

TAMIL NADU OPEN UNIVERSITY
SCHOOL OF POLITICS AND PUBLIC ADMINISTRATION

B.A. HUMAN RIGHTS
SEMESTER PATTERN

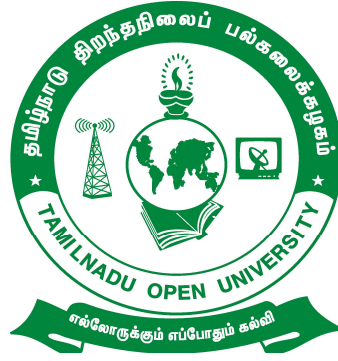
| COURSE | COURSE CODE | COURSE TITLE | CATEGORY | EVALUATION | | CREDITS |
|---------------------|-------------|--|--------------|------------|-------|-----------|
| | | | | Int +Ext | Total | |
| SEMESTER I | | | | | | |
| Language | BFTM-11 | Tamil I | CC | 30+70 | 100 | 3 |
| Language | BFEG-11 | English I | CC | 30+70 | 100 | 3 |
| Core – I | BHRS -11 | Introduction to Human Rights | CC | 30+70 | 100 | 4 |
| Core – II | BHRS -12 | Historical Developments of Human Rights Movements in India | CC | 30+70 | 100 | 3 |
| Elective- 1 | BHRSE -11 | Indian Constitution and Human Rights | DSE-1 | 30+70 | 100 | 3 |
| | | | TOTAL | | | 16 |
| SEMESTER II | | | | | | |
| Language | BFTM -21 | Tamil II | CC | 30+70 | 100 | 3 |
| Language | BFEG -21 | English II | CC | 30+70 | 100 | 3 |
| Core – III | BHRS -21 | Moral Values, Ethics and Human Rights | CC | 30+70 | 100 | 4 |
| Core – IV | BHRS -22 | Legal Framework for the Protection of Human Rights | CC | 30+70 | 100 | 3 |
| Elective -2 | BHRSE -21 | Human Rights Advocacy and Redressal Mechanism in India | DSE-2 | 30+70 | 100 | 3 |
| | | | TOTAL | | | 16 |
| SEMESTER III | | | | | | |
| Language | BFTM -31 | Tamil III | CC | 30+70 | 100 | 3 |
| Language | BFEG -31 | English III | CC | 30+70 | 100 | 3 |
| Core –V | BHRS -31 | Global Perspectives for the Protection of Human Rights | CC | 30+70 | 100 | 4 |
| Core - VI | BHRS -32 | Environmental Administration | DSE-3 | 30+70 | 100 | 3 |
| Elective – 3 | BHRSE -31 | Human Rights and Duties Education | GE -1 | 30+70 | 100 | 2 |
| | | | TOTAL | | | 15 |

| SEMESTER IV | | | | | | |
|--------------------|------------|---|--------------|-------|--------------|-----------|
| Language | BFTM – 41 | Tamil IV | CC | 30+70 | 100 | 3 |
| Language | BFTM – 41 | English IV | AECC | 30+70 | 100 | 3 |
| Core – VII | BHRS – 41 | Human Rights in Various Countries | CC | 30+70 | 100 | 4 |
| Core - VIII | BHRS – 42 | Culture, Religion and Human Rights | SEC-1 | 30+70 | 100 | 3 |
| Elective –4 | BHRSE-41 | Gender Studies and Human Rights | SEC-2 | 30+70 | 100 | 3 |
| | CCE | Environmental Studies– Elective | AECC | 30+70 | 100 | 2 |
| | | | TOTAL | | | 18 |
| SEMESTER V | | | | | | |
| Core- IX | BHRS – 51 | Science & Technology and Human Rights | CC | | | 4 |
| Core –X | BHRS – 52 | Human Rights Activism | CC | 30+70 | 100 | 3 |
| Core –XI | BHRS -53 | International Trade, Development and Human Rights | CC | 30+70 | 100 | 3 |
| Elective –5 | BHRSE -51 | Criminal Justice System and Human Rights | DSE-4 | 30+70 | 100 | 3 |
| Elective –6 | BHRSE - 52 | Evolving trends and dimensions in human rights | GE | 30+70 | 100 | 2 |
| | | | TOTAL | | | 15 |
| SEMESTER VI | | | | | | |
| Core – XII | BHRS -61 | Peace, Non-Violence and Human Rights | CC | 30+70 | 100 | 4 |
| Core – XIII | BHRS -62 | Intellectual property rights | CC | 30+70 | 100 | 3 |
| Core – XIV | BHRS -63 | Public Policy and Human Rights | CC | 30+70 | 100 | 3 |
| Elective –7 | BHRSE-61 | Contemporary Issues and Human Rights | SEC-3 | 30+70 | 100 | 3 |
| Elective -8 | BHRSE-62 | Cyber law and Human Rights | SEC-4 | 30+70 | 100 | 3 |
| | | | | | | 16 |
| | | | TOTAL | | 3,100 | 96 |

* Language – 8 Papers, Core – 14 Papers, Elective – 8 Papers = **Total 30 Papers**

ANNEXURE –III

TAMIL NADU OPEN UNIVERSITY School of Politics & Public Administration



Regulations and Syllabus for B.A. -HUMAN RIGHTS (3 Year Programme) (Semester Pattern - Distance Mode)

PROGRAMME PROJECT REPORT REGULATIONS

- 1. Programme's mission and Objectives:** B.A. Human Rights is designed to satisfy the needs of the individuals and students who have interests in various aspects of B.A. Human Rights. This interdisciplinary degree program provides a solid grounding in diverse substantive and methodological approaches to the study and practice of human rights. The Bachelor of Human Rights (BHRS) degree program prepares students to engage in global human rights challenges through research, policy analysis, and advocacy.
- 2. Relevance of the Programme with HEI's Mission and Vision:** The Programme B.A. Human Rights is offered to meet current demands of the rights and public. Also, to create awareness on the humanity service, Rights and development aspects to the society. This Programme aims to creating equity in education by providing opportunity to rural people for whom higher Education is unreachable.
- 3. Nature of prospective target group of Learners:** Bachelor of Arts (Human Rights) is meant for students who have completed a 10+2 higher secondary school education. The course has been designed keeping in mind the individuals who are in public service and also the students who are interested in Human Rights and civil services.
- 4. Appropriateness of Programme to be conducted in ODL mode to acquire specific skills and competence:** The Bachelor Degree programme in Human Rights has a lot of scope in the teaching career. As outcomes of the programme, students may gain knowledge in the B.A. Human Rights programme provides to the students with the capacity to identify issues and problems relating to the relations of Human Rights and strengthen the ability to contribute to the resolution of Human Rights issues and problems. As outcome programme students may gain knowledge about the role of Human Rights in contemporary issues relating to Peace conflict, terrorism, region, ethnicity, gender and development. Also the students get more ideas of international Human Rights organizations and its principles, major themes, issues of human rights and Indian Constitution which help to the students to develop expertise in the field of Human Rights.
- 5. Eligibility for admission:** Examination (10+2 pattern) conducted by the Board of Higher Secondary Education, Government of Tamil Nadu or any other examination (10+3 pattern) accepted by Syndicate, as equivalent thereto time to time.

Medium: Tamil and English

- 6. Duration of the Course:** The minimum duration for pursuing degree of Bachelor of Arts in Human Rights is three years and maximum duration shall be adhered as per the TNOU regulations time to time.
- 7. Admission:** The admission shall be made for the degree of Bachelor of Arts in Human Rights in both Academic Year and Calendar Year admission cycles.

8. Course of Study: The programme of study comprises of all the components suggested by UGC under semester pattern the courses were developed and adopted as follows:

| Course Code | Course Title | Credits | Spot Assignment | Theory TEE | Total Marks |
|------------------------|--|----------------|------------------------|-------------------|--------------------|
| First Semester | | | | | |
| BFTM 11 | Tamil or any one of the other Languages | 3 | 30 | 70 | 100 |
| BFEG 11 | Foundation in English | 3 | 30 | 70 | 100 |
| BHRS-11 | Introduction to Human Rights | 4 | 30 | 70 | 100 |
| BHRS-12 | Historical Developments of Human Rights Movements in India | 3 | 30 | 70 | 100 |
| BHRSE-11 | Indian Constitution and Human Rights | 3 | 30 | 70 | 100 |
| Total | | 16 | | | 500 |
| Second Semester | | | | | |
| BFTM -21 | Tamil II | 3 | 30 | 70 | 100 |
| BFEG -21 | English II | 3 | 30 | 70 | 100 |
| BHRS -21 | Moral Values, Ethics and Human Rights | 4 | 30 | 70 | 100 |
| BHRS -22 | Legal Framework for the Protection of Human Rights | 3 | 30 | 70 | 100 |
| BHRSE -21 | Human Rights Advocacy and Redressal Mechanism in India | 3 | 30 | 70 | 100 |
| Total | | 16 | | | 500 |
| Third Semester | | | | | |
| BFTM -31 | Tamil III | 3 | 30 | 70 | 100 |
| BFEG -31 | English III | 3 | 30 | 70 | 100 |
| BHRS -31 | Global Perspectives for the Production of Human Rights | 4 | 30 | 70 | 100 |
| BHRS -32 | Environmental Administration | 3 | 30 | 70 | 100 |
| BHRSE -31 | Human Rights and Duties Education | 2 | 30 | 70 | 100 |
| Total | | 15 | | | 500 |

