



स्वामी रामानंद तीर्थ मराठवाडा विद्यापीठ

नांदेड— ४३१६०६ (महाराष्ट्र)

SWAMI RAMANAND TEERTH MARATHWADA UNIVERSITY

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



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मानवविज्ञान विद्याशाखेतील पदवी
स्तरावरील द्वितीय वर्षाचे CBCS Pattern
नुसारचे अभ्यासक्रम शैक्षणिक वर्ष
२०१७-१८ पासून लागू करण्याबाबत.

परिपत्रक

या परिपत्रकान्वये सर्व संबंधितांना कळविण्यात येते की, दिनांक ३ मे २०१७ रोजी संपन्न झालेल्या ३८व्या मा. विद्या परिषद बैठकीतील विषय क्र.१२४/३८-२०१७ च्या ठरावानुसार प्रस्तुत विद्यापीठाच्या संलग्नित महाविद्यालयांतील मानवविज्ञान विद्याशाखेतील पदवी स्तरावरील द्वितीय वर्षाचे खालील विषयांचे C.B.C.S. (Choice Based Credit System) Pattern नुसारचे अभ्यासक्रम शैक्षणिक वर्ष २०१७-१८ पासून लागू करण्यात येत आहेत.

- १) बी.ए./बी.कॉम./बी.एस्सी.—इंग्रजी (अनिवार्य, द्वितीय भाषा अतिरिक्त, ऐच्छिक)—द्वितीय वर्ष
- २) बी.ए.—हिंदी (ऐच्छिक)—द्वितीय वर्ष
- ३) बी.ए./बी.कॉम./बी.एस्सी.—कन्नड (द्वितीय भाषा, ऐच्छिक)—द्वितीय वर्ष
- ४) बी.ए./बी.कॉम./बी.एस्सी.—मराठी (द्वितीय भाषा, ऐच्छिक)—द्वितीय वर्ष
- ५) बी.ए./बी.कॉम./बी.एस्सी.—पाली (द्वितीय भाषा, ऐच्छिक)—द्वितीय वर्ष
- ६) बी.ए./बी.कॉम./बी.एस्सी.—संस्कृत (द्वितीय भाषा, ऐच्छिक)—द्वितीय वर्ष
- ७) बी.ए./बी.कॉम./बी.एस्सी./बी.एफ.ए./बी.एस.डब्ल्यू—उर्दू (द्वितीय भाषा, ऐच्छिक)—द्वितीय वर्ष
- ८) बी.ए.—फॅशन डिझाईन—द्वितीय वर्ष
- ९) बी.ए.—अर्थशास्त्र—द्वितीय वर्ष
- १०) बी.ए.—भूगोल—द्वितीय वर्ष
- ११) बी.ए.—इतिहास—द्वितीय वर्ष
- १२) बी.ए.—मानव हक्क—द्वितीय वर्ष
- १३) बी.ए.—ग्रंथालय व माहितीशास्त्र—द्वितीय वर्ष
- १४) बी.ए.—जनसंवाद व पत्रकारिता—द्वितीय वर्ष
- १५) बी.ए.—सैनिकशास्त्र—द्वितीय वर्ष
- १६) बी.ए.—तत्त्वज्ञान—द्वितीय वर्ष
- १७) बी.ए.—राज्यशास्त्र—द्वितीय वर्ष
- १८) बी.ए.—मानसशास्त्र—द्वितीय वर्ष
- १९) बी.ए.—लोकप्रशासन—द्वितीय वर्ष
- २०) बी.ए.—समाजशास्त्र—द्वितीय वर्ष

सदरील परिपत्रक व अभ्यासक्रम प्रस्तुत विद्यापीठाच्या 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/पदवी—सीबीसीएस अभ्यासक्रम/
२०१६-१७/८४

दिनांक : ०७.०६.२०१७.

