

# Programme Project Report (PPR)

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**Bachelor of Arts in Human Rights  
B.A., Human Rights  
Detailed Syllabus  
Semester Pattern  
Calendar Year 2021 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](http://www.tnou.ac.in)**

**January,2021**

**TAMIL NADU OPEN UNIVERSITY**  
**SCHOOL OF POLITICS AND PUBLIC ADMINISTRATION**  
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**TAMIL NADU OPEN UNIVERSITY**  
**School of Politics and Public Administration**

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**Programme Name & Code: UG Human Rights (BHRS)**

**1. Programme Objectives:**

While studying B.A. Human Rights, the learners will be able

- PO1: Recognise with the knowledge, insights and skills needed to contribute to a more just and equal world.
- PO2: Relate with different aspects of human rights at the national and international levels.
- PO3: Demonstrate the historical and analytical approaches, deconstructive techniques, and critical methods.
- PO4: Engage with human rights, both socially & politically, led to the development of “essential skills” which are to be developed through human rights education.
- PO5: Analyse into the constitutional, statutory and institutional aspects of human rights protection in India.

**2. Programme Outcomes:**

After the completion of B.A. Human Rights, learners will be able to:

- POC1: Identify the primary sources as well scholarly literature about human rights identifies.
- POC2: Contextualise the use of information about the human rights situation in a given country
- POC3: Critically appraise source material, including cases from human rights committees, tribunals, reports and summary records.
- POC4: Analyse a country’s situation or an international situation in terms of human rights
- POC5: Formulate human rights-based initiatives and policies
- POC6: Organise human rights through legal as well as non-legal means in a knowledgeable and constructive way

**3. Programme specific Outcomes:**

The programme specific outcomes of B.A. Human Rights is to

- PSO1: Demonstrate a good understanding of the provisions under the Constitution of India dealing with human rights.
- PSO2: Display a good understanding of the nature and scope of special legislations dealing with protection of human rights of marginalized and vulnerable sections.
- PSO3: Demonstrate a good understanding of the practical application of human rights law to specific human rights problems in India.
- PSO4: Analyze complex human rights problems
- PSO5: Apply relevant provisions of human rights law in India to a hypothetical situation/case study
- PSO6: Trace a theoretical knowledge of the underpinnings of the human rights framework in India, its operation and issues associated with its implementation.

**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 in unreachable.

**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.

**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.

**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

**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.

**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.

**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:

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

**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.

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

<b>Criteria</b>	<b>Marks</b>
Continuous Internal Assessment (CIA)	30
Term End Examination (TEE)	70
<b>Total</b>	<b>100</b>

### **QUESTION PATTERN FOR THEORY EXAMINATIONS**

**Time :3hours**

**Maximum marks:70**

#### **PART - A (3 x 3 = 9 MARKS)**

**Answer any Three questions out of Five questions in 100 words**

**All questions carry equal marks**

1. From Block -I
2. From Block -II
3. FromBlock-III
4. From Block -IV
5. From Block -V

#### **PART - B (3 x 7 = 21 MARKS)**

**Answer any Three questions out of Five questions in 200 words.**

**All questions carry equal marks**

6. From Block -I
7. From Block -II
8. FromBlock-III
9. From Block -IV
10. From Block -V

#### **PART - C (4 x 10 = 40 MARKS)**

**Answer any Four questions out of Seven questions in 500 words.**

**All questions carry equal marks.**

11. From Block -I
12. From Block -II
13. From Block-III
14. From Block -IV
15. From Block -V
16. From any Block
17. From any Block

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

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

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

**Equivalence of Percentage of Mark Classification:**

<b>Percentage of Marks</b>	<b>Letter Grade</b>	<b>Class</b>
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

**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 have the required infrastructural facilities to conduct the Counselling for the students who wish clear their doubts. There is no lab component in bachelor’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)

<b>S.No.</b>	<b>Details</b>	<b>Amount in Rs.</b>
1	Programme development and launching cost (Expenditure)	25,24,192
2	Programme Fee charged for 3 years per student (Income)	8,050
3	Examination Fee charged for 3 years (Income) per student	1,500
4	Examination expenses per student for 3 years per student (Expenditure)	1,000

## Structure of the B.A., Human Rights Programme (Semester Pattern)

Course	Course Code	Course Title	Category	Evaluation		Credits
				Int +Ext	Total	
<b>Semester I</b>						
Language	BFTMS -11	Tamil I	CC	30+70	100	3
Language	BFEGS -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
			<b>TOTAL</b>			<b>16</b>
<b>Semester II</b>						
Language	BFTMS -21	Tamil II	CC	30+70	100	3
Language	BFEGS -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
			<b>TOTAL</b>			<b>16</b>
<b>Semester III</b>						
Language	BFTMS -31	Tamil III	CC	30+70	100	3
Language	BFEGS -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	-	Students Choice from other departments	GE -1	30+70	100	2
			<b>TOTAL</b>			<b>15</b>
<b>Semester IV</b>						
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
			<b>TOTAL</b>			<b>18</b>
<b>Semester V</b>						
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	-	Students Choice from other departments	GE - 2	30+70	100	2
			<b>TOTAL</b>			<b>15</b>
<b>Semester VI</b>						
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
						<b>16</b>
			<b>TOTAL</b>		<b>3,100</b>	<b>96</b>
<b>General Elective Courses for other Departments Students</b>						
3 <sup>rd</sup> sem	BHRSE - 31	Human Rights and Duties Education	GE -1	30+70	100	2
5 <sup>th</sup> Sem	BHRSE - 52	Evolving trends and dimensions in human rights	GE - 2	30+70	100	2



**COURSE OUTCOMES (INCLUDING LANGUAGE AND ALLIED)**

**1. ACADEMICAPTITUDE**

Programme Outcomes	Core	Core	Elective	Core	Core	Elective	Core	Core	Elective
	BHRS-11	BHRS-12	BHRSE-11	BHRS-21	BHRS-22	BHRSE-21	BHRS-31	BHRS-32	BHRSE-31
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	Elective	Core	Core	Core	Elective	Elective
	BHRS-41	BHRS-42	BHRSE-41	BHRS-51	BHRS-52	BHRS-53	BHRSE-51	BHRSE-52
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	Elective	Elective
	BHRS - 61	BHRS - 62	BHRS - 63	BHRSE - 61	BHRSE - 62
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	✓	✓	✓	✓	✓

## 2. PERSONAL AND PROFESSIONALAPTITUDE

Programme Outcomes	Core	Core	Elective	Core	Core	Elective	Core	Core	Elective
	BHRS- 11	BHRS- 12	BHRSE - 11	BHRS -21	BHRS- 22	BHRSE - 21	BHRS - 31	BHRS - 32	BHRSE - 31
2.1. Understanding Self and Self Guiding Principles	✓	✓	✓	-	-	✓	✓	✓	-
2.2.Ability to develop Professional Skills	✓	✓	✓	✓	✓	✓	✓	✓	✓
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	✓	✓	✓	✓	✓	✓	✓	✓	✓

Programme Outcomes	Core	Core	Elective	Core	Core	Core	Elective	Elective
	BHRS-41	BHRS-42	BHRSE-41	BHRS-51	BHRS-52	BHRS-53	BHRSE-51	BHRSE-52
2.1. Understanding Self and Self Guiding Principles	✓	✓	✓	-	✓	✓	✓	-
2.2. Ability to develop Professional Skills	✓	✓	✓	✓	✓	✓	✓	✓
2.3. Application of Social work skills and Techniques	✓	✓	-	-	✓	-	-	✓
2.4. Ethical and Psycho social Sensibility	✓	-	-	-	✓	✓	✓	✓
2.5. Ability to work with individuals groups and communities.	✓	✓	✓	✓	✓	✓	✓	✓
2.6 Employability	✓	✓	✓	-	✓	✓	✓	-
2.7 Skill Development	✓	✓	✓	✓	✓	✓	✓	✓

