

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



M.A. (Human Rights)
New Syllabus for Semester- I ,II, III, IV
Academic Year-2017
Under CBCS Pattern

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):

Sr. No.	Particulars	No. of Test/Assignment/Seminar	Marks
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.

Scheme of Examination June 2017-18

Semester-I

Course No.	Credits	Course Title Compulsory Courses (Core Courses)	Page No.
HR-101	4	Human Rights and Duties: Conceptual Perspectives	6 - 7
HR-102	4	Indian Philosophical Foundation of Human Rights	8 - 9
HR-103	4	International Perspectives on Human Rights	10 - 11
		Optional Courses (Select Any One of the following)	
HR-104	4	Gender and Human Rights	12 - 13
HR-105	4	People`s Right to Self-determination	14 - 15
HR- 106	4	Human Rights: Basic Values	16 - 17
HR-107-A	2	(Field Work Theory) Social Issues of Villages and Human Rights	18
HR-107- B	2	Field Work/Practical Report	19
	20		

Semester-II

Course No.	Credits	Course Title Compulsory Courses	Page No.
HR -201	4	Societal Problems of Human Rights in India	20
HR -202	4	Constitution and Institutional Aspects of Human Rights in India	21-22
HR -203	4	Research Methodology	23-24
		Optional Courses (Select Any One)	
HR- 204	4	Development, Trade and Human Rights	25
HR- 205	4	International Obligation to Protect Human Rights and Duties	26-27
HR- 206	4	Human Rights and Duties in India: Norms and Administration	28
HR - 207-A	2	(Field Work Theory) A: Problems of Minorities and Human Rights	29
HR- 207 -B	2	B: Field Work/Practical Report	
	20		

Semester –III

Course No.	Credits	Course Title	Page No.
		Compulsory Courses	
HR -301	4	Human Rights and Duties in India: Ideal and Reality	30-31
HR -302	4	Children and Human Rights	32-33
HR -303	4	Social Movements and human Rights	34-35
		Optional Courses (Select Any One)	
HR- 304	4	Science, Technology and Human Rights	36-37
HR -305	4	International Humanitarian and Refugee Laws	38
HR- 306	4	Women and Human Rights and Duties	39-40
HR- 307-A	2	(Field Work Theory) A:Environment Pollution and Human Rights	41
HR -307-B	2	B: Field Work/ Practical Report	
	20		

Semester –IV

Course No.	Credits	Course Title	Page No.
		Compulsory Courses	
HR- 401	4	Environment and Human Rights	42-43
HR- 402	4	Working Class and Human Rights	44-45
HR- 403	4	Minorities and Human Rights	46-47
		Optional Courses (Select Any One)	
HR- 404	4	Socially/Economically Disadvantaged People and Human Rights	48-49
HR- 405	4	Human Rights and Criminal Justice System	50
HR- 406	4	Good Governance and Human Rights	51-52
HR- 407	4	Desertation	53

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 and 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) Manga Cart
- 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.

Unit-VI : Evolution of Human Rights and Duties

Inter-civilization approach to Human Rights, Developmental perspectives

Unit- VII : Human Rights: International Norms

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

Unit-VIII : Redressal Mechanisms for Human Rights Violations

Government systems for Redressal, Creation of Human Rights Literacy and Awareness.

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, NewDelhi
- 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)

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.
- ii) 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.

Unit- VI : Rule of Law vs. Rule of Life

Concept, origin and importance, Rule of Law: Values of Rule of Law, Changing dimensions.

Unit- VII : Co-relationship of Rights and Duties

Problem of human capabilities, Relationship between obligations and responsibilities in relation to the state and society.

Unit- VIII : Human Responsibilities

Moral, ethical, social, economic, political and cultural, Universal, Traditional/modern

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.

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, America 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.

Unit – VI : Some Specific Rights

Right of the peoples and nations to self-determination, Freedom from discrimination, Freedom from Torture.

Unit –VII : European Convention on Human Rights

History and normative developments since 1950, European Court of Human Rights.

Unit- VIII : Developments in Asian Region

SAARC, Development in Other Regions, e.g., Arab League.

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 Bhaskara Rao 2001 Human Rights and United Nations Discovery Publishing House, New Delhi.
4. N.Sanjana 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**HR- 104: 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 : Womens Movement

i) Womens movement in the West: A Historical Understanding

Unit –IV : Womens movement in india :

History and contemporary.

Unit- V :Institutional mechanism and protection of women

i) Constitutional mechanism: legislature. Executive and judiciary,

Unit- VI : Statutory mechanism:

- i) National commission of Women
- ii) Role of NGOS, media

Unit – VII : Special laws and policies for protection of women

- i) Suppression of immoral traffic act.1956,
- ii) Equal remuneration act.1976,
- iii) Dowry prohibition act,1961
- iv) Women and public policy: family welfare, political right of women, female health.

Unit – VIII : International norms for protection of Women

- i) Un convention on elimination of all forms of discrimination against women,1975,
- ii) Un convention on political rights of Women,1952
- iii) Four world conference of women: mexico 1975, Copenhagen 1980,Nairobi 1985, Beijing 1995.

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, Aaviskhkar Publishers, Distributors, Jaipur.
- 3) Sunanda Sagar Rosemeyer, 2000, Women's Rights: Search for Identity, Dominant Publishing and Distributors, Delhi.

- 4) Indrani Sen Gupta (ed0, 2005, Human Rights of Minority and Women's Isha
- 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

HR- 105: 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 Mclver 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.

Unit-VI : Evolution of Ideas of Nationalism, Autonomy and Self-Government, Independence and Federalism in India.