प्रत माहिती व पुढील कार्यवाहीस्तव :

- १) मा. कुलसचिव यांचे कार्यालय, प्रस्तुत विद्यापीठ.
- २) मा. संचालक, परीक्षा व मूल्यमापन मंडळ यांचे कार्यालय, प्रस्तुत विद्यापीठ.
- ३) प्राचार्य, सर्व संबंधित संलग्नित महाविद्यालये, प्रस्तुत विद्यापीठ.
- ४) उपकुलसचिव, पदव्युत्तर विभाग, प्रस्तुत विद्यापीठ.
- ५) साहाय्यक कुलसचिव, पात्रता विभाग, प्रस्तुत विद्यापीठ.
- ६) सिस्टम एक्सपर्ट, यू.जी.सी. कक्ष, प्रस्तुत विद्यापीठ.

स्वाक्षरित / —

उपकुलसचिव

शैक्षणिक (१—अभ्यासमंडळ) विभाग



**SWAMI RAMANAND TEERTH
MARATHWADA UNIVERSITY, NANDED**

SYLLABUS

HUMAN RIGHT

Semester Pattern

(Choice Based Credit System)

B.A. Second Year

(Effective from June 2017-18)

**SWAMI RAMANAND TEERTH MARATHWADA UNIVERSITY,
NANDED**

Choice Based Credit System (CBCS)

SEMESTER PATTERN

**B.A. (UG) Programme under Faculty of Social Science
(Affiliated Colleges)
(With Effect from Academic Year 2017-18)**

Name of the Faculty : Social Science

Total Credit : 158 Average Credits per Semester: 26

Note:

- Assessment shall consist of Continuous Assessment (CA) and End of Semester Examination (ESE)
- Weightage : % for ESE & % for CA
- Each Paper is of 3 Credits
- Paper (Elective) Transfer of Credit as per Student Choice

**SWAMI RAMANAND TEERTH MARATHWADA
UNIVERSITY, NANDED**

Choice Based Credit System (CBCS) Course Structure
(New Scheme)

Faculty of Social Science

B.A. Second Year Syllabus

Semester Pattern effective from 2017-18

Subject: **Human Right**

Semester	Core Course	Paper No	Name of Paper	Lectures / week	Total No. of Lectures	CA	ESE	Total Marks	Credits
Semester III	CCHR-I	V	Human Rights and Women Empowerment (Part-I)	4	55	35	40	75	3
	CCHR-II	VI	Human Rights of Vulnerable Groups (Part-I)	4	55	35	40	75	3
	SEC-I		Understanding Human Rights in Everyday Life (Part-I)	3	45	25	25	50	2
		Total		11	155	95	105	200	8
Semester IV	CCHR-I	VII	Human Rights and Women Empowerment (Part-II)	4	55	35	40	75	3
	CCHR-II	VIII	Human Rights of Vulnerable Groups (Part-II)	4	55	35	40	75	3
	SEC-II		Data Collection and Report Writing (part-II)	3	45	25	25	50	2
				11	155	95	105	200	8
		Total		22	310	190	210	400	16

SEC = Skill Enhancement Course

Swami Ramanand Teerth Marathwada University, Nanded
CBCS - Paper Pattern in the Subject of

Human Right

B.A. Second Year

(Effective from 2017-2018)

Semester-III

Paper No	Title of the Paper	Internal Marks	External Marks
V	Human Right and Women Empowerment (Part-I)	35	40
VI	Human Rights of Vulnerable Groups (Part-I)	35	40
SEC-I	Understanding Human Rights in Everyday Life (Part-I)	25	25

Semester - IV

Paper No	Title of the Paper	Internal Marks	External Marks
VII	Human Right and Women Empowerment (Part-II)	35	40
VIII	Human Rights of Vulnerable Groups (Part-II)	35	40
SEC-II	Data Collection and Report Writing (Part-II)	25	25

Theory:

- 1) Internal Marks : 35 Marks (Two test each 10 marks + one home assignment 15 marks)
- 2) External Marks : 40 Marks
(ESE)

SEC: Skill Enhancement Course

- 1) Internal Marks : 25 Marks (Prepared report of any five activities, each activities 5 mark)
- 2) External Marks : 25 Marks
(ESE) (End of Semester Examination)

B.A. II Year (Human Right)
End Semester Examination (ESE)
Question Paper Pattern

* MCQ (Multiple Choice Questions)
10 each question one mark.