| Course Code | Course Title | Credits | Spot Assignment | Theory TEE | Total Marks |
|------------------------|---|-----------|-----------------|------------|-------------|
| Fourth Semester | | | | | |
| BFTM – 41 | Tamil IV | 3 | 30 | 70 | 100 |
| BFTM – 41 | English IV | 3 | 30 | 70 | 100 |
| BHRS – 41 | Human Rights in Various Countries | 4 | 30 | 70 | 100 |
| BHRS – 42 | Culture, Religion and Human Rights | 3 | 30 | 70 | 100 |
| BHRSE-41 | Gender Studies and Human Rights | 3 | 30 | 70 | 100 |
| CCE | Environmental Studies–Elective | 2 | 30 | 70 | 100 |
| Total | | 18 | | | 500 |
| Fifth Semester | | | | | |
| BHRS – 51 | Science & Technology and Human Rights | 4 | 30 | 70 | 100 |
| BHRS – 52 | Human Rights Activism | 3 | 30 | 70 | 100 |
| BHRS -53 | International Trade, Development and Human Rights | 3 | 30 | 70 | 100 |
| BHRSE -51 | Criminal Justice System and Human Rights | 3 | 30 | 70 | 100 |
| BHRSE - 52 | Evolving trends and dimensions in human rights | 2 | 30 | 70 | 100 |
| Total | | 15 | | | 500 |
| Sixth Semester | | | | | |
| BHRS -61 | Peace, Non-Violence and Human Rights | 4 | 30 | 70 | 100 |
| BHRS -62 | Intellectual property rights | 3 | 30 | 70 | 100 |
| BHRS -63 | Public Policy and Human Rights | 3 | 30 | 70 | 100 |
| BHRSE-61 | Contemporary Issues and Human Rights | 3 | 30 | 70 | 100 |
| BHRSE-62 | Cyber law and Human Rights | 3 | 30 | 70 | 100 |
| Total | | 16 | | | 500 |
| TOTAL CREDITS | | 96 | | | |

9. Examinations:The examination for the Bachelor of Arts programme is consisting of theory examination and Assignment.

9.1 Theory Examinations: The theory examinations shall be conducted at the end of each Semester for 70 Marks in three hours duration to each course. The candidates who failed in course(s) will be permitted to appear for each failed course(s) in the subsequent examinations.

10. Scheme of Examinations:The Scheme of examinations in three years of B.A Human Rights programme shall be as follows:

| Criteria | Marks |
|--------------------------------------|--------------|
| Continuous Internal Assessment (CIA) | 30 |
| Term End Examination (TEE) | 70 |
| Total | 100 |

11. Question Pattern for Theory Examinations

**Tamil Nadu Open University
Term End Examination ___
B.A. Degree Examination
(Batch CY 2020 Onwards)**

Course :XXXX

Time: 3 hours

Course Code: XXXX

Maximum marks: 70

PART - A (5× 5 = 25 marks)

Answer any FIVE questions out of Eight questions in 300 words

All questions carry equal marks

1. From Block - I
2. From Block - II
3. From Block - III
4. From Block - IV
5. From Block- V
6. From any block
7. From any block
8. From any block

PART - B (3× 15 = 45 marks)

Answer any THREE questions out of Five questions in 1000 words

All questions carry equal marks

9. From Block - I
10. From Block - II
11. From Block - III
12. From Block - IV
13. From Block - V

12. Passing Minimum: The candidate shall secure the minimum marks for passing the course successfully in the each category as follows:

| CATEGORY | MINIMUM PASS MARKS | MAXIMUM PASS MARKS |
|---|---------------------------|---------------------------|
| Continuous Internal Assessment (CIA) | 13 | 30 |
| Term End Examination (TEE) | 25 | 70 |
| Aggregated Total* | 40 | 100 |

* The candidates must secure minimum aggregated total 40 marks for passing in the each course

13. Equivalence of Percentage of Mark Classification:

| Percentage of Marks | Letter Grade | Class |
|----------------------------|---------------------|-------------------------------|
| Below 40 % (0 - 39) | RA | Re- Appearance |
| 40 – 49 | C | Third |
| 50 – 59 | B | Second Class |
| 60 – 74 | A | First Class |
| 75 – 89 | D | First Class with Distinctions |
| 90 & Above | E | First Class with Exemplary |



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CHENNAI – 15

B.A., HUMAN RIGHTS FIRST YEAR – I SEMESTER (DISTANCE MODE)

COURSE TITLE : INTRODUCTION TO HUMAN RIGHTS

COURSE CODE : BHRS -11

COURSE CREDIT : 4

COURSE OBJECTIVES

While studying Introduction to Human Rights, the student shall be able

- To give a basic understanding to the concepts of human rights.
- To outline the historical evolution of human rights.
- To analyse the theories of human rights in various interdisciplinary dimensions.
- To recognise the different perspectives of rights related to humanity.
- To know about the contribution of prominent thinkers in human rights.

COURSE OUTCOMES

After completion of the Course, the student will be able:

- Describe the basic concepts of Human Rights and gathering more knowledge about Human Rights.
- Provide the importance of the evolution of Human Rights.
- Examine the dimensions and theories of Human Rights and face the concepts of liberty, equality, fraternity and justice.
- Analyze the job between Human Rights and rule of law and relevance with Civil, Political, Economic, Social and Cultural Rights.
- Focus on knowledge once skill of prominent thinkers of Human Rights.

BHRS - 11

INTRODUCTION TO HUMAN RIGHTS

BLOCK I Human Rights

- Unit 1 Meaning and Definition of Human Rights
- Unit 2 Nature and Scope of Human Rights
- Unit 3 Classification of Human Rights
- Unit 4 Core Concepts of Liberty, Equality, Fraternity and Justice

BLOCK II Evolution of Human Rights

- Unit 5 History of Human Rights Civilization
- Unit 6 Magna Carta
- Unit 7 French Revolution
- Unit 8 American Declaration of Independence
- Unit 9 International Bills of Rights

BLOCK III Theories of Human Rights

- Unit 10 Natural Rights
- Unit 11 Liberal – Marxist Theory and Alienation
- Unit 12 Feminist Perspectives on Human Rights
- Unit 13 Social Theory

BLOCK IV Different Perspectives of Human Rights

- Unit 14 Generations of Human Rights
- Unit 15 Rule of Law and Human Rights
- Unit 16 Civil, Political, Economic, Social and Cultural Rights

BLOCK V Prominent Thinkers on Human Rights

Unit 17 Jeremy Bentham

Unit 18 Thomas Paine

Unit 19 J.S Mill

Unit 20 H.J Laski

Book References:

1. Baehr, Peter R. (1999), *Human Rights: Universality in Practice*, New York: Palgrave.
2. Edmundson, William A., (2004), *An Introduction to Rights*, New York: CUP
3. Kothari, Smitu and Harsh Sethi (ed.) (1991), *Rethinking Human Rights: Challenge for theory and Action*, Lokayan, Delhi.
4. Summer, L., (1987), *The Moral Foundations of Rights*, Oxford: OUP
5. Tierney, B., (1997), *The Idea of Natural Rights*, Atlanta: Scholar Press.



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B.A., HUMAN RIGHTS FIRST YEAR – I SEMESTER (DISTANCE MODE)

COURSE TITLE : HISTORICAL DEVELOPMENTS OF HUMAN RIGHTS MOVEMENTS IN INDIA

COURSE CODE : BHRS – 12

COURSE CREDIT : 3

COURSE OBJECTIVES

While studying the Historical Developments of Human Rights Movements in India, the student shall be able

- To know about the historical perspectives of human rights.
 - To understand the reason behind the popular rights movements.
 - To get enlightened about the impact caused by such movements.
 - To analyze thoughts of various thinkers as social reformer.
 - To recognise the need for human rights movement in the contemporary world.
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COURSE OUTCOMES

After completion of the Course, the student will be able:

- Describe the different approaches of civil society and popular movements.
- Identify the critical situation of struggles and Human Rights.
- Analyze the importance struggle for equal rights and face the rights for children, women and Hindu reforms movements.
- Examine the value thoughts of major social movements and icons.
- Describe the different approaches for environment, land reforms and sarvodaya movement and national movement against corruption.

BHRS - 12

HISTORICAL DEVELOPMENTS OF HUMAN RIGHTS MOVEMENTS IN INDIA

BLOCK I History, Civil Society and Popular Movements

- Unit 1 Civil Society, Culture, Diversity and Pluralism
- Unit 2 Civil Rights Movements
- Unit 3 Independence Movement
- Unit 4 Motilal Committee Report

BLOCK II Caste Struggles and Human Rights

- Unit 5 Caste and Casteism
- Unit 6 Dalit Movement
- Unit 7 Dr. B. R. Ambedkar
- Unit 8 SreeNarayana Guru and SNDP Yogam

BLOCK III Social Justice and Equal Rights

- Unit 9 Periyar E.V.R - The Self Respect Movement
- Unit 10 Ayyankali
- Unit 11 Hindu Reform Movements and Bengal Renaissance
- Unit 12 Rights of Children and Women

BLOCK IV Major Social Reform Movements

- Unit 13 Raja Ram Mohan Roy and BrahmoSamaj
- Unit 14 DayanandhaSaraswathi and AryaSamaj
- Unit 15 Ishwar Chandra Vidyasagar
- Unit 16 Mother Teresa, Baba Amte and BehramjiMerwanjiMalabari

BLOCK V Contemporary Human Rights Movements

- Unit 17 Environmental Movements
- Unit 18 Land Reforms in India
- Unit 19 Sarvodaya and Trade Union Movements
- Unit 20 Anti - Corruption Movement

Book References:

1. AshwiniRao(2010), *Status of Human Rights in India*, New Delhi, Pacific.
2. Waghmare B. S. (2001), *Human Rights and Prospects*, New Delhi: Kalinga Publications
3. Kannabiran, K. G. (2003), *The Wages of Impunity: Power, Justice and Human Rights*, New Delhi: Orient Longman.
4. Dube, M. P. and Neeta Bora (ed.) (2000), *Perspectives on Human Rights*, New Delhi: Anamika Publishers.
5. MeghrajKapurderiya, (2013) *Indian Philosophical Foundation of Human Rights*, New Delhi: R.P. Publications.