Unit- VII : Self-determination in International Relations.

Emergence of the principle of self-determination on the international plane: League of Nations, Minority treaties, Atlantic Charter, 1941, UN Charter (Article 1(2), Articles 55-56, Chapters XI, XII and XIII) Framework and role of UN decolonization process, Debate between domestic jurisdiction and the people's right of self-determination, in the context of historical colonialism.

Unit- VIII : Economic self-determination:

Declaration on Permanent Sovereignty over Natural Resources: UN General Assembly Resolution 1803 (XXII) of 1962, Declaration on the Establishment of a New International Economic Order; UN General Assembly Resolution 3201 (S-VI) of 1974, Charter of Economic Rights and Duties of States: UN General Assembly Resolution 3281 (XXIX) of 1974 .

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.

HR-106: 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

Unit – VI : Human Rights and Duties in India

The preamble to the Constitution of India, Human Rights and Duties in the Constitution:
Normative analysis.

Unit- VII : Redressal Mechanisms for Human Rights Violations

- i) Government systems for Redressal ii) Creation of Human Rights Literacy and Awareness.

Unit- VIII : Deprivation of Human Rights: the Core Issues.

Problems of Unsustainable Development, Disadvantaged Groups.

Learning Outcome:

- 1) Student to Know Concept human Values.
- 2) To Understand Civil and Political Rigts.
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).

HR -107: A) Issues of Villages and Human Rights**Objectives of the Course:**

- 1) To introduce significance of Village studies in the context of Human Rights.
- 2) To orient students to the Human Rights Issues of Villages.
- 3) To give information about human rights to the Villagers.

Course Outlines**Unit –I Significance of the Village Studies in India**

The Relevance and logic of the Village Studies in India

Theoretically and practically importance of Village Studies

Unit-II: Contemporary Human Rights Issues in Indian Villages

Caste and untouchability

Dalit Atrocities in the villages

Farmer Suicides and farmers rights

Developmental Programs and Right to Development

Unit-III: Methods of Village Studies

Survey Methods, use of Interview Schedules and Household Questionnaire

Field Work, PRA and RRA

Unit-IV: Perspectives on Village Studies

Gandhian Perspectives on Village

Ambedkar's Perspectives on Village

Structural-Functional Perspectives on Village

HR -107 –B: Field Work Report (Practical)

Student has to select above any human rights issues related to the Problems of Human Rights Violation. He/ she has to select any methods to carry out field work report Student can write report either English or Marathi (in 25 to 30 pages).

Learning Outcome:

- 1) Student to Know Problems of Villagers.
- 2) To Understand Gandhian Perspective on Village.
3. Understand PRA Functions.

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

Unit- VI : Health Security

Lack of Access and mismanagement, Lack of preventive and curative measures.

Unit- VII : Cultural Issues

Pluralistic society and cultural tensions.

Unit- VIII : Health and environment

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.
- 7) Adil Ul-Yasin and Archana Upadhyay, 2004, Human Rights, Akansha Publishing House, New Delhi.
- 8) Jeremy Waldron (ed) 1984, Theories of Rights, Oxford University Press.

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

Unit- VI : Professional Councils

Medical Council of India, Bar Council of India

Unit –VII : NGO Social Movements and Pressure groups working through democratic Institutions.

Unit- VIII : Media Advocacy, Press Council of India

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.
- 5) V.P. Srivastav, 2004, Human Rights, Issues and Implementations Vol.I, Indian Publishers Distributers, Delhi.

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.

Unit- VI : Methods of Data Collections.

Methods of Sampling.

Unit- VII : Data analysis

Classification, Tabulation, Graphic Presentation.

Unit- VIII : Statistical Bases

Measure of Central Tendency; Mean, Mode and Median, Measure of Dispersion, Range, Average Deviation and Standard Deviation, Z-test, Chi-square, Correlation Test, Scaling Technique, Nominal, Ordinal & Rating Scale, Social Distance Scale.

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 Quantative methods in Evaluation Research, Sage Hills.
- 2) Bailey, Kenneth D, 1978, Methods of Social Research, The Free Press, London.
- 3) Baker, L. Therese, 1988, Doing Social Research, McGraw Hill, New York.
- 4) Goode, W.J.and Hatt. P.K, 1952, Methods of Social Research, McGraw Hill, New York
- 5) Kothari, L.R. 1985, Research Methodology, New Delhi, Vishwa Prasashan.
- 6) Karlinger, Fred, R, 1965, Foundations of Behavioural Research, Surjeet Publications.
- 7) Ram Ahuja, 2002, Research Methods, Rawat Publication, Jaipur.

HR- 204 : 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.

Unit – VI : Monopolies and right to development

- i) Sanction imposed by developed Countries to Third World.
- ii) Human Rights standards and international trade.

Unit- VII: Trade and the Question of Sovereignty.

- (i) National control over international trade.
- (ii) Codes of conduct and TNCs.

Unit- VIII : Human Rights and the Question of Sovereignty

- i) Regulation of TNCs
- ii) Impact of GATT-WTO

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.

HR- 205 : 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.

Unit – VI : International Response to Breaches of Human Rights Obligations

The role of the UN Security Council: Chapters VI and VII of the UN Charter, relations between human rights violations and the determination by the Security Council of a “threat to peace, breach of peace and act of aggression”, politics, selectivity, lack of impartiality, big power manipulation in international organizational actions.

Unit- VII : International Criminal Tribunals

Concepts of international crimes, and international criminal tribunals, Evolution of international criminal court.

