Programme Project Report (PPR)

Master of Arts in Human Rights
M.A., Human Rights

Detailed Syllabus
Semester Pattern
Academic Year 2022 onwards

jkpo;ehLjpwe;jepiyg; gy;fiyf;fofk;
Tamil Nadu Open University

Department of Human Rights
School of Politics and Public Administration
**(A state open University Established by Government of Tamilnadu,
Recognized by UGC & DEB, Member in Asian Association of Open
Universities & Association of Commonwealth Universities)**
Tamilnadu Open University
577, Anna salai, Saidapet
Chennai - 600015
Tamilnadu, India
Website: www.tnou.ac.in
June,2022

TAMIL NADU OPEN UNIVERSITY
SCHOOL OF POLITICS AND PUBLIC ADMINISTRATION
Board of Studies Members list

Chairman
Dr.R.Mathaiyan
Professor,
Department of Public Administration,
Institute of Distance Education,
University of Madras,
Chennai-600 005.
Mobile No: 9444256817
Email: mathaiyanr@gmail.com

Internal Faculty Member
Dr.R.Arumugam
Assistant Professor in Political Science &
Public Administration,
School of Politics and Public
Administration,
Tamil Nadu Open University,
Chennai – 15.
Mobile No:8695004048/7904606667
Email:arumugamrspm2017@gmail.com

Member Subject Expert
Dr.D.Devanathan
Professor,
Department of Politics & Public
Administration,
Anna Malai University. TamilNadu.
Mobile No:9994909774
Email: devanathanphd@gmail.com

Member Subject Expert
Dr.S.Marcelin Pushpa
Associate Professor & Head
Department of Public Administration
Anna Adarsh College for Women
Chennai – 600 040.
Mobile No:9840199992
Email: smarcy16@gmail.com

Member Subject Expert
Dr.T.Krishnakumar
Associate Professor,
Department of Political Science,
Presidency College,
Kamaraj Salai, Triplicane,
Chennai-600 005
Mobile No:9444696977
Email: thangakrish@Yahoo.co.in

Member Subject Expert
Dr.D.Ramakrishnan
Professor&Head,
Department of Political Science,
School of Social Sciences,
Madurai Kamaraj University
Palkalainagar, Madurai – 625 021.
Mobile No:9443862648
Email :drramkirkj@gmail.com

Member Subject Expert
Dr.M.B.Pavithra
Assistant Professor,
No.6, Old No.15A, 'P' Block,
18th Extension, Anna Nagar,
Chennai – 600 040.
Mobile No: 9941085934
Email: ptra_in@Yahoo.com

Member Subject Expert
Dr.R.Nithya
Assistant Professor,
Department of Human Rights,
Ethiraj College,
Chennai – 600 008.
Mobile No:9940632747
Email:rpnithya @ gmail.com

Industrialist
Dr. P. Kanagaraj
(Civil Service Coaching Expert)
Associate Professor & Head,
Department of Political Science,
Govt. Arts College,
Coimbatore.
Mobile No.**9443935919**
Email: iasips2011@gmail.com

Member Alumni
Mr.S.Rajendran, M.A., M.Phil.,
Assistant, Dept. of Survey and
Settlement,
1/92 MariyammanKovil Street,
Madhanam& PO, Sirkali TK
Nagapattinam Dt.
Pincode: 609 104.
Mobile No.9786505155
Email: rajusurvey2006@gmail.com

Member Alumni
Mr.S.Thangaraj, M.A., M.Phil.,
Head Master,
No.129B, Maniyammalillam,
7th Street, Goplapuram,
Dindivanam - 604 001.
Mobile No:7010163384
Email:thangarajs2661971@gmail.com

Student on Roll
K.C.M. ThirumaalanSarravanan
1/1A, F3, Dhanam Flats,
EagappanNaickan Street,
Vanasakthi Nagar, Tower Road,
Kolathur, Chennai - 600 099.
Mobile No:9789959418
Email: thiruviveka15@gmail.com

Student on Roll
Mrs.D. Revathi
M.A Public Administration
No.8A, Velleri, Thangal Lane,
Rajamangalam, Villivakkam,
Chennai - 600049.
Mobile No: 96000088126
Email: d@tnmgrmu.ac.in

Programme Name & Code: PG Human Rights (MHRS)

1. **Programme Objectives:**
   While studying M.A. Human Rights, the learners will be able
   PO1: To apply human rights to their different fields of employment, whether they are academics, policymakers, or activists.
   PO2: To infer knowledge, a skill required for academic success and the promotion of human rights in society.
   PO3: To demonstrate an interactive teaching method.
   PO4: To determine the global human rights challenges through research, policy analysis, and advocacy.
   PO5: To evaluate the role of Human Rights in contemporary issues relating to terrorism, region, ethnicity gender and development
   PO6: To employ equity in education by providing opportunity to rural people for whom higher Education in unreachable.

2. **Programme Outcomes:**
   After the completion of M.A. Human Rights, leaners will be able to:
   POC1: Discuss the institutional and procedural frameworks of human rights enforcement in major jurisdictions
   POC2: Measure the protection of particular human rights on national and supranational levels
   POC3: Examine the nature, efficacy and theoretical foundations of the international human rights regime
   POC4: Generalize the new ideas and advocacy strategies that provides genuine solutions to complex human rights problems using comparative arguments and interdisciplinary insight
   POC5: Envision a human rights-based approach to addressing diverse legal, regulatory and policy problems
   POC6: Interpret human rights have become one of the markers for gauging good governance, development, and democracy across systems and countries.

Programme specific Outcomes:
The programme specific outcomes of M.A. Human Rights is to
PSO1: Demonstrate them with a set of critical observations that rely on the many global and local social and political settings in which human rights work.
PSO2: Review the development of techniques and ideas for dealing with attitudes such as bonded labor, untouchability, and Sati
PSO3: Assess students in internalizing a more compassionate and equitable approach to their social connections.
PSO4: Categorise the historical, geopolitical, and economic components of human rights activities.

PSO5: Trace the role of Human Rights in contemporary issues relating to terrorism, region, ethnicity gender and development.

Relevance of the Programme with HEI's Mission and Vision: The ProgrammeM.A.Human Rightsis offered to meet current demands of the youth and public Sector. Also, to create awareness on the Human rights and Social JusticeAspects to the society. This Programme aims to creating equity in education by providing opportunity to rural people for whom higher Education in unreachable.

Nature of prospective target group of Learners: Master of Arts (Human Rights)is meant forstudents who havecompleted a Degree Programme from recognized University. The course has been designed keeping in mind the individuals who are in public service and the students who are interested in Human Rights teaching and civil services.

Appropriateness of Programme to be conducted in ODL mode to acquire specific skills and competence: The master's 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 M.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 programme outcome students may gain knowledge about the role of Human Rights in contemporary issues relating to terrorism, region, ethnicity gender and development. Also, the students get more ideas of international Human Rights organizations and it principles, major themes, issues of human rights and Indian Constitution which help to the students to develop expertise in the field of Human Rights.

Instructional Design: The Curriculum and the Syllabus for Master of Arts in Human Rights Programme has been designed to provide the recent developments in Human Rights, has been included in the enriched M.A, (Human Rights) Syllabus to meet out the present day needs of academic and Research, Institutions, and Industries. The course for the degree of Master of Arts in Human Rights shall consist of two year (Four Semester) and the medium of instruction is English and Tamil.

The Master of Arts in Human Rights Programme is offered through the Learner Support Centres established by TNOU in the affiliated Arts and Science College, where the same Programme is offered through Conventional Mode. The Faculty Members available at Department of Human Rights, School of Politics of Politics and Public Administration of Tamil Nadu Open University and the faculties approved as Academic Counselors of TNOU at Learner Support Centres will be used for delivering the Master of Arts Degree Programme in Human Rights. The credits systems suggested as per UGC-ODL Regulations-2020 have been assigned to The Master of Arts in Human Rights Programme. The total number of credits assigned for the Programme is 72.

The Self Learning Materials in the form of print, e-content and audio/video materials wherever required has also been developed for the Programme.

Procedure for admissions, curriculum transaction and evaluation: The Eligibility for an Admission to the Master of Arts in Human Rights is any bachelor's degree from reorganized University (10+2+3 pattern) The Programme Fee is Rs.7,600/- for two years, and Registration and other Charges. The admission are carried out by Tamil Nadu Open University and through its Regional Centres located within the State of Tamil Nadu. The Theory Counselling and the Practical Counselling will be conducted through the Learners Support Centres of Tamil Nadu Open University. The evaluation will be carried by Tamil Nadu Open University consists of Continuous Internal Assessment through Assignment and External Assessment through Term End Examination.

Financial Assistance: SC/ST Scholarship available as per the norms of the State Government of Tamil Nadu. Complete Admission fee waiver for the Physically challenged/ differently abled persons.

Policy of Programme delivery: The Academic Calendar for the Programme will be available for the learners to track down the chronological events/ happenings. The Counselling schedule will be uploaded in the TNOU website and the same will be intimated to the students through SMS.

Evaluation System: Examination to master's degree Programme in Human Rights is designed to maintain quality of standard. Theory will be conducted by the University in the identified Examination Centres. For the Assignment students may be permitted to write with the help of books/materials for each Course, which will be evaluated by the Evaluators appointed by the University.

Continuous Internal Assessment (CIA): Assignment: 1 assignment for 2 credits are to be prepared by the learners. E.g. If a Course is of Credit 6, then 3 number of Assignments are to be written by the learner to complete the continuous assessment of the course. Assignment carries 30 Marks (Average of Total no of Assignment), consists of Long Answer Questions (1000 words) for each Course. Sec- A Answer any one of the questions not exceeding 1000 words out of three questions.1 x 30 = 30 Marks

Theory Examination: Students shall normally be allowed to appear for theory examination by completing the Assignment. The Term - End Examination shall Carry 70 marks and has PART: A and B and will be of duration 3 hours.

QUESTION PATTERN FOR THEORY EXAMINATIONS

Time: 3 hours   **Maximum marks: 70**

PART - A (5 X 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 X 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

Passing Minimum: For Theory Examination: - The candidate shall be declared to have passed the examination if the candidate secures not less than 32 marks in the University examination in each theory paper and overall 50 percent in both Term End Examination and Continuous Internal Assessment (Assignment) taken together.

