

Jamia Hamdard

Deemed to be University

Accredited in 'A' Grade by NAAC

Declared to be designated as Institute of Eminence (IoE) by MHRD, GOI



PROGRAMME NAME: M.A. (HUMAN RIGHTS)



DEPARTMENT OF HUMAN RIGHTS

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

JAMIA HAMDARD (Deemed to be University)

Accredited in 'A' Grade by NAAC

Declared to be designated as Institute of Eminence (IoE) by MHRD, GOI

New Delhi 110 062

www.jamiahamdard.edu

PROGRAMME NAME : M.A. Human Rights

PROGRAMME CODE: 541

**ACADEMIC SESSION OF INTRODUCTION OF THE
PROGRAMME: (2009-2010)**

**SCHOOL NAME : SCHOOL OF HUMANITIES AND
SOCIAL SCIENCES**

**DEPARTMENT NAME: DEPARTMENT OF HUMAN
RIGHTS**

**APPROVAL DATE OF THE BOARD OF STUDIES(B.O.S)
MEETING FOR THE PRESENT SYLLABUS**

28/08/2021

**APPROVAL DATE AND NUMBER OF ACADEMIC
COUNCIL OF MEETING FOR THE PRESENT
SYLLABUS**

12/10/2021

158TH Meeting

Approval Item No: SC 158 (9)

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**DEPARTMENT OF HUMAN RIGHTS
SCHOOL OF HUMANITIES & SOCIAL SCIENCES
JAMIA HAMDARD, NEW DELHI, INDIA**

Bye-Laws of the Masters in Human Rights Programme
(Effective from the Session 2021-2022)

1. Bye-Laws

Subject to relevant rules/bye-laws/ guidelines and other statutory decisions as laid down from time to time by the University and statutory bodies of the Government of India, Bye-laws governing the course are as detailed below.

2. Amendment in the Bye-Laws

If not otherwise stated, above bye laws will stand automatically amended as per changes/ amendments in the relevant acts/ rules/ ordinances/ statutes of the University and Government of India, notified from time to time.

3. Eligibility for Admission

45% marks in the aggregate in the Bachelors Examination recognised by the statutory bodies of India. The process of selection will be as determined/laid down by the Centre/University from time to time.

4. Duration

4.1 The MA in Human Rights is a full-time programme of two years. However, students may be permitted to clear backlog paper(s) within a span of four years under the School of Humanities and Social Sciences.

5. Semester Structure

5.1 The M.A. in Human Rights programme consists of four consecutive semesters spread over in 2 years of duration. Each semester in aggregate will account for 20 credits. Thus, four consecutive semesters make the programme of 80 credits in all.

5.2 All four semesters together unfold into 20 components - 18 taught papers, one research project/dissertation and one viva voce.

5.3 There are 5 compulsory taught papers in each semester and each such paper is of 4 credits. Further, each paper is divided into 5 units and each unit carries 1 credit.

5.4 Each of the 18 taught papers Evaluation scheme for each paper consists of 25 marks for internal assessment and 75 marks for end semester examination.

5.5 A student is required to pass all the 20 compulsory papers to earn 80 credits for the award of degree.

The tabulated structure of semester system and distribution of credit have been illustrated in preceding para 8.

6. Attendance

3.1 A student is required to have 75% of attendance for appearing in the each of the semester examination. Students whose attendance in a course is short of requirement will not be eligible to appear in the End Semester Examination.

7. Examination & Evaluation

7.1 For the evaluation of the programme for each of the compulsory taught papers, there are two essential components– (a) Internal Assessment of 25 marks, and (b) End Semester Examination of 75 marks.

7.2 Likewise, research project/dissertation and viva voce are of 100 marks each. A student shall be adjudged for an independent assessment for his/her research project/dissertation and viva voce respectively on the basis of merit and performance.

7.3 A credit-based letter grade system is followed. Pass percentage will be 40% marks (i.e., in P in letter grade system) in each course/paper.

(a) Internal Assessment

7.4 Internal assessment is a continuous process that may include writing of terminal/sessional assignment, book review, policy documents appraisal etc. The concerned teacher of the taught papers may decide the mode of internal assessment.

In cases where a student does not appear in the internal assessment in a paper for some reasons beyond his/her control like illness, accident etc., the concerned teacher, on taking a judicious view of the matter, may give another chance to appear for the said assessment.

(b) Semester-End Examination

7.5 Generally, the Odd Semester-End Examination (first and third) and the Even Semester-End Examination (second and fourth), are held in the first week of December and week part of May respectively.

7.6 Each Semester-End Examination is preceded by a preparatory break. The classes remain suspended during the preparatory break.

7.7 The notification for the exact Date-Sheet of the Examination and the Dates of the Winter Recess and the Summer Vacation for every academic calendar is done by the University authorities time to time.

8. Supplementary/Improvement Examination

8.1 The supplementary/improvement examination shall be held for the taught papers only. A student shall be allowed to appear in the supplementary/improvement examination only once within the duration of one year from the date of the original examination.

8.2 A student may have choice to appear in any number of papers for the supplementary examination on the deposit of the prescribed fee for the respective paper.

8.3 Only that student shall be eligible to appear at the improvement examination who has cleared all the papers of a semester examination and has secured 'C' and 'P' grade in the paper in which he/she wishes to intend to appear for the Improvement.

8.4 The internal assessment marks of the student already obtained in concerned paper in the last semester examination shall be counted in the supplementary improvement examination.

8.5 For the purpose of determining the final SGPA/CGPA, the better of the two performances (regular and improvement) in the examinations shall be taken into consideration.

8.6 The marks obtained by the student the supplementary improvement examination will not be considered for the award of medals, prizes, and ranks, etc.

9. Re-Evaluation of Answer Books

9.1 A student may requisition for the re-evaluation of his/her answer book(scripts) by submitting a written application, along with necessary fee, within a period of one week of the declaration of results of the semester examination. Re-totalling examinations of marks will be allowed within 15 days from the date of declaration of results.

10. Promotion criteria from semester/ annual examination

10.1 Only that student will be declared successful as pass who secures not less than **8** credits, that is the minimum required passing grade of **40%** of all five papers in each semester examination. Such passed out student is eligible for promotion to the next semester.

10.2 A student who has passed minimum two papers shall be eligible for the provisional promotion to the next semester.

10.3 Such provisionally promoted students shall have to clear their pending one or two or three paper(s) along with the examination of the semester in which he/she has been promoted.

Further, it is clarified that all the pending paper(s) of the first semester is to be cleared in the second semester; all the pending paper(s) of the second semester is to be cleared in the third semester; and all the pending paper(s) of the third semester is to be cleared in the fourth semester, and all the pending paper(s) of the fourth semester is to be cleared in the next special/supplementary examination.

No pending paper(s) of two different semesters cannot be combined under any circumstances. Therefore, the clearance of the backlog paper(s) of previous semester is necessary in the upcoming semester.

10.4 A student who fails in a semester examination for whatsoever reasons, may have to re-appear in the examination as an ex-student for that semester. Re-admission of that student is permitted only when the semester examination is cleared by him.

10.5 However, in cases where a student has been dis-allowed to appear in the examination due to shortage of attendance, can take re-admission in the concerned semester. But if that student further fails to meet the requirement of attendance than that re-admission stands cancelled.

10.6 An ex-student shall be required to appear only in those course/papers(s) in which he/she is failed or absent. Maximum two such attempts shall be permissible to an ex-student.

10.7 Any regular student who fails to appear in an internal and/or semester examination for some unforeseen reasons, can appear for that in the next semester examination of that, whenever held.

11. Distribution of Credits

Sl. No.	Paper Code – Title	Credit
	SEMESTER ONE (CREDIT - 20)	
1.	MHR 101: Foundational Framework of Human Rights (Compulsory)	4
2.	MHR 102: Constitution and Governance in India (Compulsory)	4
3.	MHR 103: Human Rights and Criminal Justice System in India (Compulsory)	4
4.	MHR 104: International Human Rights Concerns and Humanitarian Law (Compulsory)	4
5.	MHR 105: Social and Economic Deprivations and Human Rights (Choice based)	4
	SEMESTER TWO (CREDIT - 20)	
6.	MHR 201: Perspectives and Foundations of Human Rights (Compulsory)	4
7.	MHR 202: Issues and Challenges in Indian Politics (Compulsory)	4
8.	MHR 203: Globalisation, Development and Promotion of Human Rights (Compulsory)	4
9.	MHR 204: International Adjudication and Protection of Human Rights (Compulsory)	4
10.	MHR 205: Disadvantaged Groups and Human Rights (Choice based)	4
	SEMESTER THREE (CREDIT - 20)	
11.	MHR 301: Science, Technology and Human Rights (Compulsory)	4
12.	MHR 302: Social Movements and Human Rights in India (Compulsory)	4
13.	MHR 303: Minority Groups, Indian Constitution and Politics	4

	(Compulsory)	
14.	MHR 304: Research Methodology (Compulsory: Ability Enhancement)	4
15.	MHR 305: Environment and Human Rights (Choice based)	4
	SEMESTER FOUR (CREDIT - 20)	
16	MHR 401: Constitutional and Institutional Protection of Human Rights in India (Compulsory)	4
17.	MHR 402: Disaster Management in India (Skill Enhancement)	4
18.	MHR 403: Specific Groups and Human Rights (Choice based)	4
19.	MHR 404: Project Report/Dissertation (Compulsory)	4
20.	MHR 405: Viva Voce (Compulsory)	4
	TOTAL CREDIT	80

12. Grading System or Award of Grades

12.1 The grading system is under 10 points scale for each course/paper on the basis of students' performance. All the evaluations shall be done in marks.

12.2 The marks obtained by a student in the Internal Assessment and the End Semester Examination for each taught paper, barring for the research project/dissertation and viva voce where an independent assessment is required, will be added together. These combined marks would be converted to a 10-Point Scale. Any fraction in any component of evaluation should be rounded off to the next whole number.

The grading system table under 10 points scale is hereunder:

Letter Grade*	Grade Point**
O (Outstanding)	10
A+ (Excellent)	9
A (Very Good)	8
B+ (Good)	7
B (Above Average)	6
C (Average)	5
P (Pass)	4
F (Fail)	0

- *Letter Grade: It is an index of the performance of a student in a course grade.
- *Course Grade: It is denoted by letters viz, O, A+, A, B+, B, C, P and F.
- *Grade Point: It is numerical weight allotted to each letter grade on a 10-point scale.

13. Passing Grade

13.1 The lowest passing grade for awarding a degree will be ‘P’. A student having obtained the ‘F’ grade in a course shall be declared as failed in that particular paper, research project/dissertation and viva voce.

The lowest passing grade for Internal Assessment/End-Semester Examination in each taught paper/ research project/dissertation and viva voce shall be ‘P’.

14. Converting the marks into letter grades

Letter Grade	Grade Point	Range of Percentage of Marks
O (Outstanding)	10	90 and above to 100 (90-100)
A+ (Excellent)	9	80 and above and less than 90 (80<90)
A (Very Good)	8	70 and above and less than 80 (70<80)
B+ (Good)	7	65 and above and less than 70 (65<70)
B (Above Average)	6	55 and above and less than 65 (55<65)
C (Average)	5	50 and above and less than 55 (50<55)
P (Pass)	4	40 and above and less than 50 (40<50)
F (Fail)	0	00 and above and less than 40 (00<40)

A student obtaining Grade ‘F’ shall be considered failed and will be required to reappear in the examinations.

15. Formula for Conversion of Cumulative Grade Points Average (CGPA) into percentage of Marks

15.1 The Percentage equivalent to the CGPA shall be obtained by using the following formula:
Equivalent percentage of CGPA=CGPA x 10

16. Classification of Results

The ranks/positions/ division will be determined on basis of CGPA as given below:

Range of CGPA	Division/Class
CGPA of 7.5 and above and up to 10	I Division with Distinction
CGPA of 6.00 and above and less than 7.50	I Division
CGPA of 5.00 and above and less than 6.00	II Division
CGPA of 4.00 and above and less than 5.00	III Division

17. Semester-Wise Number of course/Paper(s) and Credits under Choice Based Credits System (CBCS)

Semester	Core Courses	Choice Based Courses (Elective)	Skill Enhancement Course (SEC)	Project/ Dissertation	Viva-voce	Ability Enhancement	Total no. of Papers	No. of Credits	Total Credits
I	4	1	-	-	-	-	4+1=5	4 (4x5)	20
II	4	1	-	-	-	-	4+1=5	4 (4x5)	20
III	3	1	-	-	-	1	3+1+1=5	4 (4x5)	20
IV	1	1	1	1	1	-	1+1+1+1+1=5	4 (4x5)	20
No. of papers	12	4	1	1	1	1	20	(4x20)	80
Total Credits	4X12=48	4x4=16	4x1=4	4x1=4	4x1=4	4x1=4	-	-	80

**Department of Human Rights
School of Humanities and Social Sciences
Jamia Hamdard, New Delhi**

VISION STATEMENT

The Master of Arts in Human Rights aims to train students into theories and practices of human rights to install the respect for individual and collective dignity of the human person/s as the central aspect in the conduct of our society, market, and the state.