Unit-VIII: Human Rights Regimes

i) European ii) Latin American iii) African

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.
5. Humphrey John, The International Law of Human Rights, UNSECO Publishing Corporation, Delhi.
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 Fawcettm, The Application of the European Convention on Human Rights, Clarendon Press, Oxford.
10. Vitit Muntarhorn, The Status of Refugees in Asia, Clarendon Press, Oxford.

HR- 206 : 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.

Unit- VI : Problem of deficiency in health services and environmental protection.

Unit- VII : National Human Rights Commission and other statutory Commissions.

Unit- VIII: Government systems for redressal.

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.
6. Brundland Report, Our Common Future (1986), Oxford.

HR-207- A: Problems of Minorities and Human Rights

Course Objectives:

- 1) To orient the students about the Human Rights of Minorities.
- 2) To introduce the methods and perspective to understand the problems of the minorities
- 3) To focus on the problems of the regional minorities

Course Content

Unit-I Profiles of Minorities in India

The Significance and Relevance of Minority Studies in India

Present Status and Situations of minorities in India

Unit-II Contemporary Issues of Minorities

State and Minorities

Minorities and Human rights

Minorities and Citizenships

Socio-Economical, Religious, Political problems of the Minorities

Unit-III: Methods on Minority Studies

Field Work, Oral Histories, Narratives,

Life Stories, Case Studies

Unit-IV: Perspectives on Minorities

Liberal Perspective on Minorities

Legal Perspective on Minorities

Human rights Perspective on Minorities

HR-207- B : Field Work Report (Practical)

Student has to select above any issues or any other issues related to the Violation of Minorities Rights. He/ she has to select any methods to carry out field work report Student can write report either English or Marathi (in 25 to 30 pages).

Learning Outcome:

- 1) Student to Know Concept of Minorities.
- 2) To Understand Minorities Problems.
3. Understand About Minorities Rights.

HR-301: Human Rights and Duties in India: Ideal and Reality

Course Objectives

- 1) To orient the students about the Human Rights in india.
- 2) To introduce the role of NGOs for Protection of Human Rights.
- 3) To focus on the Judiciary Activism

Unit – I : Laws and Human Rights

- i) Concepts of law
- ii) Objective of law

Unit- II : Pattern and nature of law

Right to vote, health, education, labor, information, consumerism,etc.

Unit- III : Role of Government Organization on Protection of Human rights.

Unit- IV : Role of Non-Government Organization on Protection of Human Rights.

Unit- V : Implementing Mechanism

a) Judiciary Activism b) Law enforcement agencies: police, Anti-Corruption Bureau and other Investigating Agencies.

Unit- VI : Legislative policy

Unit – VII : Executive power

Unit – VIII: Constraints on Human Rights Implementation in India

- a) Abuse and misuse of power by police, bureaucrats, legislators, etc.
- b) Flaws in Laws
- c) Inter-castes, inter-religion ,inter-community tension, etc.
- d) violence in politics
- e) Assault on Indian social, cultural, ethical values
- f) Paid media: Script and electronic
- g) Lack of human rights course in school, college and university education.
- h) Dominant Caste, religious conversion, minority and majority

Learning Outcome:

- 1) Student to Know objectives of Law.
- 2) To Understand Concepts of Law.
3. Understand About Role of Government Organization to Protect Human Rights.

References:

- 1) Mieczyslaw Maneli, 2002, Juridical Positivism and Human rights, Hippocrene Books, New York.
- 2) D.D.Basu, 1994, Human Rights in Constitutional law, Prentice Hall of India, New Delhi.
- 3) Prof. Mani, 2007, Humanitarian Law, Indian Society for International Law.
- 4) Dr. Meharaj Begum (ed), 2000, Human Rights in India, Issues and Perspectives, A.P.H, Publishing Corporation, New Delhi.
- 5) M.M. Rehman, Kanta Rehman, Poonam, S. Chauhan, Syed Begum, 2000, Human Rights Human Development Concepts and Contexts, Manak Publications, New Delhi.
- 6) Aftab Alam, 2000, Human rights in India, Issues and Challenges, Raj Publications, Delhi.

- 7) Jack Donnelly, 2005, Universal Human Rights in theory and Practice, Manas Publications, New Delhi.
- 8) Dr. Janak Raj Jai, 1996, Emergency Excesses A Daylight robbery of Human Rights, Regency Publication, New Delhi.

HR- 302 : Children and Human Rights

Objectives of the Course :

- 1) To Introduce about Child Rights
- 2) To orient about child labour
- 3) To introduce the special laws for protection of child rights

Unit – I :Historical, Philosophical and Social Perspectives of Children in Indian Society.

Unit –II: Status of child in contemporary situation

Unit-III: Impact of poverty, illiteracy of parent on children education, health and Development.

Unit- IV: Social and cultural practices on girl child: feticide, child marriage, education, health.

Unit- V: Child labour: Unorganized sector like construction, textile industry, Diamond, carpet weaving, glass bangle, etc.

Unit-VI: Child abuse inside and outside home, trafficking, juvenile delinquency.

Unit- VII : Special Laws and Policies for protection of Children

Unit –VIII: International norm for protection of child

- i) ILO convention
- ii) Right to Child hood
- iii) UN convention on the Rights of Child

Learning Outcome:

- 1) Student to Know Concept of Child Labour.
- 2) To Understand Current Status of Child.
3. Understand About Policies for Children's Rights.

