III Politics of violation of human rights of the developing countries by developed countries. Causes for debt trap and Impact of structural adjustment Programs 15 hrs

UNIT IV Human Rights scenario in West Asia with special reference to women's status in society and violations faced. Human Rights scenario in South-East Asia with special reference to Cambodia, Myanmar, Indonesia, East Timor. 18 hrs

UNIT V Poverty and Human Rights in the developing world – 10 commitments in World Conference on Social Development – Copenhagen 1995. 12hrs

**REFERENCE BOOKS:**

1. Abdulrahim P Vijapur – The United Nations at Fifty: Studies in Human Rights
2. Saibab G and K Sreenivasa Rao – Structural adjustment and implication of Human Rights
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)

**SEMESTER - II**  
**MEDIA, JOURNALISM AND HUMAN RIGHTS**

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

**COURSE CODE: 9SP15/2C/MJH**  
**LTP: 3 2 0**

**OBJECTIVES:**

This paper seeks to explore how media reports human rights issues and explores the pressures and constraints faced by media in this regard. Ethical issues promoting better journalism is also the focus of this paper.

**COURSE OUTLINE:**

- Unit I Definition, nature and scope of journalism, Intersection of media and human rights, Human rights organizations and media regimes. 10hrs
- Unit II Various forms of media – Print, Electronic (Broadcast), Art media – radio, television, internet– Duties of media, social responsibility- paid news, conspiracy of silence. 15hrs
- Unit III Reporting – Downsizing, dumbing down and ‘infotaining’ – Types of reporting - The culture of breaking news – Impact of bias, propaganda and distortion, evaluating sources, protecting confidentiality of sources, interviewing experts and victims. 20hrs
- Unit IV Media ethics and the issues in handling sources – meaning of defamation, libel and slander, Yellow journalism, Women and Media- Content, Portrayal and Access. 15hrs
- Unit V Reportwriting – Techniques and styles of writing for various types of media, editing, and concise writing – Presentation of reports - Impact of Investigative journalism on human rights issues. 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.
5. Cohen, Stanley. *Denial and Acknowledgement: The Impact of Information about Human Rights Violations*. Jerusalem: Centre for Human Rights, the Hebrew University of Jerusalem, 1995.
6. Comor, Edward A. “Governance and the ‘Commodisation’ of Information”, *Global Governance* 4, 2, April-June 1998, pp. 217-233.



## SEMESTER – II

### HUMAN RIGHTS AND HUMAN RESOURCE MANAGEMENT

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

**COURSECODE: 9SP15/2E1/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 - A human rights perspective to Human Resource Management - Significance of Trade unions 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, Drugs and Disease 12hrs

#### **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

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

**TEACHING HOURS: 75**

**COURSECODE: 9SP15/1E/HWE**

**CREDIT: 4**

**LTP: 3 1 0**

**OBJECTIVE:**

- To create an awareness of the less known areas of wide felt social problems pertaining to women.
- To impart education on the various support mechanisms available for harassed women

**COURSE OUTLINE:**

- UNIT I: Women rights – Gender violence throughout the life cycle; Sexual harassment at the work place – 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

**SEMESTER – II**  
**DEFENDING WOMEN’S RIGHTS**

**TEACHING HOURS: 60**

**COURSECODE: 9SP15/2E2/DWR**

**CREDIT: 3**

**LTP: 3 1 0**

**OBJECTIVE:**

- To create an awareness of the less known areas of wide felt social problems pertaining to women.
- To impart education on the various support mechanisms available for harassed women

**COURSE OUTLINE:**

- UNIT I: Women rights – Gender violence throughout the life cycle; Sexual harassment at the work place – 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

**SEMESTER III**  
**RESEARCH METHODOLOGY FOR SOCIAL SCIENCES**

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

**Course Code : 9SP15/3C/RMR**  
**LTP: 3 3 0**

**OBJECTIVES:**

- To provide a basic understanding of research methodology and techniques.
- To equip the learners with the ability to select methodologies and techniques appropriate for the investigation/reporting of the issue or problem to be solved.