Classification of Successful Candidate: Candidates who pass all the Courses and who secure 60 per cent and above in the aggregate of marks will be placed in the First Class. Those securing 50 per cent and above but below 60 per cent in the aggregate will be placed in the Second Class.

Requirement of laboratory and Library Resources: The Programme will be offered through the Learner Support Centre (LSC) maintained by Tamil Nadu Open University. The LSC's have the required infrastructural facilities to conduct the Counselling for the students who wish clear their doubts and, they are having well equipped laboratory facilities relevant to the master's degree Programme in Human Rights. A well-equipped Library is available in the University Headquarters with about 24,000 books and lot of research journals. The Learners Support Centre through which the Degree Programme is to be offered is also equipped will a full-fledged library having books and journals related Human Rights.

Cost estimate of the Programme and the provisions:

(Cost Estimate shall be filled subject to approval of the Finance Committee of the TNOU)

	Details	Amount in Rs.
1.	Programme development and launching cost (Expenditure)	24,46,400
2.	Programme Fee charged for 2 years per student (Income)	7,600
3.	ExaminationFeechargedfor2years(Income) perstudent	1500
4.	Examinationexpensesperstudentfor2yearsper student(Expenditure)	3,600

TAMIL NADU OPEN UNIVERSITY
SCHOOL OF POLITICS AND PUBLIC ADMINISTRATION

M.A. HUMAN RIGHTS
SEMESTER PATTERN

S.No.	Sem	L/C/ A/O	Course Title	Course Code	Credits	Evaluation		
						Internal	External	Total
	I				18			
1		C1	Historical and Theoretical Perspective on Human Rights	MHRS – 11	4	30	70	100
2		C2	Constitutional Foundations of Human Rights in India	MHRS - 12	4	30	70	100
3		C3	International Perspectives on Human Rights	MHRS – 13	4	30	70	100
4		C4	Promotion of Human Rights Education	MHRS – 14	4	30	70	100
5		E1	Research Methodology	MHRS – 15	2	30	70	100
	II				18			
6		C5	Human Rights Legislations in India	MHRS – 21	4	30	70	100
7		C6	Advocacy system in India	MHRS - 22	4	30	70	100
8		C7	International Human Rights Mechanism	MHRS – 23	4	30	70	100
9		C8	Protection of Human Rights	MHRS – 24	4	30	70	100
10		E2	Gender Rights	MHRS – 25	2	30	70	100
	III				18			
11		C9	NGO and human rights	MHRS – 31	4	30	70	100
12		C10	Corporate and Industrial Law	MHRS - 32	4	30	70	100
13		C11	Media and Human Rights	MHRS – 33	4	30	70	100
14		C12	Food security and Health Rights	MHRS – 34	4	30	70	100
15		E3	Introduction to Social Work	MHRS – 35	2	30	70	100
	IV				18			
16		C13	Human Rights movements in India	MHRS – 41	4	30	70	100
17		C14	Development, Globalisation and human rights	MHRS - 42	4	30	70	100
18		C15	Marginalised Sections: Rights and Duties	MHRS – 43	4	30	70	100
19		C16	Environment and human rights	MHRS – 44	4	30	70	100
20		E4	Science, Technology and human rights	MHRS – 45	2	30	70	100
			Total		**72**			

COURSE OUTCOMES (INCLUDING LANGUAGE AND ALLIED)

1. ACADEMICAPTITUDE

Programme Outcomes	Core	Core	Core	Core	Elective	Core	Core	Core	Core	Elective
	MHRS-11	MHRS-12	MHRS-13	MHRS-14	MHRS-15	MHRS-21	MHRS-22	MHRS-23	MHRS-24	MHRS-25
1. Understanding of concept, nature and importance	✓	✓	✓	✓	✓	✓	✓	✓	✓	–
2.Theoretical Understanding	✓	✓	✓	✓	✓	✓	✓	✓	✓	–
3. Understanding of Individual, Group, Community Issues	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4. Application of Scientific Knowledge and skills	-	✓	✓	✓	✓	✓	✓	–	✓	–
5. Professional knowledge, communication, and Attitude	✓	✓	✓	✓	✓	✓	✓	–	✓	–
6. Critical Evaluation of social work theory and practice	✓	✓	✓	✓	✓	–	✓	✓	✓	✓

Programme Outcomes	Core	Core	Core	Core	Elective	Core	Core	Core	Core	Elective
	MHRS-31	MHRS-32	MHRS-33	MHRS-34	MHRS-35	MHRS-41	MHRS-42	MHRS-43	MHRS-44	MHRS-45
1. Understanding of concept, nature, and importance	✓	✓	✓	✓	✓	✓	✓	✓	✓	–
2.Theoretical Understanding	✓	✓	✓	✓	✓	✓	✓	✓	✓	–
3. Understanding of Individual, Group, Community Issues	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4. Application of Scientific Knowledge and skills	-	✓	✓	✓	✓	✓	✓	–	✓	–
5. Professional knowledge, communication, and Attitude	✓	✓	✓	✓	✓	✓	✓	–	✓	–
6. Critical Evaluation of social worktheory and practice	✓	✓	✓	✓	✓	–	✓	✓	✓	✓

2. PERSONAL AND PROFESSIONALAPTITUDE

Programme Outcomes	Core	Core	Core	Core	Elective	Core	Core	Core	Core	Elective
	MHRS-11	MHRS-12	MHRS-13	MHRS-14	MHRS-15	MHRS-21	MHRS-22	MHRS-23	MHRS-24	MHRS-25
2.1.Understanding Self and Self Guiding Principles	–	✓	–	✓	–	–	✓	–	✓	–
2.2.Ability to develop ProfessionalSkills	–	-	–	✓	–	–	✓	✓	✓	–
2.3.Application of Social work skills and Techniques	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2.4. Ethical and Psycho socialSensibility	✓	✓	✓	–	✓	✓	✓	✓	✓	–
2.5. Ability to work with individualsgroups and communities.	✓	✓	✓	✓	✓	✓	–	✓	✓	✓
2.6 Employability	–	✓	–	✓	–	–	✓	–	✓	–
2.7 Skill Development	–	-	–	✓	–	–	✓	✓	✓	–

Programme Outcomes	Core	Core	Core	Core	Elective	Core	Core	Core	Core	Elective
	MHRS-31	MHRS-32	MHRS-33	MHRS-34	MHRS-35	MHRS-41	MHRS-42	MHRS-43	MHRS-44	MHRS-45
2.1.Understanding Self and Self Guiding Principles	–	✓	–	✓	–	–	✓	–	✓	–
2.2.Ability to develop ProfessionalSkills	–	-	–	✓	–	–	✓	✓	✓	–
2.3.Application of Social work skills and Techniques	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2.4. Ethical and Psycho socialSensibility	✓	✓	✓	–	✓	✓	✓	✓	✓	–
2.5. Ability to work with individuals groups and communities.	✓	✓	✓	✓	✓	✓	–	✓	✓	✓
2.6 Employability	–	✓	–	✓	–	–	✓	–	✓	–
2.7 Skill Development	–	-	–	✓	–	–	✓	✓	✓	–

3. SOCIETAL APTITUDE

Programme Outcomes	Core MHRS-11	Core MHRS-12	Core MHRS-13	Core MHRS-14	Elective MHRS-15	Core MHRS-21	Core MHRS-22	Core MHRS-23	Core MHRS-24	Elective MHRS-25
3.1.Moral, ethical and cultural values	✓	✓	✓	–	✓	–	✓	✓	✓	✓
3.2.Understan ding social issues, problems and fields	✓	✓	✓	✓	✓	✓	–	✓	✓	✓
3.3.Cooperation, collaboration and participation	–	–	–	–	✓	–	–	–	✓	✓
3.4. Ecological and sustainable development	–	–	–	–	✓	–	–	–	✓	✓
3.5.Professional and social Responsibility.	✓	✓	✓	✓	✓	✓	✓	✓	✓	–
3.6 community Welfare and socialwellbeing	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Programme Outcomes	Core MHRS-31	Core MHRS-32	Core MHRS-33	Core MHRS-34	Elective MHRS-35	Core MHRS-41	Core MHRS-42	Core MHRS-43	Core MHRS-44	Elective MHRS-45
3.1.Moral, ethical and cultural values	✓	✓	✓	–	✓	–	✓	✓	✓	✓
3.2.Understan ding social issues, problems and fields	✓	✓	✓	✓	✓	✓	–	✓	✓	✓
3.3.Cooperation, collaboration and participation	–	–	–	–	✓	–	–	–	✓	✓
3.4. Ecological and sustainable development	–	–	–	–	✓	–	–	–	✓	✓
3.5.Professional and social Responsibility.	✓	✓	✓	✓	✓	✓	✓	✓	✓	–
3.6 community Welfare and socialwellbeing	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

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

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

COURSE TITLE	:	**HISTORICAL AND THEORETICAL PERSPECTIVES ON HUMAN RIGHTS**
COURSE CODE	:	**MHRS – 11**
COURSE CREDIT	:	**4**

COURSE OBJECTIVES

While studying the Historical and Theoretical Perspectives of Human Rights, the student shall be able

CO1　To give a basic understanding to the concepts of human rights, human values, dignity, justice and equality.

CO2　To outline the Magna Carta – Bill of Right - French and American Declaration and UN Charter on human rights

CO3　To define the theories of human rights in various inter disciplinary dimensions

CO4　To discuss the Human Rights Culture prevailing in the community.