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B.A., HUMAN RIGHTS FIRST YEAR – I SEMESTER (DISTANCE MODE)

COURSE TITLE : INDIAN CONSTITUTION AND HUMAN RIGHTS

COURSE CODE : BHRSE – 11

COURSE CREDIT : 3

COURSE OBJECTIVES

While studying the Indian Constitution and Human Rights the student shall be able

- To Conceptualize basic structure of the Constitution.
- To understand the circumstances leading to the evolution of The Constitution of India.
- To study the Fundamental Rights and Directive Principles of State Policies.
- To create awareness on the duties of the citizens towards the State.
- To know about the Redressal Mechanism.

COURSE OUTCOMES

After completion of the Course, the student will be able:

- Understanding the basic concept of the Indian constitution and understood the socio, economic and political conditions in India.
- Describe the perspectives, fundamental rights and implications of fundamental rights.
- Provide the advance knowledge for the learners on fundamental duties and special provision of SC &ST.
- Examine the contextual understanding the protection of weaker sections society.
- Evaluate the effectiveness of redressal mechanism and evaluation.

BHRSE – 11

INDIAN CONSTITUTION AND HUMAN RIGHTS

BLOCK I The Constitution

- Unit 1 Definition and Principles of the Constitution
- Unit 2 Socio, Economic and Political Conditions in Independence Era
- Unit 3 Salient features of the Constitution
- Unit 4 Amendments

BLOCK II Fundamental Rights

- Unit 5 Fundamental Rights in India
- Unit 6 Constitutional Remedies

BLOCK III Directive Principles and Fundamental Duties

- Unit 7 Directive Principles of State Policy
- Unit 8 Human rights and Indian constitution
- Unit 9 Reservation Policy
- Unit 10 Special Provisions for Scheduled Castes and Scheduled Tribes
- Unit 11 Fundamental Duties

BLOCK IV Protection of Weaker Sections of Society

- Unit 12 Protection of Women and Children
- Unit 13 Safeguards for the Differently Abled, Aged and Minorities

BLOCK V Redressal Mechanism

- Unit 14 Protection of Human Rights Act, 1993 - National Human Rights Commission
- Unit 15 State Human Rights Commissions
- Unit 16 Human Rights Courts

Book References:

1. Desai, A.R. (ed.) (1986), *Violations of Democratic Rights in India*, Bombay: Popular Prakashan.
2. MeghrajKapurderiya (2013) *Indian Philosophical Foundation of Human Rights*, New Delhi: R.P. Publications.
3. Mishra, P. K. 2(012), *Human Rights: Acts, Statues and Constitutional Provisions*, Ritu Publications, Jaipur.
4. Ray, Arun (2004), *National Human Rights Commission in India: Formation, Functioning and Future Prospects*, New Delhi: Atlantic
5. Satish Chandra (1995), *Minorities in National And International Laws*, New Delhi: Deep and Deep Publications



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CHENNAI – 15

B.A., HUMAN RIGHTS FIRST YEAR – II SEMESTER (DISTANCE MODE)

COURSE TITLE : MORAL VALUES, ETHICS AND HUMAN RIGHTS

COURSE CODE : BHRS -21

COURSE CREDIT : 4

COURSE OBJECTIVES

While studying the Moral Values, Ethics and Human Rights, the student shall be able

- To outline the concepts of Moral values and ethics.
 - To understand the evolution of Moral values, ethics with human rights.
 - To compare the study of Moral responsibility and Business.
 - To analyse the professional ethics in corporate social responsibility.
 - To evaluate the social accountability and social audit in human rights.
-

COURSE OUTCOMES

After completion of the Course, the student will be able:

- Understanding the basic concept of the Moral Values, Ethics and Human rights
- Illustrate the corporate and public sector moral responsibilities.
- Develop the business values, ethics and Human Rights.
- Examine the employees' rights, discrimination and professional ethics in HRM.
- Determine the Environment, Media ethics in Human rights.

BHRS-21

MORAL VALUES, ETHICS AND HUMAN RIGHTS

BLOCK I Concept of Moral Values, Ethics and Human Rights

Unit 1 Meaning and Definition of Moral Values and Ethics

Unit 2 Nature and Scope of Moral Values and Ethics

Unit 3 Moral Dimensions of Human Rights.

BLOCK II Evolution of Moral Values and Ethics

Unit 4 Historical Origin of Moral Values

Unit 5 Moral Values, Ethics and Human Rights

BLOCK III Human Rights and the Moral Responsibility

Unit 6 Corporate and Public Sector Organisations

Unit 7 Business Values and Ethics

Unit 8 Business and Human Rights

Unit 9 Corporate Social Responsibility

BLOCK IV Ethics at Workplace

Unit 10 Employees Rights

Unit 11 Discrimination at Work Place

Unit 12 Professional Ethics in Human Resource Management

BLOCK V Ethical Issues in Human Rights

Unit 13 Environment Ethics and Rights

Unit 14 Media Ethics and Human Rights

Unit 15 Social Accountability and Audit

Book References:

1. Mary Wollstonecraft,(2008), *A Vindication of the Rights of women*, Cosimo Classics,New Delhi
2. Pietro Maffettone,(2020), *International Toleration*, Routledge India,Delhi.
3. Sebastiano Maffettone, (2012) *Global justice (critical perspectives)*, Routledge India, New Delhi.
4. Sonika Gupta, (2014), *Political and cosmopolitanism in a Global age*, Routledge India, New Delhi, India.
5. Shashi Motilal, (2011), *Applied Ethics and Human Rights*, Anthem Press India,Delhi.



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B.A., HUMAN RIGHTS FIRST YEAR – II SEMESTER (DISTANCE MODE)

**COURSE TITLE : LEGAL FRAMEWORK FOR THE
PROTECTION OF HUMAN RIGHTS**

COURSE CODE : BHRS -22

COURSE CREDIT : 3

COURSE OBJECTIVES

While studying the Legal Framework for the Protection of Human Rights, the student shall be able

- To identify special laws for the protection of women.
- To describe the powers and functions of National Commission on Protection of the Rights of the Child.
- To explain the role of National Commission in improving labour conditions.
- To understand the special laws relating to minorities in India.
- To demonstrate various acts on protection of Human rights..

COURSE OUTCOMES

After completion of the Course, the student will be able:

- Recognise the status of women's right as human right.
- Identify constitutional provisions relating to the protection of the child.
- Illustrate the constitutional framework on the rights and duties of minorities in India.
- Explain the legislations for the redressal of grievances.
- Summarize other legislations related to the Human trafficking and dangerous activities.

BHRS-22

LEGAL FRAMEWORK FOR THE PROTECTION OF HUMAN RIGHTS

BLOCK I Legislations for the Protection of Children

- Unit 1 Introduction to Child Rights
- Unit 2 Right of Children to Free and Compulsory Education Act, 2009
- Unit 3 POCSO Act, 2012
- Unit 4 National Commission for Protection of Child Rights

BLOCK II Legislations for the Protection of Women

- Unit 5 Women Rights
- Unit 6 The salient features of Protection of Women from Domestic Violence Act, 2005
- Unit 7 POSH Act, 2013
- Unit 8 National Commission for Women

BLOCK III Legislations for the Protection of Marginalised Communities

- Unit 9 Introduction to Marginalised Communities
- Unit 10 The National Commission for SafaiKaramcharis Act, 1993
- Unit 11 National Commission for SafaiKaramcharis
- Unit 12 The Transgender Persons Protection of Rights Act, 2019

BLOCK IV Legislations for the Redressal of Grievances

- Unit 13 Right to Information Act, 2005
- Unit 14 Consumer Protection Act, 2019
- Unit 15 National Consumer Disputes Redressal Commission

BLOCK V Other legislations

- Unit 16 Prevention of Dangerous Activities of Bootleggers, Drug Offenders, 1982
- Unit 17 Immoral Traffic (Prevention) Act

Book References:

1. A.K. Sen, (2012), *Law of the Indian Constitution and Human Rights*, Pragun Publications.
2. *Protection of Human Rights Act, 1993 alongwith Regulations & Rules*, United Nations System, National Human Rights Commission (Procedure) Regulations, 1994, NHRC, (2020), Professional Book Publishers.
3. K. C. Joshi, (2019), *International Law and Human Rights*, Eastern Book Company, 4th Edition.
4. Dr. Ravindankaur R. Karnani, *Protection of Human Rights in Modern Era*, Createspace Independent Publishing Platform.



