

॥ सा विद्या या विमुक्तये ॥



# स्वामी रामानंद तीर्थ मराठवाडा विद्यापीठ, नांदेड

“ज्ञानतीर्थ” परिसर, विष्णुपुरी, नांदेड - ४३१६०६ (महाराष्ट्र)

**SWAMI RAMANAND TEERTH MARATHWADA UNIVERSITY NANDED**

“Dnyanteerth”, Vishnupuri, Nanded - 431606 Maharashtra State (INDIA)

Established on 17th September 1994 – Recognized by the UGC U/s 2(f) and 12(B), NAAC Re-accredited with 'A' Grade



## ACADEMIC (1-BOARD OF STUDIES) SECTION

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प्रस्तुत विद्यापीठीय संकुलातील  
मानवविज्ञान विद्याशाखेतील पदव्युत्तर  
स्तरावरील प्रथम वर्षाचे CBCS Pattern  
नुसारचे अभ्यासक्रम शैक्षणिक वर्ष  
२०१९-२० पासून लागू करण्याबाबत.

### प रि प त्र क

या परिपत्रकान्वये सर्व संबंधितांना कळविण्यात येते की, दिनांक ३० एप्रिल २०१९ रोजी संपन्न झालेल्या ४३व्या मा. विद्या परिषद बैठकीतील ऐनवेळचा विषय क्र.५/४३-२०१९ च्या ठरावानुसार प्रस्तुत विद्यापीठीय संकुलातील मानवविज्ञान विद्याशाखेतील पदव्युत्तर स्तरावरील प्रथम वर्षाचे खालील विषयांचे C.B.C.S. (Choice Based Credit System) Pattern नुसारचे अभ्यासक्रम शैक्षणिक वर्ष २०१९-२० पासून लागू करण्यात येत आहेत.

- १) एम.ए.—प्रथम वर्ष—इंग्रजी
- २) एम.ए.—प्रथम वर्ष—मराठी
- ३) एम.ए.—प्रथम वर्ष—समाजशास्त्र
- ४) एम.ए.—प्रथम वर्ष—उपयोजित अर्थशास्त्र
- ५) एम.ए.—प्रथम वर्ष—ह्युमन राईट्स

सदरील परिपत्रक व अभ्यासक्रम प्रस्तुत विद्यापीठाच्या [www.srtmun.ac.in](http://www.srtmun.ac.in) या संकेतस्थळावर उपलब्ध आहेत. तरी सदरील बाब ही सर्व संबंधितांच्या निदर्शनास आणून द्यावी.

‘ज्ञानतीर्थ’ परिसर,  
विष्णुपुरी, नांदेड — ४३१ ६०६.  
जा.क्र.: शैक्षणिक—०१/परिपत्रक/पदव्युत्तर(संकुल)—सीबीसीएस  
अभ्यासक्रम/२०१९-२०/६८

दिनांक : १७.०६.२०१९.

प्रत माहिती व पुढील कार्यवाहीस्तव :

- १) मा. कुलसचिव यांचे कार्यालय, प्रस्तुत विद्यापीठ.
- २) मा. संचालक, परीक्षा व मूल्यमापन मंडळ यांचे कार्यालय, प्रस्तुत विद्यापीठ.
- ३) मा. संचालक, सर्व संबंधित संकुले, प्रस्तुत विद्यापीठ.
- ४) उपकुलसचिव, पदव्युत्तर विभाग, प्रस्तुत विद्यापीठ.
- ५) साहाय्यक कुलसचिव, पात्रता विभाग, प्रस्तुत विद्यापीठ.
- ६) सिस्टम एक्सपर्ट, शैक्षणिक विभाग, प्रस्तुत विद्यापीठ.



स्वाक्षरित/—  
**उपकुलसचिव**  
शैक्षणिक (१-अभ्यासमंडळ) विभाग

# **S.R.T.M. UNIVERSITY, NANDED.**



M.A. (Human Rights) First Year  
New Syllabus for Semester- I, II Semester  
Academic Year-2019-20  
Under CBCS Pattern  
Progressively Effective from June/July 2019

School of Social Sciences  
S.R.T.M. University, Nanded.