CO5　To know about the contribution of prominent thinkers in human rights

MHRS - 11
HISTORICAL AND THEORETICAL PERSPECTIVES ON HUMAN RIGHTS

BLOCK I　Human Rights - An introduction
Unit 1　Meaning, Nature and Scope of Human Rights
Unit 2　Classification of Human Rights
Unit 3　Universal Human Values: Dignity, Justice and Equality

BLOCK II　Human Rights - Historical Perspectives
Unit 4　Evolution of Human Rights
Unit 5　Magna Carta and English Bill of Rights
Unit 6　French Revolution
Unit 7　American Declaration of Independence
Unit 8　UN Charter
Unit 9　International Bills of Rights

BLOCK III　Human Rights - Theoretical Perspectives
Unit 10　Natural Rights Theory
Unit 11　Liberal and Marxist Theory of Rights
Unit 12　Legal/Positivist Theory of Rights
Unit 13　Sociological Theory of Rights
Unit 14　Cultural Theory of Rights

BLOCK IV　Culture, Religion and Human Rights

Unit 15   Human rights and Cultural Relativism
Unit 16   Religion and Human Rights
Unit 17   Theological Perspectives on Human Rights
BLOCK V   Human Rights, Duties and Responsibilities
Unit 18   Concept of Duties and Responsibilities
Unit 19   Relationship between Rights and Duties
Unit 20   Classification of Human Duties and Responsibilities

Book References:

1.   Bhagwati, P.N. (1987), *Dimensions of Human Rights,* Madurai: Society for Community Organization Trust.
2.   Jack Donnelly, 2005, *Universal Human Rights in Theory and Practices*, Manas Publications: New Delhi.
3.   Dube, M. P. and Neeta Bora (ed.) (2000), *Perspectives on Human Rights,* New Delhi: Anamika Publishers.
4.   Freeman, Michael (2003), *Human Rights: An Interdisciplinary Approach,* Cambridge: Polity Press.
5.   Hargopal, G. (1999), *Political Economy of Human Rights,* Hyderabad: Himalaya.

Web Link:
1.   https://youtu.be/rfVf1FM4K34
2.   https://youtu.be/baHohl2pF5Q
3.   https://youtu.be/hALD_yCe6gQ
4.   https://youtu.be/sVSrtRnJaJA
5.   https://youtu.be/-oPCHmVAB_o

COURSE OUTCOMES

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

COC1 Know about meaning of Human Rights, Classification of human rights, human values, dignity, justice and equality.

COC2 Understanding of the historical perspective of human rights - Magna Carta-Bill of Right-French and American-Declaration and UN Charter on human rights.

COC3 Students will be able to understand various theories on human rights - Natural-Liberal-Legal-Marxist, - Sociological and cultural theory of rights.

COC4 Knowing the students about culture religion relating to human rights.

COC5 Understanding of the duties and responsibilities, classification of Human duties and responsibilities - Moral - Ethical Social, Economic, Political and cultural universal-Traditional and modern.

TAMIL NADU OPEN UNIVERSITY
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CHENNAI – 15

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

COURSE TITLE	:	CONSTITUTIONAL FOUNDATIONS OF HUMAN RIGHTS IN INDIA
COURSE CODE	:	MHRS– 12
COURSE CREDIT	:	4

COURSE OBJECTIVES

While studying the Constitutional Foundations of Human Rights in India, the student shall be able

CO1   To define the Constitution, its principles and framing of Indian Constitution

CO2   To outline the constitutional framework of India and its emergency Provisions

CO3   To identify the redressal Mechanism that is available for safeguarding human rights

CO4   To describe the Protection of Human Rights Act, Introduction to Human Rights Commissions and its Provisions

CO5   To find the Critical Appraisal of Human Rights under Indian Constitution

MHRS - 12
CONSTITUTIONAL FOUNDATIONS OF HUMAN RIGHTS IN INDIA

BLOCK I   Indian Constitution
Unit 1   Definition and Principles of the Constitution
Unit 2   Preamble
Unit 3   Framing of Indian Constitution

BLOCK II   Constitutional Framework
Unit 4   Fundamental Rights
Unit 5   Directive Principles of State Policy
Unit 6   Fundamental Duties
Unit 7   Emergency Provisions

BLOCK III   Redressal Mechanisms
Unit 8   Amendments
Unit 9   Reservation
Unit 10   Safeguarding the rightsof Scheduled Castes and Scheduled Tribes
Unit 11   Safeguarding the rightsof Women and Children
Unit 12   Safeguarding the rightsof Differently Abled, Aged and Minorities

BLOCK IV   Constitutional Provisions
Unit 13   Critical Appraisal of Human Rights under Indian Constitution

Unit 14   Human Rights in India and Article 2(7) of the UN Charter
Unit 15   Indian Constitution and UN Declaration
Unit 16   Universal Economic, Social and Cultural Rights
Unit 17   Comparison of Human rights in India with USA and China
BLOCK V   Case Laws and Landmark Judgements
Unit 18   Constitutional Case laws
Unit 19   Landmark Judgements
Unit 20   Human rights provisions in the Indian Constitution

Book References:

1.   Austin, Granville (2000), *Working of a Democratic Constitution: The Indian Experience,* New Delhi: Oxford University Press.
2.   Basu, D.D. (2009), *Introduction to the Constitution of India*, Nagpur, New Delhi, Nexus Lexis, Butterworths.
3.   Kashyap, Subhash C. (1978), *Human Rights and Parliament,* Delhi: Metropolitan.
4.   Mehta, P.L. and NeenaVerma (1995), *Human Rights under the Indian Constitution,* New Delhi: Deep and Deep Publications.
5.   Noorani, A.G. (2006), *Constitutional Questions and Citizens Rights*, Oxford University Press.

Web Link:

1.   https://youtu.be/M1Og9Zn4nS4

2.   https://youtu.be/MUGQZU4nVoM

3.   https://youtu.be/D8iXT51ZQEM

4.   https://youtu.be/M1Og9Zn4nS4

5.   https://youtu.be/T5-zY-lYnW8

COURSE OUTCOMES

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

COC1 Understanding the human rights under Indian constitution and constitution framework such as Fundamental Rights, Directive Principles of State Policy and Fundamental Duties

COC2 Know about the women protection and various types of violence against women and acts

COC3 Examine the enforcement mechanism, human rights commission both national and state level, SC/ST Commission minorities' commission.

COC4 Assess the role of Indian Constitution and UN Declaration and Critical Appraisal of Human Rights under Indian Constitution

COC5 Analyse the Comparison of Human rights in India with USA and China

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

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

COURSE TITLE	:	**INTERNATIONAL PERSPECTIVES ON HUMAN RIGHTS**
COURSE CODE	:	**MHRS– 13**
COURSE CREDIT	:	**4**

COURSE OBJECTIVES

While studying the International Perspectives on Human Rights, the student shall be able

CO1   To learn the emergence and growth of international human rights norms

CO2   To describe the United Nations charter bodies, treaties bodies and UN high commission for human rights

CO3   To outline the regional level Human Rights Charters for Peoples rights and Development

CO4   To recognise the Human rights mechanism in Asian Countries.

CO5   To discuss about the International Response on Human rights Conventions and its relevant.

MHRS – 13
INTERNATIONAL PERSPECTIVES ON HUMAN RIGHTS

BLOCK I   **Emergence and Growth**

Unit 1   Emergence of International Human Rights Norms

Unit 2   Internationally recognized Human Rights

Unit 3   League of Nations - Establishment of United Nations

BLOCK II   **International Norms and Standards**

Unit 4   Universal Declaration of Human Rights 1948

Unit 5   International Covenant, 1966

Unit 6   Fundamental Duties and Responsibilities of UNO

BLOCK III   **Regional level**

Unit 7   Vienna Declaration of Human Rights

Unit 8   European Convention of Human Rights, 1950

Unit 9   African Charter of Human and People's Rights

Unit 10   American Convention on Human Rights, 1969

Unit 11   Development of Human Rights Institutions in Latin America

BLOCK IV   **Human Rights mechanisms in Asia**

Unit 12   Arab Regional Commission on Human Rights

Unit 13   SAARC, ASEAN and Human Rights

Unit 14   Human Rights in Saudi Arabia, North Korea and China

Unit 15   Asian Human Rights (People's Charter) 1998

BLOCK V   International Response

Unit 16   UNHRC: Its Role and Functions
Unit 17   Racial discrimination and relevant conventions
Unit 18   Convention on Protection of Refugees 1951 and 1967 protocol
Unit 19   Conventions on the protection of all person from torture, and other Cruel, Inhuman, Degrading Treatment or Punishment, 1984
Unit 20   Convention for the Prevention and Punishment of the Crime of genocide, 1948

Book References:

1.   DigumartiBhaskaroRao (2001), *Human Rights and United Nations* Discovery Publishing House, New Delhi
2.   DigumartiBhaskaraRao (2001), *International Instrument of Human Rights* Discovery Publication, New Delhi
3.   Henry J Steiner and Philip Alston(ed) (2000), *International Human Rights in Context* Oxford University Press
4.   Jack Donnelly (2005), *Universal Human Rights,* Manas Publication, New Delhi
5.   Mishra, Pramod (ed.) (2000), *Human Rights in South Asia,* Delhi: Kalpaz Publications.

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4.   https://youtu.be/bq3sA6SWX6E
5.   https://youtu.be/4poT8G3lkDc

COURSE OUTCOMES

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

COC1 Know the emergence of International Human Rights norms - growth of internationally recognized human rights.

COC2 Understand to universal declaration of human rights 1948, International Covenant on civil, Economic, Social, Political and Cultural rights 1966, UN general assembly Security Council and also about Vienna declaration on human rights.

COC3 Discuss the European commission on human rights 1950, African charter on human rights and people's rights, American convention on human rights 1969 and also about development of Human rights Institution in Latin America.

COC4 Identify the regional commission of Human Rights and violation of human rights in India.

COC5 Examine the role and functions of UNHRC and Convention an Elimination of all forms of Racial discrimination 1965.

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

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

COURSE TITLE   :   **PROMOTION OF HUMAN RIGHTS EDUCATION**

COURSE CODE   :   **MHRS– 14**

COURSE CREDIT   :   **4**

COURSE OBJECTIVES

While studying the Promotion of Human Rights Education, the student shall be able

CO1   To get familiarized with the concept of human rights education as a means of human rights promotion and protection.

CO2   To know the human rights education policies prevailing internationally.

CO3   To understand the strategies of imparting human rights education.

CO4   To study about the research of the Emerging trends and issues in Human rights education.

CO5   To learn about the Human Rights and Duties on environment, heritage and natural resources.