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B.A., HUMAN RIGHTS FIRST YEAR – II SEMESTER (DISTANCE MODE)

**COURSE TITLE : HUMAN RIGHTS ADVOCACY AND
REDRESSAL MECHANISM IN INDIA**

COURSE CODE : BHRSE-21

COURSE CREDIT : 3

COURSE OBJECTIVES

While studying the Human Rights Advocacy and Redressal Mechanism in India, the student shall be able

- To explain the Advocacy strategies and methods of Human Rights
 - To identify the techniques and role of media in Human Rights Advocacy
 - To develop the specialised training in Human rights
 - To understand the role of various international Organisation in Human Rights Advocacy
 - To learn the role of NGO's, Human rights court in Human Rights Advocacy
-

COURSE OUTCOMES

After completion of the Course, the student will be able:

- Illustrate the human rights advocacy and awareness
- Classify the techniques of Human Rights Advocacy
- Identify the specialised training in Human Rights
- Describe the Human Rights legislation and Redressal Mechanisms
- Analyze the specialised redressal mechanisms such as PIL, Lokadalat and special courts

BHRSE-21

HUMAN RIGHTS ADVOCACY AND REDRESSAL MECHANISM IN INDIA

BLOCK I Introduction to Human Rights Advocacy

- Unit 1 Introduction to Advocacy
- Unit 2 Advocacy strategies and methods
- Unit 3 Human Rights and Awareness

BLOCK II Techniques of Advocacy

- Unit 4 Techniques of Human Rights Advocacy
- Unit 5 Role of Media and Human Rights Advocacy

BLOCK III Human Rights Education and Training

- Unit 6 Human Rights Education
- Unit 7 Specialised Training in Human Rights
- Unit 8 Human Rights Education and Sensitization Strategies

BLOCK IV Legislations for the Redressal of Grievances

- Unit 9 Human Rights and Redressal Mechanism
- Unit 10 Role of NHRC and SHRC in Redressal Mechanism
- Unit 11 Role of NCW and NCPCR in Redressal Mechanism

BLOCK V Specialized Redressal Mechanisms

- Unit 12 National and International NGO's in human rights advocacy
- Unit 13 Public Interest Litigation (PIL)
- Unit 14 LokAdalat and Ombudsman
- Unit 15 Mahila Courts, FastTrack Courts and Special Courts

Book References:

1. MamthaRao, (2014), *Public Interest Litigation: Legal aid and LokAdalats*.
2. Philip Plowden (2002), *Advocacy and Human Rights Act*, Routledge publications
3. Ellen Dorsey and Paul J. Nelson, (2008), *New Rights Advocacy: Changing Strategies of Development and Human Rights NGOs*, Georgetown University press.
4. Deena Hurwitz, Margaret L. Satterthwaite, (2008), *Human rights Advocacy Stories*, New York Foundation Press.
5. Kevin Kerrigan and Philip Plowden, (2002), *Advocacy and Human Rights: Using the Convention in Courts and Tribunals*, Cavendish Publishers.



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B.A., HUMAN RIGHTS SECOND YEAR – III SEMESTER (DISTANCE MODE)

COURSE TITLE : GLOBAL PERSPECTIVES FOR THE PROTECTION OF HUMAN RIGHTS

COURSE CODE : BHRS -31

COURSE CREDIT : 4

COURSE OBJECTIVES

While studying Global Perspectives for the Protection of Human Rights, students shall be able

- To provide insight on the emergence of International Human Rights.
 - To recognise the protectionary instruments to safeguard Human Rights.
 - To make students understand the International Treaties and Conventions.
 - To enable understanding of the United Nations role in Human Rights Mechanism.
 - To discuss the understanding of the monitoring and Humanitarian Relief.
-

COURSE OUTCOMES

After completion of the Course, the student will be able:

- Provide the advance study of global human rights and ability to learn skills on human Rights in international level.
- Synthesize the contextual understanding on international treaties.
- Identify the importance of convention on human rights in selected countries.
- Analyse the merits of enforcement mechanisms of the United Nations human rights organisation.
- Describe the values of the monitoring and humanitarian relief such as Red Cross, Interpol, amnesty and Human Rights watch.

BHRS-31

GLOBAL PERSPECTIVES FOR THE PROTECTION OF HUMAN RIGHTS

BLOCK I International Human Rights

- Unit 1 Emergence of International Human Rights
- Unit 2 Internationally recognized Human Rights Organisation
- Unit 3 Growth and Institutionalisation

BLOCK II Protectionary Instruments

- Unit 4 International Treaties and Conventions
- Unit 5 Hague Conventions
- Unit 6 Geneva Conventions
- Unit 7 Vienna Declaration of Human Rights

BLOCK III Instruments of Particular Purposes

- Unit 8 Customary International Law
- Unit 9 Convention on Elimination of Discrimination against Women
- Unit 10 Convention on Elimination of Racial Discrimination

BLOCK IV UN and Human Rights Mechanisms

- Unit 11 The United Nations and Human Rights Organisations
- Unit 12 International Court of Justice
- Unit 13 United Nations Human Rights Council
- Unit 14 Human Rights Courts

BLOCK V Monitoring and Humanitarian Relief

- Unit 15 Red Cross and Red Crescent Society
- Unit 16 Interpol

Unit 17 Transparency International and Human Rights Watch

Unit 18 Amnesty International and Doctors Without Borders

Book References:

1. Digumarti Bhaskara Rao, (2001), *International Instrument of Human Rights*, Discovery Publication, New Delhi.
2. Digumarti Bhaskara Rao, (2001), *Human Rights and United Nations*, Discovery Publishing House, New Delhi.
3. Ian Browli (1981), *Basic Documents on Human rights*, New York: OUP.
4. Jack Donnelly, (2005), *Universal Human Rights*, Manas Publication, New Delhi
5. Nagendra Singh (1986), *Enforcement of Human Rights*, Calcutta: Eastern Law House.



TAMIL NADU OPEN UNIVERSITY
SCHOOL OF POLITICS AND PUBLIC ADMINISTRATION
CHENNAI – 15

B.A., HUMAN RIGHTS SECOND YEAR – III SEMESTER (DISTANCE MODE)

COURSE TITLE : ENVIRONMENTAL ADMINISTRATION

COURSE CODE : BHRS - 32

COURSE CREDIT : 3

COURSE OBJECTIVES

While studying the Environmental Administration, the student shall be able

- To facilitate understanding of environment as a third generation human right.
 - To understand the importance of sustainable development, prevention, control and abatement of pollution control.
 - To know about the role of public interest litigation and judicial activism pertaining to environmental issues.
 - To aware about the Judicial control over Environmental Protection.
 - To identify the rural and urban challenges in Environmental Administration.
-

COURSE OUTCOMES

After completion of the Course, the student will be able:

- Describe the significances of fundamental principles of environmental rights and India concern for environmental protection and global environment.
- Explain the relevance of the constitution and environmental. The effectiveness of Environmental policy and protection.
- Identify the growth of human population, health and environment.
- Describe the agencies for environmental administration.
- Analyse the importance of agencies for environmental rights protection in national state and local level.

BHRS – 32

ENVIRONMENTAL ADMINISTRATION

BLOCK I Introduction

- Unit 1 Environmental Administration
- Unit 2 Fundamental principles of Environment
- Unit 3 Approaches to Environmental administration
- Unit 4 Global Environment
- Unit 5 India's Concern for Environmental Protection

BLOCK II Constitution and Environment

- Unit 6 Constitutional obligation to the Natural Environment
- Unit 7 Environmental Policy in India
- Unit 8 Legal Frame work for the Protection of Environment
- Unit 9 Five year plan and Environment
- Unit 10 Judicial control over Environmental Protection

BLOCK III Human Affairs and Environment

- Unit 11 Growth and control of human Population, Health and Environment
- Unit 12 Ecology and Environment
- Unit 13 Rural and Urban challenges in Environmental Administration
- Unit 14 Socio –Economic Dimensions of Environment

BLOCK IV Development and Environment

- Unit 15 Environmental Problems: Challenges and Remedies of Development
- Unit 16 Environment and Economic Development
- Unit 17 Environment and Agricultural Development

Unit 18 Green Revolution

Unit 19 Sustainable Development

BLOCK V Agencies for Environmental Administration

Unit 20 Government Programmes for the Protections of Environment

Unit 21 Role of State and local Government in Environmental Administration

Unit 22 Public Participation in Environmental Protection

Unit 23 Role of NGO's in Environmental Protection

Unit 24 Eco-Justice, Green bench, Environmental governance and ecosystem management

Book References:

1. Ghaliatwal, G.R., *Encyclopaedia of Environmental Management*.
2. Kailash Thakur, *Environmental Protection – law and policy in India*, Deep & Deep
3. Sayne, R.K., *Environmental Management*.
4. Armin Rosenerang, *Environmental Law and Policy in India*.
5. Santha Kumar, *Environmental Law*.



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CHENNAI – 15

B.A., HUMAN RIGHTS SECOND YEAR – III SEMESTER (DISTANCE MODE)

COURSE TITLE : HUMAN RIGHTS AND DUTIES EDUCATION

COURSE CODE : BHRSE -31

COURSE CREDIT : 2

COURSE OBJECTIVES

While studying the Human Rights and Duties Education, the student shall be able

- To get familiarized with the concept of human rights education as a means of human rights promotion and protection.
- To know the human rights education policies prevailing internationally.
- To understand the strategies of imparting human rights education.
- To study about the research of the Emerging trends and issues in Human rights education.
- To learn about the Human Rights and Duties on environment, heritage and natural resources.

COURSE OUTCOMES

After completion of the Course, the student will be able:

- Describe the significance on Human rights and Duties Education.
- Evaluate the effective of Human Right education policies.
- Synthesize contextual understanding of UN advisory of Human Rights.
- Analyse the principles and practice in teaching of Human Rights education.
- Examine the Importance of emerging trends and dimensions of Human Rights education.

BHRSE - 31
HUMAN RIGHTS AND DUTIES EDUCATION

BLOCK I Introduction

- Unit 1 Human Rights Education, Protection and Enforcement
- Unit 2 Approaches to Human Rights Education
- Unit 3 Human Rights and Duties on environment, heritage and natural resources

BLOCK II Human Rights Education Policies

- Unit 4 UNO and Human Rights Education Policies
- Unit 5 Human Rights Education Policy in India
- Unit 6 Growth of Teaching in Human Rights Education

BLOCK III Implementation of Human Rights

- Unit 7 UN Advisory Services and Technical Cooperation in Human Rights Education
- Unit 8 UGC Guidelines on Human Rights Education in Indian Higher Educational Institutions

BLOCK IV Promotion of Human Rights

- Unit 9 Principles in Teaching of Human Rights Education
- Unit 10 Practice of Human Rights Education
- Unit 11 Problems, Challenges and Strategies of Human Rights Education
- Unit 12 UNESCO

BLOCK V Emerging Issues and Trends

- Unit 13 Research in Human Rights Education
- Unit 14 Problems in Universalising Human Rights Norms
- Unit 15 Obstacles in Dissemination of Human Rights Research
- Unit 16 Training Aspects of Human Rights Education

Book References:

1. Digumarti Bhaskaro Rao(2001), *Human Rights and United Nations*,Discovery Publishing House, New Delhi
2. Naseema, C. (2008), *Human Rights Education: Conceptual and Pedagogical Aspects*, New Delhi: Kanishka Publishers and Distributors.
3. Ponaiyan, M. and PanchRamalingam (1999), *Education and Human Rights*, P.R. Books, New Delhi.
4. Saxena, K.P. (1996), *Teaching Human Rights: A Manual for Adult Education*, Landy Books, New Delhi.