School of Social Sciences of this University offered Choice Based credit System in the PG Courses from June 2014. Post Graduate Course of Human Rights is full time two years course, divided into four semesters. Each Semester is with 20 credits. Each Semester has five courses/ papers. Out of these five, three papers are core/ compulsory courses, out of two electives, students have to select one course/ paper. The nature of the elective paper is inter-and intra- disciplinary of the concerned subject. The Sixth paper is divided into two major parts A and B. A component covers the practice required theory based course content which has 2 credit and B part of the same course offered 2 credits for the field work based research report writing.

### **Eligibility and Fees**

Any graduate is eligible for seeking admission to the course. More details of admission procedure and fees structure can be seen from the prospectus of the University.

### **Scheme of Examination:**

There will be University Examination of fifty (50) Marks for Theory Paper and Internal of 50 Marks for each paper.

### **Details of Internal Work of Theory Papers (per semester):**

<b>Sr. No.</b>	<b>Particulars</b>	<b>No. of Test/Assignment/Seminar</b>	<b>Marks</b>
1	Class test	Two (Per paper 15 marks)	30
2	Assignment	One (Per paper)	20
		Total Marks	50

All the Rules of Passing, Grace Marks, and A.T.K.T and of CGPA System of the University are applicable to this Course.

### **Objectives of the Course:**

The Post Graduate Programme in Human Rights is designed to provide advanced Human Rights knowledge, perspectives and skills to wide cross sections of the learners. Choice Based Credit System curriculum of this course is very inclusive and has offered choice to the students to select electives/optional from other disciplines. The nature of this course is choice based as well as theoretically and practically relevant which offered job opportunities in the

teaching, research and NGOs sectors to the learners. In terms of content of the course, it focuses on classical and advanced concepts and theories, research methods and perspectives, social issues of development, issues of casteism, environment, minorities, women, backward classes in India, etc are covered. The aim of this programme is not only theoretically oriented to the students alone, but also make able to analyze the social reality by using scientific, logical methods and theoretical perspectives over the contemporary issues.

### **Learning Outcomes of the Course**

After completion of this course, student would get job opportunities in the fields of teachings, research, NGOs and Governmental sectors. This course also helps students to qualify the NET/JRF/SET and Competitive Exams MPSC/UPSC/Social Welfare Departments etc.

### **Course Pattern of the Four Semesters**

The Course Pattern has three important segments, core papers/elective/optional papers/practical based papers. Each Semester offered three core/compulsory courses, two optional courses and one paper is based on the both component theory and practice.

### **Core/ Compulsory Courses**

Student has choice to take three courses as core/compulsory.

### **Optional/ Elective Courses**

Student has choice to select any one course from the optional/ elective courses.

### **Theory and Practice Based Course**

This course has two major components A and B. These two components are interdependent. A component has theoretical and methodological orientation. B component is based on the application of the same in the form of practical exercises of field work report writing. Each Semester has different theme for the exercising both theory and methods in the field.

**(M.A. Human Rights) First Year (Semester- I)**

<b>Course Code Course No.</b>	<b>Credits</b>	<b>Course Title Core Courses</b>	<b>Contact Hours</b>	<b>Internal Marks</b>	<b>University Exam. (External Marks)</b>	<b>Total Marks</b>
<b>CC-HR-101</b>	<b>4</b>	Human Rights and Duties: Conceptual Perspectives	<b>60</b>	<b>50</b>	<b>50</b>	<b>100</b>
<b>CC-HR-102</b>	<b>4</b>	Indian Philosophical Foundation of Human Rights	<b>60</b>	<b>50</b>	<b>50</b>	<b>100</b>
<b>CC-HR-103</b>	<b>4</b>	International Perspectives on Human Rights	<b>60</b>	<b>50</b>	<b>50</b>	<b>100</b>
		<b>Elective Courses (Select any one course as per your choice)</b>				
<b>DSE-HR-104 A</b>	<b>4</b>	Gender and Human Rights	<b>60</b>	<b>50</b>	<b>50</b>	<b>100</b>
<b>DSE-HR-104 B</b>	<b>4</b>	People`s Right to Self-determination	<b>60</b>	<b>50</b>	<b>50</b>	<b>100</b>
<b>DSE-HR-104 C</b>	<b>4</b>	Human Rights: Basic Values	<b>60</b>	<b>50</b>	<b>50</b>	<b>100</b>
<b>GEC/Open Elective (Students have Choice to select one course from any other discipline)</b>	<b>4</b>	<b>Select any one Course as per your choice</b>	<b>60</b>	<b>50</b>	<b>50</b>	<b>100</b>
<b>Total Credits</b>	<b>20</b>			<b>250</b>	<b>250</b>	<b>500</b>

**M.A. Human Rights First Year (Semester-I)**  
**Core Courses**

**CC-HR-101**  
**Human Rights and Duties: Conceptual Perspectives**

**Objectives:**

1. To introduce students to the meaning and nature of Human Rights.
2. To trace the historical Perspective of the Human Rights.
3. To understand Theories of Rights

**Course Outline:**

**Unit-I: Understanding the Concept of Rights**

- i) Meaning, Nature and definition
- ii) Classification of rights

**Unit-II: Aspects of Human Rights**

Social, Economic, Political Aspects.