MHRS – 14

PROMOTION OF HUMAN RIGHTS EDUCATION

BLOCK I   Introduction
Unit 1   Origin, Development and Significance of Human Rights Education
Unit 2   Approaches to Human Rights Education
Unit 3   Contemporary Development in Human Rights Education
Unit 4   Education as Fundamental Rights

BLOCK II   Human Rights Education Policies
Unit 5   Human Rights Education Policy in India
Unit 6   Current Scenario of Human Rights Education
Unit 7   UNO and Human Rights Education Policies

BLOCK III   Implementation of Human Rights Education
Unit 8   UN Advisory Services and Technical Cooperation in Human Rights Education
Unit 9   National Assistance and Technical Cooperation of Human Rights Education
Unit 10   Human Rights Education and NGOs

BLOCK IV   Teaching of Human Rights
Unit 11   Principles and Practice in Teaching of Human Rights Education
Unit 12   Curriculum development for Human Rights at various levels

Unit 13   Human Rights Education: Problems and Challenges
Unit 14   Role of UNESCO
Unit 15   Human Rights Commissions and Education (National and State)
Unit 16   Growth of Teaching in Human Rights Education
BLOCK V   Human Rights Education: Emerging Trends and Dimensions
Unit 17   Research Priorities in Human Rights Education
Unit 18   Problems in Universalising Human Rights Norms
Unit 19   Obstacles to Dissemination of Human Rights Research
Unit 20   Training Aspects of Human Rights Education

Book References:

1.   Alston, Phillip (ed.) (1992), *The United Nations and Human Rights: A Critical Appraisal,* Oxford: Clarendon Press.
2.   Jha, R.C. (1995), *Resurrecting A Human Right in India,* New Delhi: Sheriden Book Company
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.
5.   Sharma, Gokulesh, (2003) *Indianization of Rights and Duties*, New Delhi: Manas.

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3.   https://youtu.be/X-6G39xWYbY
4.   https://youtu.be/eIV62Us79LM
5.   https://youtu.be/dRLhSzP5YWg

COURSE OUTCOMES

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

COC1 Describe the significance on Human rights and Duties Education.

COC2 Evaluate the effective of Human Right education policies.

COC3 Synthesize contextual understanding of UN advisory of Human Rights.

COC4 Analyse the principles and practice in teaching of Human Rights education.

COC5 Examine the Importance of emerging trends and dimensions of Human Rights education.

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

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

COURSE TITLE	:	**RESEARCH METHODOLOGY**
COURSE CODE	:	**MHRS– 15**
COURSE CREDIT	:	**2**

COURSE OBJECTIVES

While studying the Research Methodology, the student shall be able

CO1 To define, meaning, nature, objectives and type, scientific methods of social science research

CO2 To framework the research problem, hypothesis, research design and sampling techniques.

CO3 To describe the data collection, sources of data (primary and secondary), types of data and methods of data collection.

CO4 To find the statistical analysis, classification, codification and tabulation of data.

CO5 To identify the role of computer and ethics in the social science research.

MHRS – 15

RESEARCH METHODOLOGY

BLOCK I   Introduction on Research
Unit 1   Social Science Research
Unit 2   Scientific Methods of Social Science Research
Unit 3   Importance of Social Science Research in Human Rights
Unit 4   Issues and Trends in Human Rights Research

BLOCK II   Research Problem, Hypothesis, Research Design and Sampling
Unit 5   Identification of Research Problem
Unit 6   Hypothesis: Meaning, Significance, Types & Sources
Unit 7   Research Design
Unit 8   Sampling Techniques

BLOCK III   Data Collection
Unit 9   Data Collection - Sources of Data
Unit 10   Tools and Techniques of Data Collection

BLOCK IV   Statistical Analysis
Unit 11   Classification, Codification and Tabulation of Data
Unit 12   Analysis of Data

Unit 13   Measures of Central Tendency and Dispersion
BLOCK V   Report Writing
Unit 14   Report Writing - Structure, Characteristics and Precautions
Unit 15   Role of Computers in Research
Unit 16   Ethics in Social Science Research

Book References:
1.   Goode &Hatte (1987), *Methods of Social Research*, New Delhi, McGrow Hill Book Company.
2.   Pauline V. Young (1979), *Scientific Social Survey & Research*, New Delhi, Printice Hall of India.
3.   John Galtung (1967), *Theory & Methods of Social Research*, New Delhi: Colombia University Press.
4.   S.R. Bajpai (1998), *Methods of Social Survey & Research*, Kanpur, KitabMahal.
5.   S.R. Kothari (2002), *Research Methodology- Methods & Techniques* (2nd Ed.), New Delhi: Wiley Eastern Ltd.

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1.   https://libguides.wits.ac.za/c.php?g=693518&p=4914913#:~:text=What%20is%20Research%20Methodology%3F,study's%20overall%20validity%20and%20reliability.
2.   https://www.indeed.com/career-advice/career-development/research-methodology
3.   https://research.com/research/how-to-write-research-methodology
4.   https://www.scribbr.com/dissertation/methodology/
5.   https://www.scribbr.com/dissertation/methodology/

COURSE OUTCOMES

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

COC1 Understanding of social science research scientific method and important of social science research in human rights

COC2 Identify the research problem - hypothesis, research design, selection of universe and various methods of sampling and scaling.

COC3 Know the source of data and its various methods of data collection like questionnaire, interview, schedules, observation and projective techniques.

COC4 Analyse the classification, codification and tabulation of data and statistical method of analyzing the data.

COC5 Explain the report writing of research work done by him and also about the role of computer in research and ethics in social science research.

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

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

COURSE TITLE	:	HUMAN RIGHTS LEGISLATIONS IN INDIA
COURSE CODE	:	MHRS– 21
COURSE CREDIT	:	4

COURSE OBJECTIVES

While studying the Human Rights Legislations in India, the student shall be able

CO1	To identify special laws for the protection of women.
CO2	To describe the powers and functions of National Commission on Protection of the Rights of the Child.
CO3	To explain the role of National Commission in improving labour conditions.
CO4	To understand the special laws relating to minorities in India.
CO5	To demonstrate various acts on protection of Human rights.

MHRS – 21
HUMAN RIGHTS LEGISLATIONS IN INDIA

BLOCK I   Child Rights

Unit 1   Protection of Human Rights Act, 1993
Unit 2   Child Labour Abolition and Regulation Act, 1986
Unit 3   Right of Children to Free and Compulsory Education Act, 2009
Unit 4   Salient features of the POCSO Act, 2012

BLOCK II   Women Rights

Unit 5   Protection of Women from Domestic Violence Act, 2005
Unit 6   Dowry Prohibition Act, 1961
Unit 7   Prohibition of Eve Teasing Act, 1998
Unit 8   POSH Act, 2013

BLOCK III   Weaker Section Rights

Unit 9   Rights of Persons with Disability Act, 2016
Unit 10   The National Commission for SafaiKaramcharis Act, 1993
Unit 11   Maintenance of Senior Citizens Act, 2007
Unit 12   The Transgender Persons Protection of Rights Act

BLOCK IV   Legal Provisions

Unit 13   Right to Information Act, 2005

Unit 14   Consumer Protection Act, 2019
Unit 15   Criminal Law Amendment Act 2013
Unit 16   Preventive Detention Acts in India
BLOCK V   Other Acts
Unit 17   Tamil Nadu Prevention of Dangerous Activities of Bootleggers, Drug Offenders
Unit 18   Immoral Traffic Offenders
Unit 19   Immoral Slum-Grabbers
Unit 20   Video Pirates Act, 1982

Book Reference:

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.
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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1.   https://www.un.org/en/our-work/protect-human-rights#:~:text=The%20Universal%20Declaration%20of%20Human%20Rights%20and%20two%20Covenants,of%20international%20human%20rights%20law.
2.   https://gsdrc.org/topic-guides/human-rights/human-rights-legal-framework/
3.   https://www.coe.int/en/web/compass/legal-protection-of-human-rights
4.   https://www.unicef.org/armenia/en/stories/international-human-rights-framework
5.   https://www.un.org/en/about-us/udhr/foundation-of-international-human-rights-law

COURSE OUTCOMES

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

COC1 Recognise the status of women's right as human right.

COC2 Identify constitutional provisions relating to the protection of the child.

COC3 Illustrate the constitutional framework on the rights and duties of minorities in India.

COC4 Explain the legislations for the redressal of grievances.

COC5 Summarize other legislations related to the Human trafficking and dangerous activities

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

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

COURSE TITLE	:	ADVOCACY SYSTEM IN INDIA
COURSE CODE	:	MHRS– 22
COURSE CREDIT	:	4

COURSE OBJECTIVES

While studying the Advocacy system in India, the student shall be able

CO1   To explainthe Advocacy strategies and methods of Human Rights

CO2   To identifythe techniques and role of media in Human Rights Advocacy

CO3   To develop the specialised training in Human rights

CO4   To understand the role of various international Organisation in Human Rights Advocacy

CO5   To learn the role of NGO's, Human rights court in Human Rights Advocacy

MHRS – 22
ADVOCACY SYSTEM IN INDIA

BLOCK I   Introduction to Advocacy System
Unit 1   Meaning, Definition, Nature and Scope of Advocacy
Unit 2   Advocacy strategies and methods
Unit 3   Human Rights and awareness

BLOCK II   Advocacy and Human rights Education
Unit 4   Human rights education
Unit 5   Specialized training in human rights
Unit 6   Human Rights education and sensitization strategies

BLOCK III   Techniques of Human Rights Advocacy
Unit 7   Informal techniques of human rights advocacy
Unit 8   The role of Advocacy in various forms of art

BLOCK IV   Legislations for the Redressal of Grievances
Unit 9   Human Rights and Redressal Mechanism
Unit 10   NHRC and Redressal Mechanism
Unit 11   SHRC and Redressal Mechanism

Unit 12   Role of NCW in Redressal Mechanism

Unit 13   NCPCR in Redressal Mechanism

BLOCK V   **Specialized Redressal Mechanisms**

Unit 14   National and International NGO's in human rights advocacy

Unit 15   Public Interest Litigation (PIL)

Unit 16   Lok Adalat and Ombudsman

Unit 17   Mahila Courts, FastTrack Courts and Special Courts

Book References:

1. Mamtha Rao, (2014), *Public Interest Litigation: Legal aid and Lok Adalats*.
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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2. https://niu.edu.in/sla/online-classes/Amartish-Kaur_Human-Rights.pdf
3. https://thelawbrigade.com/wp-content/uploads/2019/05/Puneet-Pathak.pdf
4. https://www.researchgate.net/publication/350950157_REDRESSAL_MECHANISM_OF_HUMAN_RIGHTS_VIOLATION_INTERNATIONAL_PERSPECTIVE
5. http://www.legalservicesindia.com/article/1275/Realization-of-Human-Rights-and-Role-of-NGO.html

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COURSE OUTCOMES

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

COC1 Illustrate the human rights advocacy and awareness

COC2 Classify the techniques of Human Rights Advocacy

COC3 Identify the specialised training in Human Rights

COC4 Describe the Human Rights legislation and Redressal Mechanisms

COC5 Analyze the specialised redressal mechanisms such as PIL, Lokadalat and special courts

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

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

COURSE TITLE : **INTERNATIONAL HUMAN RIGHTS**

MECHANISM

COURSE CODE : **MHRS– 23**

COURSE CREDIT : **4**

COURSE OBJECTIVES

While studying the International Human Rights Mechanism, student shall be able

CO1   To provide insight on the Historical Evolution of International Organizations

CO2   To make students understand the UN System and the Changing Context of Global Politics.