Programme Outcomes	Core	Core	Core	Elective	Elective
	BHRS - 61	BHRS - 62	BHRS - 63	BHRSE - 61	BHRSE - 62
2.1. Understanding Self and Self Guiding Principles	-	✓	✓	✓	-
2.2. Ability to develop Professional Skills	✓	✓	✓	✓	✓
2.3. Application of Social work skills and Techniques	-	✓	-	-	✓
2.4. Ethical and Psycho social Sensibility	-	✓	✓	✓	✓
2.5. Ability to work with individuals groups and communities.	✓	✓	✓	✓	✓
2.6 Employability	-	✓	✓	✓	-
2.7 Skill Development	✓	✓	✓	✓	✓

### 3. SOCIETAL APTITUDE

Programme Outcomes	Core	Core	Elective	Core	Core	Elective	Core	Core	Elective
	BHRS-11	BHRS-12	BHRSE-11	BHRS-21	BHRS-22	BHRSE-21	BHRS-31	BHRS-32	BHRSE-31
3.1.Moral, ethical and cultural values	✓	✓	✓	✓	✓	✓	✓	✓	✓
3.2.Understanding 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 social wellbeing	✓	✓	✓	✓	✓	✓	✓	✓	✓

Programme Outcomes	Core	Core	Elective	Core	Core	Core	Elective	Elective
	BHRS-41	BHRS-42	BHRSE-41	BHRS-51	BHRS-52	BHRS-53	BHRSE-51	BHRSE-52
3.1.Moral, ethical and cultural values	✓	✓	✓	✓	✓	✓	✓	✓
3.2.Understanding 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 social wellbeing	✓	✓	✓	✓	✓	✓	✓	✓

Programme Outcomes	Core	Core	Core	Elective	Elective
	BHRS - 61	BHRS - 62	BHRS - 63	BHRSE - 61	BHRSE - 62
<b>3.1.Moral, ethical and cultural values</b>	✓	✓	✓	✓	✓
<b>3.2.Understan ding social issues, problems and fields</b>	✓	✓	✓	✓	✓
<b>3.3. Cooperation, collaboration and participation</b>	✓	-	-	-	-
<b>3.4. Ecological and sustainable development</b>	-	✓	✓	-	-
<b>3.5. Professional and social Responsibility.</b>	✓	✓	✓	✓	✓
<b>3.6 community Welfare and social wellbeing</b>	✓	✓	✓	✓	✓



## தமிழ்நாடுதிறந்தநிலைப்பல்கலைக்கழகம்

### தமிழியல்மற்றும்பண்பாட்டுப்புலம்

சென்னை - 15

#### பருவம் -1 (SEMESTER -1)

பாடப்பெயர் (Course Title)	:	தமிழ் - I (Tamil - 1)
பாடக்குறியீடு (Course Code)	:	BFTMS - 11
பாடகற்றல்அளவெண் (Course Credits)	:	3

#### பாடநோக்கங்கள்

1. தமிழ்இலக்கியங்களைஅறிமுகநோக்கில்எடுத்துரைத்தல்
2. மொழித்திறன், மொழியறிவு, இலக்கியப்பொதுஅறிவுபெறும்வகையில்விவரித்தல்

#### பாடத்தினைப்படிப்பதால்விளையும்பயன்கள்

தமிழிலுள்ளசமயஇலக்கியங்கள், சிற்றிலக்கியங்கள், மரபுக்கவிதை, புதுக்கவிதை, உரைநடைஇலக்கியங்கள், மு.வ.வின்உரைநடைச்சிறப்புகள், பாரதிதாசனின்அமைதிநாடகச்சிறப்புகள்பற்றிமாணவர்கள்விரிவாகஎடுத்துரைப்பார்கள்.

#### பிரிவு - 1

##### பன்னிருதிருமுறைகள்

தமிழில்சமயஇலக்கியங்கள் - சமயஇலக்கியத்தோற்றம், சமணமும்பௌத்தமும், சைவசமயவளர்ச்சி, பன்னிருதிருமுறைபட்டியல் - திருஞானசம்பந்தர்தேவாரம்பாடல்சிறப்புகள். - (திருநாவுக்கரசரின்மாசில்வீணையும், நம்கடம்பனைப்பெற்றவள், சுந்தரர் - பித்தாபிறைசூடி, பொன்னார்மேனியனே, மாணிக்கவாசகர் - வானாகிமண்ணாகி, பால்நினைந்துண்டும், திருமூலரின்ஒன்றேகுலமும்ஒருவனேதேவனும், அன்பும்சிவமும்இரண்டென்பர், காரைக்காலம்மையார் - இன்றுநமக்கெளிதேமாலுக்கும், அறிவானும்தானேஅறிவிப்பான் .

#### பிரிவு - 2

##### நாலாயிரத்திவ்யப்பிரபந்தம்

முதல்மூன்றுஆழ்வார்கள் - பொய்கையாழ்வார்பாடல் - வையம்தகளியாவார்கடலே, பூத்ததாழ்வார்பாடல் - அன்பேதகளியாஆர்வமே - பேயாழ்வார் - திருக்கண்டேன்பொன்மேனிகெண்டேன், திருமழிசைஆழ்வார்பாடல் -

அன்பாய் ஆரமுதம் ஆவாய், நம்மாழ்வார் - இவையும் அவையும் உவையும்,  
 மதுரகவியாழ்வார் - நன்மையால் மிக்கநான்மறை, குலசேகராழ்வார் -  
 செல்வத்து அரம்பையர்கள், பெரியாழ்வார் -  
 மாணிக்கம்கட்டிவயிரம் இடைகட்டி - ஆண்டாள் -  
 மத்தளம்கொட்டவரிசங்கம், தொண்டரடிப்பொடியாழ்வார் -  
 பச்சைமாமலைபோல்மேனி, திருப்பாணாழ்வார் -  
 கொண்டல்வண்ணனைக்கோவலனாய், திருமங்கையாழ்வார் -  
 குலம்தரும், செல்வம்தந்திடும், அடியார்.

பிரிவு - 3

**சீறாப்புராணம் (கதீசாகனவுகண்டபடலம்)**

சீறாப்புராணம் - காப்பிய அமைப்பு, கதீசாகனவுகண்டபடலம்,  
 காப்பிய முன்கதைச்சுருக்கம், படலக்கதைச்சுருக்கம் -  
 கதீசாகனவுகண்டு எழுதல் - கதீசாகண்டகனவு, கதீசாவின் ஏமாற்றம் -  
 கதீசாவின் இயல்புநிலையில் மாற்றம் - ஒப்பனைதுறந்தவிரக்தி,  
 பஞ்சணைபொருந்தாநிலை - கதீசாவின் புலம்பல் -  
 விதவசம்பொருந்துமோஎனல், மாதுலன்வசனம் சிதையுமோஎனல்,  
 கதீசாதேம்புதல். - மெசறாவின் மடல்வருதல் - மைசறா எழுதியபத்திரம்,  
 சித்திரவரிதொறும் முத்தமிடுதல்,  
 கடலில்தவிப்பார்க்குக்கிடைத்தமரக்கலம்.