**Unit-III: Historical**

- i) History of Human Rights Civilization.
- ii) Magna Carta
- iii) British Bill of Rights
- iv) American Declaration of Independence
- v) Declaration of Man and Citizen
- vi) International Bill of Rights.

**Unit-IV: Theories of Rights**

- i) Natural Rights Theory
- ii) Legal/Positivist Theory
- iii) Liberal Theory
- iv) Marxist Theory
- v) Cultural Theory
- vi) Sociological Theory

**Unit-V: Classification of Rights**

- i) Moral, Social, Cultural, Civil, Religious and Political.
- ii) Government as Redressal Mechanisms for Human Rights Violations

**Learning Outcome:**

- 1) Student to Know History of Rights.
- 2) To Understand the Theories of Rights.
3. Understand the Evolution of Human Rights.

**References:**

- 1) Jack Donnelly, 2005 Universal Human Rights in Theory and Practices, Manas Publication, New Delhi.
- 2) Alfab Alam (ed), 2000 Human Rights in India Raj Publication, New Delhi
- 3) Vijay Kumar, 2003 Human Rights Dimensions and Issues Anmol Publications, New Delhi
- 4) Richard Tuck, 1979 Natural Rights Theories, Cambridge University
- 5) Jermy, Waldrom, 1984 Theories of Rights Oxfords University Press, New Delhi
- 6) Abdulrahim, P. Vijapur, Kumar Suresh(ed) 1999 Perspectives on Human Rights, Manas Publication, New Delhi.
- 7) Bajwa, G.S. and D.K. Bajwa, Human Rights in India: Implementation and Violations (New Delhi: D.K. Publishers, 1996).
- 8) Alam, Aftab ed., Human Rights in India: Issues and Challenges (New Delhi: Raj Publications, 1999)
- 9) Jayapalan N., Human Rights (New Delhi: Atlantic Publishers, 2000).
- 10) Mohanti, M., Human Rights Education (New Delhi: Deep and Deep 2000)

## **CC-HR-102**

# **Indian Philosophical Foundation of Human Rights**

### **Objectives:**

- 1) To know the development of sociology and social anthropology of India.
- 2) To understand the Human Duties and Responsibilities
- 3) To understand the Indian Civilization of Human Right.

### **Course Outline:**

#### **Unit- I Philosophical Foundation:**

- i) Human society: Man and Society
- ii) Human Values: Universal, Cultural, Social and Human Dignity,
- iii) Justice and Equality: concept of justice, theories of justice, approaches of justice
- iv) Ethical values, ethical tradition, spiritual values, materialistic values

#### **Unit- II: Global and Indian Perspectives on Human Rights**

Global Perspectives, Third World Perspectives, Indian Perspectives on Human Rights.

#### **Unit- III: Human Duties and Responsibilities**

- i) Concept of Humanism, Duties and Responsibilities
- ii) Identification of human duties and responsibilities: Towards Self, Family, Community, Society, Nation/State, Poor, Dalit, Down trodden, Distress, Elders and others.
- iii) Interrelationships of rights and duties: Harmony and Conflict.

#### **Unit – IV: Understanding Indian Civilizations**

#### **Unit- V: Understanding Gandhi, Nehru, Ambedkar and other Social**

#### **Philosophers approach to Human Rights.**

### **Learning Outcome:**

- 1) Student to Know Human Responsibilities.
- 2) To Understand Philosophical Foundation of Human Rights.
3. Understand About the rule of life.