MISSION STATEMENTS

MS1: To provide multidisciplinary education through a curriculum that is in line with current requirements to enable students from all over India and from abroad, particularly those from deprived and weaker socio-economic backgrounds, to become creative and competent scholars and practitioners of human rights.

MS2: An all-round development of students through extensive academic training and extra-curricular activities focused to enhance their employability in a rapidly changing globalised and pluralistic world.

MS3: To impart the students the latest and the best research methodologies and practices, to provide them with all the necessary and suitable facilities for research, and to overall equip them with all the required tools to enhance their research skills.

MS4: To establish linkages and collaborate with other world-class institutions in the fields of pedagogy and research to standardize our academic output so that it is on par with the latest developments in the concerned fields.

QUALIFICATION DESCRIPTORS (QDs)

Upon the completion of Master of Arts in Human Rights, the students will be able to:

QD1: Demonstrate comprehensive knowledge about the philosophy of human rights and human dignity as it first originated in Western Europe before spreading to other countries of the world in North America, Asia and Africa. Moreover, the students should demonstrate substantial knowledge about historical evolution of the idea of human rights and all the legal documents and practices associated with it internationally and in India.

QD2: Employ knowledge and skills for identification of problems and issues, for collection of relevant quantitative and qualitative data, for their analysis and evaluation using suitable methodologies to formulate evidence-based solutions and arguments in today's pluralistic global world.

QD3: Apply interdisciplinary knowledge and transferable skills in areas related to legal and practical aspects in implementation of human rights in India and internationally; socio-economic deprivations resulting in trampling of human dignity; human rights and its entanglement with the criminal justice system in India; ways for protection and promotion of human rights and dignity in India and in other countries; and constitutional and institutional avenues for respect of human rights of all.

QD4: Communicate the results of studies undertaken in the fields of human rights and its implementation according to the Indian and the international law; relationship between human rights and environment; mediation through innovative scientific and technological tools for protection and promotion of rights and dignity of all human persons while using the latest theoretical lenses and methodological tools.

QD5: Exhibit knowledge and understanding, and transferable and practical skills in the areas of human rights and its relation to national and international politics; human rights and the prevalent socio-cultural practices; the national and international laws and their importance and limitations to ensure the human rights; human rights and the rights of the ethnic and sexual minorities; human rights and the rights of the women, children and other disadvantaged sections of the society like the differently-abled people; human rights and environment, and science and technology; research methodology and data analysis in the field of human rights; employment opportunities in

academics and research institutions, in literary fields like creative and fiction writing, journalism and translation, in diplomacy and international organizations, in the fields of legal and social work in NGOs of public and private sectors, in schools, colleges and universities, and religious and cultural centers; and to be able to meet one's requirements for learning based on research and development work and professional materials.

Mapping Qualification Descriptors (QDs) with Mission Statements (MS)

	MS-1	MS-2	MS-3	MS-4
QD-1	3	2	1	2
QD-2	1	3	3	1
QD-3	3	2	2	3
QD-4	1	2	3	2
QD-5	2	1	3	3

**MASTER OF ARTS IN HUMAN RIGHTS
DEPARTMENT OF HUMAN RIGHTS
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

PROGRAM LEARNING OUTCOMES (PLOs)

After completing the Master of Arts in Human Rights, students should be able to:

PLO1: Critically evaluate and trace the conceptual, theoretical, historical and philosophical development of the idea of human rights, its laws, policies, and practices on the basis of empirical evidences by adopting a scientific approach to production of knowledge.

PLO2: Demonstrate advanced knowledge of human rights and science and technology; human rights and environment; and human rights and disaster management.

PLO3: Design problems of human rights at the socio-cultural levels, for example, the violations of the rights of individual persons and minorities of various kinds.

PLO4: Demonstrate a knowledge of the violation of the human rights because of the socio-economic factors like urban immigration and internal displacement, and for reasons of identity like those based on gender, caste, community, and race of the individuals apart from a demonstration of the possible practical ways to overcome the violations of human rights because of the above-mentioned factors.

PLO5: Understand the idea and processes of development and globalization at the national and international levels and be able to show that these processes can actually impinge upon the rights of the people, and what should be done to overcome the violations of these rights.

PLO6: Explain the rights of the people found to be involved in criminal activities like drug-trafficking, cyber-crimes, terrorism as a good number of times the agencies of the state go beyond legal mandates to prosecute the accused.

PLO7: Identify, formulate and obtain solutions to the challenging problems arising because of globalization and understand and recognize the difficulties in implementation of human rights both at the national and the international levels.

PLO8: Examine the human rights-based approach for framing the policies and laws of the states apart from being able to conduct a human rights-based research in other fields too.

PLO9: Diagnose the issues and challenges of the Indian society and politics arising out of the reasons of caste, religion, region, administrative problems, and the deadly menaces of insurgency, naxalism and terrorism which are threats to the national integration and integrity of India.

PLO10: Select and apply appropriate techniques of data collection, analysis, interpretation and discourse analysis with an understanding of their limitations.

PLO11: Discuss the various treaties, declarations, covenants, laws, and provisions at the international level in relations to human rights and its respect particularly in cases and times of humanitarian crises.

PLO12: Apply the theoretical and legal knowledge about human rights to ensure its implementation in practice in our societies and in the policies of the states.

PROGRAM SPECIFIC OUTCOMES (PSOs)

PSO1: To encourage the students to develop conceptual understanding of Human Rights laws and analyze the significance of it in the globalizing world order.

PSO2: To inspire the students to analyze the origin and evolution of Human Rights conception and evaluate the role of it in bringing revolutions in the world.

PSO3: To equip the students with knowledge to explore how National and International provisions on Human Rights are successful to protect the human values, dignity, and providing justice to the deprived sections of the society.

PSO4: To develop the knowledge of idea that International Human Rights Laws does not limit the sovereignty of state, rather it helps State to be concern about the human rights if their own people.

**Mapping of Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)
With Qualification Descriptors (QDs)**

	QD-1	QD-2	QD-3	QD-4	QD-5
PLO-1	3	3	2	2	1
PLO-2	1	1	2	2	3
PLO-3	1	1	3	3	2
PLO-4	1	1	3	1	3
PLO-5	2	3	1	3	2
PLO-6	2	2	3	3	3
PLO-7	1	3	2	2	1
PLO-8	1	2	3	3	3
PLO-9	1	1	3	3	2
PLO-10	1	2	2	1	3
PLO-11	2	3	2	3	3
PLO-12	3	2	1	1	3
PSO-1	3	2	3	2	3
PSO-2	3	3	2	2	2
PSO-3	2	2	3	3	3
PSO-4	2	3	2	2	3

Consolidated Semester-wise Programme Details

S. No.	Course Code	Course Title	Type* of Course	Teaching Hrs/ Week	Credits	Marks		
						Internal	External	Total
Semester I								
1.	MHR 101	Foundational Framework of Human Rights	C	03	04	25	75	100
2.	MHR 102	Constitution and Governance in India	C	03	04	25	75	100
3.	MHR 103	Human Rights and Criminal Justice System in India	C	03	04	25	75	100
4.	MHR 104	International Human Rights Concerns and Humanitarian Law	C	03	04	25	75	100
5.	MHR 105	Social and Economic Deprivations and Human Rights	OE	03	04	25	75	100
Semester II								
1.	MHR 201	Perspectives and Foundations of Human Rights	C	03	04	25	75	100
2.	MHR 202	Issues and Challenges in Indian Politics	C	03	04	25	75	100
3.	MHR 203	Globalisation, Development and Promotion of Human Rights	C	03	04	25	75	100
4.	MHR 204	International Adjudication and Protection of Human Rights	C	03	04	25	75	100
5.	MHR 205	Disadvantaged Groups and Human Rights	OE	03	04	25	75	100
Semester III								
1	MHR 301	Science, Technology and Human Rights	C	03	04	25	75	100
2.	MHR 302	Social Movements and Human Rights in India	C	03	04	25	75	100
3.	MHR 303	Minority Groups, Indian Constitution and Politics	C	03	04	25	75	100
4.	MHR 304	Research Methodology	AEC	03	04	25	75	100
5.	MHR 305	Environment and Human Rights	OE	03	04	25	75	100

Semester IV								
1.	MHR 401	Constitutional and Institutional Protection of Human Rights in India	C	03	04	25	75	100
2.	MHR 402	Disaster Management in India	SEC	03	04	25	75	100
3.	MHR 403	Specific Groups and Human Rights	OE	03	04	25	75	100
4.	MHR 404	Project Report/Dissertation	C	NA	04	NA	100	100
5.	MHR 405	Viva Voce	C	NA	04	NA	100	100

***Note:** In Type of Course, 'C' indicates a 'Core or Compulsory' Course, 'E' indicates an 'Elective or Choice-based' Course, while 'OE' indicates an 'Open Elective or Choice-based' Course.

Rules and Regulations of the Programme

As mentioned in the Byelaws above.

SEMESTER-I

Course Code: **MHR -101**;

Title of the Course: **Foundational Framework of Human Rights**

L-T-P: 3-1-0

Credits: 04

(L=Lecture hours, T=Tutorial hours, P=Practical hours)

COURSE LEARNING OUTCOMES (CLOs)

After completing this course, students should be able to:

CLO-1: Explain the concept and theories of Human Rights. (Cognitive level: Understand)

CLO-2: Trace the historical development of Human Rights from early 13th Century to the late twentieth century and its significance.(Cognitive level: Analyze)

CLO-3: Elucidate the Implications of Legal Dynamics of Human Rights. (Cognitive level: Analyze)

CLO-4: Evaluate the various Theoretical Dimensions of Human Rights with special reference to third world perspectives. (Cognitive level: Evaluate)

CLO-5: Produce an overview of the Foundational Framework of Human Rights. (Cognitive level: Create)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PSO1	PSO2	PSO3	PSO4
CLO1	3	2	1	1	1	1	1	1	1	1	1	2	3	1	1	1
CLO2	3	2	1	2	1	1	1	1	1	1	1	1	1	3	1	1
CLO3	1	1	1	1	1	2	2	1	1	1	2	3	1	1	3	1
CLO4	3	2	2	1	1	1	1	2	2	1	1	2	3	1	1	1
CLO5	3	2	2	1	1	1	2	1	1	1	1	1	1	1	1	3

Detailed Syllabus

Course Profile and Objective: This course divided into four units initially introduces the conceptual foundations of human rights and the study moves towards the evolution and development of human rights in tandem with tracing its sources in its historical perspectives. Finally, the idea of human rights is evaluated in terms of its legal dynamics and theoretical dimensions.

Unit - 1 Conceptual Foundations of Human Rights (15 hours)

- (a) Meaning and Concept of Human Rights
- (b) Theories of Human Rights

Unit – 2 Historical Development of Human Rights (15 hours)

- (a) Sources of Human Rights: Magna Carta of Great Charter of Freedoms,1215, Glorious Revolution of 1688; United States Declaration of Independence,1776; United States Bill of Rights,1791; French Declaration of the Rights of Man and the Citizen,1789;
- (b) Geneva Convention of 1864, Human Rights United Nations Charter,1945; Universal Declaration of Human Rights,1948;International Covenant on Civil and Political Rights; and the International Covenant on Economic, Social and Cultural Rights

Unit - 3 Legal Dynamics of Human Rights (15 hours)

- (a) Human Rights and Legal Rights; International Bill of Rights
- (b) Three generations of Human Rights- Civil and political rights; Economic, social and cultural rights and collective/solidarity rights

Unit- 4 Theoretical Dimensions of Human Rights (15 hours)

- (a) Natural Rights Theory, Liberal, and Socialist Theories of Rights
- (b) Third world perspective

Readings List

1. Amartya Sen, *The Idea Justice*, New Delhi: Penguin Books, 2009.
2. Conor Grealy and Adam Tomkins (Eds). *Understanding Human Rights*, London: Manshell,1996.
3. David Beetham, *Politics and Human Rights*, Oxford: Blackwell,1995
4. Gurpreet Mahajan Ed., *Democracy, Difference and Social Justice*, New Delhi: Oxford University Press,1998.
5. James Nickel, *Making Sense of Human Rights: Philosophical Reflections on the Universal Declaration of Human Rights*, Berkeley: University of California Press,1987.
6. John Rawls, *Law of the People*, Cambridge: Harvard University Press,2001.
7. Michael Freedon, *Rights*, Delhi: World View, 1998 (Indian Reprint)
8. Michael Freeman, *Human Rights: An Interdisciplinary Approach*, Oxford: Polity,2002.
9. R.J. Vincent, *Human Rights and International Relations*, Cambridge: Cambridge University Press,1986.
10. Ronald Dworkin, *Taking Rights Seriously*, London: Duckworth,1978
11. SAHRDC, *Human Rights and Humanitarian Law*, New Delhi: South Asian Human Rights Documentation Centre,2002
12. Stephen Shute and Susan Herley (Eds), *On Human Rights*, New York: Basic Books,1993
13. Waldron, Jeremy. *Theories of Rights*, Oxford; Oxford University Press,1984
14. Will Kymlicka (Eds), *Rights of Minority Cultures*, Oxford: Clarendon Press,1995
15. United Nations Development Programme, *Human Development Report 2004: Cultural Liberty in Today's Diverse World*, New Delhi: Oxford University Press,2004.
16. UpendraBaxi: *The Future of Human Rights*, New Delhi: Oxford University Press.