Q. 1 Descriptive questions 10 Marks
OR
Descriptive questions

Q. 2 Descriptive questions 10 Marks
OR
Descriptive questions

Q. 3 write short notes any two. 10 Marks
1.
2.
3.
4.

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HUMAN RIGHT**

(With Effective from 2017-18)

B.A. Second Year

SEMESTER - III

Human Right and Women Empowerment-I (Paper-V)

Credits: 03

Periods: 55

Marks: 75

Course Rationale:

This course would focus on the relationship between human rights and women empowerment. This course also makes awareness about the rights of women and explained the importance of women empowerment. Student would become conscious about the human rights of women and their empowerment.

Course Content	Periods	Marks
Unit - I Human and Women Rights:	15	15
A) Meaning and nature of Women Rights		
B) Relationships between Human and Women Rights		
C) The need of Women Rights		
Unit - II Women Empowerment	30	20
A) Concept of Women Empowerment		
B) Meaning and definition of Women Empowerment		
C) The Role of Human Rights in Women Empowerment		
Unit - III Approaches of Women Empowerment	20	30
A) Liberal Approach of Women Empowerment		
B) Legal Approach of Women Empowerment		
C) Feminist Approach of Women Empowerment		

References:

1. Kapadia K. (ed), 2002, *Violence of Development: The Politics of Identity, Gender and Social Inequalities in India,* Zubaan, New Delhi.
2. Menon, N. (ed.), 1999, “*Gender and Politics in India*”, Oxford University Press, New Delhi.
3. *Planning Commission*, Govt. of India, 2008, Eleventh Five Year Plan 2002-12, Vol I Inclusive Growth, Oxford University Press, New Delhi.
4. Rai S. 2002, “*Gender and the Political Economy of Development,*” Polity Press, UK, 20
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6. Wood Charles, Robert Bryan(ed), 2005, “*Rethinking Development in Latin America,*” Penn State Press.
7. Cook R. J, *Human Rights of Women: National and International Perspectives*, University of Pennsylvania Press, Philadelphia.
8. Shastri, Satish : Special Issue on Human Rights and Duties. *The Journal of Legal Studies*, Vol. XXXVII (2006-07).

Marathi Readings:

1. Vidyut Bhagwat & Lalita Joshi 1997, “ *Maharashtrachya Samajik Itihasachya Dishene*”, K.S.P.W.S.C. Pune University, March.
2. Vidyut Bhagwat & Sharmila Rege, 2000, “ *Bharatatil Samkaleen Kaliche Prashna*, K.S.P.W.S.C, University of Pune.
3. Vilas Ransubhe (edit.), 2011, “N.G.O., Shramik Pratishthan, Kolhapur.
4. Kamble,C.T & Pawale,T.S, 2010, “An Outline of Social Movements in India,” Creative Publication,Nanded.

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HUMAN RIGHT
(With Effective from 2017-18)
B.A. Second Year
SEMESTER - III**

Human Rights of Vulnerable Groups-I (Paper-VI)

Credits: 03

Periods: 55

Marks : 75

Course Rationale:

This course makes aware of the students about the human rights of vulnerable groups such as minorities, disabled, old aged and others. This course provides insights, consciousness about the human rights of vulnerable groups in the society.