பிரிவு - 4

**தேம்பாவணி (காட்சிப்படலம்)**

தேம்பாவணி - காப்பிய அமைப்பு, காட்சிப்படலம்,  
 காப்பிய முன்கதைச்சுருக்கம், படலக்கதைச்சுருக்கம், -  
 கோவர்கூட்டம்வந்துகாணுதல் - குழந்தைஇயேசுவைத்தொழுதல்,  
 முல்லையார்தந்தமுல்லைமாலை, பேரின்பத்தால் உயிர் ஊஞ்சலாடல் -  
 கோவலர்போற்றிவாழ்த்துதல் -  
 நீவிப்போன ஆட்டைமீட்கவோ உதித்தனைஎனல்,  
 பிணிக் குலத்தக்கது உதித்தபெற்றிபோற்றல்,  
 அன்னையையும் ஆண்டவரையும் வாழ்த்துதல் -  
 கோவலர் செலுத்தியகாணிக்கை - இடைச்சியர்மாலைசாத்தல்,  
 இடையர்தந்தபால்காணிக்கை, குழந்தைஇயேசுவின் அருள்நோக்கு -  
 ஓகனோடு ஓங்குதாயும் வாழ்த்தினாள் -  
 அன்பால் பீறிட்ட ஆனந்தக்கண்ணீர்மழை,  
 வேந்தரை நீக்கி ஆயரைத்தெரிந்ததென்னெனல்.

பிரிவு - 5

**முத்தொள்ளாயிரம் (யானைமறம்)**

முத்தொள்ளாயிரம் (யானைமறம்) - மருப்புண்சியாக,  
 கொடிமதில்பாய்ந்துஇற்ற, அயிற்கதவம்பாய்ந்துழக்கி,  
 கைக்கிளைப்பாடல்கள் - உழுத உழுத்தஞ்சேய்,  
 நாண் ஒருபால்வாங்கநலன் ஒருபால்,  
 ஆய்மணிப்பைம்பூண் எனத்தொடங்கும் பாடல்கள்)  
 நந்திக்கலம்பகம் (ஊசல், மறம் உறுப்பில் அமைந்த பாடல்கள்)  
 தமிழில் சிற்றிலக்கியங்கள் - சிற்றிலக்கியத்தோற்றம்,  
 சிற்றிலக்கியவகைகள், கலம்பகம், பிள்ளைத்தமிழ் - முத்தொள்ளாயிரம் -  
 நூல்பெயர் விளக்கம், அமைப்பு, யானைமறம் விளக்கம்,  
 கைக்கிளை விளக்கம், - முத்தொள்ளாயிரம் - யானைமறம் பாடல்கள் -  
 பாண்டியன் யானைமறம் - ஒருபாடல், சோழன் யானைமறம் - ஒருபாடல்,  
 சேரன் யானைமறம் - ஒருபாடல் - முத்தொள்ளாயிரம் -  
 கைக்கிளைப்பாடல்கள் - பாண்டியன் கைக்கிளை - ஒருபாடல்,  
 சோழன் கைக்கிளை ஒருபாடல், சேரன் கைக்கிளை ஒருபாடல், -  
 நந்திக்கலம்பகம் - ஊசல், மறம் - கலம்பக ஊறுப்புகள் 18 விளக்கம்,  
 ஊசல் உறுப்பில் அமைந்த பாடல், மறம் உறுப்பில் அமைந்த பாடல் -

நந்திக்கலம்பகம், தலைவன்தலைவிகூற்று - தலைவன்கூற்றுப்பாடல், தலைவிகூற்றப்பாடல்.

பிரிவு - 6

**மீனாட்சியம்மைபிள்ளைத்தமிழ் (அம்புலிபருவம்)**

பிள்ளைத்தமிழ்விளக்கம் - பிள்ளைத்தமிழ்ப்பத்துப்பருவங்கள், பிள்ளைத்தமிழுக்குஅம்புலி - விளக்கம், - சாமம்என்னும்வழிமுறை - சாமம்விளக்கம், சாமம்வழிமுறைப்பாடல் - தானம்என்னும்வழிமுறை - தானம்விளக்கம், தானம்வழிமுறைப்பாடல் - பேதம்என்னும்வழிமுறை - பேதம்விளக்கம், பேதம்வழிமுறைப்பாடல் - தண்டம்என்னும்வழிமுறை - தண்டம்விளக்கம், தண்டம்வழிமுறைப்பாடல்.

பிரிவு - 7

**இக்காலமரபுக்கவிதைகளும்பாட்டுஇலக்கியமும்**

மரபுக்கவிதைகளும்பாட்டுஇலக்கியமும் - மரபுக்கவிதைகள்விளக்கம், பாட்டுக்கள் - வள்ளலார், பாரதியார், பாரதிதாசன் - வள்ளலார்இராமலிங்கஅடிகள்பாடல் - ஒருமையுடன்நினதுதிருமலரடி... - பாரதியார் - யாமறிந்தமொழிகளிலே - பாரதிதாசன் - காலைஇளம்பரிதியிலே... நாமக்கல்கவிஞர், கவிமணி - நாமக்கல்கவிஞர்இராமலிங்கம்பிள்ளைப்பாடல் - தமிழென்றுசொல்லடா... - கவிமணிதேசிகவிநாயகம்பிள்ளை - புலர்ந்துவிடியும்பொழுதினிலே...சுரதா, முடியரசன் - சுரதா - சுவரின்மேல்ஒட்டிக்கொண்டிருக்கும் - முடியரசன் - சாதியைத்தான்முன்வைத்துச்சான்றுகின்றார். கண்ணதாசன் - கேள்விபிறந்ததுஅன்று, மருதகாசி - சமரசம்உலாவும்இடமே, பட்டுக்கோட்டையார் - சின்னப்பயலேசின்னப்பயலே...

பிரிவு - 8

**புதுக்கவிதைகளும்ஐக்கூக்கவிதைகளும்**

புதுக்கவிதைகளும்ஐக்கூக்கவிதைகளும் - புதுக்கவிதைகள்விளக்கம், - நா. காமராசன் - பாற்கடல்அமுதத்தை..., அப்துல்ரகுமான்-நாற்காலியாய்இருந்தவன் ..., மீரா - மூட்டைமூட்டையாய்..., சிற்பி - அகன்றஉலகுநான்..., இன்குலாப் - பதவியூர்போகும்..., மு. மேத்தா - என்னுடையசம்பளநாளில்..., அபி - பகல்வெளியில்எங்கோ..., ஈரோடுதமிழன்பன் - நீலச்சேற்றில்..., சேசாலம் - மண்ணின்வெடிப்பை..., வைரமுத்து - அவிழ்ந்தகூந்தலைஅள்ளிமுடிக்க..., ஐக்கூக்கவிதைகள் - அப்துல்ரகுமான் - இரவெல்லாம் ..., அமுதபாரதி - எரியும்பிணங்கள், மித்ரா - பசித்தகுழந்தைகள், அறிவுமதி - மரம்வெட்டிய..., கழனிபூரன் - அன்புடைமை...

பிரிவு - 9

**மு. வரதராசனாரின் “தமிழுக்குமுதல்இடம்”**

தமிழில்உரைநடைவளர்ச்சி - உரைநடையின்தோற்றம், தமிழில்கட்டுரைகள், தமிழில்மணிப்பிரவாளநடை, தமிழில்தனித்தமிழ்நடை, - மு. வரதராசனார்உரைநடை, - மொழிப்பற்றுநூல்அறிமுகம், தமிழுக்குமுதல்இடம் - கட்டுரைஉட்பொருள் - தமிழுக்குமுதல்இடம் - தமிழ்நாட்டுக்கோயில்களில்வடமொழி, தமிழ்இசைகருநாடகஇசையாகமாறிப்போனது, தமிழ்இசைக்குமுதல்இடம், ஆட்சித்துறையில்தமிழுக்குமுதல்இடம், ஆட்சிமொழிஎவ்வழிபிறகுறைகள்அவ்வழி, இதழியல்துறையில்தமிழுக்குமுதல்இடம், ஆங்கிலப்பத்திரிகைகளும்அமாவாசைச்சாமியார்களும்.