CO3   To enable the understanding of the United Nations role in Human Rights Mechanism

CO4   To recognise the Role of NGOs in United Nations and Human Rights.

CO5   To learn on the key issues concerning UN such as Sustained Economic Growth and Development

MHRS – 23
INTERNATIONAL HUMAN RIGHTS MECHANISM

BLOCK I   United Nations system

Unit 1   Historical Evolution of International Organizations

Unit 2   League of Nations

Unit 3   Principles and membership of United Nations

Unit 4   Organs of United Nations

Unit 5   UN System and the Changing Context of Global Politics

BLOCK II   International Organisations

Unit 6   International court of justice

Unit 7   International Labour Organisation (ILO)

Unit 8   United Nations Educational, Scientific and Cultural Organization (UNESCO)

Unit 9   United Nations Children's Emergency Fund (UNICEF)

Unit 10   United Nations High Commissioner for Refugees (UNHCR)

BLOCK III   UN and Non-Governmental Organisations

Unit 11   Role of NGOs in UN

Unit 12   Amnesty International

Unit 13   Human Rights Watch

Unit 14   International Committee on the Red Cross

Unit 15   Geneva Conventions
BLOCK IV   Key issues concerning UN
Unit 16   Global health
Unit 17   Antimicrobial resistance
Unit 18   Climate and Environment
Unit 19   Sustained Economic Growth and Sustainable Development
Unit 20   Maintenance of International Peace and Security
BLOCK V   Key issues concerning UN
Unit 21   Key issues concerning UN Promotion and Protection of Human Rights
Unit 22   Humanitarian Assistance Efforts, Promotion of Justice and International Law
Unit 23   Terrorism, Nuclear, Chemical and Conventional Weapons Disarmament
Unit 24   Drug Control, Crime Prevention and Counter

Book References:
1.   DigumartiBhaskara Rao (2001), *International Instrument of Human Rights,* Discovery Publication, New Delhi.
2.   DigumartiBhaskara 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.

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2.   https://www.coe.int/en/web/compass/peace-and-violence
3.   https://en.unesco.org/themes/building-peace-programmes
4.   https://en.unesco.org/themes/building-peace-programmes
5.   https://www.un.org/en/observances/non-violence-day

COURSE OUTCOMES

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

COC1 Examine the advance study of global human rights and ability to learn skills on human Rights in international level.

COC2 Synthesize the contextual understanding on international treaties.

COC3 Identify the importance of convention on human rights in selected countries.

COC4 Analyse the merits of enforcement mechanisms of the United Nations human rights organisation.

COC5 Describe the values of the monitoring and humanitarian relief such as Red Cross, Interpol, amnesty and Human Rights watch.

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

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

COURSE TITLE   :   PROTECTION OF HUMAN RIGHTS

COURSE CODE   :   MHRS– 24

COURSE CREDIT   :   4

COURSE OBJECTIVES

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

CO1   To learn about the Individual procedures to file a Right.

CO2   To know about the procedures to file a Complaint in SHRC and NHRC.

CO3   To understand the format of a writ under Public Interest Litigation.

CO4   To identify the ways to registering a complaints on human rights violations.

CO5   To study the concepts, features and benefits of FIR.

MHRS – 24
PROTECTION OF HUMAN RIGHTS

BLOCK I   Individual Procedure for a Right

Unit 1   The procedures to file on Right to Information Act, 2005

Unit 2   The procedures to file on Environment Protection Act 1986

Unit 3   Scope of Sec.125 CrPC

Unit 4   Maintenance and Welfare of Parents and Senior Citizens Act, 2007

BLOCK II   Reporting of Human Rights Violations

Unit 5   The procedures to file a Complaint in SHRC and NHRC

Unit 6   Reporting of Human Rights violations in newspapers

Unit 7   Petition or memorandum to the government officials seeking redress

BLOCK III   Public Interest Litigation

Unit 8   Filing a petition under PIL

Unit 9   Areas of Public Interest Litigation

Unit 10   Format of a writ under Public Interest Litigation

BLOCK IV   Complaint Registration

Unit 11   Community Service Register

Unit 12   Registering a Complaint

Unit 13   Types of Writs
BLOCK V   First Identification Report
Unit 14   FIR and its contents
Unit 15   Format of a FIR
Unit 16   Significance and Format of Affidavit
Unit 17   Ombudsman

Book Reference:

1.   DigumartiBhaskaro 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.   Jack Donnelly, (2005), *Universal Human Rights*, Manas Publication, New Delhi
4.   Nagendra Singh (1986), *Enforcement of Human Rights*, Calcutta: Eastern Law House.
5.   A.K. Sen, (2012), *Law of the Indian Constitution and Human Rights*, Pragun Publications.

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4.   https://youtu.be/2MijO8Yd2bI
5.   https://youtu.be/2VIsOlDjUmo

COURSE OUTCOMES

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

COC1 Elaborate the procedures to file a Right to Information Act, 2005, Environment Protection Act 1986 and The Maintenance and Welfare of Parents and Senior Citizens Act, 2007.

COC2 Explain the Reporting of Human Rights violations in newspapers and Petition or memorandum to the government officials seeking redressal.

COC3 Discuss the complete concept of Public Interest Litigation, Areas and Filing a petition under PIL.

COC4 Recognise the Registers such as Community Service Register, Types of Writs etc.

COC5 Trace the Format of FIR, Significance and Format of Affidavit as a key to the protection of Human Rights.

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

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

COURSE TITLE	:	**GENDER RIGHTS**
COURSE CODE	:	**MHRS– 25**
COURSE CREDIT	:	**2**

COURSE OBJECTIVES

While studying the Gender Rights, the student shall be able

CO1   To compose the gender studies through historical perspectives.

CO2   To understand the popular gender movements and way for empowerment.

CO3   To analyse the various legal provision for the rights of women.

CO4   To compare women rights with various gender dimensions.

CO5   To study the gender studies as the mainstreaming in the Human development.

MHRS – 25
GENDER RIGHTS

BLOCK I   Introduction
Unit 1   Definition and Meaning of Gender and Sex
Unit 2   Gender stereotyping, discrimination, roles,budgeting and Ceiling
Unit 3   Changing cultural patterns and Gender
Unit 4   Gender Variance and Sexuality
BLOCK II   Feminist Movements
Unit 5   Feminist Movements
Unit 6   Liberalism, Socialism, Radical, Marxism
Unit 7   International Conferences on Women
Unit 8   Post Beijing Conference
Unit 9   Reform Movements in India
BLOCK III   Women and Law in India
Unit 10   Women and Personal Laws
Unit 11   Laws related to abortion
Unit 12   Laws related to assault on women's body
Unit 13   Pre-Conception and Pre- Natal Diagnostic Techniques Act
BLOCK IV   International feminist Perspectives

Unit 14   Reproductive Rights
Unit 15   Women Suffrage
Unit 16   Democracy and political participation of women
Unit 17   Impact of power on Gender
Unit 18   Third Gender Rights
BLOCK V Gender Mainstreaming
Unit 19   Women and Governance
Unit 20   Role of Education, Media and Civil Society
Unit 21   Gender and Development
Unit 22   Social, Economic, 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. Prem Chowdhry, (2016),*Gender Discrimination in Land Ownership*, Sage Publications.

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3. https://www.un.org/ruleoflaw/thematic-areas/human-rights-and-gender/
4. https://www.iss.nl/en/education/ma-development-studies/majors/human-rights-gender-and-conflict-studies-social-justice-perspectives-sjp
5. https://tripurauniv.ac.in/Content/pdf/Syllabus/humanrights_genderstudies_studycourse_09012017.pdf

COURSE OUTCOMES

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

COC1 Elaborate the relevance and need for gender studies to avoid discrimination.

COC2 Explain the feminist, Liberalism, Socialism, Marxism and women movements.

COC3 Recognise the women rights with international and Indian Law.

COC4 Understand the law related to the Transgender.

COC5 To evaluate the women power, politics, governance with human rights.

COC6 Discuss the role education, Media and civil society in the gender development.

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

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

COURSE TITLE   :   **NGO AND HUMAN RIGHTS**

COURSE CODE   :   **MHRS– 31**

COURSE CREDIT   :   **4**

COURSE OBJECTIVES

While studying the NGO and Human Rights, the student shall be able

CO1   To study the meaning, nature, Types and Classification of Non-Governmental Organisations.

CO2   To understand the Procedures to starting an NGO and Statutory requirements.

CO3   To discuss the approaches to Project planning and management to work in NGO.

CO4   To know about the procedure to Fund Raising in NGO, International Funds and National Funds.

CO5   To learn the about the Public Interest Movements in India.

MHRS – 31
NGO AND HUMAN RIGHTS

BLOCK I   Introduction
Unit 1   Non-Governmental Organisations
Unit 2   Types and Classification of NGOs
Unit 3   NGOs in Protecting Human Rights
Unit 4   Challenges faced by NGOs

BLOCK II   Establishing an NGO
Unit 5   Procedures to starting an NGO
Unit 6   Statutory requirements to start an NGO
Unit 7   Registration of an NGO
Unit 8   NGO and Project Proposal Writing

BLOCK III   Project Work in NGO
Unit 9   Project planning and management
Unit 10   Monitoring and evaluation of projects
Unit 11   Documentation in NGO Management
Unit 12   Importance of Staffing in NGO

Unit 13   Corporate Social Responsibility and NGOs
BLOCK IV   Fund Raising in NGO
Unit 14   Fund raising
Unit 15   International NGOs
Unit 16   National NGOs
Unit 17   Relationship between Government and NGO
BLOCK V   Activities of NGO
Unit 18   Public Interest Movements in India
Unit 19   Field work with NGOs
Unit 20   Reporting Writing in NGOs

Book References:

1.   Antti Pentikaiinen (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.   Micrael Perry, J., (1990), *The Constitution, The Courts and Human Rights*, New Delhi: Wiley Eastern Ltd.