<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, 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

**REFERENCES:**

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

## SEMESTER – III

### HUMAN RIGHTS AND GENDER

Teaching hours: 75 hours

Course Code: 9SP15/3C/HRG

Credits: 4

LTP: 3 2 0

#### OBJECTIVES:

- To facilitate an insight into Gender Studies
- To generate awareness of gender issues.
- To give the students sufficient exposure to the kind of problems and issues that have come to the forefront due to feminist scholarship

#### 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
- 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
6. 15 Linda Wirth, Breaking Through The Glass Ceiling Women In Management

## SEMESTER - III

### CONTEMPORARY ISSUES IN HUMAN RIGHTS

**TEACHING HOURS: 75 HOURS**

**COURSE CODE: 9SP15/3C/CIS**

**CREDITS: 4**

**LTP: 3 2 0**

#### **OBJECTIVES:**

- To provide students with an insight into contemporary issues at the national and international level. The subject seeks to enhance the knowledge of students regarding multicultural issues.
- To create awareness on issues like terrorism, disaster management and combating discrimination besides emphasizing on economic rights in the changing context.
- To enable students to understand the impact of science and technology on human rights

#### **COURSE OUTLINE:**

UNIT I	Introduction to contemporary issues- Discrimination – Casteism, racism, communalism – Honour killing – issue of Special Economic Zones with reference to displacement of disadvantaged sections of the society – issues faced by indigenous people.	15hrs
UNIT II	Liberalisation, Privatisation, Globalisation – related issues:Corporate Social Responsibility- Corruption – consumer exploitation.	15hrs
UNIT III	Right to Health, Addiction to Alcoholism and Drugs - HIV / AIDS and Human rights – lack of access to public health care – Euthanasia.	15hrs
UNIT IV	Terrorism and Human Rights– Origin and Development – causes – types - Combating Terrorism – Media and Terrorism.	15hrs
UNIT V	Issues on developments in Science and Technology – Human Cloning – Organ Transplantation and sale of human organs – Human experimentation in use of pharmaceutical products.	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

**SEMESTER – III**  
**HUMAN RIGHTS AND NGO MANAGEMENT**

**TEACHING HOURS: 60 HOURS**

**COURSE CODE: 9SP15/3E1/NGO**

**CREDITS: 3**

**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 – foreign, government, local – International NGOs – their roles.	10 hrs
UNIT – V	Emerging people’s movements; Field work with NGOs and Reporting.	15 hrs

**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:**

1. [www.ngo.org](http://www.ngo.org)
2. [www.globalpolicy.org/ngos/index.htm](http://www.globalpolicy.org/ngos/index.htm)
3. [www.bsdglobal.com/ngo/roles.asp](http://www.bsdglobal.com/ngo/roles.asp)

## SEMESTER – III

### EMERGING DIMENSIONS OF HUMAN RIGHTS

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

**COURSECODE: 9SP15/3E1/EDR**  
**LTP: 3 1 0**

#### OBJECTIVES:

- To understand the various dimensions of Human Rights
- To familiarise with new applied fields of Human Rights
- To study the modern forms of Human Rights violations

#### 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



## SEMESTER – III

### BIOMEDICAL ETHICS AND HUMAN RIGHTS

**Teaching hours: 60 hours**

**Course Code: 9SP15/3E2/BHR**

**Credits: 4**

**LTP: 3 1 0**

#### **OBJECTIVES:**

- To facilitate an insight into ethical issues concerning medical field
- To generate awareness on International treaties and national legislations.
- To give the students sufficient exposure to the kind of threats faced by under developed and developing countries because of medical tourism and Pharmaceutical companies.