TAMIL NADU OPEN UNIVERSITY
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CHENNAI – 15

B.A., HUMAN RIGHTS SECOND YEAR – IV SEMESTER (DISTANCE MODE)

| | | |
|----------------------|----------|--|
| COURSE TITLE | : | HUMAN RIGHTS IN VARIOUS COUNTRIES |
| COURSE CODE | : | BHRS –41 |
| COURSE CREDIT | : | 4 |

COURSE OBJECTIVES

While studying the Human Rights in various countries, the student shall be able

- To conceptualize civil and political rights.
- To demonstrate civil rights, universal suffrage movement.
- To relate all the human rights issue in developing countries.
- To understand the extend of women power and human rights.
- To examine the Millenium Development and Sustainable Development goals.

COURSE OUTCOMES

After completion of the Course, the student will be able:

- Summarising the various common concept of civil and political rights, Multinational countries and Transnational Terrorism.
- Identify the abolition of various issues and movements in the developed countries.
- Categorise the issues of Poverty, Unemployment, Structural Adjustment, Debt trap, Ethnicity and Migration.
- Analyse the various problems for the reason of Under developed countries.
- Provide the advance Knowledge of global issues and trends in all forms of countries.

BHRS - 41

HUMAN RIGHTS IN VARIOUS COUNTRIES

BLOCK I Introduction

Unit 1 Civil and Political Rights

Unit 2 Neo - colonialism

Unit 3 Multi National Countries

Unit 4 Transnational terrorism

BLOCK II Human Rights in Developed Countries

Unit 5 Human Rights in Developed Countries

Unit 6 Civil Rights Movement

Unit 7 Universal Suffrage Movement

Unit 8 Abolition of Slavery and Racism

BLOCK III Human Rights in Developing Countries

Unit 9 Human Rights in Developing Countries

Unit 10 Poverty and Unemployment

Unit 11 Structural Adjustment Programs and its Impacts

Unit 12 Debt Trap, Ethnicity and Migration

BLOCK IV Human Rights in Under Developing Countries

Unit 13 Human Rights in under developing countries

Unit 14 Women and Human Rights

Unit 15 Illiteracy and Underemployment

Unit 16 Refugees

BLOCK V Global Issues and Trends

Unit 17 Millennium Development Goals

Unit 18 Sustainable Development Goals

Unit 19 Foreign Aid

Book References:

1. ZehraArat, (2003), *Democracy and Human Rights in Developing Countries*, Universe publication.
2. Baxi, Upendra (1998), *The Development of the Right to Development*, in JanuszSymonides, (ed.), *Human Rights: New Dimensions and Challenges*, Sydney: UNESCO, pp. 99-114.
3. Centre for Development and Human Rights (2004), *The Right to Development – A Primer*, New Delhi: Sage Publications.
4. Cheria, Anita et al. (2004), *Human Rights Approach to Development: Resource Book*, Bangalore: Books for Change.
5. Mishra, Pramod (ed.), *Human Rights in South Asia*, Kalpaz Publications, Delhi.



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CHENNAI – 15

B.A., HUMAN RIGHTS SECOND YEAR – IV SEMESTER (DISTANCE MODE)

COURSE TITLE : CULTURE, RELIGION AND HUMAN RIGHTS

COURSE CODE : BHRS -42

COURSE CREDIT : 3

COURSE OBJECTIVES

While studying the Culture, Religion and Human Rights the student shall be able

- To learn about the Human rights in the Global Cosmopolitan Culture.
- To know about the Problems of Ethnic Groups.
- To understand the various theories of human rights in relation to culture.
- To identify the Cultural percolation and Human rights in India.
- To study the human rights role in different era in India.

COURSE OUTCOMES

After completion of the Course, the student will be able:

- Elaborate the cultural context of International Human Rights Norms.
- Explain the legal mechanism to safeguard ethnic and tribal rights.
- Discuss the human dignity, natural law and divine rights theory.
- Recognise the various acts, legislations and amendments in the cultural protection of human rights in India.
- Trace the human rights status in Ancient, Pre Independence and Post-independence period.

BHRS – 42

CULTURE, RELIGION AND HUMAN RIGHTS

BLOCK I Introduction

- Unit 1 Secular character of Human Rights
- Unit 2 Global Pluralism and Diversity
- Unit 3 Human Rights in the Global Cosmopolitan Culture
- Unit 4 Cultural Context of International Human Rights Norms

BLOCK II Culture and Ethnicity

- Unit 5 Problems of Ethnic Groups
- Unit 6 Culture of Ethics: Problems and Remedies
- Unit 7 Legal mechanisms to safeguard Ethnic and Tribal Rights

BLOCK III Theories of Human Rights

- Unit 8 Human Dignity
- Unit 9 Natural Law and Natural Rights
- Unit 10 Divine Rights Theory
- Unit 11 Holy Wars

BLOCK IV Culture and Human Rights in India

- Unit 12 Culture percolation and Human Rights in India
- Unit 13 Provisions in the Indian Constitution
- Unit 14 Cultural Protection
- Unit 15 Government Acts and Legislation

BLOCK V Religion and Human Rights in India

- Unit 16 Human rights in Ancient India
- Unit 17 Human Rights in Pre-Independence period
- Unit 18 Human Rights in Post-Independence period
- Unit 19 Religious and Cultural Intolerance

Book References:

1. Tripathi, P.C., (2000), *Contemporary Social Problems and Law*, APH Publishing Corporation, New Delhi.
2. Satish Chandra, (1995), *Minorities in National and International Laws*, Deep and Deep Publications, New Delhi.
3. Boker, M., (1996), *Human Rights: Socialist Concept*, Hoping University Press, London.



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CHENNAI – 15

B.A., HUMAN RIGHTS SECOND YEAR – IV SEMESTER (DISTANCE MODE)

COURSE TITLE : GENDER STUDIES AND HUMAN RIGHTS

COURSE CODE : BHRSE-41

COURSE CREDIT : 3

COURSE OBJECTIVES

While studying the Gender Studies and Human Rights, the student shall be able

- To compose the gender studies through historical perspectives.
- To understand the popular gender movements and way for empowerment.
- To analyse the various legal provision for the rights of women.
- To compare women rights with various gender dimensions.
- To study the gender studies as the mainstreaming in the Human development.

COURSE OUTCOMES

After completion of the Course, the student will be able:

- Elaborate the relevance and need for gender studies to avoid discrimination.
- Explain the feminist, Liberalism, Socialism, Marxism and women movements.
- Recognise the women rights with international and Indian Law.
- Understand the law related to the Transgender.
- To evaluate the women power, politics, governance with human rights.
- Discuss the role education, Media and civil society in the gender development.

BHRSE - 41

GENDER STUDIES AND HUMAN RIGHTS

BLOCK I Introduction to Gender Studies

- Unit 1 The Relevance and Need for Gender Studies
- Unit 2 Gender Studies through the historical Perspectives
- Unit 3 Gender stereotyping and roles
- Unit 4 Gender discrimination and Glass Ceiling

BLOCK II Gender Movements

- Unit 5 Feminist Movements
- Unit 6 Liberalism, Socialism, Marxism
- Unit 7 Post Beijing Conference
- Unit 8 Women movements and Empowerment

BLOCK III Legal Provisions to Women Rights

- Unit 9 Rights of Women under International Law
- Unit 10 Women and Indian Law
- Unit 11 Law related to Transgender

BLOCK IV Gender Dimensions

- Unit 12 Women and Power
- Unit 13 Women and Politics
- Unit 14 Women Suffrage
- Unit 15 Women and Governance

BLOCK V Gender Mainstreaming

Unit 16 Role of Education, Media and Civil Society

Unit 17 Gender and Development

Unit 18 Social and Economic Redressal

Unit 19 Legal and Statutory redressal

Book References:

1. Flagia Agnes, (2001), *Law and Gender Inequality: The Politics of Women's Rights in India*, Oxford University
2. Nivedita Menon, (2012), *Seeing Like a Feminist*, Penguin India
3. Women and Law in India (2016)
4. PremChowdhry, (2016), *Gender Discrimination in Land Ownership*, Sage Publications.



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CHENNAI – 15

B.A., HUMAN RIGHTS THIRD YEAR – V SEMESTER (DISTANCE MODE)

COURSE TITLE : SCIENCE & TECHNOLOGY AND HUMAN RIGHTS

COURSE CODE : BHRS -51

COURSE CREDIT : 4

COURSE OBJECTIVES

While studying the Science & Technology and Human Rights, the student shall be able

- To understand the concept of modernity in relation to human rights.
- To know about the impact of science and technology on Agricultural practices.
- To study the human rights issues based on science and technology.
- To learn the evaluating the concepts of biotechnology, bio ethics and health with Human Rights.
- To discuss the social issues and bio ethics in relation to the Human Rights.

COURSE OUTCOMES

After completion of the Course, the student will be able:

- Explain the dimensions of the science & Technology and its implications.
- Illustrate the advocacy tools for agriculture and science & technology.
- Design the findings using place destruction and terrorism on human rights violation.
- Elaborate the concept of Biotechnology with Human Rights.
- Analyse the importance of Bio-Ethics, social issues and human rights project.