Teaching-Learning Strategies in brief

Teaching and learning is through classroom teaching, discussion and debate, two-way question and answer sessions, presentations, guided self-study, and online resources.

Assessment methods and weightages in brief

A variety of assessment methods that are appropriate to the subject area and programme of study are used to assess progress towards the CLOs and PLOs. Priority is given to formative assessment. Progress towards achievement of learning outcomes is assessed using the following: time-constrained end-semester examinations, and internal assessment based on written tests; assignments; oral presentations, including seminar presentation, attendance etc., and other approaches as per the context and need.

Course Code: **MHR -102**;

Title of the Course: **Constitution and Governance in India**

L-T-P: 3-1-0

Credits: 04

(L=Lecture hours, T=Tutorial hours, P=Practical hours)

COURSE LEARNING OUTCOMES (CLOs)

After completing this course, students should be able to:

CLO-1: Analyse the Constitutional provisions and Laws regarding Political and Socio-Cultural Human Rights (Cognitive level: Analyse)

CLO-2: Describe the Fundamental Rights and Duties mentioned in the Indian Constitution and distinguish the justifiable provisions between Fundamental Rights and Directive Principles. (Cognitive level: Evaluate)

CLO-3: **Illustrate special laws for the protection of the Human Rights of marginalised section and contribution of Affirmative action for the upliftment of specific categories.** (Cognitive level: Apply)

CLO-4: Discuss the various social movements and their contribution for the protection of Human Rights (Cognitive level: Analyse)

CLO-5: Develop the understanding regarding Constitution and Governance in India (Cognitive level: Create)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PSO1	PSO2	PSO3	PSO4
CLO1	1	1	2	1	1	1	2	2	1	1	3	2	3	1	1	1
CLO2	2	1	1	1	1	1	1	1	1	1	2	3	1	3	1	1
CLO3	3	1	1	1	1	1	1	2	1	1	1	2	1	1	3	1
CLO4	2	1	1	1	1	1	1	1	1	1	1	3	1	3	1	1
CLO5	2	1	1	1	1	1	2	3	1	1	1	2	1	1	1	3

Detailed Syllabus

Course Profile and Objective: This paper acquaints to the students, the structural lay out of the human rights in legal-Institutional background and special legal and institutional arrangements for the special category of people. The study proceeds with social engineering of some select impactful social movements of conscientious actions as catalysts of human rights in India.

Unit – 1 Constitution, Law and Human Rights

(15 hours)

- (a) Constitutional and Statutory Provisions, Institutional Arrangements
- (b) Violation of Human Rights

Unit – 2 Human Rights Framework

(15 hours)

- (a) Fundamental Rights and Duties
- (b) Directive Principles of State Policy

Unit - 3 Special Laws for the Protection of Specific Categories

(15 hours)

- (a) Reservations and the Rights to Equality
- (b) Special Laws for the Protection of specific categories.

Unit - 4 Social Movements and Human Rights in India: Select Cases(15 hours)

- (a) Chipko Movements, Peasant Movements
- (b) Narmada Bachao Andolan, Naxalite Movements

Reading List

1. P. Madhava & Soma Sundaram, K. Jaishankar, *Crime Victims and Justice: an introduction to restorative principles*, New Delhi: Serials Publications, 2008.
2. B. Goswami, *Human Rights and reforming the law: a compendium of articles of Human Rights and Legal Reforms*, Jaipur: Raj Pub., 2008.
3. P.M. Katare and B.C. Barik, *Development, Deprivation and Human Rights Violation*, New Delhi: Rawat, 2002.
4. S.N. Chaudhary, *Human rights and poverty in India: Theoretical issues*, Delhi: Concepts, 2005.
5. Anuradha Kumar, *Encyclopaedia of Human Rights Development of under Privilege*, New Delhi: Sarup, 2002.
6. M.H. Syed, *Human Rights in Islam: the Modern Perspective*, New Delhi: Anmol, 2003.
7. Mathur, *Crime, Human Rights and National Security*, New Delhi: Gyan Publications, 2001.
8. Mujawar, Wasiyoddin R., *Social and Political Movements for Human Rights*, Delhi: Manglam Pub., 2009.
9. Subramanian, K.S., *Political Violence and the Police in India*, Los Angel: Sage, 2007.
10. Venket Iyer, (ed.), *Democracy, Human Rights and the Rule of Law: Essays in Honour of Nani Palkhivala*, New Delhi: Butterworths, 2000.
11. James Vadackumchery, *Policing the Police: a Nation's Cry*, New Delhi: Kaveri Books, 2003.
12. Paras Diwan, & Peeyushi Diwan, *Human Rights and the Law: Universal and Indian*, New Delhi: Deep & Deep publications, 1998.

Teaching-Learning Strategies in brief

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Assessment methods and weightages in brief

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Course Code: **MHR -103**;

Title of the Course: **Human Rights and Criminal Justice System in India**

L-T-P: 3-1-0

Credits: 04

(L=Lecture hours, T=Tutorial hours, P=Practical hours)

COURSE LEARNING OUTCOMES (CLOs)

After completing this course, students should be able to:

CLO-1: Describe the meaning, theories and the types of crimes (Cognitive level: Evaluate)

CLO-2: Examine the violations of prisoners Human Rights under the police system (Cognitive level: Analyse)

CLO-3: Evaluate the Criminal Justice System and its role in the promotion of Human Rights (Cognitive level: Evaluate)

CLO-4: Identify the emerging challenges and Accountability of the Governmental Machineries in the protection of Human Rights (Cognitive level: Analyse)

CLO-5: Summarize the criminal justice system and operative judicial procedures in India (Cognitive level: Create)

Mapping of Course Learning Outcomes (CLOs)with Program Learning Outcomes (PLOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PSO1	PSO2	PSO3	PSO4
CLO1	2	1	1	1	1	3	1	1	1	1	1	1	3	1	1	1
CLO2	2	1	2	1	1	3	1	1	1	1	1	2	1	1	3	1
CLO3	1	1	1	1	1	3	1	2	2	1	1	2	1	1	1	3
CLO4	1	1	1	1	1	1	2	1	3	1	1	2	1	1	1	3
CLO5	2	1	1	1	1	1	1	1	1	1	1	3	1	3	1	1

Detailed Syllabus

MHR-103: Human Rights and Criminal Justice System in India

Course Profile and Objective: This paper offers an overview of the criminal justice system and operative judicial procedures in India amidst the knowledge and understanding about the rights of the accused. It provides discourse on the meaningful mapping of crimes along with newer emerging challenges of drug- addiction, cyber-crimes, terrorism etc. as violations of human rights and studies the systems of crime control like police, prison etc. from the lens of the human rights vis a vis to the state accountability.

Unit – 1 Conceptual Nature of the Crime Perspective

(15 hours)

- (a) Crimes and their Categories
- (b) Theories of crime

Unit - 2 Police and Prison System and Human Rights (15 hours)

- (a) Police System and Prisons
- (b) First Information Report (FIR), Investigation and Charge Sheet Arrest and Warrant; Bail;

Unit – 3 Criminal Justice System and Promotion of Human Rights (15 hours)

- (a) Criminal Justice System (Police role and Judicial Procedure).
- (b) Rights of the Accused (Protection from Arbitrary Arrest, Fair and Speedy Trial)

Unit – 4 Emerging Challenges and Accountabilities (15 hours)

- (a) Drug addiction, Cyber Crimes and Terrorism.
- (b) Accountability of the Governmental Machineries

Reading List

1. S.N. Chaudhary, *Human rights and poverty in India: theoretical issues*, Delhi: Concepts, 2005.
2. Anuradha Kumar, *Encyclopedia of Human Rights Development of under Privilege*, New Delhi: Sarup, 2002
3. M.H. Syed, *Human Rights in Islam: the Modern Perspective*, New Delhi: Anmol, 2003.
4. Mathur, *Crime, Human Rights and National Security*, New Delhi: GyanPub.
5. P.M. Katare and B.C. Barik, *Development, Deprivation and Human Rights Violation*, New Delhi: Rawat, 2002.
6. Mujawar, Wasiyoddin R., *Social and Political Movements for Human Rights*, Delhi: Manglam Pub., 2009.
7. Subramanian, K.S., *Political Violence and the Police in India*, Los Angel: Sage, 2007.
8. B. Goswami, *Human Rights and reforming the law: a compendium of articles of Human Rights and Legal Reforms*, Jaipur: Raj Pub., 2008.
9. P. Madhava & Soma Sundaram, K. Jaishankar, *Crime Victims and Justice: an introduction to restorative principles*, New Delhi: Serials Publications, 2008.
10. James Vadackumchery, *Policing the Police: a Nation's Cry*, New Delhi: Kaveri Books, 2003.
11. Paras Diwan, & Peeyushi Diwan, *Human Rights and the Law: Universal and Indian*, New Delhi: Deep & Deep, 1998.
12. Venket Iyer, (ed.), *Democracy, Human Rights and the Rule of Law: Essays in Honour of Nani Palkhivala*, New Delhi: Butterworths, 2000.

Teaching-Learning Strategies in brief

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Assessment methods and weightages in brief

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Course Code: **MHR -104**;

Title of the Course: **International Human Rights Concerns and Humanitarian Law**

L-T-P: 3-1-0

Credits: 04

(L=Lecture hours, T=Tutorial hours, P=Practical hours)

COURSE LEARNING OUTCOMES (CLOs)

After completing this course, students should be able to:

CLO-1: Describe international concern and obligations regarding Human Rights, and explain the International Intervention to the Question of Nation-State and Citizenship (Cognitive level: Evaluate)

CLO-2: **Demonstrate the evolution and significance of International Humanitarian Law** (Cognitive level: Apply)

CLO-3: Analyze the International Actions and Sanctions against the violations of Human Rights (Cognitive level: Analyze)

CLO-4: Assess the role of international mechanism for the protection of Human Rights (Cognitive level: Evaluate)

CLO-5: Relate inter-relationship between International Humanitarian Law and Universal Human Rights (Cognitive level: Create)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PSO1	PSO2	PSO3	PSO4
CLO1	1	1	1	1	1	1	3	2	1	1	3	2	1	1	1	3
CLO2	2	1	1	2	3	2	2	3	1	1	3	2	1	3	1	1
CLO3	1	1	1	2	2	1	1	1	1	1	3	1	1	1	3	1
CLO4	1	1	1	1	2	1	2	2	1	1	3	2	1	1	3	1
CLO5	1	2	1	1	1	1	1	1	1	1	3	1	3	1	1	2

Detailed Syllabus

Course Profile and Objective: This paper throws light on all important human rights related international concerns, obligations, actions of sanctions, interventions and role of international organisations besides studying the International Humanitarian Law and a discourse on varied discriminations as causatives of violence and armed conflicts and how is the International Humanitarian Law strengthens human rights in critical arenas and areas.