#### **Course Outline:**

- Unit I** Historical evolution of biomedical ethics – Medical Holocaust – Formation of WHO, UNESCO and its functions. 10 hrs
- Unit II** Issues pertaining to Euthanasia, Abortion, In-vitro fertilization, Surrogacy- Human Testing, Generic Medicine, Promotion of Vitamins, Health Drinks and Health Enhancement Products on the name of Health Improvement – vaccinations 15hrs
- Unit III** Issues in the International Scenario – Medical Tourism – Ethical Issues and concerns on Pricing, Imports and R&D on Life Saving Medicine – Unconsented Human Testing – Cloning - issues pertaining to Medical insurances.10 hrs
- Unit IV** National Legislation – Article 21 – Right to Life – Right to Access to Health and Medical Care – Code of Ethics Regulations 2002 – Transplantation of Human Organ Act 1994 – Consumer Protection Act – Formation of Primary Health Care Units. 15 hrs
- Unit V** International Regulations – Convention on Human rights and Bio Medicine – Guiding Principles on Human Organ Transplantation – Statement on Access to Medical Care. 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

**SEMESTER - III**  
**HUMAN RIGHTS - DEVELOPMENT, PEACE AND SECURITY**

**TEACHING HOURS: 60 HOURS**

**COURSE CODE: 9SP11/3E2/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 assess the interdependence of Development, Peace and Security for the better promotion of Human Rights

**COURSE OUTLINE:**

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

**REFERENCE BOOKS:**

1. Amartya Sen. Development as Freedom, Oxford University Press 1999.
2. 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

## **SEMESTER III**

### **APPLICATION OF HUMAN RIGHTS IN DAILY LIFE**

**TEACHING HOURS: 60**

**COURSE CODE: 9SP15/3E2/AHR**

**CREDITS: 3**

**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

#### **COURSE OUTLINE:**

**UNIT I**      How to register a case? - Complaint, Format of the complaint letter, Writs -  
FIR – Contents of the FIR, Format of a FIR      12hrs

**UNIT II**      How to file an affidavit? - Definition of an affidavit and deponent, Points to  
know before filing an affidavit, Format of affidavit.      12hrs

**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.      12 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.      12hrs

**UNIT V**      How to file a PIL (Public Interest Litigation) – Matters which can be taken up for PIL,  
Format of a writ petition      12hrs

#### **REFERENCE BOOKS:**

1. Muralimanohar Art of Conveyancing murali
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, , 2nd edition, 2004
6. C. D. Chakraborty A guide to the Conveyancing
7. Protection of Human Rights Act, 1993

**SEMESTER III**  
**INTRODUCTION TO SOCIAL WORK**

**TEACHING HOURS: 30 HRS**

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

**CREDITS: 2**

**L T P: 2 0 0**

**OBJECTIVES:**

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

**UNIT I** Introduction to social work: Definition, scope, objectives of social work, Functions Concepts related to social work: Social service, social welfare, social reform, social movement, social action, social development and empowerment, social security. 6 hrs

**UNIT II** History of social work in west (USA and England) and in India. Social movements in India: social service, traditional social institutions –contribution of social reformers, Christian missionaries, Gandhi, and NGO's to social work. 4 hrs

**Unit III** Social Work Profession: Origin and Growth of Social Work in India - Principles, Philosophy and values and Code of Ethics of Social Work Profession - Social work profession as a change agent - Fields and Methods of Social Work – Roles and Skills of Social Worker - Field Work and Importance of Field Work Supervision - Professional organizations – Status and Problems of social work practice & recognition of social work profession in India. 10 hrs

**UNITIV** Areas of social work practice: Health, mental health, community service, child care, legal and correctional vocational rehabilitation, education, economic and social development, rural development, urban development, industrial, and environment. Role of Government and Voluntary Organizations in promoting Social Welfare - Changing trends in social work and the role of social worker and the government in promoting social work profession in India. 10 hrs