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2. https://www.humanrightscareers.com/issues/what-is-human-rights-activism/
3. https://www.humanrightscareers.com/magazine/how-to-become-a-human-rights-activist/
4. https://en.wikipedia.org/wiki/Human_rights_defender
5. https://www.ohchr.org/en/special-procedures/sr-human-rights-defenders/about-human-rights-defenders

COURSE OUTCOMES

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

COC1 Describe the basic concepts of Non- Governmental Organisation and gathering more knowledge about NGOs in Protecting Human Rights.

COC2 Provide the importance of the Registration of an NGO and Project Proposal Writing.

COC3 Examine the Various dimensions of work in the NGO as Monitoring and evaluation of projects, Documentation, Importance of Staffing and Corporate Social Responsibility.

COC4 Analyze the economic Relationship between Government and NGO.

COC5 Focus on Field work and Reporting Writing in NGOs in protecting the Human Rights and Social Justice.

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

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

COURSE TITLE	:	**CORPORATE AND INDUSTRIAL LAW**
COURSE CODE	:	**MHRS– 32**
COURSE CREDIT	:	**4**

COURSE OBJECTIVES

While studying the Corporate and Industrial Law, the student shall be able

CO1   To conceptualise the definitions of Labour, Evolution of Labour Rights.

CO2   To understand the principles of Safe workplace and Work ethics.

CO3   To analyse the various Labour Rights of Organised and Unorganised Sector.

CO4   To compare the Employee Benefit Acts in relation to the Human Rights.

CO5   To study the Rights of employees with regards to compensation and benefits.

MHRS – 32
CORPORATE AND INDUSTRIAL LAW

BLOCK I   **Introduction to Labour Rights**
Unit 1   Concepts and definitions of labour
Unit 2   Evolution of labour rights
Unit 3   Origin and development of ILO
Unit 4   ILO standards with collective bargaining, forced labour, equal remuneration and hours of work

BLOCK II   **Work Ethics**
Unit 5   Safe workplace and Work ethics
Unit 6   Protection against Sexual Harassment, Non-Discrimination
Unit 7   Institutions protecting rights of workers

BLOCK III   **Labour Welfare Laws**
Unit 8   Labour welfare laws
Unit 9   Labour Rights of Organised and Unorganised Sector
Unit 10   Trade Unions – Roles and Acts

Unit 11   Right to organise and Collective bargaining, freedom of association

BLOCK IV   Employee Benefit Acts

Unit 12   Industrial Disputes Act, 1947

Unit 13   Maternity Benefit Act, 2017

Unit 14   Equal Remuneration Act and Minimum wages Act, 1976

Unit 15   Payment of Bonus Act, 1965 - Employees' State Insurance Act, 1948 - Provident Fund Act, 1952

BLOCK V   Compliance of Human Rights Standards

Unit 16   Rights of employees with regards to compensation and benefits

Unit 17   Workmen's Compensation Act, 1923

Unit 18   Forced labour convention, 1930

Unit 19   Bonded Labour Abolition Act, 1976

Book References:

1.   Dr. B. Jagdish Rao, *Labour Welfare Law*, Sahithya Bhawan Publications, Lucknow.

2.   JanuszSymonides, (ed.) (1998), *Human Rights: New Dimensions and Challenges,* Sydney: UNESCO, pp. 99-114.

3.   Dr.Ravindankaur R. Karnani, *Protection of Human Rights in Modern Era*, Createspace Independent Publishing Platform.

4.   A.K. Sen, (2012), *Law of the Indian Constitution and Human Rights*, Pragun Publications.

5.   P.L. Malik, (2007), *Labour and Industrial Laws*, Eastern Book Company, 2nd Edition.

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3.   https://www.ohchr.org/en/development/trade-and-investment
4.   https://sur.conectas.org/en/trade-human-rights-towards-coherence/
5.   http://www.ijhssi.org/papers/v3(3)/Version-3/F0333029034.pdf

COURSE OUTCOMES

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

COC1 Elaborate the Origin and development of ILO andILO standards with collective bargaining, forced labour, equal remuneration and hours of work.

COC2 Explain the Role of trade unions and Trade Unions Act.

COC3 Recognise the Protection against Sexual Harassment, Non Discrimination with Institutions protecting rights of workers.

COC4 Understand the law related to the Industrial Disputes Act, Maternity Benefit Act, Equal Remuneration Act and Minimum wages Act, Payment of Bonus Act - Employees' State Insurance Act - Provident Fund Act.

COC5 Discuss the Forced labour convention 1930, Bonded Labour Abolition Act and Workmen's Compensation Act.

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

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

COURSE TITLE   :   **MEDIA AND HUMAN RIGHTS**

COURSE CODE   :   **MHRS– 33**

COURSE CREDIT   :   **4**

COURSE OBJECTIVES

While studying the Media and Human Rights, the student shall be able

CO1   To understand the Media as the Fourth estate and significance of Media in the society.

CO2   To study the various basic concepts of Media and Human Rights.

CO3   To analyse the Issues related to Media and Human Rights and the influence of corporate owned Media.

CO4   To recognise the role of Media and the laws, rights related to it.

CO5   To know about the challenges faced due to emergence of Social media.

MHRS- 33
MEDIA AND HUMAN RIGHTS

BLOCK I   **Introduction**
Unit 1   Media – Fourth Organ
Unit 2   Importance of Media
Unit 3   Role of media in protection of Human Rights
Unit 4   Media and its forms
BLOCK II   **Media and Human Rights**
Unit 5   Media and Human Rights
Unit 6   Influence of Media and Civic Action in India
Unit 7   Indecent Representation of Women (Prohibition) Act, 1986
BLOCK III   **Issues related to Media and Human Rights**
Unit 8   Corporate owned Media
Unit 9   Downsizing, Dumbing down and Infotaining
Unit 10   Reporting in Media
BLOCK IV   **Media Rights**
Unit 11   Media and the Right to Information
Unit 12   Freedom of speech and expression

Unit 13   Media and the right to privacy
Unit 14   Media and Victim Protection

BLOCK V   Contemporary Issues
Unit 15   Challenges faced due to emergence of Social media
Unit 16   Activism through Social Media
Unit 17   Portrayal of Women in Media
Unit 18   Media and Social responsibility

Book References:

1.   Mehta, Abinav Kumar, (2012), *Mass Media and Human Rights Development*, Adhyayan Publishers.
2.   Sharma, Dr. Gopal., (2018), *Law of Freedom of Press and Media in India – Contemporary Issues*, Dattsons Publishers, Anguilla, First Edition.
3.   Balabanova Ekaterina, (2014), *The Media and Human Rights*, Routledge , United States of America.
4.   Vatsala, Pratyush (2019), *Human Rights Education*, Atlantic Publishers Pvt. Ltd.
5.   Sreenivasu, N.S., (2000), *Human Rights and Development*, Partridge India.

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4.   https://youtu.be/VdJThiPGR_k
5.   https://youtu.be/XdzD0JrJTXU

COURSE OUTCOMES

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

COC1 Classify the different kinds of Media and its forms and the role of media in protection of Human Rights.

COC2 Examine the Influence of Media and Civic Action in India and Indecent Representation of Women (Prohibition) Act 1986.

COC3 Analyse the Downsizing, Dumbing down, Infotaining and Reporting in Media.

COC4 Discuss the rights such as Media and the Right to Information, Freedom of speech and expression, the right to privacy and Victim Protection

COC5 Provide the various Activism through Social Media, Portrayal of Women in Media and Social responsibility.

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

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

COURSE TITLE   :   **FOOD SECURITY AND HEALTH RIGHTS**

COURSE CODE   :   **MHRS– 34**

COURSE CREDIT   :   **4**

COURSE OBJECTIVES

While studying the Food Security and Health Rights, the student shall be able

CO1   To understand the United Nations Food Summit and Bio diversity.

CO2   To outline the rural Livelihood for the healthy lifestyle.

CO3   To analyse the various interdisciplinary dimensions such as good and Gender Justice.

CO4   To recognise the different perspectives of risk of commercialization of Food.

CO5   To know about the fact of Junk foods and health hazards related to it.

MHRS – 34
FOOD SECURITY AND HEALTH RIGHTS

BLOCK I   Health Rights
Unit 1   United Nations Food Summit
Unit 2   Biodiversity
Unit 3   Role of forest in protecting the biodiversity
Unit 4   Forest Management and Restoration

BLOCK II   Rural Health
Unit 5   Rural livelihood
Unit 6   The promotion of Rural Food Security Programme
Unit 7   Food Trees

BLOCK III   Food and Gender
Unit 8   Human wellbeing
Unit 9   Food and Gender Justice
Unit 10   Food value chains and finance
Unit 11   Food security and Landscapes

BLOCK IV   Food and Commerce
Unit 12   Food and Commerce
Unit 13   Risk of commercialization of Food

Unit 14   Food security and Pandemic
Unit 15   Food security and Poverty
BLOCK V   Food and Health
Unit 16   Food and Health
Unit 17   Junk Food and health hazards
Unit 18   Rethink Diet
Unit 19   Human rights issues and trends on food and concerns

Book References:

1.   Guha-Khasnobis, B., Acharya, S.S. & Davis, B. (2007) *Food Insecurity, Vulnerability and Human Rights Failure. Studies in Development Economics and Policy*. Basingstoke: Palgrave Macmillan.
2.   Rae I., Thomas J., Vidar M. (2007) *The Right to Food as a Fundamental Human Right: FAO's Experience.* In: Guha-Khasnobis B., Acharya S.S., Davis B. (eds) *Food Insecurity, Vulnerability and Human Rights Failure.* Studies in Development Economics and Policy. Palgrave Macmillan, London.
3.   Dube, M. P. and Neeta Bora (ed.) (2000), *Perspectives on Human Rights,* New Delhi: Anamika Publishers.
4.   Freeman, Michael (2003), *Human Rights: An Interdisciplinary Approach,* Cambridge: Polity Press.

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4.   https://youtu.be/eIV62Us79LM
5.   https://youtu.be/dRLhSzP5YWg

COURSE OUTCOMES

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

COC1 Describe the role of forest in protecting the biodiversity, Forest Management and Restoration.

COC2 Explain the promotion of Rural Food Security Programme and government action to food for all.