Course Content	Periods	Marks
Unit-I: Vulnerable Groups	15	15
A) Meaning and nature of Vulnerable Groups		
B) The various problems of Vulnerable of Groups		
C) The Needs of Human Rights for Vulnerable Groups		
Unit-II Human Rights of SC, ST and Nomadic Tribes	20	30
A) Socio-Cultural, Economical, Educational and Political Human Rights of Scheduled Castes		
B) Socio-Cultural, Economical, Educational and Political Human Rights of Scheduled Tribes		
C) Socio-Cultural, Economical, Educational and Political Human Rights of Nomadic Tribes		
Unit-III: Human Rights of Minorities	20	30
A) Meaning and nature of minority Communities		
B) Socio-Cultural, Economical, Educational and Political Human Rights of Minorities		
C) The need and protection of Human Rights of Minorities		

References:

1. Bailey, F.G, 1960, *Tribe, Caste and Nation*, OUP, Bombay.
2. Bose, A, Nangbri, T. & Kumar, N. (eds.), 1990, *Tribal Demography and Development in North-East India*, Delhi.
3. Furer- Haimendorf, C.V, 1991, *Tribes of India: The Struggle for Survival*, OUP, Delhi.
4. Mehta, P.L, 1991, *Constitutional Protection to Scheduled Tribes in India in Retrospect and Prospect*, H.K, Delhi.
5. M. Gopinath Reddy, K. Anil Kumar, *Political Economy of Tribal Development: A Case Study of Andhra Pradesh*, http://www.cess.ac.in/cesshome/wp/WP_85.pdf
6. Singh K.S (ed), 1972, 'Tribal Situation in India,' Indian Institute of Advanced Study, Simla.
7. Singh K.S, 1982, 'Tribal Movements in India', Vol. I & II, Manohar Prakashan, New Delhi.
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9. R.S. Verma (ed), 2000, 'Human Rights Burning Issues of the World,' Indian Publishers Distributors, Delhi.
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11. K.P, Saksena, (ed), 2003, 'Human Rights and The Constitution vision and the Reality', Gyan Publishing House, New Delhi.

Marathi Readings:

1. Dr. Maroti Tegmpure, *Adivasi Vikas Ani Vastav*, Chanmay Prakashan, Aurangbad.
2. Dr. Govind Gaare, *Maharashtratil Adivasi Jamati*, Continental Publication, Pune.
3. Dr. Govind Gaare, *Adivasi Vikasache Shilpakar*, Shree Vidhya Prakashan, Pune.

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HUMAN RIGHT
(With Effective from 2017-18)
B.A. Second Year
SEMESTER - III

Human Right and Women Empowerment-II (Paper-VI)

Credits: 03

Periods: 55

Marks: 75

Course Rationale:

The second part of this course would focus on the role of different functionaries in the protection of human as well as women rights. This course has importance and rational in the introduction of the major agencies those are working for the cause of the protection of human rights.

Course Content	Periods	Marks
Unit-IV: The Agencies of Human Rights Protection	15	15
A) National Human Right Commission: Structure and Function		
B) State Human Right Commission: Structure and Function		
C) National Women Commission: Structure and Function		
Unit-V: The Role of State Women Commission for Empowerment	20	30
A) Structure and Function of State Women Commission		
B) Role of Women Commission in Women Empowerment		
C) The Need of Women Commission for Women Empowerment		
Unit-VI: The Role of NGOs in Women Empowerment	20	30
A) The Role of NGOs in Human Right Protection		
B) The Role of NGOs in Women Empowerment		
C) The Structure and Functions of NGOs		

References:

1. Kevin Boyle (ed.), 2009, 'New *Institutions for Human Rights Protection*,' OUP, Clarendon.
2. Elliot, C. 1987, 'Some Aspects of Relations between the North and South in the NGO Sector', *World Development*, 15: 57-68.
3. Fisher, William, 1997, 'Doing Good? The politics of Anti-Politics of NGO Practices'. *Annual Review of Anthropology* 26: 439-64.
4. Home Ministry Report of India, 2009-2010. Published From Home Ministry,2010.
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9. Surinder S Jodhka, and Pradyumna Bora, 2012, 'In the name of Development: mapping Faith- based Organizations' in Maharashtra. *EPW*, Vol, XLVII No.1
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11. Teltumbde, Anand .2010, 'Dalit Chalwaliche NGOs'karn, Sugawa Publication, Pune.