**REFERENCE BOOKS:**

1. Batra, Nitin (2004) Dynamics of Social Work in India, Jaipur : Raj Publishing House.
2. Bradford, W. Sheafor, Charles, R. Horejsi, Gloria A. - Fourth Edition (1997) Techniques and Guidelines for Social Work, London : Allyn and Bacon, A Viacom Company
3. Desai, Murali (2002) Ideologies and Social Work (Historical and Contemporary Analysis), Jaipur : Rawat Publication.
4. Diwakar, V. D. (1991) Social Reform Movement in India, Mumbai : Popular Prakashan
5. Dubois, Brenda, Krogsrud, Karla, Micky - Third Edition (1999) Social Work - An Empowering Profession, London : Allyn and Bacon
6. Jainendra Kumar Jha (2002) Practice of Social Work, Anmol Publications, New Delhi.
7. Joshi S.C (2004) The Handbook of Social Work, Akansha Publishing House, New Delhi.

**Semester – IV**  
**HUMAN RIGHTS AND DUTIES TOWARDS THE ENVIRONMENT**

**TEACHING HOURS: 90 HRS**  
**CREDIT: 4**

**COURSE CODE: 9SP15/4C/HRE**  
**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-generational equity.	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. Paras Diwan, 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.

## SEMESTER – IV

### INTELLECTUAL PROPERTY RIGHTS AND HUMAN RIGHTS

**Teaching hours: 90 hours**

**Course Code: 9SP15/4C/IPR**

**Credits: 4**

**LTP: 3 3 0**

#### **Course Outline:**

- Unit I** History and Concepts of Intellectual Property Rights – Evolution of Intellectual Property Laws – Elements from Paris Convention 1883 – Emergence of Berne Convention 1886 – Importance and functions of WIPO and WTO
- Unit II** Introduction to Patent, Designs, Copyrights, Trade Marks, Geographical Indication, Trade Secrets and Service Marks and Unfair competition, Layout Designs of Integrated Circuits, Undisclosed Information.
- Unit III** Overview of International Treaties and National Legislations – Emergences and Importance of GATT, GATS, TRIPS – The Patent Act 1970
- 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.
- Unit V** Introduction to Computer Software Protection as an Intellectual Property Rights – Justification for the Protection of Computer Software as an Intellectual Property Rights – Monopoly of Software products.

#### 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. [en.wikipedia.org/wiki/intellectual\\_property](http://en.wikipedia.org/wiki/intellectual_property) – 97k
2. [www.knowprose.com/node/2941-37k](http://www.knowprose.com/node/2941-37k)
3. [dipp.nic.in/ipr.htm](http://dipp.nic.in/ipr.htm) – 13k
4. [www.indianembassy.org/policy/ipr\\_2000.htm](http://www.indianembassy.org/policy/ipr_2000.htm) - 42k
5. [www.ieirc.org/india/ipr.php](http://www.ieirc.org/india/ipr.php) - 100k

**SEMESTER IV**  
**KEY LEGISLATIONS FURTHERING HUMAN RIGHTS IN INDIA**

**TEACHING HOURS: 90 HRS**

**COURSECODE: 9SP15/4C/HRL**

**CREDITS: 4**

**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	Protection of Human Rights Act, 1993—Function and Powers of National Human Rights Commission and State Human Rights Commission- Salient features of PHRA	15 hrs
UNIT II	Objectives of the following Welfare Legislation in India : Factories Act, Trade Unions Act, Industrial Disputes Act, Workmen’s Compensation Act	15 hrs
UNIT III	Importance of the following Welfare Legislation in India Maternity Benefit Act, Equal Remuneration Act ILO Conventions – Hours of Work, Collective Bargaining, Equal Wages.	15hrs
UNIT IV	Salient features of the following legislations-The National Commission for SafaiKaramcharis Act,1993 - Civil Rights Act, 1955- The Commission of Sati(Prevention) Act- SC and ST (Prevention of Atrocities) Act, 1989.	15 hrs
UNIT V	Salient features of Right of Children to Free and Compulsory Education Act, 2009 – Salient features of the Right to Information Act, 2005.	15hrs

**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 SafaiKaramcharis 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)





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

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

**COURSE CODE: 9SP15/4C/PRO**  
**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

## SEMESTER IV

### INTERNATIONAL OBLIGATIONS TOWARDS HUMAN RIGHTS

TEACHING HOUR: 60 HRS

COURSE CODE: 9SP15/4E1/IOR

CREDITS: 4

L T P: 3 1 0

#### OBJECTIVES:

- To trace the growth of various international and regional organizations.
- To understand the role of various organizations in protecting and promoting human rights.
- To delineate the role of various organization and their bodies in protecting human rights.
- To critically evaluate the role of various organizations in protecting and promoting human rights.