BHRS – 51

SCIENCE & TECHNOLOGY AND HUMAN RIGHTS

BLOCK I Introduction to Science and Technology

- Unit 1 Science and Technology on Society
- Unit 2 Right to Freedom of Information and Expression
- Unit 3 Intellectual Property Rights
- Unit 4 Human Rights Issues in Cyber Space

BLOCK II Agriculture, Science and Technology

- Unit 5 Modern Agricultural Practices
- Unit 6 Impact of Biotechnology on Agriculture
- Unit 7 Right to Adequate Food
- Unit 8 Food Biotechnology and Issues of Food Security

BLOCK III Biotechnology and Health

- Unit 9 Right to Health
- Unit 10 Application of Biotechnology in Medicine
- Unit 11 Clinical Trials and Experiment on Living Beings
- Unit 12 Genetically Modified Crops and Implications on Health

BLOCK IV Peace and Destruction

- Unit 13 Human Rights, Peace and Conflicts
- Unit 14 Right to Peace and Disarmament
- Unit 15 Emerging Military Technologies and the issue of Modern Warfare

BLOCK V Bio-Ethics and Social Issues

- Unit 16 Bio-Ethics
- Unit 17 Organ Donation and Transplantation
- Unit 18 Stem Cell Research
- Unit 19 Human Genome Project
- Unit 20 Cloning and Euthanasia

Book References:

1. Antony Anghie and Garry Sturgess, (eds.) (1998), *LegalVisions of the 21st Century: Essays in Honour of Judge Christopher Weeramantry*, The Hague: Kluwer, pp. 261-282.
2. Bankowski, I., (ed.) (1993), *International Ethical Guidelines for Biomedical Research Involving Human Subjects*, Geneva: WHO.
3. Johnston, Ann et al. (eds.) (1986), *New Technologies and Development*, Geneva: UNESCO.
4. Louise, Christopher (1995), *The Social Impacts of Light Weapons Availability and Proliferation*. Journal of Humanitarian Assistance.
5. Michael, James (1994), *Privacy and Human Rights: An International and Comparative Study with Special Reference to Documents in Information Technology*, Paris: UNESCO.



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CHENNAI – 15

B.A., HUMAN RIGHTS THIRD YEAR – V SEMESTER (DISTANCE MODE)

COURSE TITLE : HUMAN RIGHTS ACTIVISM

COURSE CODE : BHRS -52

COURSE CREDIT : 3

COURSE OBJECTIVES

While studying the Human Rights Activism, the student shall be able

- To know about human rights activism and its role in social transformation.
- To understand the functioning of NGOs and its impact in human rights.
- To analyse the role of media in human rights activism.
- To recognise the humanitarian laws for undertaking UN operations.
- To discover various civil society and community based organisations.

COURSE OUTCOMES

After completion of the Course, the student will be able:

- Describe the value of perspectives on human rights activism and NGO in implementing UN decade for Human Rights Education.
- Explain the importance, establishing and creating by-law for NGO's administration.
- Analyse the role of NGO in protection of Human Rights and relevance with red cross, amnesty.
- Examine the importance human rights humanitarian law, issues and judicial activism.
- Identify the role of media in protection human rights and its impact in India and the importance of the RTI and social media.

BHRS – 52

HUMAN RIGHTS ACTIVISM

BLOCK I Human Rights Activism

- Unit 1 Perspectives on Human Rights Activism
- Unit 2 NGOs and Human Rights Activism
- Unit 3 Role of NGOs in UN decade for Human Rights Education

BLOCK II Establishing NGOs

- Unit 4 Meaning, Nature and Importance of NGOs
- Unit 5 Establishing the NGO - Board of Directors
- Unit 6 Bye Laws and Registering the NGO
- Unit 7 Funding, Fund Raising and Problems of NGO

BLOCK III NGOs and Civil Society

- Unit 8 NGOs and their role within UN System
- Unit 9 Civil society organisations
- Unit 10 Community Based Organisations

BLOCK IV Humanitarian Laws

- Unit 11 History and Development of Humanitarian Laws
- Unit 12 Human Rights Treaties
- Unit 13 Independent Commission on International Humanitarian Issues
- Unit 14 International Human Rights Laws for Forces Undertaking UN Operations

BLOCK V Human Rights and Media

- Unit 15 Role of Media in Protection of Human Rights
- Unit 16 Journalism and Conflict Resolution

Unit 17 Media and its impact on Human Rights in India

Unit 18 Human Rights and Social Media

Book References:

1. Antti Pentikainen (2000), *Creating Global Governance: The Role of Non Governmental Organisations in the United Nations*, Helsinki: Finnish UN Association
2. Atik-ur-Rahaman S. M. (2011), *Effects and Impacts of NGOs in Modern World*, Jaipur: Aadi Publications
3. Batra , K. C., (ed.), (1990), *Judicial Activism and Social Change*, New Delhi: Deep Deep Publications
4. Julie Fisher, (1993), *The Road from Rio: Sustainable Development and the Non Governmental Movement in the Third World*, Westport: Praeger
5. Michael Perry, J., (1990), *The Constitution, The Courts and Human Rights*, New Delhi: Wiley Eastern Ltd.



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CHENNAI – 15

B.A., HUMAN RIGHTS THIRD YEAR – V SEMESTER (DISTANCE MODE)

**COURSE TITLE : INTERNATIONAL TRADE, DEVELOPMENT
AND HUMAN RIGHTS**

COURSE CODE : BHRS – 53

COURSE CREDIT : 3

COURSE OBJECTIVES

While studying the International Trade, Development and Human Rights, the student shall be able

- To outline the concepts of human rights and international trade.
 - To understand the role of development practices in human rights.
 - To analyse the impact of globalisation and the problems of patents.
 - To discuss the Transnational Corporations control over International Trade.
 - To recognise the international trade development issues and its impact on Human Rights.
-

COURSE OUTCOMES

After completion of the course, the student will be able:

- Explain the values of international trade organisation and human rights.
- Analyse the importance and role of human rights in development.
- Provide the advance qualification and ability on human rights and globalization and face the human rights in agriculture, environment, labour, women culture and health.
- Examine the control over international trade, transactional corporations in Human rights and impact of GATT and WTO on sovereignty.
- Evaluate the findings issues in human rights and economic sovereignty.

BHRS – 53

INTERNATIONAL TRADE, DEVELOPMENT AND HUMAN RIGHTS

BLOCK I Human Rights and International Trade

- Unit 1 New International Economic Order (NIEO)
- Unit 2 GATT
- Unit 3 WTO and North – South Dialogue
- Unit 4 International Trade and Human Rights Perspective in India

BLOCK II Human Rights and Development

- Unit 5 Various theories of Development
- Unit 6 Integrating the Human Rights approach in development
- Unit 7 Role of Human Rights in Development

BLOCK III Human Rights and Globalisation

- Unit 8 Meaning and nature of Globalisation
- Unit 9 Globalisation and its impact
- Unit 10 The problem of patents and monopoly

BLOCK IV TNCs and the Issues of Sovereignty

- Unit 11 Control over International Trade
- Unit 12 Transnational Corporations (TNCs) and Human Rights violations
- Unit 13 Human Rights Standards and International Trade
- Unit 14 WTO on sovereignty

BLOCK V Issues in Human Rights

- Unit 15 Tribal and Farmer Rights in Globalisation and Development
- Unit 16 Sanction imposed by developed Countries on Third World

Unit 17 Right to Development

Unit 18 Human Rights Issues

Book References:

1. Baxi, Upendra (1983) “*The New International Economic Order, Basic Needs and Rights: Notes towards Development of the Right to Development*”, Indian Journal of International Law, Vol.23, pp.225-45.
2. Centre for Development and Human Rights (2004), *The Right to Development – A Primer*, New Delhi: Sage Publications.
3. Cheria, Anita et al. (2004), *Human Rights Approach to Development: Resource Book*, Bangalore: Books for Change
4. Hoda, Anwarul and Gulati Ashok (2008), *WTO Negotiations on Agriculture and Developing Countries*: New Delhi, OUP.
5. JanuszSymonides, (ed.) (1998), *Human Rights: New Dimensions and Challenges*, Sydney: UNESCO, pp. 99-114.



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CHENNAI – 15

B.A., HUMAN RIGHTS THIRD YEAR – V SEMESTER (DISTANCE MODE)

COURSE TITLE : CRIMINAL JUSTICE SYSTEM AND HUMAN RIGHTS

COURSE CODE : BHRSE – 51

COURSE CREDIT : 3

COURSE OBJECTIVES

While studying the Criminal Justice System and Human Rights the student shall be able

- To explain the concept of Criminal Justice involving human rights.
 - To describe human rights issues in Police Personalities and Accountability.
 - To identify human rights norms in criminal procedure on production of accused before Magistrate.
 - To understand the rights of inmates of prison and custodial homes.
 - To recognise the justice for Victims of Crimes, Victim care and Support System.
-

COURSE OUTCOMES

After completion of the Course, the student will be able:

- Describe the role of Criminal Justice System in human rights.
- Examine the importance of Police and Human Rights
- Analyse the concepts of Judiciary and human rights law.
- Evaluate the effectiveness of law enforcement, investigation agencies and human rights.
- Describe the role of rights to legal aid, punishment, rights of accused and inmates prisons and custodial home.