**References:**

1. Mehanfas Begum (ed), 2000 Human Rights in India, A.P.H. Publishing Corporation, New Delhi.
2. Das, J.K. 2001, Human Rights and Indigenous Persons, A.P.H. Publishing Corporation, New Delhi.
3. Paul, R.C. 2000 Situation of Human Rights in India Commonwealth Publisher, New Delhi.
4. Sharma Arbinda, 2006. Human Rights Oxford University Press, New Delhi.
5. Promod Mishra, 2000. Human Rights in South Asia, Kalpan Publication, New Delhi.
6. Gokulesh Sharma, 2004 Human Rights and Social Justice, Deep and Deep Publication, New Delhi
7. Katarina Tomasevski, Women and Human Rights, Zed Books, London.
8. Joshi K.C., International Law and Human Rights, Eastern Book Company, Lucknow.
9. Meron T., Human Rights Law-Making in United Nations, (1986), Oxford University Press, Oxford.
10. Oraa Jaime, Human Rights in States of Emergency in International Law Oxford University Press, Oxford.

# **CC-HR-103**

## **International Perspectives on Human Rights**

### **Objectives:**

- 1) To Understand the International Norms of Human Rights.
- 2) To understand the Covenant, Conventions of Human Rights.
- 3) To assess Problems of International Response of Human Rights.

### **Unit- I: International Norms and Standard**

- i) United nations Character
- ii) Universal Declaration of Human Rights, 1948
- iii) International Covenant on Civil, Economic, Social, Political and Cultural Rights, 1966
- iv) Fundamental Duties and Responsibilities of UNO, UNESCO, UN General Assembly, UN High Commissioner for Human Rights.

### **Unit- II: Regional Concern for Human Rights**

Concern for protection of the individual in anti-slave trade treaties, humanitarian law treaties, International Labour Organization, League of Nations.

### **Unit- III: International Level**

- i) European Convention of Human Rights, 1950, European Commissioner of Human Rights.
- ii) African Charter of Human and People's Rights, 1981, African Commission of Human Rights.
- iii) American Convention on Human Rights, 1969, American Commission of Human Rights.

### **Unit- IV: Human Rights and the International Institutions**

United Nations – General Assembly, the Economic and Social Council and its commissions and sub-commissions.

## **Unit- V: International Response to Problems**

### **i) Racial discrimination**

- a) International Convention on Elimination of All Forms of Racial discrimination, 1965
- b) UNESCO Declaration on Race and Racial Prejudice, 1978
- c) Geneva Convention on International Humanitarian Law, 1949
- d) Convention on Protection of Refugees, 1951, 1967 protocol
- e) Conventions on the protection of all person from torture, and other Cruel, Inhuman, Degrading Treatment or Punishment, 1984
- f) Convention for the Prevention and Punishment of the Crime of genocide, 1948.

### **Learning Outcome:**

- 1) Student to Know European Convention of Human Rights.
- 2) To Understand SAARC Functions.
3. Understand About the International Institutions.

### **References:**

1. Henry J Steiner and Philip Alston (ed), 2000. International Human Rights in Context, Oxford University Press.
2. Jack Donnelly, 2005. Universal Human Rights, Manas Publication, New Delhi.
3. Digumarti Bhaskaro Rao, 2001. Human Rights and United Nations, Discovery Publishing House, New Delhi.
4. N. Sanaja, 2004. Human Rights in the New Millennium, Manas Publications, New Delhi.
5. Digumarti Bhaskara Rao, 2001. International Instrument of Human Rights, Discovery Publication, New Delhi.

## Elective Courses

Student has choice to select any one course from the list of given elective courses

### **DSE-HR- 104 A GENDER AND HUMAN RIGHTS**

#### **Objectives:**

1. To Study Genders Problems.
2. To trace the historical Perspective of Gender.
3. To understand Theories Gender.

#### **Unit- I: Historical, Philosophical and Social Perspectives**

#### **Unit- II: Status of Women in Contemporary Indian Society**

Poverty, illiteracy, lack of independence, patriarchy, oppressive social custom, gender bias, domestic violence, sexual harassment, in private and public domain.

#### **Unit- III: Women's Movement**

i) Women's movement in the West: A Historical Understanding

#### **Unit –IV: Women's Movement in India:**

History and contemporary.

#### **Unit- V: Institutional Mechanism and Protection of Women**

i) Constitutional mechanism: legislature. Executive and judiciary,

#### **Learning Outcome:**

- 1) Student to Know Women's Movements
- 2) To Understand International Norms.
3. Understand About Dowry Prohibition Act-1961.