பிரிவு - 10

**பாரதிதாசனின் “அமைதி” நாடகம்**

தமிழில்உரைநடைநாடகவளர்ச்சி, - தமிழில்நாடகங்களின்தோற்றம், 20 ஆம்நூற்றாண்டில்தமிழ்நாடகங்களின்நிலை,



முத்தமிழில்நாடகத்தமிழ்விளக்கம், மௌனமொழிஉலகப்பொதுமொழி. – பாரதிதாசன்என்னும்நாடகஆசிரியர் – புரட்சிக்கவிஞரின்நாடகப்புரட்சி, பிரெஞ்சுநாடகத்தாக்கம், அமைதியின்சிறப்பு – அமைதிநாடகக்கதைச்சுருக்கம் – அமைதி – களம்ஒன்று, களம் – இரண்டு, களம்மூன்று, களம்நான்கு, களம்ஐந்து, களம்ஆறு, களம்ஏழு, அமைதிநாடகத்திறனாய்வு.

#### பார்வைநூல்கள்:

1. மு. வரதராசன், தமிழ்இலக்கியவரலாறு, சாகித்யஅக்காதெமி, புதுடெல்லி.
2. மது. ச. விமலானந்தன், தமிழ்இலக்கியவரலாறு, மீனாட்சிபுத்தகநிலையம், மதுரை.
3. தமிழண்ணல், புதியநோக்கில்தமிழ்இலக்கியவரலாறு, மீனாட்சிபுத்தகநிலையம், மதுரை.

## Part-II English Syllabus for All UG Programmes Semester-I Foundation in English-I (Literature and Grammar)

Course Code: BFECS - 11

Credit: 3

#### Course Objectives

- To make the learners aware of the history of England
- To cultivate the creativity among the learners
- To improve the reading skills of the learners
- To enhance the vocabulary of the learners
- To make the learners read and write in English

#### Course Learning Outcomes

On successful completion of the Course, the learners will be able to:

- describe the history of England
- critically analyse the literary texts
- use the words correctly
- write in flawless English

#### Block-1 Brief History of England

Tudor England- Stuart England -Restoration England -Revolutions -Eighteenth Century- 19<sup>th</sup> Century Education- 20<sup>th</sup> Century

#### Block-2 Literary Texts

R.K. Narayan- *An Astrologer's Day* and Sarojini Naidu - *Bangle Sellers*

#### Block-3 Reading Comprehension

Definition of Comprehension- Types of Comprehension- Reading Materials-Vocabulary- Critical Reading- Effective Reading- Exercises

#### Block-4 Functional Grammars and Vocabulary

Parts of Speech- Tenses-Articles -Prepositions and Linkers –Punctuation-Common Mistakes -Polite Expression-Affixes

#### Block-5 Language Skills

Reading Skills: SQ3R Technique -Writing Skills -Dictionary Use

#### References:

1. Narayan R.K. *Short Story Collections*.
2. Sarojini Naidu. *Bangle Sellers*
3. Sinha C.A. Reading Comprehension. Prabhat Prakashan.
4. Xavier A.G. *An Introduction to the Social History of England*. Viswanathan S. Printers, Chennai. 2009.

**Web Resources:**

1. <https://www.digimat.in/nptel/courses/video/109106124/L01.html>
2. <https://www.digimat.in/nptel/courses/video/109106138/L46.html>
3. <https://www.coursera.org/lecture/multimodal-literacies/9-2-learning-to-read-reading-for-meaning-HdG3O>
4. <https://nptel.ac.in/courses/109/107/109107172/>



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**CHENNAI – 15**

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

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**COURSE TITLE : INTRODUCTION TO HUMAN RIGHTS**

**COURSE CODE : BHRS -11**

**COURSE CREDIT : 4**

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**COURSE OBJECTIVES**

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

CO1 To give a basic understanding to the concepts of human rights.

CO2 To outline the historical evolution of human rights.

CO3 To analyse the theories of human rights in various interdisciplinary dimensions.

CO4 To recognise the different perspectives of rights related to humanity.

CO5 To know about the contribution of prominent thinkers in 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.

### **Web Link**

1. <https://www.unicef.org/child-rights-convention/what-are-human-rights#:~:text=Human%20rights%20are%20standards%20that,the%20State%20have%20towards%20them>.
2. <https://humanrights.gov.au/our-work/education/introduction-human-rights>
3. [http://cbseacademic.nic.in/web\\_material/doc/Chapter%201-An%20Introduction%20to%20Human%20Rights%2012-4-13.pdf](http://cbseacademic.nic.in/web_material/doc/Chapter%201-An%20Introduction%20to%20Human%20Rights%2012-4-13.pdf)
4. [https://en.wikipedia.org/wiki/Human\\_rights](https://en.wikipedia.org/wiki/Human_rights)
5. <https://prawo.uni.wroc.pl/sites/default/files/students-resources/Introduction%20to%20human%20rights.pdf>

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## **COURSE OUTCOMES**

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

- COC1 Describe the basic concepts of Human Rights and gathering more knowledge about Human Rights.
- COC2 Provide the importance of the evolution of Human Rights.
- COC3 Examine the dimensions and theories of Human Rights and face the concepts of liberty, equality, fraternity and justice.
- COC4 Analyze the job between Human Rights and rule of law and relevance with Civil, Political, Economic, Social and Cultural Rights.
- COC5 Focus on knowledge once skill of prominent thinkers of Human Rights.



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

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**COURSE TITLE : HISTORICAL DEVELOPMENTS OF HUMAN RIGHTS MOVEMENTS IN INDIA**

**COURSE CODE : BHRS – 12**

**COURSE CREDIT : 3**

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**COURSE OBJECTIVES**

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

- CO1 To know about the historical perspectives of human rights.
- CO2 To understand the reason behind the popular rights movements.
- CO3 To get enlightened about the impact caused by such movements.
- CO4 To analyze thoughts of various thinkers as social reformer.
- CO5 To recognise the need for human rights movement in the contemporary world.

**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.

**Web Link**

1. [https://asutoshcollege.in/new-web/Study\\_Material/Human\\_Rights\\_Movements\\_in\\_India\\_by\\_Vibhu.pdf](https://asutoshcollege.in/new-web/Study_Material/Human_Rights_Movements_in_India_by_Vibhu.pdf)
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>

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**COURSE OUTCOMES**

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

COC1 Describe the different approaches of civil society and popular movements.

COC2 Identify the critical situation of struggles and Human Rights.

COC3 Analyze the importance struggle for equal rights and face the rights for children, women and Hindu reforms movements.

COC4 Examine the value thoughts of major social movements and icons.

COC5 Describe the different approaches for environment, land reforms and sarvodaya movement and national movement against corruption.



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

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**COURSE TITLE : INDIAN CONSTITUTION AND HUMAN RIGHTS**

**COURSE CODE : BHRSE – 11**

**COURSE CREDIT : 3**

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**COURSE OBJECTIVES**

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

- CO1 To Conceptualize basic structure of the Constitution.
- CO2 To understand the circumstances leading to the evolution of The Constitution of India.
- CO3 To study the Fundamental Rights and Directive Principles of State Policies.
- CO4 To create awareness on the duties of the citizens towards the State.
- CO5 To know about the Redressal Mechanism.