BHRSE - 51

CRIMINAL JUSTICE SYSTEM AND HUMAN RIGHTS

BLOCK I Criminal Justice System

- Unit 1 Criminal Justice system
- Unit 2 Juvenile Justice
- Unit 3 UN Standard Minimum rules for Administration of Juvenile Justice
- Unit 4 Juvenile Justice Care and Protection Act

BLOCK II Police and Human Rights

- Unit 5 Protection, Promotion and Violations of Human rights
- Unit 6 Police Personality and Human rights
- Unit 7 Abuse and Misuse of Police Powers
- Unit 8 Police Reforms

BLOCK III Judiciary and Human Rights

- Unit 9 Courts and Human Rights
- Unit 10 Tribunals
- Unit 11 Fair and Speedy Trail
- Unit 12 Rights to Legal Aid
- Unit 13 Punishments and Human Rights

BLOCK IV Prison Administration

- Unit 14 Theories of Punishment and Correctional Philosophy
- Unit 15 Open Prisons and Rights of Accused and Convicts
- Unit 16 Custodial Homes and Rights of Inmates Prisons
- Unit 17 Nelson Mandela Rules

BLOCK V Rights for Victims

Unit 18 UN Basic Principles of Justice for Victims of Crime

Unit 19 Victim care, protection and compensation

Unit 20 Victim Assistance and Support System

Book References:

1. Bajwa, G.S. (1995), *Human Rights in India: Implementations and Violations*, Anmol Publications, New Delhi.
2. Bava, Noorjahan (ed.), (2000), *Human Rights and Criminal Justice Administration in India*, New Delhi: Uppal Publishing House.
3. Bhagwathi, P. N., (1985), *Human Rights in Criminal Justice System*, Journal of Indian Law Institute, vol.27, no.1
4. Baratia, K. C. (ed.), (1990), *Judicial Activism and Social Change*, New Delhi: Deep and Deep Publications.
5. Ghosh, S. K., (1993), *Torture and rape in Police Custody*, New Delhi: Asish Publishing House.



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CHENNAI – 15

B.A., HUMAN RIGHTS THIRD YEAR – V SEMESTER (DISTANCE MODE)

COURSE TITLE : EVOLVING TRENDS AND DIMENSIONS IN HUMAN RIGHTS

COURSE CODE : BHRSE – 52

COURSE CREDIT : 2

COURSE OBJECTIVES

While studying the Evolving Trends and Dimensions of Human Rights, the student shall be able

- To enable understanding of evolving trends and dimensions of human rights issues.
 - To understand the concept of discrimination based on religion.
 - To explain the concept of child rights and various human rights violations.
 - To explain the women's rights violations and related issues.
 - To understand the relativity between population dynamics and human rights.
-

COURSE OUTCOMES

After completion of the Course, the student will be able:

- Describe the impact on human rights violations of immigrant labours, refuges, settlement, displacement and migration.
- Explain the values of religions human rights and human rights.
- Examine the importance of the rights of the children and Juvenile Justice Mechanism.
- Evaluate the status of women and safeguard from Crimes against Women.
- Analyse the impact on population growth food securing and abortion, family planning and human rights.

EVOLVING TRENDS AND DIMENSIONS IN HUMAN RIGHTS

BLOCK I Refugees and Human Rights

- Unit 1 Human Rights Violations of Immigrant Labourers and Refugees
- Unit 2 Settlement, Displacement, Migration
- Unit 3 UN High Commissioner for Refugees (UNHCR)
- Unit 4 Impact of global warming and environment on settlement patterns
- Unit 5 Climate Change Refugees

BLOCK II Religion and Human Rights

- Unit 6 Religious Rights and Human Rights
- Unit 7 Religious Human Rights in Vedic and Buddhist
- Unit 8 Religious Human Rights in Biblical Text
- Unit 9 Islamic Laws and Human Rights

BLOCK III Child and Human Rights

- Unit 10 The Rights of the Children
- Unit 11 Issues of Child Protection
- Unit 12 Parenting and Child Health
- Unit 13 Juvenile Justice Mechanism

BLOCK IV Women and Human Rights

- Unit 14 Status of Women
- Unit 15 Problems faced by Women
- Unit 16 Women Rights in Workplace
- Unit 17 Women Empowerment

BLOCK V Population and Human Rights

Unit 18 Population Growth and Food Security

Unit 19 Family Planning and Human Rights

Unit 20 Contraception and Abortion as a Human Right Problem

Book References:

1. Gasper, Des (1996). *Culture and Development Ethics: Needs, Women's Rights, and Western Theories. Development and Change*, 27:627.
2. Malkki, Liisa (1996). *Speechless Emissaries: Refugees, Humanitarianism, and Dehistoricization. Cultural Anthropology*, 11(3):377-404.
3. Mayer, Ann Elizabeth (1994). *Universal versus Islamic Human Rights: A Clash of Cultures or a Clash with a Construct? Michigan Journal of International Law*, 15:307.
4. Mishra, P.K. (2012), *Human Rights – Acts, Statutes and Constitutional Provisions*, Ritu Publications, Jaipur.
5. Pathack, R.S., *Human Rights in the Changing World*, International Law Association, New Delhi, 1998.



TAMIL NADU OPEN UNIVERSITY
SCHOOL OF POLITICS AND PUBLIC ADMINISTRATION
CHENNAI – 15

B.A., HUMAN RIGHTS THIRD YEAR – VI SEMESTER (DISTANCE MODE)

COURSE TITLE : PEACE, NON - VIOLENCE AND HUMAN RIGHTS

COURSE CODE : BHRS – 61

COURSE CREDIT : 4

COURSE OBJECTIVES

While studying the Peace, Non-Violence and Human Rights, the student shall be able

- To conceptualize the peace, non-violence and its significance.
- To understand the UN Efforts for Peace and Non- Violence.
- To study the thoughts of various world peace keepers.
- To explain the international efforts to reduce violence and maintain world peace.
- To know about recent issues prevailing in global level as a threat to world peace.

COURSE OUTCOMES

After completion of the Course, the student will be able:

- Demonstrate the peace and non-violence concepts in relation with Human rights.
- Describe the perspectives of scientific technology to protect human rights internationally.
- Provide the advance knowledge of international cooperation to reduce violence and crimes to destruct peace in the world.
- Identify the security to the new era and obligations to take necessary actions.
- Discuss the thoughts of Mahatma Gandhi, Nelson Mandela, Martin Luther King.

BHRS-61

PEACE, NON-VIOLENCE AND HUMAN RIGHTS

BLOCK I Concept of peace and Non-Violence

- Unit 1 Meaning of Peace and Non-Violence
- Unit 2 Types of peace and Non-Violence
- Unit 3 Non-Violence as Conflict Management

BLOCK II UN efforts for Peace and Non- Violence

- Unit 4 Peace and Human Rights in UN Agenda
- Unit 5 Declarations
- Unit 6 Scientific technology in peace keeping
- Unit 7 Resolution of UN on peace and Non-Violence

BLOCK III World Leaders

- Unit 8 Mahatma Gandhi
- Unit 9 Nelson Mandela
- Unit 10 Martin Luther King
- Unit 11 Relevance of Non-Violence in Modern day conflict resolution

BLOCK IV International Level Efforts

- Unit 12 Armed Conflicts
- Unit 13 Crimes against Peace
- Unit 14 Crimes against Humanities
- Unit 15 Convention against training mercenaries

BLOCK V Recent Issues

- Unit 16 Forced Peace and Violation of Human Rights
- Unit 17 International Peace conflicts
- Unit 18 Bio War
- Unit 19 Security for new era and Obligation to take action

Books References:

1. Brierly, J.L., (1979), *The laws of Nation: An Introduction to the law of Peace*, Clarendon Press, London.
2. Agarwal, H.O., (1993), *Implementation of Human rights covenants with special reference to India*, KitabMahal Publications, New Delhi.
3. Louis Henkin, (1998), *The rights of Man Today*, Stevens and sons, London
4. Mishra, P.K. (2012), *Human Rights – Acts, Statutes and Constitutional Provisions*, Ritu Publications, Jaipur.
5. Pathack, R.S., (1998), *Human Rights in the Changing World*, International Law Association, New Delhi.



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B.A., HUMAN RIGHTS THIRD YEAR – VI SEMESTER (DISTANCE MODE)

COURSE TITLE : INTELLECTUAL PROPERTY RIGHTS

COURSE CODE : BHRS - 62

COURSE CREDIT : 3

COURSE OBJECTIVES

While studying the Intellectual Property Rights, the student shall be able

- To understand the overview of Intellectual Property Rights.
 - To study the various basic concepts of IPR.
 - To analyse the IPR Conventions and Treaties related to IPR.
 - To recognise the role of IPR in the developing countries.
 - To know about the laws related to Software piracy.
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COURSE OUTCOMES

After completion of the Course, the student will be able:

- Classify the different kinds of Intellectual Property Rights.
- Conceptualise patent rights, designs, copyrights, trademarks, geographical indication, undisclosed information and Integrated Circuits.
- Analyse the major international instruments and national treaties concerning IPR.
- Discuss the role of Foreign Direct Investment, Generic Medicine, Indigenous Knowledge and Natural Resources.
- Provide the various Indian Government schemes in the IPR.

BHRS – 62

INTELLECTUAL PROPERTY RIGHTS

BLOCK I Overview of Intellectual Property

- Unit 1 Introduction to Intellectual Property Rights(IPR)
- Unit 2 Kinds of Intellectual Property Rights
- Unit 3 Genetic Resources and Traditional Knowledge
- Unit 4 Trade Secret

BLOCK II Basic IPR

- Unit 5 Patent, Designs and Copyrights
- Unit 6 Trademarks and Geographical Indication
- Unit 7 Undisclosed Information and Integrated Circuits

BLOCK III IPR Conventions and Treaties

- Unit 8 Genesis and development
- Unit 9 Major International Instruments concerning IPR
- Unit 10 National treaties related to IPR

BLOCK IV IPR in the Developing Countries

- Unit 11 IPR and the developing countries
- Unit 12 Role of Foreign Direct Investment (FDI)
- Unit 13 Generic Medicine
- Unit 14 Indigenous Knowledge and Natural Resources

BLOCK V Current Contour

- Unit 15 India`s New National IP Policy, 2016
- Unit 16 Indian Government Schemes in IPR
- Unit 17 Career Opportunities in IPR
- Unit 18 Law related to Software piracy
- Unit 19 Human Rights and Monopoly of Software products

Book References:

1. V K Ahuja, (2017), *Law Relating to Intellectual Property Rights*, Lexis Nexis Publishers, 3rd Edition.
2. Dr. Kalyan C. Kankanala, (2012), *Fundamentals of Intellectual Property*, Asia Law House, 1st Edition.
3. Manish Arora, (2007), *Universal's Guide to Patents Law*, Universal Law Publishing House 4th Edition.
4. B. L. Wadhera, (2011), *Patent, Trademarksand Copyright Law*, Universal Law Publishing House.
5. V K Ahuja, (2015), *Intellectual Property Rights in India*, Lexis Nexis Publishers, 1st Edition.