#### **References:**

- 1) Lina Gonsalves, 2001, Women and Human Rights, A.P.H Publishing Corporation, New Delhi.
- 2) Mohini Chatterjee, 2004, Feminism and Women's Human Rights, Aavishkar Publishers, Distributors, Jaipur.
- 3) Sunanda Sagar Rosemeyer, 2000, Women's Rights: Search for Identity, Dominant Publishing and Distributors, Delhi.
- 4) Indrani Sen Gupta (ed), 2005, Human Rights of Minority and Women's, Isha Book, Delhi.
- 5) Upendra Baxi, 2006, The Future of Human Rights, Oxford University Press.
- 6) M.M. Rehman, Kanta Rehman, Poonam S. Chauhan, Syed Begum, 2000, Human Rights, Human Development, Concepts and Contexts, Manak Publications Pvt. Ltd.

Elective  
**DSE-HR- 105 B: Peoples' Right to Self-determination**

**Objectives:**

1. To Study Peoples Rights.
2. To Study concept of Self- Determination.
3. To understand Theories Self Determination.

**Unit- I: Conceptual Perspective**

Normative issues relating to the operationalist of the principle of self-determination: Conceptual problems of 'self' of whom and 'determination, of what.

**Unit-II: Meaning of self-determination:**

Autonomy, democracy, governance, self-determination as a process

**Unit –III: Self-determination**

External and internal, new dimensions and emerging debates

**Unit- IV: Theories of Self-determination**

Theories of self-governance, Kant, Locke, Rousseau, Marx and other socialist thinkers, proponents of pluralism like McIver and Laski, Mahatma Gandhi, Issues of legitimacy of State and forms of governance.

**Unit- V:** The age of colonial empires and scramble for colonies, Papal Bull of 1492 dividing

up the world between Spain and Portugal, Berlin Congress of 1885 dividing up the African Continent, Colonization of Asia, Nationalism and statehood.

**Learning Outcome:**

- 1) Student to Know Concept of Self-determination.
- 2) To Understand Theories of Self-determination.
3. Understand About Economic Self-determination.

**References:**

1. Darren J O' Byrne, Human Rights: An Introduction (2005) Pearson Education Pte. Ltd., Singapore.
2. Tim Dunne and Nicholas J., Human Rights in Global Politics (ed.) Cambridge University Press, Cambridge.
3. Hector Espiell, Human Rights: 50th Anniversary of the Universal Declaration, (1998), Oxford: Blackwell.
4. Carlos Santiago, The Ethics of Human Rights (1991) Oxford University Press, Oxford.
5. Louis Henkin, International Bill of Rights: The Covenant on Civil and Political Rights, (1981), Colombia University Press, New York.
6. Jonathan Power, Amnesty International: The Human Rights Story, (1985), Pergamon Press, Oxford.
7. Basil Duner (ed.), An End to Torture: Strategies of its Eradication, (1998), Zed Books, London.

## **DSE-HR-106 C: Human Rights: Basic Values**

### **Objectives:**

1. To Understand International Norms of Human Rights.
2. To Understand Redressal Mechanism.
3. To understand Human Values.

### **Unit – I: Relevance of the study in Human Rights in India**

- i) Social aspects ii) Economic aspects iii) Political aspects

### **Unit - II: Evolution of Human Rights and Duties**

- i) Inter-civilization approach to Human Rights ii) Theoretical perspectives  
iii) Developmental perspectives.

### **Unit – III: Human Rights: International Norms**

Universal Declaration of Human Rights, Rights of the Child, Rights against torture, discrimination and forced Labour.

### **Unit – IV: Civil and political rights**

### **Unit –V: Economic, social and cultural rights**

### **Learning Outcome:**

- 1) Student to Know Concept human Values.
- 2) To Understand Civil and Political Rights.
3. Understand About Deprivation of Human Rights.

### **References:**

1. Alam, Aftab ed., Human Rights in India: Issues and Challenges (New Delhi: Raj Publications, 1999).
2. Bajwa, G.S. and D.K. Bajwa, Human Rights in India: Implementation and Violations (New Delhi: D.K. Publishers, 1996).
3. Jayapalan N., Human Rights (New Delhi: Atlantic Publishers, 2000).
4. Chatrath, K.J.S., (ed.), Education for Human Rights and Democracy (Shimla: Indian Institute of Advanced Studies, 1998).
5. Kaushal, Rachna, Women and Human Rights in India (New Delhi: Kaveri Books, 2000)
6. Mohanti, M., Human Rights Education (New Delhi: Deep and Deep 2000).
7. Paul, R.C., Situation of Human Rights in India (New Delhi: Commonwealth Publishers, 2000).