References:

1. Bimal Kumar, 2000, Problems of Working Children, A.P.H, Publishing Corporation, New Delhi.
2. Dr. M.Lakshmi, Narasaiah 2004, Education and Human Rights, New Delhi.
3. R.S. Verma (ed), 2000, Human Rights Burning Issues of the World, Indian Publishers Distributors, Delhi.
- 4 Vinod Sharma, 2002, Human Rights Violation, A Global Phenomenon, A.P.H. Publishing Corporation, New Delhi
- 5 K.P, Saksena, (ed), 2003, Human Rights and The Constitution vision and the Reality, Gyan Publishing House, New Delhi.
6. Agrawal J.C., Education for Values, Environment and Human Rights, Shipra Publications, Delhi.
7. A Subbian, Human Rights: The Unending Quest, Human Rights and Peace Centre, Chidambaram.
8. M Tardu, The International Petition System, Oceana Publications.
9. Robert Stenvension Clark, A U.N. Commissioner for Human Rights for Human Rights, Hague.
10. John Finnis, Natural Law and Natural Rights, Clarendon Press, Oxford.

HR-303: Social Movements and Human Rights

Objectives of the Course

- 1) To introduce the conceptual clarification on the social movement.
- 2) To introduce the ideology of contemporary social movements
- 3) To enlighten students to analyze social movement through human right perspective.

Outlines of the Course Content

Unit – I: Conceptual Perspectives

- i) Concept of social movement
- ii) Types of movement
- iii) Ideology, organization
- iv) Mobilization leadership
- v) Social movement as promoter change

Unit-II Theoretical Perspectives on Human Rights

Liberal Perspective

Human Right Perspectives

Radical Perspectives

Unit-III Types of Social Movements

Types of movement: liberal, Reformist, Radical, Revolutionary.

Unit- IV: Social and Religious Reforms Movements and Human Rights

- i) Brahma Samaj
- ii) Arya Samaj
- iii) Sarvodaya Movement

Unit-V: New Social Movements and Issues of Human Rights

Dalit Movements, Women's Movements, Ecological Movements, Ethnic Movements

Unit-VI: Social Movements and Human Rights

Peasant Movements, Tribal movements, Trade Union Movements

Unit-VII: Regional Movements Human Right Issues in Maharashtra

Sayukant Maharashtra Movement, Vidharbha Movement, Marathwada Vikas Movement

Unit –VIII: Social Movements and Human Rights Issues in Marathwada

Tribal Movement, Namatar movement, Land Rights Movement, Peasant Movement,

Learning Outcome:

- 1) Student to Know Concept of Social Movements.
- 2) To Understand Land Rights Movement.
3. Understand About Sarvodaya Movements.

References:

1. Desai A. R., (ed), *Peasant Struggles in India*; Oxford University Press, New Delhi, 1979.
2. Dhanagare D. N., *Peasant Movements in India- 1920-1950*; Oxford University Press, New Delhi, 1983.
3. David S. Meyer, Nancy Whittiley, Belinda Robnett, *Social Movements*, Oxford University Press, New York, 2002.
4. Gore M. S., *Non Brahmin Movement of Maharashtra*, Segment Book Distributors, New Delhi, 1989.
5. Guha Ranajeet, *Elementary aspects of Peasant Insurgency in India*; Oxford University Press, New Delhi, 1983.
6. James Petras, Henry Vettmeyer, *Social Movements and State Power*, Pluto Press, London, 2005.
7. Jogdand P.G, *Dalit Movement in Maharashtra*, Kanak Publications, New Delhi, 1991.
8. Oomen T. K, *Social Movements; ICSSR Survey of Literature*, Satvahan Publications, New Delhi, 1985.
9. Oomen T. K, *Protest and Change*, Sage Publications, New Delhi, 1999.
10. Omvedt Gail, *Dalits and the Democratic Revolution: Dr. Ambedkar the Dalit Movement in Colonial India*, Sage Publications, New Delhi, 1994.
11. Rao M. S. A. (ed.) *Social Movements in India*, Vol. 1 and 2, Manohar Publications, New Delhi, 1974.
12. Rao M.S.A, *Social Movements in India*, Vol.I and II, Manohar Publications, Delhi, 1978.
13. Shah Ghanshyam, *Social Movements and the State*, Sage Publications, New Delhi, 2002.
14. Singh Rajendra, *Social Movements, Old and New-A Post Modernist Critique*, Sage Publications, New Delhi, 2000.
15. Sommer John, *Empowering the Oppressed*, Sage Publications, New Delhi, 2001.
16. T.K.Oommen, *Nation, Civil Society and Social Movements*, Sage, Delhi, 2004.

Elective

HR- 304 : Science, Technology and Human Rights

Objectives:

1. To introduce students to Concept of Science.
2. To trace Technology and Human Rights.
3. To understand Development Debate.

Unit- I : Conceptual Perspectives of Sciences.

Concept of science

Unit- II : Conceptual Perspectives of Sciences.

Concept of Technology

Unit-III : Development Debate

Quality of life, Spiritualism and Materialism, Modernism, Urbanism.

Unit- IV : Impact of Science

Food production, Quality education, Health Programme

Unit-V : Impact of Technology

Right to dignity, Feticide and abortion, Organ transplantation and sale of organ

Unit- VI : Right to Human Dignity: Ethical Issues

- i) Life sustaining drugs and technology
- ii) Patient rights on health diagnosis

Unit- VII : Right to Human Dignity Legal Issues

- i) Abortion
- ii) Surrogate parenthood
- iii) Sterilization

Unit- VIII : Right to Food

- i) Food production
- ii) Use of science and technology
- iii) Scientific storage and food Security

Learning Outcome:

- 1) Student to Know Concept of Science.
- 2) To Understand Right to Food.
3. Understand About Surrogate Parenthood.