Unit - 1 International Concern and Obligations for Human Rights (15 hours)

- (a) United Nations Charter Provisions on Human Rights; From International Concern to International Obligation for Protection of Human Rights
- (b) International Intervention: The Question of Nation-State and Citizenship

Unit – 2 International Humanitarian Law (15 hours)

- (a) Philosophical and Historical Foundation of International Humanitarian Law
- (b) Hague Conventions 1899 and 1907; Geneva Conventions 1949 and Additional

Unit - 3 International Actions Against Violations of Human Rights (15 hours)

- (a) Role of the U.N. Security Council and Other International Organizations- Amnesty International, Red Cross
- (b) International Sanctions Against Violations of Human Rights-Debate between Unilateralism, Humanitarian Intervention and State Sovereignty

Unit - 4 International Protection of Human Rights (15 hours)

- (c) Declaration on the Elimination of All Forms of Intolerance and Discrimination Based on Religion or Belief
- (d) International Convention on Elimination of All Forms of Racial Discrimination

Readings List

1. SAHRDC, *Human Rights and International Law*, OUP, New Delhi, 2008.
2. M. R. Ishay, *The History of Human Rights*, Orient Longman, New Delhi, 2004.
3. Kalin and Kunzli, *The Law of International Human Rights Protection*, OUP, Clarendon, 2009.
4. M K. Sinha (ed.), *International Criminal Law and Human Rights*, Manak Publications, New Delhi, 2010.
5. R H. Callaway and J. Harrelson-Stephens (eds.), *Explaining International Human Rights*, Viva, New Delhi, 2010.
6. United Nations, *Human Rights: A Compilation of International Instruments*, Bookwell, New Delhi, 2002.
7. Jansuez Symonides (ed.), *Human Rights*, Rawat Publications, Jaipur, 2005.
8. A H Robertson and J G Merrills, *Human Rights in the World*, Universal, Delhi, 2005.
9. Richard Clayton and Hugh Tomlinson (eds.), *The Law of Human Rights*, (2 vols.), OUP, Clarendon, 2005.
10. Kevin Boyle (ed.), *New Institutions for Human Rights Protection*, OUP, Clarendon, 2009.

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Assessment methods and weightages in brief

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Course Code: MHR -105; Title of the Course: Social and Economic Deprivations and Human Rights

L-T-P: 3-1-0

Credits: 04

(L=Lecture hours, T=Tutorial hours, P=Practical hours)

COURSE LEARNING OUTCOMES (CLOs)

After completing this course, students should be able to:

CLO-1: Outline the major social problems and its implication on Human Rights (Cognitive level: Analyse)

CLO-2: Evaluate the economic problems leads to the violation of Human Rights (Cognitive level: Evaluate)

CLO-3: Outline the mechanism and its effectiveness for the protection of Disadvantaged Groups (Cognitive level: Analyze)

CLO-4: Analyze the Constitutional and Statutory provisions for the protection and promotion of Minorities Rights in India (Cognitive level: Analyze)

CLO-5: Appraise the gesture of Socio-Economic Deprivation as the Human Rights Violations. (Cognitive level: Create)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PSO1	PSO2	PSO3	PSO4
CLO1	1	1	3	3	1	1	1	1	2	1	1	1	1	1	3	1
CLO2	1	2	2	3	1	1	1	1	1	1	1	1	1	1	3	1
CLO3	1	1	3	3	1	1	1	1	2	1	2	2	1	3	1	2
CLO4	2	1	3	1	1	2	2	1	1	1	1	2	1	1	1	1
CLO5	1	1	2	3	1	1	2	2	2	1	1	1	1	1	1	1

Detailed Syllabus

Course Profile and Objective: This paper is meant to discuss multiple and multi-dimensional deep rooted societal factors that are intrinsically linked to economic factors. All of them perpetuate multi-faced discriminations and deprivations against gender, race and vulnerable communities. The study especially contextualizes on special category of labour, urban migration, internally displaced and disadvantaged group of people and minorities and institutional support for the protection and promotion of their human rights.

Unit- 1 Social Problems and Human Rights

(15 hours)

- (a) Social Hierarchy, Casteism, Regionalism
- (b) Violence against women, Racial and Communal Discrimination

Unit- 2 Economic Problems and Human Rights (15 hours)

- (a) Poverty, Illiteracy, Unemployment, Bonded and Child Labour
- (b) Rural To Urban Migration and Internally Displaced Persons

Unit – 3 Rights of the Disadvantaged Groups (15 hours)

- (a) The Rights of Scheduled Caste, Scheduled Tribes, and Other Backward Classes
- (b) Mechanisms for the protection of the rights of disadvantaged groups

Unit- 4 Protection of Minorities (15 hours)

- (a) Minorities Rights in Indian Constitution
- (b) Role of National Commission for Minorities in Protection and promotion of Minorities Righting India.

Reading List

1. D.C. Nanjunda, *Child Labour and Human Rights: A Prospective*, Delhi: Kalpaz Pub.,2008.
2. S.N. Chaudhary, *Human Rights and Poverty in India: Theoretical Issues*, Delhi: Concepts,2005.
3. R. Ganga, *Children's Rights as basic Human Rights*, New Delhi: Reference Press, 2007.
4. SaksenaAnu, *Gender and Human Rights: Status of Women Workers in India*, Delhi: Shipra Publications, 2004.
5. Gurusamy, S., *Human Rights and Gender Justice*, New Delhi: APH,2009.
6. A.K. Jha, *Child Abuse and Human Rights*, N.D.: Anmol,2006.
7. D.V. Rao, *Child Rights: A Perspective on International and National Law*, New Delhi: Manak,2004.
8. A.K. Jha, *Child Abuse and Human Rights*, N.D.: Anmol,2006.
9. V.V. Devasia, *Women, Social Justice and Human Rights*, New Delhi: APH,2009.
10. Jhon K. Thomas, *Human Rights of Tribals*, Delhi: ISha Books,2005.
11. Thiagaraj, *Human Rights from the Dalit Perspective*, New Delhi: Gyan Publishing,2007
12. B.R. Sharma, *Encyclopedia of Human Rights and Women's Development*, New Delhi: Sarup& sons,2002.
13. G.S.Bhargava, *Human Rights of Dalits: Social Violation*, New Delhi: Gyan, 2001.
14. Shinde, Prem K., *Dalits and Human Rights*, Delhi: Isha Books,2005.
15. Sri Krishna, S., *Dalit and Human Rights*, New Delhi: Serial Pub.,2007.

Teaching-Learning Strategies in brief

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Assessment methods and weightages in brief

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SEMESTER – II

Course Code: **MHR -201**; Title of the Course: **Perspectives and Foundations of Human Rights**

L-T-P: 3-1-0

Credits: 04

(L=Lecture hours, T=Tutorial hours, P=Practical hours)

COURSE LEARNING OUTCOMES (CLOs)

After completing this course, students should be able to:

CLO-1: Analyze the Universal Values of Human Rights and, compare and contrast human values and duties obligated by Islam and Hinduism (Cognitive level: Analyze)

CLO-2: Evaluate the protection and promotion of Human Rights in Diverse societies (Cognitive level: Evaluate)

CLO-3: Assess the role of state in the protection of Human Rights, and describe the significance of Universal Declaration of Human Rights to drive state to enact laws for the protection of Human Rights (Cognitive level: Evaluate)

CLO-4: Explain the core International Human Rights Laws and effectiveness of their Implementation (Cognitive level: Evaluate)

CLO-5: Demonstrate the relevance of international human rights instruments, protocols and treaty bodies (Cognitive level: Apply)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PSO1	PSO2	PSO3	PSO4
CLO1	1	1	1	3	1	1	1	2	1	1	1	2	3	1	1	1
CLO2	1	1	3	2	1	1	1	1	2	1	1	1	1	1	3	1
CLO3	1	1	1	1	1	2	3	2	1	1	2	2	1	3	1	1
CLO4	1	1	1	1	1	1	2	1	1	1	2	3	1	1	1	3
CLO5	1	1	1	1	1	1	2	1	1	1	3	1	1	3	1	1

Detailed Syllabus

Course Profile and Objective: This paper introduces perspectives and foundational components of human rights in terms of its universal values obligated by religion and culture and its importance in multicultural society. It analyses all core international human rights instruments, protocols and treaty bodies and deciphers the right to self-determination and differentiates it with the self-rule as well.

Unit- 1 Human Rights, Human Values and Duties (15 hours)

- (a) Universal Values of Human Rights: Human Dignity and Justice; Equality, Liberty and Fraternity;
- (b) Human Rights, Human Values and Duties obligated by Religion and Culture (With special reference to Islam and Hinduism)

Unit- 2 Diversity, Difference and Human Rights (15 hours)

- (a) Protection and Promotion of Human Rights in Diverse societies- Multiculturalism and Minority Rights;
- (b) Beyond Universal Human Rights: Relativism and Universalism of Human Rights;

Unit - 3 State Sovereignty and Self Determination (15 hours)

- (a) The Right to Self Determination and Concerns of Self-Rule
- (b) State Sovereignty and the Politics of Universal Human Rights

Unit- 4 International Human Rights Laws and Implementation (15 hours)

- (a) Core International Human Rights Instruments and Protocols
- (b) Implementation of Covenants/Conventions and Treaty Bodies

Readings List

1. Amartya Sen, *The Idea Justice*, New Delhi: Penguin Books, 2009.
2. Conor Grealy and Adam Tomkins (Eds). *Understanding Human Rights*, London: Manshell, 1996.
3. David Beetham, *Politics and Human Rights*, Oxford: Blackwell, 1995
4. Gurpreet Mahajan Ed., *Democracy, Difference and Social Justice*, New Delhi: Oxford University Press, 1998.
5. James Nickel, *Making Sense of Human Rights: Philosophical Reflections on the Universal Declaration of Human Rights*, Berkeley: University of California Press, 1987.
6. John Rawls, *Law of the People*, Cambridge: Harvard University Press, 2001.
7. Michael Freedon, *Rights*, Delhi: World View, 1998 (Indian Reprint)
8. Michael Freeman, *Human Rights: An Interdisciplinary Approach*, Oxford: Polity, 2002.
9. R.J. Vincent, *Human Rights and International Relations*, Cambridge: Cambridge University Press, 1986.
10. Ronald Dworkin, *Taking Rights Seriously*, London: Duckworth, 1978
11. SAHRDC, *Human Rights and Humanitarian Law*, New Delhi: South Asian Human Rights Documentation Centre, 2002
12. Stephen Shute and Susan Herley (Eds), *On Human Rights*, New York: Basic Books, 1993
13. Waldron, Jeremy. *Theories of Rights*, Oxford; Oxford University Press, 1984
17. Will Kymlicka (Eds), *Rights of Minority Cultures*, Oxford: Clarendon Press, 1995
18. United Nations Development Programme, *Human Development Report 2004: Cultural Liberty in Today's Diverse World*, New Delhi: OUP, 2004.
19. Upendra Baxi: *The Future of Human Rights*, New Delhi: Oxford University Press.

Teaching-Learning Strategies in brief

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Assessment methods and weightages in brief

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Course Code: **MHR -202**; Title of the Course: **Issues and Challenges in Indian Politics**

L-T-P: 3-1-0

Credits: 04

(L=Lecture hours, T=Tutorial hours, P=Practical hours)

COURSE LEARNING OUTCOMES (CLOs)

After completing this course, students should be able to:

CLO-1: Explain the concept of Secularism, Communalism and Corruption (Cognitive level: Evaluate)

CLO-2: Outline the major challenges to Internal Security and Violation of Human Rights (Cognitive level: Analyze)

CLO-3: Describe the problems of Governance in the protection and promotion of Human Rights (Cognitive level: Evaluate)

CLO-4: Analyze Regionalism and Administration of Tribal Areas (Cognitive level: Analyze)

CLO-5: Categorize the major challenges in Indian politics and problems of Governance (Cognitive level: Create)

Mapping of Course Learning Outcomes (CLOs)with Program Learning Outcomes (PLOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PSO1	PSO2	PSO3	PSO4
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CLO2	1	1	1	1	1	2	1	1	3	1	1	1	1	1	3	1
CLO3	1	1	1	1	1	1	2	1	3	1	1	1	1	1	1	3
CLO4	1	1	1	1	1	1	1	1	3	1	2	2	1	3	1	1
CLO5	1	1	1	1	1	1	2	1	3	1	1	1	1	1	1	1

Detailed Syllabus

Course Profile and Objective: Overall, the paper makes the student to grasp upon the grappling debate of secularism and communalism and corruption a major challenge to the polity and governance of India. Besides discussing Casteism, regionalism and special administrative arrangements for tribal areas, the study delves into the menaces of insurgency, naxalism and terrorism as threat to the Indian nation building.