**(M.A. Human Rights) First Year (Semester- II)**

<b>Course Code Course No.</b>	<b>Credits</b>	<b>Course Title Core Courses</b>	<b>Contact Hours</b>	<b>Internal Marks</b>	<b>University Exam. (External Marks)</b>	<b>Total Marks</b>
<b>CC-HR-201</b>	<b>4</b>	Societal Problems of Human Rights in India	<b>60</b>	<b>50</b>	<b>50</b>	<b>100</b>
<b>CC-HR-202</b>	<b>4</b>	Constitution and Institutional Aspects of Human Rights in India	<b>60</b>	<b>50</b>	<b>50</b>	<b>100</b>
<b>CC-HR-203</b>	<b>4</b>	Research Methodology	<b>60</b>	<b>50</b>	<b>50</b>	<b>100</b>
		<b>Elective Courses (Select any one course as per your choice)</b>				
<b>DSE-HR-204 A</b>	<b>4</b>	Development, Trade and Human Rights	<b>60</b>	<b>50</b>	<b>50</b>	<b>100</b>
<b>DSE-HR-205 B</b>	<b>4</b>	International Obligation to Protect Human Rights and Duties	<b>60</b>	<b>50</b>	<b>50</b>	<b>100</b>
<b>DSE-HR-206 C</b>	<b>4</b>	Human Rights and Duties in India: Norms and Administration	<b>60</b>	<b>50</b>	<b>50</b>	<b>100</b>
<b>GEC/Open Elective (Students have Choice to select one course from any other discipline)</b>	<b>4</b>	<b>Select any one Course as per your choice</b>	<b>60</b>	<b>50</b>	<b>50</b>	<b>100</b>
<b>Total Credits</b>	<b>20</b>			<b>250</b>	<b>250</b>	<b>500</b>

# **CC-HR-201: Societal Problems of Human Rights in India**

## **Objectives**

- 1) To introduce the Concepts of Societal Problems
- 2) To orient various Social Issues
- 3) To introduce the Economic Problems of Human Rights

## **Unit-I Concepts and Approaches**

- (i) Concept of societal problems and human rights
- (ii) Theoretical approaches to social problems and social changes
- (iii) Causes and types of social problems

## **Unit – II . Social Issues**

- (i) Problems of social hierarchy
- (ii) Problems of Minorities
- (iii) Problems of Scheduled Castes and Scheduled Tribes
- (iv) Violence against women and children
- (v) Problems of aged and disabled

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

- (i) Poverty and Exploitation
- (ii) Privatization, liberalization and globalization, Right to property – issue of Special Economic Zones with reference to displacement of disadvantaged Sections of society.
- (iii) Corruption and economic offences
- (iv) Problems of development
- (v) Consumer Exploitation

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

- (i) Regionalism
- (ii) Terrorism
- (iii) Exploitation of caste, religion and language
- (iv) Criminalization of politics
- (v) Abuse and misuse of democratic institutions



## **Unit- V: Problems of Enforcement of Human Rights in India**

- (i) Illiteracy, lack of awareness
- (ii) Abuse and misuse of power, e.g., deaths and torture in police custody
- (iii) Lack of accountability and transparency in government functioning:
- iv) Right to Information
- (v) Lack of People's Participation in Governance
- (vi) Social prejudices against caste, women, minorities, etc.
- (vii) Inequitable access to natural and material resources

### **Learning Outcome:**

- 1) Student to Know Concept of Societal Problems.
- 2) To Understand Approaches of Societal Problems.
3. Understand About Health Security.

### **References:**

- 1) Indrani Sen Gupta (ed), 2005, Human Rights of Minority and Women's, Isha Book, Delhi.
- 2) Jhon, K. Thomos (ed) 2005, Human Rights of Tribals, Isha Book, Delhi.
- 3) Aman Gupta, 2005, Human Rights of Indigenous Peoples, Isha Books, Delhi.
- 4) Vijay Kumar, 2003, Human Rights Dimensions and Issues, Anmol Publication, New Delhi.
- 5) R.S. Verma (ed), 2000, Human Rights, Burning Issues of the World Vol.III, Indian Publishers Distributors, Delhi.
- 6) Henry J. Steiner and Philip Alston, 2000, International Human Rights in Context, Oxford University Press.
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## CC- HR- 202

### Constitution and Institutional Aspects of Human Rights in India

#### Objectives of the Course

- 1) To introduce the Fundamental Rights
- 2) To orient various Human Rights
- 3) To introduce the various act for Protection Human Rights

#### Unit-I Indian constitution

- (i) Indian Constitution: the Fundamental Rights, Directive Principles of State Policy, Fundamental Duties of State and Citizen.
- (ii) International human rights and the Indian Constitution.
- (iii) Welfare State, Democratic System.