References:

- 1) Jeremy Waldron, (ed) 1984, Theories of Rights, Oxford University Press.
- 2) Richard Tuck, Natural Rights Theories, Their origin and Development, 1979, Cambridge University Press.
- 3) Rene Provost, 2005, International Human Rights and Humanitarian Law, Cambridge university Press.
4. Prof. H. Sanjaoba, 2004, Human rights in the New Millennium, Manas Publications, New Delhi.
5. Mohini Chateerjee, 2004, Feminism and Women's Human Rights, Aaviskkar, Publishers, Distributors, Jaipur.
6. Upendra Baxi, 2006, The Future of Human Rights, Oxford University Press.
7. Mahood Monshipouri, Neil Englehart, Andrew J. Nathan, Kavit Philip (ed), 2004, Constructing Human rights in the Age of Globalization, Prentice. Hall of India, New Delhi.
- 8) Carol C.Gould, 2004, Globalizing Democracy and Human Rights, Cambridge University Press.

HR- 305 : International Humanitarian and Refugee Laws

Objectives:

1. To introduce students to Concept of Refugee.
2. To trace the Role of Red Cross.
3. To understand Refugee Law.

Unit-I : Conceptual Perspective

Problems of international violence, civil wars and refugees

Unit- II : International Humanitarian Law

Origin and development of IHL, Doctrine of military necessity versus the principles of humanity, Role of IHL in non-international armed conflicts.

Unit- III : Role of International Red Cross and NGOs

Unit- IV : Implementation and Enforcement of IHL

Concept of Protecting Power, United Nations, International Criminal Courts and Tribunals

Unit – V : History of International Refugee Law

Cold War Origins to Rights of People who are not Citizens

Unit- VI : Protection under International Law

Right of non-refoulement, Right to Asylum, UNHCR and Refugee protection

Unit- VII : Protection in India

Indian critique of UNHCR and the Convention, Protection without legislation: case law

Unit- VIII : Solution to Refugee Problem

Resettlement in third country, Repatriation: voluntary or forced, International burden sharing

Learning Outcome:

- 1) Student to Know History of Refugee.
- 2) To Understand Solution to Refugee Problems.
3. Understand About role of Red Cross.

References:

1. Cook R. J, Human Rights of Women: National and International Perspectives, University of Pennsylvania Press, Philadelphia.
2. Shastri, Satish (ed.): Human Rights, Development and Environmental Law.
3. Shastri, Satish : Special Issue on Human Rights and Duties. The Journal of Legal Studies Vol. XXXVII (2006-07).
4. Amartya Sen, Inequalities Re-examined, O.U.P., 2001
5. Prof. Mani, Humanitarian Law, Indian Society for International Law, 2007.
6. Prof. Chimni B.S., Problems of Refugees.

HR- 306 : Women and Human Rights and Duties

Objectives:

1. To introduce students to Women's Rights.
2. To Understand Social Perspectives.
3. To understand Current Status of Women.

Unit- I : Historical Perspectives.

Unit- II : Philosophical Perspectives.

Unit- III : Social Perspectives.

Unit- IV : Status of Women in Contemporary Indian Society.

Violence against and abuse of women in public and private domains, such as trafficking, sexual harassment at workplace etc.

Unit-V : International Norms for Protection of Women

ILO conventions for protection of female labour, UNESCO Convention against Discrimination in Education, 1960.

Unit- VI : The Constitution of India and the Status of Women

- (i) Fundamental Rights and Directive Principles under the Constitution.
- ii) Special provisions for the protection of women: Article 15(3), Article 39 (d) & (e), Article 42, Articles 243-D & 243-T

Unit- VII : Special Laws and Policies for Protection of Women

Special Laws and Policies for Protection of Women, Indecent Representation of Women (Prohibition) Act, 1986.

Unit- VIII : Institutional Mechanisms for Protection of Women

Legislature, Executive and Judiciary

Learning Outcome:

- 1) Student to Know Special Laws of Women.
- 2) To Understand Institutional Mechanisms.
- 3. Understand About Executive Protection of Women.

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. Chatrath, K. J.S., (ed.), Education for Human Rights and Democracy (Shimla: Indian Institute

of Advanced Studies, 1998)

4. Jayapalan N., Human Rights (New Delhi: Atlantic Publishers, 2000).
5. India – Unlocking Opportunities for Forest Dependent People (The World Bank OUP, Delhi, 2006)

HR- 307 - A: Gender Studies: Methods and Perspectives

Objectives of the Course:

- 1) To orient to the significance and relevance of Gender Studies.
- 2) To introduce the basic methods and perspective to analyze the gender issues.
- 3) To introduce the contemporary issues of gender.

Outline of the Course Content

Unit-I: Significance and Relevance of the Gender Studies in India

Importance of the Gender Studies in India

Theoretically and practically importance of Gender studies

Unit-II Contemporary issues of the Gender in India

Caste, Class and Gender issues

Sexual Division of Labour

Domestic Violence, Sexual Harassment, Female Feticide

Unit-III Methods of the Gender Studies

Sample Based Survey Method

Quasi Participatory Method

Field Work Method

Content Analysis

Unit-III: Perspectives on the Gender Studies

Liberal Feminist Perspective

Radical Feminist Perspective

Dalit Feminist Perspective

Eco-feminist Perspective

HR- 307- B: Practical / Field work Based Research Report

Student has to select above any issues or any other issues related to the problems of Gender inequality. He/ she have choice to select any methods as well as perspectives to carry out field work and write report on the same. Student can write report either English or Marathi (in 25 to 30 pages).

Learning Outcome:

- 1) Student to Know Genders Problems.
- 2) To Understand Sexual Division of Labour.
3. Understand About Perspectives of Gender.