Unit - 1 Major Issues in Political Scenario

(15 hours)

- (a) Secularism and Communalism
- (b) Corruption: Causes and Remedies

Unit - 2 Major Challenges of Internal Security

(15 hours)

- (a) Terrorism, Insurgencies and Counter Strategies

(b) Naxalism Violence and Violations of Human Rights

Unit - 3 Problems of Governance

(15 hours)

- (a) Nature and Causes of Caste and Politics
- (b) Reservation and Right to Equality

Unit - 4 Regionalism and Administration of Tribal Areas

(15 hours)

- (a) Regionalism: Statehood, Autonomy and Secession
- (b) Administration of Tribal Areas: Fifth and Sixth Schedule

Reading List

1. NeeraChandhoke, *Beyond Secularism The Rights of Religious Minorities*, Oxford University Press, New Delhi, 1999.
2. D.D. Basu, *Introduction to the Constitution of India*, Lexis NexisButterworthsWadhwa, Nagpur, 2011.
3. Bipan Chandra, Mridula Mukherjee, Aditya Mukherjee, K.N. Panikkar, Sucheta Mahajan, *India's Struggle for Independence 1857-1947*, Penguin Books, New Delhi, 1987, Chapters 31 to 33.
4. Asghar Ali Engineer (ed.) *Communal Riots in Post-Independence India*, Orient Black-Swan, 1991.
5. *On Developing Theory of Communism Riots*, IOS, New Delhi, 1984.
6. M.J. Akbar, *Riot After Riot*, Penguin Books, India, 1991.
7. Ashutoshvarshney, *Ethnic Conflict and Civic Life: Hindus and Muslims in India*, Yale University Press, 2002.
8. Paul R. Brass, *The Production of Hindu-Muslim Violence in Contemporary India*, University of Washington Press, 2003.
9. Rajni Kothari, *Caste in Indian Politics*, Orient Longman, Hyderabad, (Reprint 2004)
10. Pradyot Lal & Tara Nair, *Caste Vs Caste: Turbulence in Indian Politics*, Ajanta Books, New Delhi, 1998.
11. KanchaIlaiah, *Why I am not a Hindu?*Samya Publications, Calcutta, 1996.
12. Ghanshyam Shah (ed), *Caste and Democratic Politics in India*, Permanent Black, New Delhi, 2002.

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Assessment methods and weightages in brief

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Course Code: MHR -203; Title of the Course: Globalization, Development and Promotion of Human Rights

L-T-P: 3-1-0

Credits: 04

(L=Lecture hours, T=Tutorial hours, P=Practical hours)

COURSE LEARNING OUTCOMES (CLOs)

After completing this course, students should be able to:

CLO-1: Analyze World Trade Organization and its functioning impact on Human Rights (Cognitive level: Analyze)

CLO-2: Explain the concept of Human Rights and Human Development (Cognitive level: Evaluate)

CLO-3: Assess the impact of Globalization on Human Rights (Cognitive level: Evaluate)

CLO-4: Illustrate the role of United Nations Bodies towards the promotion of Human Rights (Cognitive level: Analyse)

CLO-5: Explain the significance of the Human Rights Council and International conventions for women and child (Cognitive level: Create)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PSO1	PSO2	PSO3	PSO4
CLO1	1	2	1	1	3	1	2	1	1	1	2	1	3	1	1	1
CLO2	3	1	1	1	1	1	1	1	1	1	1	1	1	3	1	1
CLO3	1	1	1	1	3	1	2	1	1	1	1	1	3	1	1	1
CLO4	1	1	2	1	1	1	1	1	1	1	3	1	1	1	3	1
CLO5	1	1	2	1	1	1	1	1	1	1	3	1	1	1	3	1

Detailed Syllabus

Course Profile and Objective: On the thematic issue of globalization, the role of the United Nations and the World Trade organization is capitulated to stimulate further the right to development, human development and their impact on human rights, is the essence of this paper. At the backdrop of the functioning of the Human Rights Council, International conventions for women and child have been detailed out.

Unit - 1 Human Rights and Development

(15 hours)

- (a) A Right to Development
- (b) World Trade Organization and its functioning impact on Human Rights

Unit - 2 Human Rights and Human Development (15 hours)

- (b) Concept of Human Development
- (c) Human Rights and Human development

Unit - 3 Globalization and Human Rights (15 hours)

- (c) Concept of Globalization: Uneven Development and Exclusion
- (d) Economic and Cultural Effects of Globalization

Unit - 4 United Nations' Bodies and the Promotion of Human Rights (15 hours)

- (c) Commission on Human Rights and Human Rights Council
- (d) Convention on the Elimination of All Forms of Discrimination Against Women and Convention on Rights of Child

Reading List

1. S.N. Chaudhary, *Human rights and poverty in India: theoretical issues*, Delhi: Concepts, 2005.
2. Anuradha Kumar, *Encyclopedia of Human Rights Development of under Privilege*, New Delhi: Sarup, 2002
3. M.H. Syed, *Human Rights in Islam: the Modern Perspective*, New Delhi: Anmol, 2003.
4. Mathur, *Crime, Human Rights and National Security*, New Delhi: GyanPub.
5. P.M. Katare and B.C. Barik, *Development, Deprivation and Human Rights Violation*, New Delhi: Rawat, 2002,
6. Mujawar, Wasiyoddin R., *Social and Political Movements for Human Rights*, Delhi: Manglam Pub., 2009.
7. Subramanian, K.S., *Political Violence and the Police in India*, Los Angel: Sage, 2007.
8. B. Goswami, *Human Rights and reforming the law: a compendium of articles of Human Rights and Legal Reforms*, Jaipur: Raj Pub., 2008.
9. P. Madhava & Soma Sundaram, K. Jaishankar, *Crime Victims and Justice: an introduction to restorative principles*, New Delhi: Serials Publications, 2008.
10. James Vadackumchery, *Policing the Police: a Nation's Cry*, New Delhi: Kaveri Books, 2003.
11. Paras Diwan, & Peeyushi Diwan, *Human Rights and the Law: Universal and Indian*, New Delhi: Deep & Deep, 1998.
12. Venket Iyer, (ed.), *Democracy, Human Rights and the Rule of Law: Essays in Honour of Nani Palkhivala*, New Delhi: Butterworths, 2000.

Teaching-Learning Strategies in brief

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Assessment methods and weightages in brief

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Course Code: **MHR -204**;

Title of the Course: **International Adjudication and Protection of Human Rights**

L-T-P: 3-1-0

Credits: 04

(L=Lecture hours, T=Tutorial hours, P=Practical hours)

COURSE LEARNING OUTCOMES (CLOs)

After completing this course, students should be able to:

CLO-1: Describe the concerns about the violations of Human Rights (Cognitive level: Evaluate)

CLO-2: Evaluate the International War Crime and Genocide Trial (Cognitive level: Evaluate)

CLO-3: Examine International Adjudication and Resolution of Disputes (Cognitive level: Analyze)

CLO-4: Evaluate the International protection for the Refugees and the Minorities (Cognitive level: Evaluate)

CLO-5: Develop the understanding of International Adjudication and Protection of Human Rights (Cognitive level: Create)

Mapping of Course Learning Outcomes (CLOs)with Program Learning Outcomes (PLOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PSO1	PSO2	PSO3	PSO4
CLO1	1	1	2	3	1	1	1	1	1	1	1	1	1	3	1	1
CLO2	1	1	1	1	1	3	1	1	2	1	1	1	1	1	3	1
CLO3	1	1	1	1	1	1	3	1	1	1	2	1	1	1	3	1
CLO4	1	1	2	3	1	1	1	1	1	1	2	1	1	1	1	3
CLO5	3	1	1	1	1	1	1	1	1	1	2	1	3	1	1	1

Detailed Syllabus

Course Profile and Objective: This paper travels through the international adjudication bodies - the International Court of Justice vis a vis the International Criminal Court along with War Tribunals. The study focuses on war crimes including genocide as grave violations of human rights and covers related issues and themes like International Refugee law, the United Nations High Commissioner for Refugee, Declaration on the Rights of Persons belonging to National or Ethnic, Religious and Linguistic Minorities.

Unit -1 Concerns about Violation of Rights

(15 hours)

- (a) Provisions in the U.N. Declaration
- (b) Vienna Declaration 1993

Unit - 2 International War Crime and Genocide Trial (15 hours)

- (a) International Crime of Violations of Human Rights: International Criminal Court
- (b) War Crimes Including Genocide and War Tribunals

Unit - 3 International Adjudication and Resolution of Disputes (15 hours)

- (a) International Court of Justice
- (b) International Law and Resolution of Disputes

Unit-4 International Protection for the Refugees and the Minorities (15 hours)

- (a) Determination of Refugee Status; International Refugee Law; Refugee Protection, UN High Commissioner on Refugees
- (b) Declaration on the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities, 1992; Commission on Human Rights—Sub-Commission on Minorities

Readings List

1. SAHRDC, *Human Rights and International Law*, OUP, New Delhi, 2008.
2. M. R. Ishay, *The History of Human Rights*, Orient Longman, New Delhi, 2004.
3. Kalin and Kunzli, *The Law of International Human Rights Protection*, OUP, Clarendon, 2009.
4. M K. Sinha (ed.), *International Criminal Law and Human Rights*, Manak Publications, New Delhi, 2010.
5. R H. Callaway and J. Harrelson-Stephens (eds.), *Explaining International Human Rights*, Viva, New Delhi, 2010.
6. United Nations, *Human Rights: A Compilation of International Instruments*, Bookwell, New Delhi, 2002.
7. Jansuez Symonides (ed.), *Human Rights*, Rawat Publications, Jaipur, 2005.
8. A H Robertson and J G Merrills, *Human Rights in the World*, Universal, Delhi, 2005.
9. Richard Clayton and Hugh Tomlinson (eds.), *The Law of Human Rights*, (2 vols.), OUP, Clarendon, 2005.
10. Kevin Boyle (ed.), *New Institutions for Human Rights Protection*, OUP, Clarendon, 2009.

Teaching-Learning Strategies in brief

Teaching and learning is through classroom teaching, discussion and debate, two-way question and answer sessions, presentations, guided self-study, and online resources.

Assessment methods and weightages in brief

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Course Code: **MHR -205;**

Title of the Course: **Disadvantaged Groups and Human Rights in India**

L-T-P: 3-1-0

Credits: 04

(L=Lecture hours, T=Tutorial hours, P=Practical hours)

COURSE LEARNING OUTCOMES (CLOs)

After completing this course, students should be able to:

CLO-1: Describe Human Rights for the women and National Laws for the protection of Women's rights (Cognitive level: Evaluate)

CLO-2: Explain Human Rights of the Children, the Constitutional provisions and special Laws for Children (Cognitive level: Evaluate)

CLO-3: **Demonstrate Human Rights of the workers, special laws and mechanism for the protection of the worker's rights** (Cognitive level: Apply)

CLO-4: Analyze Human Rights of the aged and the disabled persons (Cognitive level: Analyze)

CLO-5: Categorize the Disadvantaged Groups and the special laws and mechanisms for their protection in their rights perspectives (Cognitive level: Create)

Mapping of Course Learning Outcomes (CLOs)with Program Learning Outcomes (PLOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PSO1	PSO2	PSO3	PSO4
CLO1	1	1	2	3	1	1	1	1	1	1	1	1	3	1	1	1
CLO2	1	1	3	1	1	1	1	2	1	1	1	1	1	3	1	1
CLO3	1	1	2	3	1	1	1	1	1	1	1	1	1	1	3	1
CLO4	1	1	3	2	1	1	1	1	1	1	1	1	1	1	3	1
CLO5	1	1	1	3	1	1	1	2	1	1	1	1	1	1	1	2

Detailed Syllabus

Course Profile and Objective: Considering the ways to enhance the understanding of human rights, this paper specializes into the studies of the causative and curative issues like bias, harassment and crimes against women and children & Juvenile and protective legislations. Thematic focus is on the workers and their occupational health hazards and their special protective laws and mechanisms and the disabled and elderly persons and the special laws and mechanisms for their protection in their rights perspectives.

Unit– 1 Human Rights of the Women

(15 hours)

- (a) Gender Bias, Harassment and Crimes Against Women
- (b) National Laws for the protection of Women's rights

Unit– 2 Human Rights of the Children**(15 hours)**

- (a) Status of Children in India: Problems and Issues
- (b) Constitutional Provisions for Children and Special Laws for Juvenile Justice System

Unit– 3 Human Rights of the Workers**(15 hours)**

- (a) Occupational Health Hazards for workers, Bonded and Unorganized Workers
- (b) Special Laws and Mechanism for the Protection of the Workers' Rights

Unit - 4 Human Rights of the Aged and the Disabled Persons**(15 hours)**

- (a) Concept of Disability and Elderly Persons in their Rights Perspective
- (b) Special Laws and Mechanism for the Protection of the Rights of Disables and Elderly Persons

ReadingList

1. D.C. Nanjunda, *Child Labour and Human Rights: A Prospective*, Delhi: Kalpaz Pub., 2008.
2. S.N. Chaudhary, *Human Rights and Poverty in India: Theoretical Issues*, Delhi: Concepts,2005.
3. R. Ganga, *Children's Rights as basic Human Rights*, New Delhi: Reference Press, 2007.
4. SaksenaAnu, *Gender and Human Rights: Status of Women Workers in India*, Delhi: Shipra Publications,2004.
5. Gurusamy, S., *Human Rights and Gender Justice*, New Delhi: APH,2009.
6. A.K. Jha, *Child Abuse and Human Rights*, N.D.: Anmol,2006.
7. D.V. Rao, *Child Rights: A Perspective on International and National Law*, New Delhi: Manak,2004.
8. A.K. Jha, *Child Abuse and Human Rights*, N.D.: Anmol,2006.
9. V.V. Devasia, *Women, Social Justice and Human Rights*, New Delhi: APH,2009.
10. Jhon K. Thomas, *Human Rights of Tribals*, Delhi: Isha Books,2005.
11. Thiagaraj, *Human Rights from the Dalit Perspective*, New Delhi: Gyan Publishing, 2007.
12. B.R. Sharma, *Encyclopedia of Human Rights and Women's Development*, New Delhi: Sarup& sons,2002.
13. G.S. Bhargava, *Human Rights of Dalits: Social Violation*, New Delhi: Gyan,2001.
14. Shinde, Prem K., *Dalits and Human Rights*, Delhi: Isha Books,2005.
15. Sri Krishna, S., *Dalit and Human Rights*, New Delhi: Serial Pub.,2007.