COC3 Elucidate the concepts of Food security with Pandemic, Poverty, Commerce and Gender.

COC4 Analyze the Human rights issues and trends on food and concerns and implementing the ways to rethink diet.

COC5 Examine the necessity for Human Rights with the Food Security.

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

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

COURSE TITLE   :   **INTRODUCTION TO SOCIAL WORK**

COURSE CODE   :   **MHRS– 35**

COURSE CREDIT   :   **2**

COURSE OBJECTIVES

While studying the Introduction to Social Work, the student shall be able

CO1   To gain an historical and practical overview of the social work profession, this includes practice theory.

CO2   To learn how social workers engage in generalist practice and how it is applied with individuals, groups, and communities.

CO3   To understand the role of social workers in human rights settings, such as the juvenile justice system, hospitals, and government and private agencies.

CO4   To improve knowledge of social work practice, values, ethics, social welfare policy, and social justice issues.

CO5   To explore current topics and career opportunities in social work and Human Rights

MHRS – 35
SOCIALWORK

BLOCK I   **Introduction to social work**

Unit 1   Meaning and Definitions of Social Work Concepts

Unit 2   Evolution of Social Welfare in U. K., U. S. A. and India

Unit 3   Contributions of Social Reformers - I

Unit 4   Contributions of Social Reformers - II

BLOCK II   **Social Work Profession**

Unit 5   Evolution of Social Work Profession

Unit 6   Principles, Objectives and Functions of Professional Social Work

Unit 7   Values of Professional Social Work

BLOCK III   **Social Work Ideologies, Approaches and Theories**

Unit 8   Socialism, Marxism, Equality and Humanitarianism

Unit 9   Continuum from Welfare to Rights based approach

Unit 10   Social Work Theories – Need and Importance

BLOCK IV   **Philosophy of Social Work Profession**

Unit 11   Principles, Values, Beliefs, Code of Ethics

Unit 12   Field Work and Importance of Supervision

Unit 13   Professional organizations
Unit 14   Status and Problems of social work practice
Unit 15   Recognition of social work profession in India
BLOCK V   Fields of Social Work
Unit 16   Rural and Urban Community Development
Unit 17   Family and Child Welfare
Unit 18   Medical and Psychiatric social Work
Unit 19   International Social Work
Unit 20   International and National Professional Associations of Social Workers

Book References:

1.   Encyclopaedia of Social work in India, Government of India.
2.   Brager, G. &Spechet, H., *Practice of Community Organization*.
3.   Gangrade, K.D., *Community Organization in India*.
4.   Goldstein, Howard, *Social Work Practice: A Unitary Approach*
5.   Siddiqui, H.Y., *Working with Communities: An Introduction to Community Work.*

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1.   http://sites.google.com/socialwork
2.   https://en.wikipedia.org/wiki/Social_work
3.   http://www.disabilityaffairs.gov.in/upload/uploadfiles/files/RPWD%20ACT%202016.pdf
4.   https://youtube.com/channel/UCedfu_XQsbrhtOUjzhcwaYw
5.   https://youtube.com/user/kkhsou

COURSE OUTCOMES

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

COC1 Discuss the historical roots and current development of social work theory and practice.

COC2 Describe the social work profession including career facts, code of ethics, certification and licensure, employment projections, and future trends.

COC3 Explain the wide variety of social work professional practice settings and social concerns such as poverty, mental health, and crime.

COC4 Demonstrate an increased awareness of the dynamics of human suffering.

COC5 Examine the increased tolerance and acceptance of the diversity of the human experience in a social/cultural context.

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

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

COURSE TITLE	:	**HUMAN RIGHTS MOVEMENTS IN INDIA**
COURSE CODE	:	**MHRS– 41**
COURSE CREDIT	:	**4**

COURSE OBJECTIVES

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

CO1   To study civil society and social movements, concepts, typology, ideology and mobilization leadership

CO2   To define Dalit movements and castiesam, role of B.R.Ambedkar and PeriyarE.V.Ramasamy

CO3   To describe political and environment movements and human rights

CO4   To find the people's union for civil liberties and peoples union for democratic rights

CO5   To educate on the Armed Forces Special Provisions Act and its repercussions.

MHRS – 41
HUMAN RIGHTS MOVEMENTS IN INDIA

BLOCK I   Conceptual Perspectives

Unit 1   Civil Society and Social Movements

Unit 2   Mobilization leadership

Unit 3   Social Movements and Human Rights

BLOCK II   Social Movements and Human Rights

Unit 4   Reform Movement in Colonial India

Unit 5   Dalit Movements

Unit 6   Tribal Movements

Unit 7   Women's Movements

Unit 8   New Social Movements

BLOCK III   Political and Environment Movements in Human Rights

Unit 9   Political Movements

Unit 10   Freedom Movements

Unit 11   Peasant Movements

Unit 12   Regional and Ethnic identity Movements

Unit 13   Land Reform Movements

Unit 14   Environmental Movements

BLOCK IV   Human Rights Activism in India

Unit 15   NGOs and Human Rights Activism

Unit 16   People's Union for Civil Liberties -Peoples Union for Democratic Rights
Unit 17   Mazdoor Kisan Shakti Sangathan (MKSS)&Human Rights Law Network
Unit 18   National Alliance for People's Movement (NAPM)
BLOCK V   AFSPA and Naxalism
Unit 19   Armed Forces Special Provisions Act and its repercussions
Unit 20   Problems of Development
Unit 21   Naxalism and its implications with Human Rights

Book References:

1.   Bhatia, K. L. et al. (1995), *Social Justice of Dr. B.R. Ambedkar,* New Delhi: Deep and Deep Publishers
2.   Eide, Asbjorn (1986*), Human Rights Movement and the Transformation of International Order*, Alternatives, Vol.11, No.3, pp.367-402. S
3.   Karna, G. N. (2000), *Disability Rights Movement: Conceptual Framework and Its Implications for India,*Disabilities and Impairments, Vol.14, No.1, pp.15-22.
4.   Kaushik, Vijay (1999), *Women's Movements and Human Rights,* Jaipur: Pointer Publishers.
5.   Kothari, Smitu (1990), *Human Rights Movement in India: A Critical Overview*, Social Action, Vol.40, No.1, pp.1-15.

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2.   https://www.legalserviceindia.com/legal/article-4430-the-history-and-development-of-human-rights-in-india-comparative-study-between-india-and-usa-s-human-rights-laws.html
3.   https://knowlaw.in/index.php/2020/11/08/history-development-human-rights-india/
4.   http://www.legalservicesindia.com/article/138/Historical-Development-of-Human-Rights.html
5.   https://www.legalbites.in/human-rights-in-india-history-development

COURSE OUTCOMES

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

COC1 Know the civil society and social movements its concepts, typology, ideology, organization and also about social movements as promoters of social change.

COC2 Understanding the various social tribal movement, women's movements and new social movements.

COC3 Evaluate the freedom movement, peasant movement , regional or ethic movement sarvodaya movement

COC4 Awareness about the people's union for Civil Liberties (PUCL) - Peoples Union for Democratic Rights (PUDR) – Mazdoor Kisan Shakti Sangathan (MKSS)-Human Rights Law Network (HRLN) - National Alliance for People's Movement (NAPM).

COC5 Assess the Armed Forces Special Provisions Act and its repercussions, State Power, Nasalism and its implications with Human Rights.

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

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

COURSE TITLE	:	**DEVELOPMENT, GLOBALISATION AND HUMAN RIGH**
COURSE CODE	:	**MHRS– 42**
COURSE CREDIT	:	**4**

COURSE OBJECTIVES

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

CO1   To outline the concepts of Integrating the human rights approach in development.

CO2   To understand the role of International Trade and Development and Vision of the New International Economic Order (NIEO).

CO3   To analyse the impact of globalisation and the problems of patents.

CO4   To discuss the Transnational Corporations control over International Trade and the Question of Sovereignty.

CO5   To recognise the international trade development issues and its impact on Human Rights.

MHRS – 42

DEVELOPMENT, GLOBALISATION AND HUMAN RIGHTS

BLOCK I   Rights Based Approach to Development
Unit 1   Role of Human Rights in Development
Unit 2   Connotations of Development: Modernization and Dependency approaches
Unit 3   Integrating the human rights approach in development
Unit 4   Various theories of Development

BLOCK II   International Trade and Human Rights
Unit 5   Vision of the New International Economic Order (NIEO)
Unit 6   International Trade and Development - WTO
Unit 7   Uruguay Round of GATT negotiations
Unit 8   International Trade and Human Rights Perspective in India

BLOCK III   Globalisation and Human Rights
Unit 9   Globalisation and its impact on Human Rights
Unit 10   The problem of patents and monopoly
Unit 11   The case of Pharmaceutical Industries and its impact on Public Health
Unit 12   Human Genome Project

BLOCK IV   Human Rights and the Question of Sovereignty
Unit 13   National control over International Trade
Unit 14   Transnational Corporations (TNCs) and Human Rights violations
Unit 15   Human Rights Standards and International Trade
Unit 16   Impact of GATT-WTO on sovereignty
BLOCK V   Issues in Human Rights
Unit 17   Debate on the Social Issues
Unit 18   Developed Countries power on Third World
Unit 19   Sovereign states and peoples' rights - Issue of economic sovereignty

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.   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,* Delhi: Kalpaz Publications.

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2.   https://ourworldindata.org/human-rights
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4.   https://www.parliament.uk/globalassets/documents/education/docs/human-rights.pdf
5.   https://unimelb.libguides.com/human_rights_law/comparative

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COURSE OUTCOMES

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

COC1 Understand to role of Human Rights in Development and various theories of development.

COC2 Understanding of the new international Economic Order (NIEO), WTO GATT negotiations and International Trade and Human Rights Perspective in India.

COC3 Knowing about the Globalisation and its impact on agriculture, environment, labour, women, culture and health and the case of Pharmaceutical Industries and its impact on Public Health.

COC4 Evaluate the Transnational Corporations (TNCs) and Human Rights violations with Human Rights Standards.

COC5 Understanding of Tribal and Farmer Rights in the context of globalisation and development, destruction of forests, access to seeds, fertilizers and technology.

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

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

COURSE TITLE	:	**MARGINALISED SECTION: RIGHTS AND DUTIES**
COURSE CODE	:	**MHRS– 43**
COURSE CREDIT	:	**4**

COURSE OBJECTIVES

While studying the Marginalised Sections: Rights and Duties, the student shall be able

CO1   To conceptualize the Concept of Disadvantaged group, Historical background, Feudalism, caste system and the socio-economic situation.