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B.A. Second Year
SEMESTER - IV**

Human Rights of Vulnerable Groups-II (Paper-VII)

Credits: 03

Periods: 55

Marks : 75

Course Rationale:

The second part of this course Human Rights of Vulnerable Groups would focus on the different issues of human rights of the children, disabled people, old aged people and sexual minorities.

Course Content	Periods	Marks
Unit - I V: Human Rights of Child Labour	15	15
A) Meaning and definition of Child Labour		
B) Problems of Child Labour in Unorganized Sector		
C) Remedies and Solution for Child Labour		
Unit –V: Human Rights of old aged Person	20	30
A) Meaning and definition of old aged Person		
B) Problems and difficulties of old aged Person		
C) The remedies and solution of the problems of old aged Person		
Unit –VI: Human Rights of Sexual Minorities	20	30
A) Meaning and definition of Sexual Minorities		
B) Problems and difficulties of Sexual Minorities		
C) The Remedies and Solutions of the problems of Sexual Minorities		

References:

- Andre Beteille. *The Backward Classes in Contemporary India*. Oxford, Delhi, 1992.
- Charsley, S.R. and G.K. Karanth. *Challenging Untouchability*. Sage. India.
- Chaudhuri, S.N. *Changing Status of depressed Castes in Contemporary India*. Daya Publishing House. Delhi
- Omvedt, Gail. *Dalit Visions. The Anti-caste Movement and the construction of an Indian Identity*. Orient Longman, New Delhi.
- Oommen, T.K. *Protest and Change; studies in Social Movements*.
- Paramjit S.Judge, (ed) *Towards Sociology of Dalits*, Sage Publication, 2014.
- Robb, Peter. *Dalit Movements and Meeting of Labour in India*. Sage, Delhi, 1993.
- Shah, Ghanshyam. *Social Movements in India*.
- Suryakant Waghmore, *Civility Against Caste*, Sage Publication, 2013.
- Thorat, Sukhdeo. *New Economic Policy and its Impact on employment and poverty of Scheduled Castes*, 1997 (Pune University)

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HUMAN RIGHT

(With Effective from 2017-18)

B.A. Second Year

SEMESTER - III

Skill Enhancement Course

Understanding Human Rights in Everyday Life (SEC-I)

Credits: 02

Periods: 45

Marks :50

Understanding Human Rights in Everday Life

Course outline:

An introduction to Understanding Human Rights in Everyday life which offered opportunity to the students to observe, understand the issues, present status and violation of human rights in everyday lives in the society. Student would make aware of themselves and others in the society. They will become conscious about the rights of others and make them aware about their human rights. Thus, this course has importance in the present era of information technology and Globalization to protect the rights of each and every human being.

Aims and objectives of course:

The specific aims of this course are :

- ✓ Enable the students to understand various aspects and dimensions of human rights in everyday life.
- ✓ Enable to the students to know role of different agencies those are working for the protection of the human Rights in everyday life.
- ✓ Provide personal and individual conscious and awareness about the rights of others and fellow being in the society.
- ✓ Identify the nature of violations of human rights in the everyday life in the society.
- ✓ Make aware to the others about the Human Rights.

Learning outcomes of course:

completed the essential reading and activities students should:

	<ul style="list-style-type: none"> ✓ Students should be conscious about their own as well as human rights of others in everyday life in the society. ✓ They will be able to identify the issues, present status and violation of human rights in the society. ✓ Student would enable to identify the role of different agencies those are working on the issues of human rights. ✓ This course creates awareness and consciousness among the students about the vulnerable groups of the society and they thought about the social change and development. 	
	Content	
Unit: I	Nature and Significance of Human Rights	Hours
	A) Human Right: Definition, Meaning, B) Different Types of Human Right, C) Understanding Nature of Human Rights in Everyday Life.	08
Unit: II	Evolution of Human Rights	08
	A) Evolution of Human Rights in India, B) Classification of Human Rights. C) Changing Nature of Human Rights	
Unit: III	Violation of Human Rights in Everyday Life	08
	A)The Nature of Violation of Human Rights: B)Violation of Child Rights and Violation of Women Rights, C) Violation of Minority Rights and Vulnerable Groups.	
	SKILL DEVELOPMENT ACTIVITIES (Any five of the following) <ol style="list-style-type: none"> 1. Prepare a chart showing the violation of Human Rights of women in everyday life in the family and community. 2. Prepare a chart showing the nature of violation of Human rights of the child in the working places such as in unorganized sector. 3. Visit nearby hotels and observe and write brief report on the violation of human rights of the child labour. 4. Visit agricultural field observe and write small report on the activities of women in the field. 5. Visit nearby brick kiln factory and write small report on the work labourers in everyday life. 	26