#### COURSEOUTLINE:

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

#### REFERENCE BOOKS:

1. Anuradha Kumar, HumanRights: 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

**SEMESTER – IV**  
**HUMAN RIGHTS AND CIVIL SOCIETY ORGANISATIONS**

**TEACHING HOURS: 60 HOURS**  
**CREDITS: 4**

**COURSE CODE: 9SP15/4E1/CSO**  
**LTP: 3 1 0**

**OBJECTIVES:**

- To trace the growth of various international and regional organizations.
- To understand the role of various organizations in protecting and promoting human rights.
- To delineate the role of various organization and their bodies in protecting human rights.
- To critically evaluate the role of various organizations in protecting and promoting human rights.

**COURSE OUTLINE:**

UNIT I	United Nations and Non-Governmental Organisations – UN System- Treaty Bodies- Charter Bodies.	15 hrs
UNIT II	Role of International Committee of Red Cross- Human Rights in Armed Conflicts- Geneva Conferences- Human Rights in Non- International Armed Conflicts- Genocide.	20 hrs
UNIT III	Role of Amnesty International - International Commission of Jurists - Human Rights Watch - Role of Indian CSOs and NGO's In Human Rights Protection.	20 hrs
UNIT IV	Human Rights and Regional Cooperation: Human Rights Aspects of SAARC, ASEAN and NAM.	15 hrs
UNIT V	Human Rights Movement In India- PUDR, PUCL; Human Rights Activists- Justice V.R. Krishna Iyer, Baba Amte, Ramesh Ela Bhatt, SundarlalBahuguna, MedhaPatkar, Arundathi Roy.	20 hrs

**REFERENCE BOOKS:**

6. Anuradha Kumar, HumanRights: Global Perspectives, Sarup& Sons,2002.
7. D.J.Ravindran, Human Rights Praxis:-A Resource Book For Study,Action And Reflection. Asian Forum for Human Rights and Development, 1998.
8. Philip Alston (Edited), The United Nations And Human Rights: A Critical Appraisal
9. Dr.S.Mehartaj Begum (Edited) -Human Rights In India: Issues And Perspectives;
10. Claude.E.Welch Jr.(Edited)-NGOs And Human Rights:-Promise And Performance

**WEBSITES AND e-LEARNING SOURCES:**

1. [www.un.org](http://www.un.org)
2. [www.hrni.org](http://www.hrni.org)
3. [www.ilo.org](http://www.ilo.org)
4. [www.pib.nic.in](http://www.pib.nic.in)
5. [www.epw.org](http://www.epw.org)

**SEMESTER IV**  
**PRESENTATION SKILLS**

**TEACHING HOURS :30 hrs**

**COURSE CODE: 9SP15/4S/PTS**

**CREDITS: 2**

**LTP 2 0 0**

**OBJECTIVES**

- To recognise the basic pattern of an effective presentation
- Create and deliver a research presentation, stage or street theatre
- Answer and ask question concerning the 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

**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.



**POST GRADUATE DEPARTMENT OF HUMAN RIGHTS AND DUTIES EDUCATION  
ETHIRAJ COLLEGE FOR WOMEN (AUTONOMOUS),  
CHENNAI – 600008**

**SYLLABUS TO BE EFFECTIVE FROM 2018-2020**



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/HRL	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/H CJ	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	4	3	40	60	100	60	3 1 0

	Empowerment							
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

## 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, Emest – 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

**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.