CO2   To understand the Status of Disadvantaged Sections/Groups in Contemporary Indian Society.

CO3   To study the Acts related to safeguard Marginalised community.

CO4   To explain the Institutional Mechanisms for Protection of SC/ST and OBCs.

CO5   To know about the Prisoners rights and Social Justice.

MHRS – 43

MARGINALISED SECTION: RIGHTS AND DUTIES

BLOCK I   Concepts, History and Issues
Unit 1   Concept of Disadvanatged group
Unit 2   Historical background - Feudalism, caste system and socio-economic situation
Unit 3   British rule and its impact on these communities
Unit 4   Issues of social and economic inequalities in Indian society
Unit 5   Role of social reformers

BLOCK II   Status of Disadvantaged Sections/Groups in Contemporary Indian Society
Unit 6   Issues of identification of Rights
Unit 7   Economic and social inequalities
Unit 8   Issues of land rights - Rural Indebtedness
Unit 9   Issues of Human Dignity - Caste wars

BLOCK III   Constitutional Protection
Unit 10   Acts related to safeguard Marginalised community
Unit 11   Laws and Policies
Unit 12   Other relevant legal provisions
Unit 13   Policies of Government: Reservations, quotas, special drives and schemes

BLOCK IV   Institutional Mechanisms for Protection of SC/ST and OBCs
Unit 14   Constitutional Mechanisms: Legislature, Executive, Judiciary
Unit 15   National Commissions, State Commissions
Unit 16   Role of Media and Education

| Unit 17 | International Norms and Standards relating to Tribal and other Indigenous Groups |

BLOCK V   **Prisoners and Human Rights**

Unit 18	The Criminal Law Amendment Act 1932 and 1966
Unit 19	The Identification of Prisoners Act 1920 - Prisoners Issue
Unit 20	Right against Torture and Other Cruel, Inhuman or Degrading Treatment of Punishment

Book References:

1. Bhargava, G.S. and R. M. Pal, (eds.) (2000), *Human Rights of Dalits: Societal Violation,* New Delhi: Gyan Publishing House.
2. Choedon, Yeshi (1994), *Ethnic, Social and Religions Conflicts: Rights of Minorities*, in K.P.Saksena (ed.), *Human Rights: Perspective and Challenges,* New Delhi: Lancers Books, pp. 282-90.
3. Giridhar, Gomango (1987), *Constitutional Provisions for the SCs and STs,* New Delhi: Himalaya Publishing House.
4. Kazimi, M. R. (1996), *Judiciary and the Protection of the Right of the Minorities in India*, in Mumtaz Ali Khan (ed.), *Human Rights and the Dalits,* New Delhi: D.K. Publishers.
5. Narang, A.S. (1999), *Debate on Minority Rights*, in A. P. Vijapur and Kumar Suresh, (ed.), *Perspectives on Human Rights*, New Delhi: Manak Publications, pp.163-73.

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5. https://papers.ssrn.com/sol3/Delivery.cfm/SSRN_ID2592382_code1391045.pdf?abstractid=2592382&mirid=1

COURSE OUTCOMES

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

COC1 Demonstrate the disadvantaged groups and Issues of social and economic inequalities in Indian society.

COC2 Describe the perspectives of identification of Rights, Economic and social inequalities, land rights and Human Dignity.

COC3 Provide the advance knowledge of Policies of Government, Reservations, quotas, special drives and schemes.

COC4 Identify the International Norms and Standards Relating to Tribal and other Indigenous Groups.

COC5 Discuss the Right against Torture and Other Cruel, Inhuman or Degrading Treatment of Punishment.

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

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

COURSE TITLE	:	**ENVIRONMENT AND HUMAN RIGHTS**
COURSE CODE	:	**MHRS– 44**
COURSE CREDIT	:	**4**

COURSE OBJECTIVES

While studying the Environment and Human Rights, the student shall be able

CO1   To facilitate understanding of environment as a third generation human right.

CO2   To understand the importance of sustainable development, prevention, control and abatement of pollution control.

CO3   To know about the role of public interest litigation and judicial activism pertaining to environmental issues.

CO4   To aware about the Judicial contol over Environmental Protection.

CO5   To identify the rural and urban challenges in Environmental Administration.

MHRS - 44
ENVIRONMENT AND HUMAN RIGHTS

BLOCK I	**Environment**
Unit 1	Meaning, Definition and Significance of Environment Studies
Unit 2	Environment and Human Rights
Unit 3	Concern for Environment
Unit 4	Environmental Pollution: Causes and Effects
BLOCK II	**Environmental Protection**
Unit 5	Constitutional Rights, Duties and Obligation
Unit 6	Role of Judiciary
Unit 7	Environment Protection Acts, 1986 - National Environment Policy, 2006
Unit 8	Preservation of Natural Resources
BLOCK III	**Environment versus Development**
Unit 9	Mega Developmental Projects
Unit 10	Depletion of Flora and Fauna
Unit 11	Dumping of Waste and Discarded Technology
Unit 12	Government Planning and Pollution Control Mechanisms
BLOCK IV	**Supervision and Enforcement**
Unit 13	UN Environmental Conferences - International Convention on Protection of Environment
Unit 14	UN Convention on Development
Unit 15	United Nations - IPCC – World Climate Change Negotiations

Unit 16   Greenpeace and its functions
BLOCK V   Emerging Concepts
Unit 17   Common Heritage Principles
Unit 18   Intergenerational Equity
Unit 19   Duties towards Future Generations
Unit 20   Sustainable Development

Book References:

1.   Banerjee, PreethaM. and Shastri, Vanita (ed.) (2010), *Social Responsibility and Environmental Sustainability in Business: How Organisations Handle Profit and Duties*, New Delhi: Sage Publications.
2.   Ghaliatwal, G.R., *Encyclopaedia of Environmental Management.*
3.   Kailash Thakur, *Environmental Protection – law and policy in India*, Deep& Deep
4.   Armin Rosenerang, *Environmental Law and Policy in India.*
5.   Santha Kumar, *Environmental Law.*
6.   Paul, R.C. (2000), *Situation of Human Rights in India,* New Delhi: Commonwealth Publishers.

Web Link

1.   https://youtu.be/fqkCFdClbYw
2.   https://youtu.be/JZpH9AjcInQ
3.   https://youtu.be/Vq_bD40UsmI
4.   https://youtu.be/VS9SKyN6bCY
5.   https://youtu.be/QzBTB9_7rHM

COURSE OUTCOMES

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

COC1 Describe the significances of fundamental principles of environmental rights and India concern for environmental protection and global environment.

COC2 Explain the relevance of the constitution and environmental. The effectiveness of Environmental policy and protection.

COC3 Identify the growth of human population, health and environment.

COC4 Describe the agencies for environmental administration.

COC5 Analyse the importance of agencies for environmental rights protection in national state and local level.

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

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

COURSE TITLE	:	**SCIENCE, TECHNOLOGY AND HUMAN RIGHTS**
COURSE CODE	:	**MHRS – 45**
COURSE CREDIT	:	**2**

COURSE OBJECTIVES

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

CO1   To understand the concept of modernity in relation to human rights.

CO2   To know about the impact of science and technology on Agricultural practices.

CO3   To study the human rights issues based on science and technology.

CO4   To learn the evaluating the concepts of biotechnology, bio ethics and health with Human Rights.

CO5   To discuss the social issues and bio ethics in relation to the Human Rights.

MHRS - 45
PAPER - I – SCIENCE, TECHNOLOGY AND HUMAN RIGHTS

BLOCK I   **Concepts and Perspectives on Science and Technology**
Unit 1   Concepts: Science and Technology, Scientific Temper, Biotechnology
Unit 2   Impact of Science and Technology on Society
Unit 3   Intellectual Property Rights
Unit 4   International Perspective on Science and Technology
Unit 5   Indian Perspective on Science and Technology

BLOCK II   **Food, Agriculture and ICT**
Unit 6   Modern Agricultural Practices
Unit 7   Impact of Biotechnology on Agriculture
Unit 8   Right to Adequate Food
Unit 9   Food Biotechnology and Issues of Food Security

BLOCK III   **Health and Biotechnology**
Unit 10   Right to Health - Health Technologies
Unit 11   Application of Biotechnology in Medicine
Unit 12   Clinical Trials and Experiment on Living Beings
Unit 13   Genetically Modified Crops and Implications on Health
Unit 14   Sports and Biotechnology

BLOCK IV   **War and Destruction**

Unit 15   Right to Peace and Disarmament
Unit 16   Weapons of Mass Destruction
Unit 17   Emerging Military and Dual Use Technologies
BLOCK V   Bio-Ethics and Social Issues
Unit 18   Bio-Ethics
Unit 19   Abortion & Assisted Reproductive Technologies
Unit 20   Organ Transplantation
Unit 21   Stem Cell Research - Cloning
Unit 22   Right to Die in Dignity and Peace: 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.

Web Link

1.   https://link.springer.com/article/10.1007/s11948-014-9515-2
2.   http://www.legalservicesindia.com/article/1508/Science-and-Technology-in-human-rights:-An-Indian-perspective.html
3.   https://dash.harvard.edu/bitstream/handle/1/12561403/Marks-2014%20Comment%20in%20Science%20and%20Engineering%20Ethics.pdf?sequence=1&isAllowed=y
4.   https://www.ohchr.org/en/instruments-mechanisms/instruments/declaration-use-scientific-and-technological-progress-interests
5.   https://www.academia.edu/19664548/SCIENCE_TECHNOLOGY_AND_HUMAN_RIGHTS

COURSE OUTCOMES

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

COC1 Know the basic concept in science and technology and also about Indian perspective on science and technology.

COC2 Understanding about the Right to Adequate Food, Agricultural, Biotechnology Impact of on Agriculture, Food Biotechnology and also about rights to Freedom of Information and Expression and also about Revolution in Information Technology.

COC3 Learn the rights to health and application of Biotechnology in Medicine and also about Intellectual Property Rights.

COC4 Recognise about the Right to Peace and Disarmament and Emerging Military Technologies and the issue of Dual Use Technologies.

COC5 Analysis about the Bio Ethics, Organ Transplantation, Stem Cell Research and Cloning.