HR-401- Environment and Human Rights

Objectives:

- 1) To know the development and Environment Relationship.
- 2) To understand Environmental Policies.
- 3) To Aware Environment Pollution Mechanism.

Unit- I : . Environment

- i) Concept of Environment
- ii) Concern for Environment: Historical Perspectives

Unit – II : Environment Pollution

Cause, Effect on Life, Water, Agriculture, etc.

Unit- III : Right to Clean Environment

Its content and scope, Culprits and Victims, Stockholm Declaration, 1972.

Unit-IV : Environment Protection

- i) Constitutional Rights ,Duties and Obligation
- ii) Role of the Judiciary
- iii) National Environment Policy, 2006
- iv) Environment Protection Act, 1986
- v) Preservation of Natural Resources
- vi) Indigenous People, Tribals and Forest Dwellers.

Unit- V: Environment Versus Development

- i) Mega Project: Dams, Industrial Explosion , Exploration of Mines, Forest Denudation, River Pollution, Depletion of Flora and Fauna, etc.
- ii) Pollution Control Mechanism, Government Planning
- iii) Dumping of Waste and Discarded Technology

Unit-VI: Supervision and Enforcement

Commissions

Unit – VII : Supervision and Enforcement

Committees ,International Convention on Protection of Environment ,UnConvention on Right to Development , etc.

Unit- VIII : Role of NGOs and Other Civil Society Organizations.

Learning Outcome:

- 1) Student to Know Concept of Environment.
- 2) To Understand Causes of Environment Pollution.
- 3. Understand About Environment and Development.

References:

1. R.S.Verma 2000 Human Rights Burning issues of the World Indian Publisher and Distributor, New Delhi.
2. John, K. Thomas (ed) 2005 Human Rights of Tribal Isha Books , New Delhi
3. Amar Gupta 2005 Human Rights of Indigenous People Isha Books
4. H.M.Seervani(ed) 2006 Constitutional law of India Universal Law Publisher, Co.Pvt.Ltd.
5. J.K.Das, 2001 Human Rights and Indigenous Peoples A.P.H publishing Corporation, New delhi.
6. Darren J O' Byrne, Human Rights: An Introduction (2005) Pearson Education Pte. Ltd. Singapore.
7. Carlos Santiago, The Ethics of Human Rights (1991) Oxford University Press, Oxford.
8. Jonathan Power, Amnesty International: The Human Rights Story, (1985), Pergamon Press, Oxford.
9. Andrew Bell-Faiklov, Ethnic Cleansing St. Martin's Press, New York.
10. Joshi K.C., International Law and Human Rights, Eastern Book Company, Lucknow.

HR-402: Working Class and Human Rights

Objectives:

- 1) To know About the Present Status of Working Class.
- 2) To understand Rights of Workers.
- 3) To understand Labour Problems.

Unit-I: Working Class

- i) Concept
- ii) Classification

Unit-II: Ideology and Position of Working Class

- i) Working Class Movement
- ii) Laissez Faire, Welfare State
- iii) Privatization, Globalization

Unit-III- Status of Working Class

- i) Women
- ii. Children
- iii) Casual Workers
- iv) Bonded Labour
- v) Agricultural Labour
- vi) Migrant Workers

Unit-IV: Basic Rights and Duties

- i) Work with Equality and Dignity
- ii) Trade Union and Development
- iii) Industrial Discipline, Act,etc
- iv) Labour Safety
- v) Constitutional Protection
- vi) Workers Right
- vii) Right to Strike
- viii) Role of I.L.O

Unit-V: Labour Problems

- i) Health Hazards, Accidents
- ii) Social Security
- iii) Retrenchment ,Termination and Displacement
- iv) Impact of Technological Development.

Unit- VI : Conflicting Rights

Worker's Benefit v. Employer's Inconvenience, Lockout and closure of Industry.

Unit- VII : Indian Framework

Dispute Settlement Mechanisms, Employers' Responsibilities.

Unit – VIII : Institutional Framework for Promotion of Labour Welfare

National: State machinery, workers organizations.

Learning Outcome:

- 1) Student to Know Concept of Working Class.
- 2) To Understand Dispute Settlement Mechanisms.
3. Understand About Social Security.

References:

1. Lina Gonsalves, 2001 Women and Human Rights A.P.H. Publishing Corporation , New Delhi.
2. Sankar Sen 2002 Tryst with Law Enforcement and Human Rights A.P.H Publishing Corporation.
3. G.Sharma 2003 Human Rights and Legal Remedies Deep and Deep Publisher, New Delhi
4. N.Subramanya 2002 Human Rights and Refugees A.P.H Publishing, New Delhi
5. Sankar Sen 2000 Police in Democratic Society Gyan Publishing House New Delhi.
6. Upendra Baxi, Future of Human Rights, Oxford, 2004.
7. Indian Institute of Human Rights, 4C.1. Child and Human Rights.
8. Shastri, Satish (ed.): Human Rights, Development and Environmental Law.
9. Cook R. J, Human Rights of Women: National and International Perspectives, University of Pennsylvania Press, Philadelphia.
10. Guy S Goodwin-Gill, The Refugee in International Law, Clarendon Press, Oxford.

HR- 403 : Minorities and Human Rights

Objectives:

- 1) To know About the Present Status of Working Class.
- 2) To understand Rights of Workers.

- 3) To understand Labour Problems.

Unit- I : Conceptual Perspective

- i) Minorities Socio-Economic-Religious-linguistic concept
- ii) Role of Minorities in the Development of Human Rights

Unit- II : Historical Perspectives of Minorities.