#### Unit-II . Laws on Protection of Specific Categories/ Vulnerable Sections

- (i) Reservations and the right to equality
- (ii) Protection of Minorities
- (iii) Protection of Women: in Private and Public domain
- (iv) Contract and unorganized workers; bonded labour
- (v) Children

#### Unit- III Implementation Mechanisms

- i) Dispute Redress Agencies:
  - (a) Judiciary, Use of PIL,
  - (b) ADR (Alternative Dispute Resolution),
  - (c) Consumer flora.

#### Unit –IV: Human Rights National Institutions:

SC/ST Commission, Minorities Commission, Women's Commission

#### Unit – V: Human Rights Commissions

National and State

#### Learning Outcome:

- 1) Student to Know Fundamental Rights
- 2) To Understand NGO Social Movements.
3. Understand About various Human rights Commissions.

#### References:

- 1) H.M. Seervai, 2006, Constitutional Law of India, Vol.2, Universal Law Publishing Co. Pvt. Ltd., Delhi.
- 2) D.N. Gupta and Chandrachur Singh, 2003, Human Rights, Acts, Statutes and Constitutional Provisions, Kalpaz Publications, Delhi.
- 3) Prof. H. Sanjaoba, 20004, Human rights in the New Millennium, Manas Publications, New Delhi.
- 4) A.G. Noorani, 2006, Constitutional Questions and Citizens Rights, Oxford University Press.
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## **CC-HR- 203: Research Methodology**

### **Objectives:**

1. To introduce students to Nature and Scope of Research.
2. To trace the historical Perspective of Social Research.
3. To understand Methodology.

### **Unit- I: Nature and Scope of Social Research.**

### **Unit- II: History, Philosophy and Importance of Social Research.**

### **Unit- III: (i) Formulation of Research Problem (ii) Survey and Social Research. (iv) Research Design, Research methodology – relationship between theory and fact.**

### **Unit- IV: . Methodology**

- (i) Methodological Orientation and logic of enquiry
- (ii) Dialectical Method
- (iii) Comparative Method
- (iv) Historical Method

### **Unit- V: Types of Data Collections.**

Primary and Secondary sources.

### **Learning Outcome:**

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

### **References:**

- 1) Cook, Thomas D. and Charles S. 1979, Qualitative and Quantitative Methods in valuation Research, Sage Hills.
- 2) Bailey, Kenneth D, 1978, Methods of Social Research, The Free Press, London.
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- 5) Kothari, L.R. 1985, Research Methodology, New Delhi, Vishwa Prakashan.
- 6) Karlinger, Fred, R, 1965, Foundations of Behavioural Research, Surjeet Publications.
- 7) Ram Ahuja, 2002, Research Methods, Rawat Publication, Jaipur.

## **DSE-HR- 204 A: Development, Trade and Human Rights**

### **Objectives:**

1. To introduce students to Theories of Development.
2. To trace TNCs Functions.
3. To understand Peoples Rights.

### **Unit- I: Various Theories of Development**

### **Unit – II: Development, Trade:**

ITO,WTO,GATT

### **Unit- III: TNCs Functioning**

Development, Environment, Industrialization.

### **Unit- IV: Debate on the Social Issues**

Tribal Rights, Dalit Rights, Farmer Rights.

### **Unit- V: Sovereign states and peoples' rights**

Issue of economic sovereignty.

### **Learning Outcome:**

- 1) Student to Know Question of Sovereignty.
- 2) To Understand Social Issues.
3. Understand About Rights to Development.

### **References:**

- 1) Carol. C. Gould, 2004, Globalizing Democracy and Human Rights, Cambridge University Press.
- 2) Mahmood Monshipouri, Neil Englehart, Andrew J. Nathan Kavita Philip (ed), 2004, Constructing Human Rights in the age of Globalization, Prentice – Hall of India, Private Limited New Delhi.
- 3) Rene Provost, 2002, International Human Rights and Humanitarian Law, Cambridge University Press.
- 4) Upendra Baxi, 2006, The Future of Human Rights, Oxford University Press.
- 5) M.M. Rehman, Kanta Rehman, Poonam S. Chauhan and Syed Begum, 2000, Human Rights, Human Development, Concepts and Contexts, Manak Publications Pvt. Ltd.