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B.A., HUMAN RIGHTS THIRD YEAR – VI SEMESTER (DISTANCE MODE)

COURSE TITLE : PUBLIC POLICY AND HUMAN RIGHTS

COURSE CODE : BHRS – 63

COURSE CREDIT : 3

COURSE OBJECTIVES

While studying the Public Policy and Human Rights the student shall be able

- To study the meaning, nature and characteristics of Public Policy.
- To understand the Public Policy and Inclusive Development.
- To discuss the approaches to Inclusive development.
- To know about the multi-disciplinary approach to policy making.
- To learn the public policy and role of political executive.

COURSE OUTCOMES

After completion of the Course, the student will be able:

- Classify the types and significance of Public policy and policy sciences.
- Elucidate the inclusive development and affirmative actions in developed countries.
- Recognise the process of policy formulation, implementation and evaluation.
- Describe the perspectives of education policy and inclusive development.
- Discuss the policy making process and kinds of policy in India.
- Examine the role of Bureaucracy in protecting Human Rights and Inclusive development policy proposals.

BHRS – 63

PUBLIC POLICY AND HUMAN RIGHTS

BLOCK I Introduction

- Unit 1 Meaning, Nature and Characteristics of Public Policy
- Unit 2 Types and Importance of Public Policy
- Unit 3 Policy Science
- Unit 4 Public Policy Analysis

BLOCK II Public Policy and Inclusive Development

- Unit 5 Inclusive Development
- Unit 6 Reservations
- Unit 7 Affirmative Actions in Developed Countries

BLOCK III Approaches to Inclusive development

- Unit 8 Policy Formulation, Implementation and Evaluation
- Unit 9 Education policy and Inclusive Development
- Unit 10 Constraints in Policy Making

BLOCK IV Multi-Disciplinary approach to Policy making

- Unit 11 Egalitarian Society
- Unit 12 Policy Making Process in India
- Unit 13 Stakeholders of Policy Making
- Unit 14 Kinds of Policy in India – Education Policy, Agriculture Policy, Population Policy, Health Policy & Economic Policy

BLOCK V Public Policy and Role of Political Executive

Unit 15 Political Executive

Unit 16 Role of Political Executive in Inclusive Policy making

Unit 17 Inclusive development Policy Proposals

Unit 18 Role of Bureaucracy in protecting Human rights

Book Reference:

1. Dan Banik, (2017), *Political Transition and Inclusive development in Malawi*, Routledge, USA.
2. Dr. B. P. Mahesh Chandra Guru, (2020), *Right to information for inclusive Development*, Kanishka publications.
3. Gauthier de Beco, (2019), *The Right to inclusive education in international human rights law*, Cambridge University press, United States.
4. Dr. Sunita Mangla, (2018), *Inclusive Governance and Human Rights*, Bloomsbury India, New Delhi.
5. Joel E. Oestreich, (2017), *Development and Human Rights*, Oxford University press, New York.



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B.A., HUMAN RIGHTS THIRD YEAR – VI SEMESTER (DISTANCE MODE)

COURSE TITLE : CONTEMPORARY ISSUES AND HUMAN RIGHTS

COURSE CODE : BHRSE- 61

COURSE CREDIT : 3

COURSE OBJECTIVES

While studying the Contemporary Issues and Human Rights, the student shall be able

- To learn the contemporary issues in the world to achieve Human Rights.
 - To understand the major theories of Liberalisation, Privatisation and Globalisation.
 - To study the issues of Global Peace and Security.
 - To have a comparative studies of terrorism and human rights.
 - To analyse the contemporary issues and development.
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COURSE OUTCOMES

After completion of the Course, the student will be able:

- Identify the Liberalism, Communalism, Intolerance, Honour Killing and Genocide.
- Discuss the LPG, Farmers, and Development issues faced by the indigenous people.
- Interpret the global issues such as corruption, refugee crisis, border displacement and enforced disappearance.
- Compare the terrorism, arms trade threats to the internal security and Human rights.
- Examine the developmental issues of Science and Technology, Health, Education and Food security.

BHRSE – 61

CONTEMPORARY ISSUES AND HUMAN RIGHTS

BLOCK I Introduction to Contemporary Issues

- Unit 1 Liberalism
- Unit 2 Communalism
- Unit 3 Intolerance and Honour Killing
- Unit 4 Genocide

BLOCK II Liberalisation, Privatisation, Globalisation

- Unit 5 LPG related issues
- Unit 6 Farmers issues
- Unit 7 Development issues
- Unit 8 Issues faced by Indigenous People

BLOCK III Global Peace and Security

- Unit 9 Issue of global peace and security
- Unit 10 Refugee crisis
- Unit 11 Induced border displacement -Forced Evictions - Enforced disappearances
- Unit 12 Corruption

BLOCK IV Terrorism and Human rights

- Unit 13 Terrorism and Human Rights
- Unit 14 Combating Terrorism
- Unit 15 Arms Trade
- Unit 16 Threats to Internal Security

BLOCK V Issues and Development

Unit 17 Issues on developments in Science and Technology

Unit 18 Human rights violations during emergencies

Unit 19 Unequal access to health and education

Unit 20 Issues related to food security

Book References:

1. Samar Deb, *Contemporary Issues on Management*, 01 Edition, Atlantic.
2. Amanda Pyman, Belinda Allen, Cathy Sheehan, Peter Holland, and Ross Donohue, (2007), *Contemporary Issues and Challenges in HRMOUP*, Clarendon.
3. John-Stewart Gordon, (2007), *Global Bioethics and Human Rights: Contemporary Issues*, OUP, Clarendon.
4. Sanford R. Silverburg, (2007), *International Law: Contemporary Issues and Future Developments*, OUP, Clarendon.
5. *Economic, Social, and Cultural Rights in International Law* Edited by Eibe Riedel, Gilles Giacca, and Christophe Golay, OUP Press.



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B.A., HUMAN RIGHTS THIRD YEAR – VI SEMESTER (DISTANCE MODE)

COURSE TITLE : CYBER LAW AND HUMAN RIGHTS

COURSE CODE : BHRSE- 62

COURSE CREDIT : 3

COURSE OBJECTIVES

While studying the Cyber Law and Human Rights, the student shall be able

- To learn about the cyber issues and Human rights.
- To study on the various concepts of data security.
- To understand the internet security and its relevant ideas.
- To discuss the significance of social media in achieving social justice.
- To recognise the need for cyber law in the Indian Constitution.

COURSE OUTCOMES

After completion of the Course, the student will be able:

- Understanding the right to privacy, right to freedom of expression and right to dissent.
- Describe the perspectives of social networking sites and apps in the global world.
- Provide the different usage of internet, internet censorship and e-mail filtering in the cyber world.
- Identify the issues face by the human society through cyber space.
- Discuss the legal provision and acts to safeguard the human rights in the social media.

BHRSE-62

CYBER LAW AND HUMAN RIGHTS

BLOCK I An Introduction to Cyber Law

- Unit 1 Cyber issues and Human Rights
- Unit 2 Right to Privacy - Right to freedom of expression
- Unit 3 Right to Dissent created through internet
- Unit 4 Duty to protect reputation, national security and public order

BLOCK II Data Security

- Unit 5 Software piracy, Bug Exploits and Mnemonics
- Unit 6 Password creation and protection, Brute force, Cryptology, Steganography
- Unit 7 Malicious software
- Unit 8 Mass surveillance

BLOCK III Internet Security

- Unit 9 Anonymous Internet use and Internet censorship
- Unit 10 Blogging, Cookies, Hacking
- Unit 11 E-mail Filtering - Phishing, Spoofing, Bombing
- Unit 12 Defamatory E-mails, Threatening E-mails, Salami Attacks

BLOCK IV Social Networking

- Unit 13 Significance of social media in Human Rights
- Unit 14 Types of social networking sites and apps
- Unit 15 Information Sharing Practices Online
- Unit 16 Cyber Bullying, Hate, Stalking, Forensic, Espionage, Warfare and Online Pornography

BLOCK V Constitutional Provisions of Human Rights

- Unit 17 Information Technology Act, 2000
- Unit 18 Computer related legislations in Indian penal Code
- Unit 19 NDPS Act
- Unit 20 Arms Act

Book References:

1. Amarasekara, Kumar (1998), "*Autonomy, Paternalism and Discrimination: The Darker Side of Euthanasia*", in Antony Anghie and Garry Sturgess, (eds.), *Legal Visions of the 21st Century: Essays in Honour of Judge Christopher Weeramantry*, The Hague: Kluwer, pp. 261-282.
2. Louise, Christopher (1995), *The Social Impacts of Light Weapons Availability and Proliferation*. Journal of Humanitarian Assistance, <http://131.111.106.147/articles/A002.Htm>
3. Bankowski, I., (ed.) (1993), *International Ethical Guidelines for Biomedical Research Involving Human Subjects*, Geneva: WHO.
4. Johnston, Ann et al. (eds.) (1986), *New Technologies and Development*, Geneva: UNESCO.
5. Michael, James (1994), *Privacy and Human Rights: An International and Comparative Study with Special Reference to Documents in Information Technology*, Paris: UNESCO.