**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. Meghraj Kapurderiya (2013) *Indian Philosophical Foundation of Human Rights*, New Delhi: R.P. Publications.
3. Mishra, P. K. (2012), *Human Rights: Acts, Statutes 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

**Web Link**

1. <https://www.toppr.com/guides/civics/the-indian-constitution/rights-and-fundamental-rights/#:~:text=There%20are%20six%20fundamental%20rights,and%20Right%20to%20Constitutional%20Remedies.>
2. <https://blog.ipleaders.in/human-rights-constitution-india/>
3. <http://mls.org.in/books/H-2537%20Human%20Rights%20in.pdf>
4. [https://en.wikipedia.org/wiki/Fundamental\\_rights\\_in\\_India](https://en.wikipedia.org/wiki/Fundamental_rights_in_India)
5. [https://papers.ssrn.com/sol3/Delivery.cfm/SSRN\\_ID2592382\\_code1391045.pdf?abstractid=2592382&mirid=1](https://papers.ssrn.com/sol3/Delivery.cfm/SSRN_ID2592382_code1391045.pdf?abstractid=2592382&mirid=1)

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**COURSE OUTCOMES**

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

- COC1 Understanding the basic concept of the Indian constitution and understood the socio, economic and political conditions in India.
- COC2 Describe the perspectives, fundamental rights and implications of fundamental rights.
- COC3 Provide the advance knowledge for the learners on fundamental duties and special provision of SC &ST.
- COC4 Examine the contextual understanding the protection of weaker sections society.
- COC5 Evaluate the effectiveness of redressal mechanism and evaluation.





## தமிழ்நாடுதிறந்தநிலைப்பல்கலைக்கழகம்

### தமிழியல்மற்றும்பண்பாட்டுப்புலம்

சென்னை – 15

பருவம் -2 (SEMESTER -2)

பாடப்பெயர் : தமிழ் - I (Tamil – 1)

(Course Title)

பாடக்குறியீடு : BFTMS - 21

(Course Code)

பாடகற்றல்அளவெண் : 3

(Course Credits)

#### பாடநோக்கங்கள்

1. தமிழ்இலக்கியங்களைஅறிமுகநோக்கில்எடுத்துரைத்தல்
2. மொழித்திறன், மொழியறிவு, இலக்கியப்பொதுஅறிவுபெறும்வகையில்விவரித்தல்

#### பாடத்தினைப்படிப்பதால்விளையும்பயன்கள்

1. தமிழ்உரைநடைபற்றியும், ஜெயகாந்தனின்சிறுகதைகள்பற்றியும்எடுத்துரைப்பர்.
2. தமிழ்பற்றியும்அலுவலகத்தொடர்புமடல்கள்எழுதுவதுஎன்பதுபற்றியும், மொழியைதிறம்படஎவ்வாறுபயன்படுத்துவதுஎன்பதுபற்றியும்எடுத்துரைப்பர்.

#### பிரிவு – 1

##### ஜெயகாந்தனின் “நான்இருக்கிறேன்” – சிறுகதை

தமிழ்உரைநடையில்சிறுகதைவளர்ச்சி – தமிழில்கதைஇலக்கியத்தோற்றம், தமிழ்ச்சிறுகதைகளின்தோற்றமும்வளர்ச்சியும், சிறுகதைஇலக்கணம் – தமிழ்ச்சிறுகதைகளில்ஜெயகாந்தன் – ஜெயகாந்தன்சிறுகுறிப்பு – கதைஅரங்கம்அறிமும், நான்இருக்கிறேன்கதைச்சுருக்கம் – நான்இருக்கிறேன்சிறுகதை – வியாதிக்காரன்அனுபவங்கள், சாகக்கற்றுக்கொடுத்தநொண்டி, வாழக்கற்றுக்கொடுத்தவியாதிக்காரன், நான்இருக்கிறேன்அம்மா, - நான்இருக்கிறேன் – சிறுகதைத்திறனாய்வு.

- பிரிவு - 2** **வா.செ.குழந்தைசாமியின்அறிவியல்தமிழ்ஆக்கம்இற்றைநிலை**  
 அறிவியல்தமிழ் - இயற்றுதல்அறிந்தோம்புனைதல்இல்லை -  
 தமிழில்அறிவியல்இலக்கியம்படைப்போம் - வா.செ. குழந்தைசாமி- அறிமுகம் -  
 அறிவியல்தமிழ் - எந்தத்துறைகளைக்குறிக்கும் -  
 அறிவியல்தமிழைஉள்ளடக்கியது - தோற்றம் - கலைச்சொல்லாக்கப்பணி -  
 விடுதலைக்குமுன் - விடுதலைக்குப்பின் - பாடநூல்நிறுவனத்தின்பங்கு -  
 பதிப்பகங்களின்பங்கு - பல்கலைக்கழகங்களின்பங்கு - இதழ்களின்பங்கு -  
 இலங்கைத்தமிழரின்பங்கு - கருதவேண்டியவை.
- பிரிவு - 3** **சமயஇலக்கியக்காலம் (கி.பி.700 - கி.பி 1100)**  
 தமிழில்சமயஇலக்கியங்கள் - சமணஇலக்கியத்தோற்றம் -  
 பௌத்தஇலக்கியத்தோற்றம் - தமிழில்பௌத்தஇலக்கியங்கள் -  
 வைணவஇலக்கியங்கள் - சைவஇலக்கியத்தோற்றம் -  
 தமிழில்சைவஇலக்கியங்கள் - வைணவஇலக்கியத்தோற்றம் -  
 தமிழில்வைணவஇலக்கியங்கள் - தமிழில்இசுலாமியஇலக்கியங்கள் -  
 தமிழில்கிறிஸ்தவஇலக்கியங்கள்.
- பிரிவு - 4** **சிற்றிலக்கியக்காலம் (கி.பி. 700 - கி.பி. 1400)**  
 சிற்றிலக்கியத்தோற்றம் - சிற்றிலக்கியவகைகள் - இலக்கணநூல்கள் - உலா -  
 கலம்பகம் - பரணி - பிள்ளைத்தமிழ் - கோவை - தூது.
- பிரிவு - 5** **உரையாசிரியர்கள்காலம் (கி.பி. 1200 கிபி. 1800)**  
 உரைநூல்களின்தோற்றம் - பயன்கள் - உரைவகைகள் - நக்கீரர் - இளம்பூரணர் -  
 பேராசிரியர் - சேனாவரையர் - நச்சினார்க்கினியர் - கல்லாடர் -  
 தெய்வச்சிலையார்போன்றோர் - அடியார்க்குநல்லார் - பரிமேலழகர் -  
 பிரபந்தஉரையாசிரியர்கள் - நன்னூல்உரையாசிரியர்கள் .
- பிரிவு - 6** **புத்திலக்கியக்காலம் (கி.பி. 1800 - கிபி 2000)**  
 தமிழில்புதினம் - தமிழில்சிறுகதை - தமிழில்புதுக்கவிதைகள் -  
 தமிழில்உரைநடைநாடகங்கள் - புதினங்கள் - சிறுகதைகள் - இலக்கியங்கள் -  
 மரபுக்கவிதைஇலக்கியங்கள் - புதுக்கவிதைஇலக்கியங்கள் -  
 தமிழில்ஐக்கூக்கவிதைகள்.
- பிரிவு - 7** **கருத்துப்பரிமாற்றமொழித்திறன்**  
 கருத்துவிளக்கக்கட்டுரைகள் - செய்திக்கட்டுரைகள் - சொற்பொழிவு -  
 குழுவிவாதங்கள் - நண்பர்களுடன்உரையாடும்திறன் - கணினித்தமிழ் - கட்டுரை  
 - பெண்ணியம் - தலைப்பு - தேர்ந்தெடுக்கும்முறை - தகவல்கள்சேகரிக்கும்முறை  
 - தகவல்திரட்டல் - நகைச்சுவைத்திறன் - அவைஅறிதல் - உச்சரிப்புக்கவனம் -  
 குழுவிவாதஅமைப்பும்குறிக்கோளும் - உரையாடலில் - சுயபுராணம்தவிர்த்தல் -  
 உடன்படவைக்கும்நாகரிகஉத்தி .
- பிரிவு - 8** **அலுவலகத்தொடர்புமடல்கள்**  
 நட்புறவுமடல்கள் - வேண்டுதல்மடல்கள் - குறைதெரிவிக்கும் / புகார்மடல்கள் -  
 கருத்துமடல்கள் - விண்ணப்பமடல்கள் - அலுவலகத்தொடர்புமடல்கள் -  
 விண்ணப்பமடலின்படிநிலைகள் - தன்குறிப்புவிவரங்கள் -  
 விண்ணப்பமடலின்வடிவமைப்பு - விண்ணப்பமடல்எழுதும்முறை - குறிப்பு -  
 வரைவு - சுடிதம் - குறிப்புமடல் - அலுவலகஆணை - நேர்முகக்கடிதம்.
- பிரிவு - 9** **எழுத்து - சொல்பிழைகளும்திருத்தமும்**  
 ஒலிமயக்கம்தரும்எழுத்துக்கள் - ர,றஒலிமயக்கம் - ந, ன,ணஒலிமயக்கம் -  
 ல,ள,ழ,ஒலிமயக்கம் - சொல்முதலில்வரும்எழுத்துமரபுகள் -  
 சொல்இடையில்வரும்எழுத்துமரபுகள் - சொற்களின்சந்திப்புமரபுகள் -  
 வேற்றுமைப்புணர்ச்சியும்அல்வழிப்புணர்ச்சியும் - உயிர்முன்உயிர்முணர்ந்தல் -  
 குற்றியலுகரப்புணர்ச்சி - வல்லினஒற்றுமிகும்இடங்களும்மிகாஇடங்களும்.
- பிரிவு - 10** **இலக்கியஅறிவுவினாவிடை**