Unit- III : Philosophical Perspectives of Minorities.

Unit – IV: Social Perspectives of Minorities.

Unit-V : Minorities under Indian Legal System

- i) Constitutional Framework under Articles 26 to 30, 31, 33, 36 & 37
- ii) Fundamental Rights, Directives Principles and Fundamental Duties.
- iii) Special laws and Policies
- iv) National Commission for Minorities Act, 1992
- v) Policy of Secularism and Politics of Minorities.

Unit- VI : Protection of Minorities

- i) Legislature, Executive and Judiciary

Unit- VII : Commission of Minorities

National and State, UN Commission on Minorities

Unit – VIII : Non-Government Organization for Minorities.

Learning Outcome:

- 1) Student to Know Concept of Minorities.
- 2) To Understand Historical Perspectives of Minorities.
3. Understand About NGOs For Protection of Minorities.

References:

1. R.Sharma 2002 Human Rights and Bail A.P.H.Publishing Corporation , New Delhi.
2. Agar Ali Engineer 2002 Citizens Rights, Judges and State Accountability Oxford University Press.
3. G.Sharma 2003 Human Rights and Legal Remedies Deep and Deep Publications New Delhi.
4. Asgar Ali Engineer 2006 Muslim and India Gyan Publishing House New Delhi.
5. Sahrde South Asian Human Rights Documentation Centers 2001 Handbook of Human Rights and Criminal Justice in India Oxford University Press.
6. D.D. Basu, Human Rights in Constitutional Law, 1994, Prentice Hall of India, New Delhi.
7. Indian Institute of Human Rights, 4C.1. Child and Human Rights.
8. Upendra Baxi, Future of Human Rights, Oxford, 2004.
9. Prof. Satish Shastri, Environmental Law, Easter, 2005.
10. Prof. Leelakirshnan, Environmental Case Book, Lexis Nexis, New Delhi, 2006.
11. Prof. Chimni B.S., Problems of Refugees.
12. Prof. Mani, Humanitarian Law, Indian Society for International Law, 2007.
13. Amartya Sen, Inequalities Re-examined, O.U.P., 2001.
14. Carlos Santiago, The Ethics of Human Rights (1991) Oxford University Press, Oxford.
16. Darren J O' Byrne, Human Rights: An Introduction (2005) Pearson Education Pte. Ltd. Singapore.

Elective

HR- 404 : Socially/Economically Disadvantaged People and Human Rights

Objectives:

1. To introduce students to Historical Perspectives.
2. To trace the Current Status of Peoples.

3.To understand Constitutional Protection.

Unit- I : Historical Perspectives

Unit- II : Philosophical Perspectives

Unit- III : Social Perspectives

Unit- IV : Status of Disadvantaged People in Contemporary Indian Society

Concept and Identification of a Disadvantaged Group; Feudalism, caste system and the socio-economic situation; Social and economic deprivations of the lower rungs of society through history; British rule and its impact on these communities.

Unit- V : Status today

Issues of identification of Scheduled Castes/Scheduled Tribes, dalits and other backward classes

Unit-VI : Constitutional Protection

Fundamental Rights and Directive Principles under the Constitution

Unit-VII : Special Protection: Laws and Policies

Special Laws: Protection of Civil Rights Act, 1955, Scheduled Castes and Scheduled Tribes (Prevention of Atrocities) Act, 1989, Employment of Manual Scavengers and Construction of Dry Latrines (Prohibition) Act, 1999.

Unit-VIII : International Norms and Standards Relating to Tribal and other Indigenous Groups.

Learning Outcome:

- 1) Student to Know Peoples Rights.
- 2) To Understand Historical Perspectives.
3. Understand About Indigenous Groups.

References:

- 1) Indrani Sen Gupta (ed), 2005, Human Rights of Minority and Women's, Isha Book, Delhi.

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- 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.
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- 7) Adil Ul-Yasin and Archana Upadhyay, 2004, Human Rights, Akansha Publishing House, New Delhi.
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HR- 405 : Human Rights and Criminal Justice System

Objectives:

1. To introduce students to Concept of Criminal Justice System.
2. To trace the Role of Criminal Justice.
3. To understand Rights to Accused.

Unit- I : Historical Perspectives

Unit- II : Philosophical Perspectives

Unit- III : Social Perspectives

Unit- IV : Conceptual Perspective

Concept of crime and criminal liability, Offences involving Human Rights

Unit-V : Role of Criminal Justice System

Unit-VI : Human Rights Problems

Police Atrocities and Accountability, Communal violence.

Unit-VII: Rights of Accused

Double Jeopardy, Production before Magistrate

Unit-VIII : Rights of Inmates of Prisons and Custodial Homes

Protection Homes, Reformative and other institutions.

Learning Outcome:

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

References:

- 1) Mieczyslaw Maneli, 2002, Juridical Positivism and Human rights, Hippocrene Books, New York.
- 2) D.D.Basu, 1994, Human Rights in Constitutional law, Prentice Hall of India, New Delhi.
- 3) Prof. Mani, 2007, Humanitarian Law, Indian Society for International Law.
- 4) Dr. Meharaj Begum (ed), 2000, Human Rights in India, Issues and Perspectives, A.P.H, Publishing Corporation, New Delhi.
- 5) M.M. Rehman, Kanta Rehman, Poonam, S. Chauhan, Syed Begum, 2000, Human Rights Human Development Concepts and Contexts, Manak Publications, New Delhi.
- 6) Aftab Alam, 2000, Human rights in India, Issues and Challenges, Raj Publications, Delhi.
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- 8) Dr. Janak Raj Jai, 1996, Emergency Excesses A Daylight robbery of Human Rights, Regency Publication, New Delhi.