Teaching-Learning Strategies in brief

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SEMESTER – III

Course Code: **MHR -301**;

Title of the Course: **Science, Technology and Human Rights**

L-T-P: 3-1-0

Credits: 04

(L=Lecture hours, T=Tutorial hours, P=Practical hours)

COURSE LEARNING OUTCOMES (CLOs)

After completing this course, the students should be able to

CLO1: Analyze the relationship between bio-technology and human rights, for example, in cases of human cloning, feticide, surrogate parenthood, and in-vitro fertilization (Cognitive level: Analyze)

CLO2: Illustrate the negative role of science and technology on sustainable development i.e. careless use of natural resources) (Cognitive level: Apply)

CLO3: Describe the idea of right to die in dignity i.e. euthanasia, the transplant of organs and other life-saving techniques and technologies (Cognitive level: Understand)

CLO4: Analyze the issues public safety i.e. the problem of industrial pollution, and its prevention and rehabilitation (Cognitive level: Analyze)

CLO5: Demonstrate the implication of cybercrimes and hacking on the right to privacy (Cognitive level: Apply)

Mapping of Course Learning Outcomes (CLOs)with Program Learning Outcomes (PLOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PSO1	PSO2	PSO3	PSO4
CLO1	2	3	1	1	1	1	1	1	1	1	1	1	3	1	1	1
CLO2	1	3	1	1	1	1	1	1	1	1	1	1	3	1	1	1
CLO3	1	2	1	1	1	1	1	1	1	1	1	1	1	1	3	1
CLO4	1	3	1	1	1	1	1	1	1	1	1	1	3	1	1	1
CLO5	1	1	1	1	1	3	1	1	1	1	1	1	3	1	1	1

Detailed Syllabus

Course Profile and Objective: The objective of this paper is to enlighten the learners about the intrinsic relationship between the execution and policies related to science, technology and newer innovations and the impacts of questionable scientific advancements and implications thereupon on society, environment, development and human rights. Further the study horizon expands to assess impacts of e-governance and right to privacy at large.

Unit - 1 Role of Science and Technology

(15 hours)

(a) Negative Role of Science and Technology on Sustainable Development

(Careless Use of Natural Resources)

- (b) Bio-technology and Human Rights: Human Cloning, Feticide, Surrogate parenthood, In –Vitro Fertilization

Unit - 2 Questionable Scientific Developments

(15 hours)

- (a) Life-Saving Technologies: Organ Transplant and Sale, Right to Die in Dignity: Euthanasia
- (b) Cyber Crimes, Hacking, Pornography

Unit - 3 Environment and Human Rights

(15 hours)

- (a) Right to Clean Environment and Public Safety: Issues of Industrial Pollution, Prevention and Rehabilitation
- (b) Safety aspect of New Technologies such as Chemical and Nuclear Technologies, Issues of Waste Disposal

Unit – 4 Information, Communication Technology and Human Rights (15 hours)

- (a) E-Governance
- (b) Right to Privacy

Readings List

1. Therese Murphy (ed.), *New Technologies and Human Rights*, OUP, Clarendon,2009.
2. Roger Brownsword, *Rights, Regulation and the Technological Revolution*, OUP, Clarendon,2009.
3. Ruth Deech and Anna Smajdor, *From IVF to Immortality: Controversy in the Era of Reproductive Technology*, OUP, Clarendon,2009.
4. R J Cook and C G Ngwena (eds.), *Health and Human Rights*, OUP, Clarendon,2007.
5. G.Hodgeelal(eds.),*NewGlobalFrontiersofRegulation:TheAgeofNanotechnology*, OUP, Clarendon, 2007.
6. H Somsen (ed.), *The Regulatory Challenge of Biotechnology: Human Genetics, Food and Patents*, OUP, Clarendon,2007.
7. UNESCO, *Ethics of Science and Technology: Explorations of the Frontiers of Science and Ethics*, OUP, Clarendon,2006.
8. Roger Brownsword (ed.), *Human Rights*, OUP, Clarendon,2004.
9. A Plomer, *The Law and Ethics of Medical Research: International Bioethics and Human Rights*, OUP, Clarendon,2005.
10. A Murray (ed.), *Human Rights in the Digital Age*, OUP, Clarendon,2005.
11. F Francioni (ed.), *Biotechnology and International Human Rights*, OUP, Clarendon,2007.
12. Nuffield Council on Bioethics, *Genetically Modified Crops: The Ethical and Social Issues*, OUP, London,1999.
13. Roger Brownsword and K Yeung (eds.), *Regulating Technologies*, OUP, Clarendon,2008.
14. F Francioni (ed.), *The Impact of Technologies on Human Rights*, OUP, Clarendon,2006.
15. C G Weeramantry, *Justice without Frontiers: Protecting Human Rights in the Age of Technology*, OUP, Clarendon,1997.

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Course Code: **MHR -302**;

Title of the Course: **Social Movements and Human Rights in India**

L-T-P: 3-1-0

Credits: 04

(L=Lecture hours, T=Tutorial hours, P=Practical hours)

COURSE LEARNING OUTCOMES (CLOs)

After completing this course, the students should be able to

CLO1: Examine the importance of social movements (Cognitive level: Evaluate)

CLO2: Explain the origin and development of social reforms movements in the 19th century (Cognitive level: Evaluate)

CLO3: Analyze the concept of ideology and organization (Cognitive level: Analyze)

CLO4: Identify the peasants, tribal, women and environment movements in the past and present (Cognitive level: Apply)

CLO5: Examine the role of media and NGOs in protection of human rights (Cognitive level: Analyze)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PSO1	PSO2	PSO3	PSO4
CLO1	2	1	1	1	1	1	1	1	1	1	1	1	1	3	1	1
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CLO4	1	2	3	1	1	1	1	1	1	1	1	1	1	2	3	1
CLO5	2	3	1	1	1	1	1	1	1	1	1	1	1	1	3	1

Detailed Syllabus

Course Profile and Objective: This paper is meant for the exclusive study of the social movement in the competing paradigms of human rights struggle in Indian socio-political environment. It encapsulates its ideology and organization and some select case studies. This facilitates a fascinating deepening knowledge about social movements in real life situations and conceptual evolution in tandem with the critical role of media and civil society organizations.

Unit-1 Social Movements Conceptual Perspective

(15 hours)

- (a) Social Movement- Concept and Definitions
- (b) Ideology and Organization

Unit– 2 Social Movements in India: Evolution (15 hours)

- (a) Social Reforms Movements in the 19th Century
- (b) Peasants, Tribal, Women and Environment Movements

Unit– 3 Social Movements and Human Rights in India: Selected Cases (15 hours)

- (a) Chipko Movements
- (b) Narmada Bachao Andolan

Unit–4 Role of Media and NGOs in Protection of Human Rights (15 hours)

- (a) Media: Electronic, print and Social Media role in India
- (b) Select NGO's: PUCL, PUDR, Civil groups, Volunteer NGOs

Reading List

1. S.N. Chaudhary, *Human rights and poverty in India: Theoretical issues*, Delhi: Concepts,2005.
2. Anuradha Kumar, *Encyclopaedia of Human Rights Development of under Privilege*, New Delhi: Sarup, 2002.
3. M.H. Syed, *Human Rights in Islam: the Modern Perspective*, New Delhi: Anmol, 2003.
4. Mathur, *Crime, Human Rights and National Security*, New Delhi: GyanPub., 2001.
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6. Mujawar, Wasiyoddin R., *Social and Political Movements for Human Rights*, Delhi: Manglam Pub.,2009.
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8. B. Goswami, *Human Rights and reforming the law: a compendium of articles of Human Rights and Legal Reforms*, Jaipur: Raj Pub., 2008.
9. P. Madhava& Soma Sundaram, K. Jaishankar, *Crime Victims and Justice: an introduction to restorative principles*, New Delhi: Serials Publications, 2008.
10. James Vadackumchery, *Policing the Police: a Nation's Cry*, New Delhi: Kaveri Books,2003.
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Course Code: **MHR -303**;

Title of the Course: **Minority Groups, Indian Constitution and Politics**

L-T-P: 3-1-0

Credits: 04

(L=Lecture hours, T=Tutorial hours, P=Practical hours)

COURSE LEARNING OUTCOMES (CLOs)

After completing this course, the students should be able to

CLO1: Explain the concept of a minority community (Cognitive level: Evaluate)

CLO2: Distinguish the various kinds of minorities, for example, religious and linguistic minorities from each other (Cognitive level: Analyze)

CLO3: Examine the welfare and development of the religious and linguistic minorities (Cognitive level: Analyze)

CLO4: Demonstrate the constitutional and institutional frames of religious and linguistic minorities (Cognitive level: Apply)

CLO5: Illustrate the plight of education among Indian Muslims and the impact of communal politics on them (Cognitive level: Analyze)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PSO1	PSO2	PSO3	PSO4
CLO1	3	1	3	1	1	1	1	1	1	1	1	1	3	1	1	1
CLO2	1	1	3	2	1	1	1	1	1	1	1	1	1	3	1	1
CLO3	1	1	3	1	1	1	1	2	1	1	1	1	1	1	3	1
CLO4	1	1	2	1	1	1	1	3	1	1	1	1	1	1	1	1
CLO5	1	1	1	1	1	1	3	1	2	1	1	1	1	1	3	1

Detailed Syllabus

Course Profile and Objective: This paper teaches and focuses on minority groups - both religious and linguistic, with special reference to the multicultural society of India vis a vis to the Constitution of India. Issues and problems concerning welfare and development of minorities in relation to regional and national politics are to be studied objectively. The entire dimension of discourse and debate centres around guarding of human rights in systemic framework.

Unit-1 Religious Minorities

(15 hours)

- (a) Muslims
- (b) Sikhs, Buddhist, Jain and Others

Unit– 2 Linguistic Minorities (15 hours)

- (a) Constitutional Framework
- (b) Language Groups, Issue of Mother Tongue

Unit–3 State Politics (15 hours)

- (a) Reservation to Minorities
- (b) Welfare and Development

Unit– 4 Major Issues Concerning Minorities and the NCM (15 hours)

- (a) The Plight of Education among Indian Muslims: Problems and Prospects, Communal Violence in India: The Role of Police and Ways to Combat Communalism
- (b) National Commission on Minorities: Powers, Functions and Role; Working of NCM

Reading List

1. Anuradha Kumar, *Encyclopedia of Human Rights Development of under Privilege*, New Delhi: Sarup, 2002.
2. James Vadackumchery, *Policing the Police: a Nation's Cry*, New Delhi: Kaveri Books, 2003.
3. VenketIyer, (ed.), *Democracy, Human Rights and the Rule of Law: Essays in Honour of NaniPalkhivala*, New Delhi: Butterworths, 2000.
4. Paras Diwan, & Peeyushi Diwan, *Human Rights and the Law: Universal and Indian*, New Delhi: Deep & Deep, 1998.
5. P. Madhava & Soma Sundaram, K. Jaishankar, *Crime Victims and Justice: an introduction to restorative principles*, New Delhi: Serials Publications, 2008.
6. B. Goswami, *Human Rights and reforming the law: a compendium of articles of Human Rights and Legal Reforms*, Jaipur: Raj Pub., 2008.
7. P.M. Katare and B.C. Barik, *Development, Deprivation and Human Rights Violation*, New Delhi: Rawat, 2002.
8. S.N. Chaudhary, *Human rights and poverty in India: Theoretical issues*, Delhi: Concepts, 2005.
9. M.H. Syed, *Human Rights in Islam: the Modern Perspective*, New Delhi: Anmol, 2003.
10. Mathur, *Crime, Human Rights and National Security*, New Delhi: Gyan Publications, 2001.
11. Mujawar, Wasiyoddin R., *Social and Political Movements for Human Rights*, Delhi: Manglam Pub., 2009.
12. Subramanian, K.S., *Political Violence and the Police in India*, Los Angel: Sage, 2007.

Teaching-Learning Strategies in brief

Teaching and learning is through classroom teaching, discussion and debate, two-way question and answer sessions, presentations, guided self-study, and online resources.