**DSE -HR- 205 B**  
**International Obligation to Protect Human Rights and Duties**

**Objectives:**

1. To introduce students to Concept of Obligations.
2. To trace the International Accountability.
3. To understand International Criminal Tribunal

**Unit- I: The Concept of International Obligations**

Legal, moral, social.

**Unit- II: International Concern for Protection of Human Rights**

Evolution of international concern for the protection of the individual: the Anti-slave trade treaties, emergence of international humanitarian law, Bolshevik Revolution of 1917, minority treaties, League of Nations and color Bolshevik Revolution of 1917, minority treaties, League of National and Colonies.

**Unit – III: The United Nations: From International Concern to International Obligation to Protect Human Rights**

UN Charter Provisions: Article 1(2) & (3), Article 13(1)(b), Articles 55, 56, 68, Chapters XI, XII, XIII.

**Unit – IV: Subjects of International Obligation for Protection of Human Rights**

Concept of subjects of international law: capacity to exercise rights and undertake and comply with obligations under international law, Functional test (as in domestic law): ICJ ruling in the Reparations for Injuries Suffered in the Services of the United Nations case (1949) and international responsibility of international persons.

**Unit- V: Issues of International Accountability**

State sovereignty (domestic jurisdiction), principle of non-intervention: concept of international jurisdiction as distinct from existence of internal obligation.

**Learning Outcome:**

- 1) Student to Know Concept of International Obligation.
- 2) To Understand Concept of Legal Rights.
3. Understand About Criminal Court.

## References:

1. Leonid Brezhnev, *Socialism, Democracy and Human Rights*, Pergamon Press, New York.
2. Robert Stenvenson Clark, *A U.N. Commissioner for Human Rights for Human Rights*, Hague.
3. D Mac Godrick, *The Human Rights Committee: Its role in Development of the International Covenant on Civil and Political Rights*, Oxford University Press.
4. Jaiswal Jaishree, *Human Rights of Accused and Juveniles*, Kalpaz Publications, New Delhi.
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6. Bhatt Umesh, *Religious Fundamentalism and Human Rights*, Vista International Publishing House, Delhi.
7. John Finnis, *Natural Law and Natural Rights*, Clarendon Press, Oxford.
8. Barbara Hocking, *International Law and Aboriginal Human Rights*, Law Book Co., Sydney.
9. J.E.S. Fawcett, *The Application of the European Convention on Human Rights*, Clarendon Press, Oxford.
10. Vitit Muntarbhorn, *The Status of Refugees in Asia*, Clarendon Press, Oxford.

**DSE-HR- 206 C**  
**Human Rights and Duties in India: Norms and Administration**

**Objectives:**

1. To introduce students Human Rights and Duties.
2. To trace Redressal Mechanisms
3. To understand Governance System.

**Unit- I: Human Rights and Duties in India**

The Preamble of the Indian Constitution, Human Rights and Duties in the Constitution: Norms

**Unit- II: Deprivation of Human Rights: the core issues**

Poverty, overpopulation, illiteracy, Problems of development

**Unit- III: Disadvantaged groups**

Women, Children, Scheduled Castes and Scheduled Tribes

**Unit- IV: Redressal mechanisms for human rights violations**

Judiciary, Media advocacy.

**Unit- V: Some specific problems**

Discrimination and violence against women and children, Custodial violence.

**Learning Outcome:**

- 1) Student to Know Deprivation of Human Rights.
- 2) To Understand Government systems.
3. Understand About Custodial Violence.

**References:**

1. Ian Brownlie, *et al.* (eds.), Basic Documents on Human Rights (2006), Oxford.
2. P.R. Gandhi (ed.), Blackstone's International Human Rights Documents, (2001), Universal, Delhi.
3. David Robertson, A Dictionary of Human Rights, (2004), Europa Publications, London.
4. Philip Alston (ed.), The United Nations and Human Rights (1996), Clarendon Press, Oxford.
5. Henry J. Steiner, *et al.*, (eds.), International Human Rights in Context, (1996), Chapter 10, Clarendon Press, Oxford.
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