HR-406 : Good Governance and Human Rights

Objectives:

1. To introduce students to Concept of Good Governance.
2. To trace the Deprivation of Human Rights.
3. To understand Rule of Law.

Unit- I : Deprivation of Human Rights

Poverty, overpopulation, illiteracy

Unit-II : Disadvantaged Groups

Physically and mentally Handicapped, Homeless and Slum Dwellers

Unit-III: Good Governance

Democracy, Guaranteed freedoms, People's participation.

Unit-IV: Rule of Law

Non-arbitrariness, Fairness in Criminal Justice Administration.

Unit-V: Open and Transparent Governance

Right to information, Whistle Blowing: Public Exposure of Unfair Practices and Abuse of Public Authority.

Unit-VI : Redressal Mechanisms against Human Rights Violations

Judiciary, Government systems for Redressal, Creation of Human Rights Literacy and Awareness.

Unit-VII : Whistle Blowing

Public Exposure of Unfair Practices and Abuse of Public Authority.

Unit-VIII: Problems of Unsustainable Development**Learning Outcome:**

- 1) Student to Know Concept Poverty.
- 2) To Understand Homeless Problems.
3. Understand About Criminal Justice Administration

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6. Leonid Brezhnev, Socialism, Democracy and Human Rights, Pergamon Press, New York.
7. Robert Stenvenson Clark, A U.N. Commissioner for Human Rights for Human Rights, Hague.

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HR- 205: आंतरराष्ट्रीय बंधन मानवी हक्क आणि कर्तव्ये संरक्षण करण्यासाठी

उद्दिष्ट्ये:

1. बंधनकारक संकल्पना विद्यार्थ्यांना परिचय.
2. आंतरराष्ट्रीय जबाबदारी लिहिणे.
3. To समजून आंतरराष्ट्रीय गुन्हे लवादाने

Unit- मी: आंतरराष्ट्रीय बंधनकारक संकल्पना

कायदेशीर, नैतिक, सामाजिक.

Unit- दुसरा: मानवी हक्क संरक्षण आंतरराष्ट्रीय कन्व्हेंशन

राष्ट्रीय आणि कॉलनी च्या लीग विरोधी गुलामांचा व्यापार करार,
आंतरराष्ट्रीय मानवतावादी कायदा उदय, 1917 च्या क्रांतिकारक क्रांती,
अल्पसंख्याक करार, 1917 च्या लीग ऑफ नेशन्स आणि रंग क्रांतिकारक क्रांती,
अल्पसंख्याक करार: व्यक्तीचे संरक्षणासाठी आंतरराष्ट्रीय चिंता उत्क्रांती .

युनिट - तिसरा: युनायटेड नेशन्स: आंतरराष्ट्रीय चिंता आंतरराष्ट्रीय बंधन करण्यासाठी मानवी हक्क संरक्षण करण्यासाठी

यूएन सनद तरतुदी: कलम 1 (2) व (3), कलम 13 (1) (ब), लेख 55, 56, 68, अध्याय इलेव्हन, बारावी, तेरावा.

युनिट - IV: मानवी संरक्षण आंतरराष्ट्रीय बंधन विषय
अधिकार

आंतरराष्ट्रीय कायदा विषय संकल्पना: अधिकार आणि हाती घेतले आणि आंतरराष्ट्रीय कायद्याने बंधनांचे पालन करावे, क्षमता, कार्यात्मक चाचणी (स्थानिक कायदा म्हणून): संयुक्त राष्ट्रे बाबतीत (1949) सेवा दु: जखम साठी Reparations मध्ये ICJ निर्णयाची आणि आंतरराष्ट्रीय व्यक्तींची आंतरराष्ट्रीय जबाबदारी.

Unit- व्ही: आंतरराष्ट्रीय जबाबदारी बाबी

राज्य सार्वभौमत्व (घरगुती कार्यक्षेत्र), नॉन-हस्तक्षेप तत्व: अंतर्गत बंधन अस्तित्व म्हणून सुस्पष्ट आंतरराष्ट्रीय कार्यक्षेत्र संकल्पना आहे.

युनिट - सहावा: मानवी हक्क बंधनकारक उल्लंघनावर आंतरराष्ट्रीय प्रतिसाद

संयुक्त राष्ट्र सुरक्षा परिषदेच्या भूमिका: अध्याय सहावा आणि यूएन सनद च्या सातवा, मानवी हक्कांचे उल्लंघन आणि सुरक्षा परिषदेने निर्धार संबंध "शांती धोका, शांती आणि aggre- sion कायदा भंग", राजकारण, निवड , नि:पक्षपातीपणा, आंतरराष्ट्रीय संस्थात्मक क्रिया मोठा शक्ती इच्छित हालचाल घडवून आणण्यासाठी अभाव.

Unit- सातवा: आंतरराष्ट्रीय गुन्हे न्यायाधिकरण

आंतरराष्ट्रीय गुन्ह्यांचा संकल्पना, आणि आंतरराष्ट्रीय गुन्हेगारी न्यायाधिकरण, आंतरराष्ट्रीय फौजदारी न्यायालय उत्क्रांति.

युनिट-आठवी: मानवी हक्क राजवटी

मी) युरोपियन ii) लॅटिन अमेरिकन iii) आफ्रिकन

शिक्षणाचं फलित:

- 1) आंतरराष्ट्रीय बंधन संकल्पना जाणून विद्यार्थी.
- 2) कायदेशीर हक्क संकल्पना समजून घेणे.
3. गुन्हे न्यायालयाने बदल समजून घ्या.