Assessment methods and weightages in brief

A variety of assessment methods that are appropriate to the subject area and programme of study are used to assess progress towards the CLOs and PLOs. Priority is given to formative assessment. Progress towards achievement of learning outcomes is assessed using the following: time-

constrained end-semester examinations, and internal assessment based on written tests; assignments; oral presentations, including seminar presentation, attendance etc., and other approaches as per the context and need.

Course Code: **MHR -304**;

Title of the Course: **Research Methodology**

L-T-P: 3-1-0

Credits: 04

(L=Lecture hours, T=Tutorial hours, P=Practical hours)

COURSE LEARNING OUTCOMES (CLOs)

After completing this course, the students should be able to

CLO1: Assess the importance of scientific methods in conducting research (Cognitive level: Evaluate)

CLO2: Explain the quantitative and qualitative research methods (Cognitive level: Create)

CLO3: Demonstrate the formulation of research problem, hypotheses and case studies (Cognitive level: Apply)

CLO4: Analyze the data collected through a scientific method (Cognitive level: Analyze)

CLO5: Demonstrate the ability to write a research proposal, data processing, content analysis and report writing along with a demonstration of adherence to values and ethics in social research (Cognitive level: Evaluate)

Mapping of Course Learning Outcomes (CLOs)with Program Learning Outcomes (PLOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PSO1	PSO2	PSO3	PSO4
CLO1	3	1	1	1	1	1	1	1	1	2	1	1	1	1	1	1
CLO2	1	1	1	1	1	1	1	1	1	3	1	1	1	1	1	1
CLO3	1	1	1	1	1	1	1	1	1	3	1	1	1	1	1	1
CLO4	1	1	1	1	1	1	1	1	1	3	1	1	1	1	1	1
CLO5	2	1	1	1	1	1	1	1	1	3	1	1	1	1	1	1

Detailed Syllabus

Course Profile and Objective:This is an ability enhancement paper. It acquaints the learners with the approaches and methods and importance of objectivity in social science research. It builds an understanding of basic essential components and processes like problem and hypothesis formulation, research design, research tools and techniques, methods of data collection and processing, content analysis and report writing inclusive of conduction of survey and interview. It finishes with underlying focus on plagiarism a string attached with values and ethics in social research.

Unit–1 Research Methods in Social Sciences

(15 hours)

- Introduction and Approaches: Quantitative and Qualitative Research Methods
- Objectivity in Social Research

Unit–2 Scientific Method in Social Research (15 hours)

- (a) Problem formulation and Hypothesis
- (b) Research Design; Case Studies; Panel study

Unit–3 Research Tools (15 hours)

- (a) Methods of Data Collection, Questionnaire, Survey and Interview
- (b) Interview; Content Analysis

Unit–4 Writing Research Report/ Dissertations (15 hours)

- (a) Research Proposal, Data Processing, Content Analysis and Report Writing
- (b) Values and Ethics in Social Research and Plagiarism

Reading List

1. Denzin, Norman K., and Yvonna S. Linkon, eds, *Handbook of Qualitative Research*, Thousand Oaks, Sage ,1994.
2. Gupta, S.P., *Statistical Methods*, New Delhi: Sultan Chand and Sons.
3. Krzanowski, w.j., *Principle of Multivariate Analysis: A User's Perspective*, Oxford: Oxford University Pres,1988.
4. McNabb, David E., *Research Methods for Political Science: Quantitative and Qualitative Methods*, New Delhi: Prentice-Hall of India, 2005.
5. Marsh, David and Gerry Strocker eds. *Theory and Methods in Political Science*, 2nd edition Houndsmills, U.K: Palgrave Macmillan.
6. Marshall, Catherine and Gretchen B.Rossmann, *Designing Qualitative Research*, Thousand Oaks: Sage 1999.
7. Sharma, K.R., *Research Methodology*, Jaipur and New Delhi: National Publishing House, 2002.
8. Wilkinson, T.S. and P.L Bhandarkar, *Methodology and Techniques in Social Sciences*, Bombay, Himalaya Publishing House, 1977.

Teaching-Learning Strategies in brief

Teaching and learning is through classroom teaching, discussion and debate, two-way question and answer sessions, presentations, guided self-study, and online resources.

Assessment methods and weightages in brief

A variety of assessment methods that are appropriate to the subject area and programme of study are used to assess progress towards the CLOs and PLOs. Priority is given to formative assessment. Progress towards achievement of learning outcomes is assessed using the following: time-constrained end-semester examinations, and internal assessment based on written tests; assignments; oral presentations, including seminar presentation, attendance etc., and other approaches as per the context and need.

Course Code: **MHR -305**;

Title of the Course: **Environment and Human Rights**

L-T-P: 3-1-0

Credits: 04

(L=Lecture hours, T=Tutorial hours, P=Practical hours)

COURSE LEARNING OUTCOMES (CLOs)

After completing this course, the students should be able to

CLO1: Explain the environmental rights and its protection (Cognitive level: Create)

CLO2: Assess the depletion of forests and pollution of river systems (Cognitive level: Evaluate)

CLO3: Analyze environmental pollution and its effects on human life (Cognitive level: Analyze)

CLO4: Categorize the kinds of hazardous waste and discarded technology and their dumping and its impact on the environment (Cognitive level: Create)

CLO5: Analyze the national and international obligations and laws, for example, Rio and Kyoto Declarations (Cognitive level: Apply)

Mapping of Course Learning Outcomes (CLOs)with Program Learning Outcomes (PLOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PSO1	PSO2	PSO3	PSO4
CLO1	1	3	1	1	1	1	1	1	1	1	1	1	3	3	1	1
CLO2	1	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1
CLO3	1	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1
CLO4	1	3	1	1	1	1	1	1	1	1	1	1	1	1	3	1
CLO5	1	2	1	1	1	1	1	1	1	1	3	1	1	1	3	3

Detailed Syllabus

Course Profile and Objective: Environment and humans have a symbiotic relationship. Therefore, the buzzwords – the environmental protection and the sustainable development are the greatest concerns and challenges that the humankind faces today. The study revolves around international and national obligations, pace of environmental hazards, use of technologies, regulatory mechanisms etc and so on.

Unit–1 Environmental Rights

(15 hours)

- (a) Forest Depletion and Pollution of River Systems; Culprits and Victims
- (b) Pollution and its Effects on Environment and Life on Earth

Unit–2 Environmental Protection (15 hours)

- (a) Constitutional Rights & Duties
- (b) Issues of Environmental Protection

Unit–3 Impact of Emerging Problems (15 hours)

- (a) Hazardous Waste and Dumping of waste and discarded technology
- (b) Pollution Control Mechanism

Unit–4 Right to Clean Environment and Critical Issues (15 hours)

- (a) Right to Clean Environment and Public Safety: Issues of Industrial Pollution, Explosion Prevention
- (b) National and International Obligations and Laws: Rio and Kyoto Declarations

Reading List

1. Therese Murphy (ed.), *New Technologies and Human Rights*, OUP, Clarendon, 2009.
2. Roger Brownsword, *Rights, Regulation and the Technological Revolution*, OUP, Clarendon, 2009.
3. Ruth Deech and Anna Smajdor, *From IVF to Immortality: Controversy in the Era of Reproductive Technology*, OUP, Clarendon, 2009.
4. R J Cook and C G Ngwena (eds.), *Health and Human Rights*, OUP, Clarendon, 2007.
5. G. Hodge et al (eds.), *New Global Frontiers of Regulation: The Age of Nanotechnology*, OUP, Clarendon, 2007.
6. H Somsen (ed.), *The Regulatory Challenge of Biotechnology: Human Genetics, Food and Patents*, OUP, Clarendon, 2007.
7. UNESCO, *Ethics of Science and Technology: Explorations of the Frontiers of Science and Ethics*, OUP, Clarendon, 2006.
8. Roger Brownsword (ed.), *Human Rights*, OUP, Clarendon, 2004.
9. A Plomer, *The Law and Ethics of medical Research: International Bioethics and Human Rights*, OUP, Clarendon, 2005.
10. A Murray (ed.), *Human Rights in the Digital Age*, OUP, Clarendon, 2005.
11. F Francioni (ed.), *Biotechnology and International Human Rights*, OUP, 2007.
12. Nuffield Council on Bioethics, *Genetically Modified Crops: The Ethical and Social Issues*, OUP, Clarendon, 1999.
13. Roger Brownsword and K Yeung (eds.), *Regulating Technologies*, OUP, 2008.
14. F Francioni (ed.), *The Impact of Technologies on Human Rights*, OUP, Clarendon, 2006.
15. C G Weeramantry, *Justice without Frontiers: Protecting Human Rights in the Age of Technology*, OUP, Clarendon, 1997.

Teaching-Learning Strategies in brief

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Assessment methods and weightages in brief

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SEMESTER-IV

Course Code: **MHR -401**;

Title of the Course: **Constitutional and Institutional Protection of Human Rights in India**

L-T-P: 3-1-0

Credits: 04

(L=Lecture hours, T=Tutorial hours, P=Practical hours)

COURSE LEARNING OUTCOMES (CLOs)

After completing this course, the students should be able to

CLO1: Explain the Fundamental Rights and Duties, and Directive Principles of State Policy (Cognitive level: Create)

CLO2: Evaluate rights of the disadvantaged groups like the Scheduled Castes, Scheduled Tribes, and the Other Backward Classes (Cognitive level: Evaluate)

CLO3: Analyze the role of National Commission for Human Rights Human Rights, National Commissions for Scheduled Castes, Scheduled Tribes and Backward Classes (Cognitive level: Analyze)

CLO4: Assess the role of National Commissions for Women (Cognitive level: Evaluate)

CLO5: Describe the role of National Commissions for Protection of Child Rights (Cognitive level: Evaluate)

Mapping of Course Learning Outcomes (CLOs)with Program Learning Outcomes (PLOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PSO1	PSO2	PSO3	PSO4
CLO1	3	1	1	1	1	1	1	2	1	1	1	1	3	1	1	1
CLO2	2	1	3	1	1	1	1	1	1	1	1	1	1	3	1	1
CLO3	1	1	1	1	1	1	2	3	1	1	1	1	1	1	3	1
CLO4	1	1	1	1	1	1	2	3	1	1	1	1	1	1	3	3
CLO5	1	1	1	1	1	1	1	2	1	1	1	1	1	1	3	3

Detailed Syllabus

Course Profile and Objective: This paper is meant to familiarize the students with the fundamental and other constitutional rights and duties of the state and citizenry – justiciable or non-justiciable. Against this backdrop, the study opens up with the rights of the varied disadvantaged groups and their respective existing constitutional and statutory protective institutional mechanisms in a larger canvas of human rights.

Unit-1 Indian Constitution

(15 hours)

- (a) Fundamental Rights and Duties
- (b) Directive Principles of State Policy

Unit-2 Rights of the Disadvantaged Groups (15 hours)

- (a) Human rights of Scheduled Castes, Scheduled Tribes.
- (b) Human rights of Other Backward Castes.

Unit-3 Protective Institutional Mechanisms –I (15 hours)

- (a) National Commission for Human Rights Human Rights.
- (b) National Commissions for Scheduled Castes, Scheduled Tribes and Backward Classes

Unit-4 Protective Institutional Mechanisms – II (15 hours)

- (a) National Commissions for Women
- (b) National Commissions for Protection of Child Rights

Readings List

1. S.N. Chaudhary, *Human rights and poverty in India: theoretical issues*, Delhi: Concepts,2005.
2. Anuradha Kumar, *Encyclopedia of Human Rights Development of under Privilege*, New Delhi: Sarup, 2002
3. M.H. Syed, *Human Rights in Islam: the Modern Perspective*, New Delhi: Anmol, 2003.
4. Mathur, *Crime, Human Rights and National Security*, New Delhi: GyanPub.
5. P.M. Katare and B.C. Barik, *Development, Deprivation and Human Rights Violation*, New Delhi: Rawat, 2002.
6. Mujawar, Wasiyoddin R., *Social and Political Movements for Human Rights*, Delhi: Manglam Pub.,2009.
7. Subramanian, K.S., *Political Violence and the Police in India*, Los Angel: Sage,2007.
8. B. Goswami, *Human Rights and reforming the law: a compendium of articles of Human Rights and Legal Reforms*, Jaipur: Raj Pub.,2008.
9. P. Madhava& Soma Sundaram, K. Jaishankar, *Crime Victims and Justice: an introduction to restorative principles*, New Delhi: Serials Publications,2008.
10. James Vadackumchery, *Policing the Police: a Nation's Cry*, New Delhi: Kaveri Books,2003.
11. Paras Diwan, &PeeyushiDiwan, *Human Rights and the Law: Universal and Indian*, New Delhi: Deep & Deep,1998.
12. VenketIyer, (ed.), *Democracy, Human Rights and the Rule of Law: Essays in Honour of NaniPalkhivala*, New Delhi: Butterworths,2000.