பாடப்பகுதிதொடர்பானவை - பொதுவானதமிழ்இலக்கியம்தொடர்பானவை.

**பார்வைநூல்கள்:**

1. மு. வரதராசன், தமிழ்இலக்கியவரலாறு, சாகித்யஅக்காதெமி, புதுடெல்லி.
2. மது. ச. விமலானந்தன், தமிழ்இலக்கியவரலாறு, மீனாட்சிபுத்தகநிலையம், மதுரை.
3. தமிழண்ணல், புதியநோக்கில்தமிழ்இலக்கியவரலாறு, மீனாட்சிபுத்தகநிலையம், மதுரை.
4. தமிழண்ணல், இனியதமிழ்மொழியின்இயல்புகள் -1,2,3 பகுதிகள், மீனாட்சிபுத்தகநிலையம், மதுரை.
5. முத்து - கண்ணப்பன்,தி..தமிழில்தவறுகளைத்தவிப்போம், பாரிநிலையம், 184, பிராடவே, சென்னை.
6. கீ. இராமலிங்கனார், தமிழில்எழுதுவோம், கழகவெளியீடு, சென்னை.
7. செ. முத்துவீராசாமிநாயுடு, ஆவணங்களும்பதிவுமுறைகளும், கழகவெளியீடு, சென்னை.
8. டாக்டர்சு. பாலசுப்பிரமணியன், தகவல்தொடர்புக்கல்வி, மாநிலப்பள்ளிசாராக்கல்விக்குருவூலம், சென்னை.
9. எஸ். கலைவாணி, இதழியல்உத்திகள், பராசக்திவெளியீடு, குற்றாலம்.
10. டாக்டர்அ. சாந்தா, டாக்டர்வீ. மோகன், மக்கள்ஊடகத்தொடர்பியல்புதியபரிமாணங்கள், மீடியாபப்ளிகேஷன்ஸ், மதுரை.
11. பி.எஸ். ஆச்சார்யா, உயர்வுதரும்உரையாடல்கலை, நர்மதாபதிப்பகம், சென்னை.
12. மு. முத்துக்காளத்தி, பேசுவதுஎப்படி, கண்ணம்மாள்பதிப்பகம், பாரிநிலையம், சென்னை.

**Part-II English Syllabus for All UG Programmes**  
**Semester-II**  
**Foundation in English-II (Literature and Use of English)**

**Course Code: BFEGS -21**

**Credit: 3**

**Course Objectives**

- To cultivate the creativity among the learners
- To improve the reading skills of the learners
- To enhance the vocabulary of the learners
- To develop pronunciation skills
- To imbibe the use of internet for developing language skills

**Course Learning Outcomes**

On successful completion of the Course, the learners will be able to:

- critically evaluate the literary texts
- read the passages effectively
- speak with good accent
- communicate through online

**Block-1      Literary Texts**

Rabindranath Tagore's *Sacrifice* and John Donne's *The Sun Rising*

**Block- 2      Reading Comprehension**

Reading passages-Preparing a glossary from passage- reading the meaning- respond to questions

**Block- 3      Vocabulary and Grammar**

Synonyms and Antonyms- Homophones-Making of Nouns-Making of Adjectives-Compound Words-Phrases and Idioms-Words often confused-Spelling- Tenses

**Block-4      Pronunciation and Spoken English**

Importance of English-Pronunciation: An Exposition-Speech Sounds-Sounds and Spelling: The Relationship-Attributes of Good Speech-Dialogue Situations/ Situational Dialogues

**Block-5      The Internet English**

Email-Chat Groups-Virtual Words-The Web-Commentary

**References:**

1. Balasubramanian T. *English Phonetics for Indian Students-A Workbook*. 2016.
2. Daniel Jones. *Cambridge English Pronouncing Dictionary*. Cambridge University Press, 2011.
3. Tagore, Rabindranath. *Sacrifice and Other Plays*. Niyogi Books, 2012.

**Web Resources:**

1. <https://www.poetryfoundation.org/podcasts/75363/the-sun-rising>
2. <https://nptel.ac.in/courses/109/103/109103135/>
3. <https://nptel.ac.in/content/storage2/courses/109106085/downloads/03-%20Phonetics%20and%20Phonology-%20week%203.pdf>
4. <https://nptel.ac.in/courses/109/106/109106085/>
5. <https://nptel.ac.in/courses/109/107/109107172/>



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

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

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**COURSE TITLE : MORAL VALUES, ETHICS AND HUMAN RIGHTS**

**COURSE CODE : BHRS -21**

**COURSE CREDIT : 4**

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**COURSE OBJECTIVES**

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

- CO1 To outline the concepts of Moral values and ethics.
- CO2 To understand the evolution of Moral values, ethics with human rights.
- CO3 To compare the study of Moral responsibility and Business.
- CO4 To analyse the professional ethics in corporate social responsibility.
- CO5 To evaluate the social accountability and social audit 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. PietroMaffettone,(2020),*International Toleration*,Routledge India,Delhi.
3. SebastianoMaffettone, (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. ShashiMotilal, (2011), *Applied Ethics and Human Rights*,Anthem Press India,Delhi.

**Web Link**

1. [https://link.springer.com/chapter/10.1007/1-4020-2361-8\\_2#:~:text=Human%20rights%20are%20primarily%20a,of%20institutionalised%20rights%20and%20duties.](https://link.springer.com/chapter/10.1007/1-4020-2361-8_2#:~:text=Human%20rights%20are%20primarily%20a,of%20institutionalised%20rights%20and%20duties.)
2. <https://www.nuffieldbioethics.org/wp-content/uploads/Bioinformation-Chapter-3-Ethical-values-and-human-rights.pdf>
3. <https://plato.stanford.edu/entries/rights-human/>
4. [https://www.researchgate.net/publication/314484572\\_Moral\\_values\\_as\\_the\\_binding\\_force\\_of\\_the\\_human\\_rights](https://www.researchgate.net/publication/314484572_Moral_values_as_the_binding_force_of_the_human_rights)
5. <https://www.bu.edu/wcp/Papers/Huma/HumaGluc.htm>

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**COURSE OUTCOMES**

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

- COC1 Understanding the basic concept of the Moral Values, Ethics and Human rights
- COC2 Illustrate the corporate and public sector moral responsibilities.
- COC3 Develop the business values, ethics and Human Rights.
- COC4 Examine the employees' rights, discrimination and professional ethics in HRM.
- COC5 Determine the Environment, Media ethics in Human rights.