	<ol style="list-style-type: none"> 6. Find out the different issues of violation of human rights of women in the families in everyday life. 7. Draft a report on the harassment of women at the working places. 8. Conduct a survey and enlist the issues of human rights of the vulnerable groups in the society. 9. Visit the different working sites/ places and write small reports on the violation of human rights of the labourers. 10. Draft a report on the caste based violation of human rights of the lower and Dalit caste groups in the public spheres of the society. 	
		50

References:

1. Goffman, Erving, *The Presentation of Self in Everyday Life*. Doubleday New York.
2. Babbie Earl, 2004, *The Practice of Social Research*, (10th edn), Wadsworth-Thomson, CA, USA.
3. Bryman Alan, 2001, *Social Research Methods*, Oxford University Press.
4. Carol Grbich, 2000, *New Approaches in Social Research*, Sage Publication.
5. Desai, A.R, 1986, *Violation of Democratic Rights in India*, Vol. I, Popular Prakashan, Bombay.
6. Devasia V.V, *Women, Social Justice and Human Rights*, APH, New Delhi, 2009.
7. G. Haragopal, 1998, *“Political Economy of Human Rights”*, Gurpreet Mahajan Ed., Democracy, Difference and Social Justice, Oxford University Press New Delhi.
8. *Human Development Report*, 1997
9. John Rawls, 2001, *Law of the People*, Harvard University Press Cambridge.
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HUMAN RIGHT**

(With Effective from 2017-18)

B.A. Second Year

SEMESTER - IV

Skill Enhancement Course

Data Collection and Report Writing (SEC-II)

Credits: 02

Periods: 45

Marks: 50

Data Collection and Report Writing

	<p><u>Course outline:</u></p> <ul style="list-style-type: none"> • This course is based on the field based activities. Students are suggested to read and understand the different tools and techniques of data collection and report writing. Concerned teacher would provide guidance on the same. 	
Units	Content	Hours
Unit: I	<p>Tools and Techniques of Primary Data Collection:</p> <p>A) Meaning and Nature of Primary Data Collection, B) Primary Sources of Data Collection: Questionnaire, Interview Schedules, In-Depth Interviews, Groups Discussions and Case Study. C) Use and Importance of Primary Data Collection</p>	06
Unit: II	<p>Tools and Techniques of Secondary Data Collection</p> <p>A) Meaning and Nature of Secondary Data Collection B) Secondary Sources of Data Collection: Web Site, Google Search, Literatures, Books, Articles, Documents and Published and unpublished documents etc. C) Use and Importance of Secondary Data Collection</p>	06
Unit: III	<p>Report Writing: Structure of the Report</p> <p>A) Introduction of the Report, B) Review of Literature C) Methods of the Data Collection D) Data Analysis and Interpretation E) Major Findings and Conclusion</p>	12

	F) References	
	<p>SKILL DEVELOPMENT ACTIVITIES</p> <ol style="list-style-type: none"> 1) Student has choice to select any one following topics related to the violation of human rights of the child, women, Dalits and vulnerable groups in the society. 2) Student has choice to select any agency and organizations those are working for the protection of human rights in the society such as, NGOs, Police, Courts, Family Courts, Lok Nayalaya, Lok Adalat , Human Right Commission and its functionaries and others. 3) Student has choice to write report by using any relevant tools of data collection and select any topic with discussion of concerned teachers. 	26

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