Teaching-Learning Strategies in brief

Teaching and learning is through classroom teaching, discussion and debate, two-way question and answer sessions, presentations, guided self-study, and online resources.

Assessment methods and weightages in brief

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Course Code: **MHR -402**;

Title of the Course: **Disaster Management in India**

L-T-P: 3-1-0

Credits: 04

(L=Lecture hours, T=Tutorial hours, P=Practical hours)

COURSE LEARNING OUTCOMES (CLOs)

After completing this course, the students should be able to

CLO1: Describe the idea of natural and man-made disasters. (Cognitive level: Evaluate)

CLO2: Assess the role of the State, NGOs, Community and Media during disaster (Cognitive level: Evaluate)

CLO3: Explain the psychological and socio-political impacts of the disaster.(Cognitive level: Create)

CLO4: Analyze the participation and enforcement of emergency plans. (Cognitive level: Analyze)

CLO5: Demonstrate and differentiate the role of the state and private agencies in cases of disasters. (Cognitive level: Apply)

Mapping of Course Learning Outcomes (CLOs)with Program Learning Outcomes (PLOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PSO1	PSO2	PSO3	PSO4
CLO1	1	3	1	1	1	1	1	1	1	1	1	1	1	1	3	1
CLO2	1	3	1	1	1	1	1	2	1	1	1	1	1	1	1	3
CLO3	1	3	1	1	1	1	1	1	1	1	1	1	1	1	3	1
CLO4	1	1	1	1	1	1	1	2	1	1	1	1	1	1	1	3
CLO5	1	3	1	1	1	1	1	2	1	1	1	1	1	1	3	3

Detailed Syllabus

Course Profile and Objective: Disaster Management in India is the skill enhancement paper which develops understanding the concept of disasters, both natural and manmade in management perspective. Also, it deals responses and responsibilities to disaster preparedness besides highlighting the role and responsibilities of governmental, non-governmental agencies, media and communities with special reference to various developed and developing countries.

Unit -1Disaster Management: Understanding (15 hours)

- (a) Disaster Management: Concept and Scope
- (b) Understanding Natural and Man-Made Disasters

Unit -2Role and Responsibilities (15 hours)

- (a) State, NGOs, Community and Media
- (b) Psychological and Socio-political impacts

Unit- 3 Disaster Response Plan

(15 hours)

- (a) State, Union and Local; NDRF
- (b) Participation and Enforcement of Emergency Plans

Unit – 4 International Models of Change

(15 hours)

- (a) State and Private Agencies
- (b) With special reference to Australia, Chile, Japan, Indonesia, Philippines and the USA.

Reading List

1. Blaikie P. and others. *At Risk: Natural Hazards, People's Vulnerability and Disaster*. London:Routledge, 2005.
2. Carter, W. Nick. *Disaster Management: A Disaster Managers Handbook*. Asian Development Bank, 1992.
3. Bank, 1992.
4. Centre for Science and Environment; *Down to Earth*, Vol. 10, No. 6, New Delhi; 2001.
5. Cohen, D. *Aftershock: The Psychological and Political Consequences of Disaster*. Paladin Publication, 1991.
6. Drake, F. *Global Warming: The Science of Climate Change*. Oxford University Press, 2000.
7. Khan, Amir Ali, Anshu Sharma and Manu Gupta. *Role of NGOs in Disaster Management in India*. New Delhi: Mimeo, 1996.
8. M., Mohan. *Natural Disasters and Sustainable Development: Linkage and Policy Options*. Washington D.C.: World Bank, 1996.
9. Shukla P. R., S. K. Sharma and P. Venkatraman (Eds.). *Climate Change and Indian Issues, Concerns and Opportunities*. New Delhi: Tata McGraw Hill, 2002.
10. Smith, K. *Environmental Hazards, Assessing Risks and Reducing Disasters*. Routledge, 1996.
11. World Disaster Report, *ICRC and Red Crescent*, Oxford Press, 2000.

Teaching-Learning Strategies in brief

Teaching and learning is through classroom teaching, discussion and debate, two-way question and answer sessions, presentations, guided self-study, and online resources.

Assessment methods and weightages in brief

A variety of assessment methods that are appropriate to the subject area and programme of study are used to assess progress towards the CLOs and PLOs. Priority is given to formative assessment. Progress towards achievement of learning outcomes is assessed using the following: time-constrained end-semester examinations, and internal assessment based on written tests; assignments; oral presentations, including seminar presentation, attendance etc., and other approaches as per the context and need.

Course Code: **MHR -403**; Title of the Course: **Specific Groups and Human Rights**

L-T-P: 3-1-0

Credits: 04

(L=Lecture hours, T=Tutorial hours, P=Practical hours)

COURSE LEARNING OUTCOMES (CLOs)

After completing this course, the students should be able to

CLO1: Describe the differences between the different kinds of workers like those in organized and unorganized sectors, and the migrant, bonded and women workers (Cognitive level: Evaluate)

CLO2: Explain the rights of the different kinds of workers viz. those working in organized and unorganized sectors, and the migrant, bonded and women workers (Cognitive level: Create)

CLO3: Explain what are forced and bonded labour, and minimum wages for workers (Cognitive level: Evaluate)

CLO4: Analyze and explain the various kinds of problems faced by women workers (Cognitive level: Analyze)

CLO5: Explain the rights of the indigenous peoples, and the legal and architectural provisions for the protection of their rights (Cognitive level: Create)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PSO1	PSO2	PSO3	PSO4
CLO1	1	1	1	3	1	1	1	1	1	1	1	1	3	1	1	1
CLO2	2	1	1	3	1	1	1	1	1	1	1	1	1	3	1	1
CLO3	1	1	2	1	1	1	1	1	1	1	1	1	1	1	3	1
CLO4	1	1	2	1	1	1	1	1	1	1	1	1	1	1	3	1
CLO5	1	1	1	1	1	1	1	2	1	1	1	1	1	1	1	3

Detailed Syllabus

Course Profile and Objective: This paper throws light upon the human rights of specific groups of people - unorganized, interstate migrants, forced and bonded category of workers and their concerned issues like minimum wages in India. Conversely it discusses migrant workers especially women and their remittance issue and narrates the Declaration on Indigenous Peoples in rights perspective and international context.

Unit - 1 Unorganized and Migrant Workers in India (15 hours)

- (a) Workers in Unorganized Sectors
- (b) Inter-State Migrant Workers

Unit - 2 Force and Bonded Labour (15 hours)

- (a) Forced and Bonded Labour
- (b) Minimum Wages and Other Related Issues

Unit - 3 International Migrant Workers (15 hours)

- (a) International Convention on Migrant Workers
- (b) Remittances and Women Workers

Unit - 4 Rights of Indigenous People (15 hours)

- (a) Declaration on Indigenous Peoples
- (b) Provisions in Rights Perspective

Reading List

1. Murugesan D Justice: Handbook on Bonded Labour, National Human rights Commission, New Delhi, 2018
2. MathurKuldeep: From Government to Governance, National Book Trust, India, 2008
3. Sharma, A.M: Welfare of Unorganised Labour, Himalaya Publishing house, Second Edition, Mumbai 2018
4. Banerjee Nirmala, Women Workers in the Unorganized Sector: The Calcutta Experience, Sangam Books, 1985
5. RatnooHimmat, Migration of Labour in India, The squatter settlements of Delhi, Routledge 2019
6. Rajan, S. I. (Ed) (2017). India Migration Reader. Routledge, New York,
7. Social Welfare Policies and Programmes in South Asia, Imprint Routledge India
8. International Labour Migration: A Rights-Based Approach Paperback 2010, (Author) International Labour Office 2010
- 9.P.M. Katare and B.C. Barik, *Development, Deprivation and Human Rights Violation*, New Delhi: Rawat, 2002.
10. S.N. Chaudhary, *Human rights and poverty in India: Theoretical issues*, Delhi: Concepts, 2005.
11. Anuradha Kumar, *Encyclopedia of Human Rights Development of under Privilege*, New Delhi: Sarup, 2002.
12. Paras Diwan, &PeeyushiDiwan, *Human Rights and the Law: Universal and Indian*, New Delhi: Deep & Deep publications, 1998.
13. Migration, Remittances and Financial Inclusion: Challenges and Opportunities for Women's Economic Empowerment, UN Women 2017. Produced on behalf of the GMG by the Economic Empowerment Section of UN Women, New York.
14. TonvanNaerssen (Author), Lothar Smith (Author), Marianne H. Marchand (Author), *Women, Gender, Remittances and Development in the Global South*, Routledge, 2015
15. Dr.Regasurya Rao (Author) *Lectures on Human Rights and International Law*, Asia Law House, 2017.
16. *International Law & Human Rights*, Central Law Publications, 2017.
17. Dr H O Agarwal, *International Law and Human Rights 23Rd Edition* Central Law Publications.
18. Agarwal, *Human Rights*, Sixteenth Edition, 2016.
19. NHRC: *Human Rights Manual for District Magistrate*, 2007.

Teaching-Learning Strategies in brief

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Assessment methods and weightages in brief

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Course Code: **MHR -404**; Title of the Course: **Project Report/Dissertation**

L-T-P: 3-1-0

Credits: 04

(L=Lecture hours, T=Tutorial hours, P=Practical hours)

COURSE LEARNING OUTCOMES (CLOs)

After completing this Course, students should be able to:

CLO-1: Apply research methods, interpret research data, and solve their research problem.(Cognitive level: Apply)

CLO-2: Assess the existing knowledge on the subject to process further. (Cognitive level: Analyze)

CLO-3: Identify their research problem; analyse, break down, and categorise the information collected; differentiate between, examine, and criticise different viewpoints; illustrate their own point of view; and infer and outline conclusions. (Cognitive level: Analyze)

CLO-4: Produce valid and convincing arguments; compare, contrast and interpret data and opinions, and assess their value; choose the most appropriate research methodology; conclude and justify valid results; and defend their research dissertation.(Apply)

CLO-5: Design, develop, and prepare a research dissertation. (Create)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PSO1	PSO2	PSO3	PSO4
CLO1	1	1	1	1	1	1	1	1	1	3	1	1	1	1	1	1
CLO2	3	1	1	1	1	1	1	1	1	1	1	2	1	1	1	1
CLO3	1	1	1	1	1	1	1	1	1	3	1	1	1	1	1	1
CLO4	1	1	1	1	1	1	1	1	1	3	1	1	1	1	1	1
CLO5	1	1	1	1	1	1	1	1	1	3	1	1	1	1	1	1

Detailed Syllabus

Course Profile and Objective: Preparation of project dissertation enables the students to develop their research skills. It's rather an opportunity for the students to apply their domain knowledge to real-life situations and make appraisals, suggestions and conclusions.

Teaching-Learning Strategies in brief

Teaching and learning is through discussion and debate with the assigned research supervisor, two-way question and answer sessions, guided self-study, online resources, and conceptualising and writing a research dissertation.

Assessment methods and weightages in brief

The research dissertation will be evaluated.

Course Code: **MHR -405**;

Title of the Course: **VIVA VOCE**

L-T-P: 3-1-0

Credits: 04

(L=Lecture hours, T=Tutorial hours, P=Practical hours)

COURSE LEARNING OUTCOMES (CLOs)

After completing this course, students should be able to:

CLO-1: Outline the basis of program learning outcomes of knowledge.(Cognitive level: Analyze)

CLO-2: Judge verbally for communication skills in the subject. (Cognitive level: Evaluate)

CLO-3: Examined the level of comprehension of the subject studied (Cognitive level: Analyze)

CLO-4: Assessed for the answers provided to the sections posed through their research dissertation (Cognitive level: Evaluate)

CLO-5: Appraised the existing knowledge and guided forward for further research (Cognitive level: Evaluate)

Mapping of Course Learning Outcomes (CLOs)with Program Learning Outcomes (PLOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PSO1	PSO2	PSO3	PSO4
CLO1	3	1	1	1	1	1	1	1	1	1	1	2	1	1	1	1
CLO2	1	2	1	1	1	3	1	1	1	1	1	2	1	1	1	1
CLO3	1	1	1	1	3	1	1	1	1	1	1	2	1	1	1	1
CLO4	1	1	1	1	1	1	3	1	1	1	1	2	1	1	1	1
CLO5	1	1	1	1	1	1	1	3	1	1	1	2	1	1	1	1

Detailed Syllabus

Course Profile and Objective: Viva voce is an integral part of assessment of the student to determine one's performance in the final summative examination. It is helpful in establishing correlation of one's knowledge, understanding and competency.

Teaching-Learning Strategies in brief

Examining through verbal discussion and debate, two-way question and answer session.

Assessment methods and weightages in brief

Viva-voce examination would be conducted.