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

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

**COURSE CODE : BHRS -22**

**COURSE CREDIT : 3**

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**COURSE OBJECTIVES**

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While studying the Legal Framework for the Protection of Human Rights, 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..

**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, 4<sup>th</sup> Edition.
4. Dr.Ravindankaur R. Karnani, *Protection of Human Rights in Modern Era*, Createspace Independent Publishing Platform.

**Web Link**

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>

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**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.





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

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

**COURSE CODE : BHRSE-21**

**COURSE CREDIT : 3**

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**COURSE OBJECTIVES**

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

- CO1 To explain the Advocacy strategies and methods of Human Rights
- CO2 To identify the 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

**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.

Web Link

1. [https://en.wikipedia.org/wiki/Human\\_rights\\_in\\_India](https://en.wikipedia.org/wiki/Human_rights_in_India)
2. [https://niu.edu.in/sla/online-classes/Amartish-Kaur\\_Human-Rights.pdf](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](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**

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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



## தமிழ்நாடுதிறந்தநிலைப்பல்கலைக்கழகம்

### தமிழியல்மற்றும்பண்பாட்டுப்புலம்

சென்னை - 15

பருவம் -3 SEMESTER -3

பாடப்பெயர் : தமிழ் - 2 (தமிழ் -2)

(Course Title)

பாடக்குறியீடு : BFTMS-31

(Course Code)

பாடகற்றல்அளவெண் : 3

(Course Credits)

பாடநோக்கங்கள்

1. தமிழிலுள்ளசங்கஇலக்கியம், காப்பியஇலக்கியம், நீதிஇலக்கியம்குறித்துஅறிமுகநிலையில்மாணவர்களுக்குஅறிமுகம்செய்வதோடு, தமிழ்இலக்கியவரலாறுகுறித்தும்அறிமுகம்செய்தல்

பாடத்தினைப்படிப்பதால்விளையும்பயன்கள்

1. தமிழிலுள்ளசங்கஇலக்கியம், காப்பியஇலக்கியம், நீதிஇலக்கியம்குறித்துஅறிமுகநிலையில்மாணவர்களுக்குஅறிமுகம்செய்வதோடு, தமிழ்இலக்கியவரலாறுகுறித்தும்எடுத்துரைப்பார்கள். அறிமுகம்செய்தல்.

பிரிவு - 1

எட்டுத்தொகை - புறநானூறு

எட்டுத்தொகைஅறிமுகம் - புறநானூறு -  
அதியமான்நெடுமான்ஞ்சியைஒளவையார்பாடியது(புறம். 91) -  
வேள்பாரியைக்கபிலர்பாடியது (புறம். 107) -  
வையாவிக்கோப்பெரும்பேகனைப்பரணர்பாடியது (புறம். 142) -  
பாண்டியன்ஆரியப்படைகடந்தநெடுஞ்செழியன்பாடல் (புறம். 183) -  
சேரமான்கணைக்கால்இரும்பொறைபாடல் (புறம். 74) -  
பொன்முடியார்பாடல் (புறம். 312) - ஒளவையார்பாடல் (புறம். 91) -  
பெருங்கோப்பெண்டுபாடல் (புறம். 248)- கணியன்பூங்குன்றனார்பாடல்  
(புறம். 192) - நரிவெருஉத்தலையார்பாடல் (புறம். 195) -  
தொடித்தலைவிழுத்தண்டினார்பாடல் (புறம். 243) -  
பூதப்பாண்டியன்மனைவிபெருங்கோப்பெண்டுபாடல் (புறம். 248)

பிரிவு - 2

நற்றிணை, குறுந்தொகை

அகத்திணைபாடல்கள் - அன்பின்ஐந்திணை - நற்றிணை - குறுந்தொகை - பாடப்பகுதி - நற்றிணையில்குறிஞ்சி (1) - முல்லை (142) - மருதம் (210) - நெய்தல் (172) - பாலை (284) - குறுந்தொகையில்குறிஞ்சி (40) - முல்லை (167) - மருதம் (8) - நெய்தல் (290) - பாலை(135).

பிரிவு - 3

**கலித்தொகை**

கலித்தொகை - ஐந்திணைபாடியபுலவர்கள் - பாலைக்கலி (9)- பாலைபாடியபெருங்கடுங்கோ - குறிஞ்சிக்கலிகபிலர்பாடல்(51) - நெய்தல்கலிநல்லந்துவனார்பாடல் (133).

பிரிவு - 4

**பத்துப்பாட்டு-நெடுநல்வாடை**

பத்துப்பாட்டுஅறிமுகம் - நெடுநல்வாடை - இரண்டுகளம்கொண்டநாடகம்போன்றது - நெடுநல்வாடை - அகமாபுறமா? - வாடைக்காலவருணனை - அரண்மனைத்தோற்றம் - அந்தப்புரஅமைப்பு - அரசியின்இல்லமும்படுக்கையும் - புனையாஓவியம்கடுப்பரசி - தோழியர், செவிலியர்அரசியைஆற்றுதல் - உரோகினியைநினைத்துஅரசியின்பெருமுச்சு - பாசறையில்அரசன் - முன்னோன்முறைமுறைகாட்டல் - நள்ளென்யாமத்தும்பள்ளிக்கொள்ளான் - நெடியவாடை - பிரிவுத்துயர்ப்படும்அரசிக்கு - பாசறையில்பணிகொட்டும்இரவிலும்தூங்காமல்புண்பட்டவீரரைப்பார்க்க வந்தஅரசனுக்குநெடுநல்வாடைபெயர்ப்பொருத்தம்.

பிரிவு - 5

**திருக்குறள்**

பதினென்கீழ்க்கணக்கு - அறிமுகம் - திருக்குறள் - முப்பால் - பாடப்பகுதி - தீமையிலாதசொல்லுதல்வாய்மை - நெஞ்சமும்வாய்மையும் - வாய்மைஎல்லாஅறமும்தரும் - அகம்தாய்மை - முயற்சிப்பதுசிறப்பு - முயற்சியில்லாதவனதுநன்மை - வறுமைக்குக்காரணம் - முயற்சிவிடற்பாலதுஅன்று - தலைவியின்குறிப்பினைத்தலைவன்அறிதல் - நாணமும்மகிழ்ச்சியும்அறிதல் - அயலவர்போல்சொல்லினும்குறிப்பறிதல் - அவள்நகைப்பின்நன்மைக்குறிப்பு - தோழிதனக்குள்ளேசொன்னது.

பிரிவு - 6

**நாலடியார், பழமொழிநானூறு**

செல்வம்சகடக்கால்போலவரும் - பெண்கல்வி - கல்விஅழகேஅழகு - கல்விகரையிலகற்பவர்நாள்சில - நாய்அனையார்கேண்மை - கால்கால்நோய்காட்டுவர்பொதுமகளிர் - குலவிச்சைகல்லாமல்பாகம்படும் - நாய்பெற்றதெங்கம்பழம் - நுணலும்தன்வாயால்கெடும் - நிறைகுடம்நீர்த்நும்பல்இல் - இறைத்தோறும்ஊறும்கிணறு

பிரிவு - 7

**ஏலாதி, திரிகடுகம், ஆசாரக்கோவை**

அன்புடையார்க்குஉள்ளஆறுகுணம் - எழுத்தின்வனப்பேவனப்பு - யாருக்கெல்லாம்ஈதல்வேண்டும்? - திரிகடுகம்போலும்மருந்து - இம்மூன்றும்நன்மைபயத்தல்இல - இவர்மூவர்பெய்எனப்பெய்யும்மழை - முந்தையோர்கண்டமுறை - என்றும்அசையாதஉள்ளத்தவர் - திறத்துளிவாழ்தும்என்பார் - பேதைகள்அல்லார்புகாஅர்.

பிரிவு - 8

**இன்னாநாற்பது, இனியவைநாற்பது**

கடனுடையார்காணப்புகல் - உணர்வார்உணராக்கடை - யாம்என்பவரொடுநட்பு - இளமையுள்மூப்புப்புகல் - தொன்மைஉடையார்கெடல் - எனைமாண்பும்தான்இனிது - ஈதல்எத்துணையும்ஆற்றஇனிது - திறம்தெரிந்துவாழ்தல்இனிது - அறிந்துஉரைத்தல்ஆற்றஇனிது - கற்றலின்காழ்இனியதுஇல்.

பிரிவு - 9

**சிலப்பதிகாரம்-கனாத்திறம்உரைத்தகாதை**

சிலப்பதிகாரம் - அமைப்பியல்விளக்கம் - காப்பியக்கதைச்சூழல் -  
காதையின்கதைச்சுருக்கம் - அகனகர்வருணனை -  
மாலதிபாலளிக்கப்பாலகன்சோர்தல் -  
பாசண்டச்சாத்தற்குப்பாடுகிடந்தமாலதி -  
இடுபிணம்தின்னும்இடாகினிப்பேய் - பாசண்டச்சாத்தனின்அருளுதவி -  
தேவந்திகதை - கண்ணகிதான்கண்டகனவுரைத்தல் - பீடுஅன்று -  
கோவலன்வருகை - சிலம்புளகொண்ம்.

பிரிவு - 10

**மணிமேகலை-ஆபுத்திரன்திறம்அறிவித்தகாதை**

மணிமேகலைகர்ப்பியஅமைப்பு - முன்கதைச்சுருக்கம் -  
கதைநிகழும்சூழல் - காதையின்கதைச்சுருக்கம் -  
அபஞ்சிகன்மனைவிசாலிஈன்றசூழலி - ஆபாலுட்டிவளர்த்தல் -  
ஆமகன்அல்லன்என்மகன் - ஆபுத்திரன்கல்விகற்றல் - புலைசூழவேள்வி -  
நள்ளிருளிகொண்டுநடக்குவன் -  
நீமகன்அல்லாய்நிகழ்ந்ததைஉரையாய் - இதனொடுவந்தசெற்றம்என்னை  
- சிறியைநீ, அவஆமகன்அதற்குஒத்தனை -  
ஆவொடுவந்தஅழிகுலம்உண்டோ?

**பார்வைநூல்கள்:**

1. புறநானூறுமூலமும்உரையும், (இரண்டுதொகுதிகள்) ஒளவைசு.  
துரைசாமிப்பிள்ளைஉரை, கழகவெளியீடு, சென்னை.
2. நற்றிணைமூலமும்உரையும், (இரண்டுதொகுதிகள்) ஒளவைசு.  
துரைசாமிப்பிள்ளைஉரை, அருணாபப்ளிகேஷன்ஸ், 13-1 உஸ்மான்சாலை,  
சென்னை.
3. குறுந்தொகைமூலமும்உரையும், டாக்டர்உ.வே. சாமிநாதையர்உரை,  
கவீர்அறக்கட்டளை, சென்னை.
4. கலித்தொகைமூலமும்உரையும், பெருமழைப்புலவர்பொ.வே.  
சோமசுந்தரனார்உரை, கழகவெளியீடு, சென்னை.
5. நெடுநல்வாடைமூலமும்உரையும், பெருமழைப்புலவர்பொ.வே.  
சோமசுந்தரனார்உரை, கழகவெளியீடு, சென்னை.
6. திருக்குறள் - பரிமேலழகர்உரையுடன், ஸ்ரீகாசிமடம், திருப்பனந்தாள்.
7. பதினென்கீழ்க்கணக்கு, நியூசெஞ்சுரிபுக்ஹவுஸ்பிரைவேட்லிமிடெட், சென்னை.
8. மு. வரதராசன், தமிழ்இலக்கியவரலாறு, சாகித்யஅக்காதெமி, புதுடெல்லி,
9. மது. ச. விமலானந்தன், தமிழ்இலக்கியவரலாறு, மீனாட்சிபுத்தகநிலையம்,  
மதுரை.
10. தமிழண்ணல், புதியநோக்கில்தமிழ்இலக்கியவரலாறு, மீனாட்சிபுத்தகநிலையம்,  
மதுரை.

**Part - II English Syllabus for All UG Programmes**  
**Semester-III**  
**Foundation in English-III (Soft Skills)**

**Course Code: BFEGS -31**

**Credit: 3**

**Course Objectives**

- To cultivate the positive mind
- To improve body language
- To develop interview skills
- To prepare a comprehensive CV
- To enhance interpersonal skills

**Course Learning Outcomes**

On successful completion of the Course, the learners will be able to:

- approach the life positively
- communicate in good manner
- join in a team in working place
- develop an impressive CV
- express managerial skills

**Block-1 Introduction to Soft Skills**

Soft Skills: An Introduction – Definition and Significance of Soft Skills; Process, Importance and Measurement of Soft Skill Development- Self-Discovery: Discovering the Self; Setting Goals; Beliefs, Values, Attitude, Virtue. 3. Positivity and Motivation: Developing Positive Thinking and Attitude; Driving out Negativity; Meaning and Theories of Motivation; Enhancing Motivation Levels.

**Block-2 Body Language & Etiquettes**

Non-Verbal Communication: Importance and Elements; Body Language- Social and Business.

**Block-3 Group Discussion & Interview Skills**

Interviewer and Interviewee - in-depth perspectives- Before, During and After the Interview- Tips for Success- Meaning, Types and Models, Group and Ethical Decision-Making, Problems and Dilemmas in application of these skills.

**Block-4 Preparation of Curriculum Vitae' (CV)**

Definition of CV and its purposes- CV versus Resume- Rules- Covering Letter

**Block-5 Emotional Intelligence Skills**

Meaning, History, Features, Components, Intrapersonal and Management Excellence; Strategies to enhance Emotional Intelligence.

**References:**

1. Dhanavel S.P. *English and Soft Skills*. Orient Blackswan India, 2010.
2. Ghosh B.N. (Ed.) *Managing Soft Skills for Personality Development*. McGraw Hill India, 2012.

**Web Resources:**

1. [https://onlinecourses.nptel.ac.in/noc19\\_hs33/preview](https://onlinecourses.nptel.ac.in/noc19_hs33/preview)
2. <https://nptel.ac.in/courses/109/107/109107121/>



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

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

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**COURSE TITLE : GLOBAL PERSPECTIVES FOR THE PROTECTION OF HUMAN RIGHTS**

**COURSE CODE : BHRS -31**

**COURSE CREDIT : 4**

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**COURSE OBJECTIVES**

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

- CO1 To provide insight on the emergence of International Human Rights.
- CO2 To recognise the protectionary instruments to safeguard Human Rights.
- CO3 To make students understand the International Treaties and Conventions.
- CO4 To enable understanding of the United Nations role in Human Rights Mechanism.
- CO5 To discuss the understanding of the monitoring and Humanitarian Relief.

**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. DigumartiBhaskaraRao, (2001), *International Instrument of Human Rights*, Discovery Publication, New Delhi.
2. DigumartiBhaskaraRao, (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.

**WEB LINK**

1. <https://youtu.be/DmMijhaNTKc>
2. [https://youtu.be/63RLA7E\\_hGM](https://youtu.be/63RLA7E_hGM)
3. <https://youtu.be/zZalUb0equw>
4. <https://youtu.be/bq3sA6SWX6E>
5. <https://youtu.be/4poT8G3lkDc>

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**COURSE OUTCOMES**

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

- COC1 Provide 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**

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

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<b>COURSE TITLE</b>	<b>:</b>	<b>ENVIRONMENTAL ADMINISTRATION</b>
<b>COURSE CODE</b>	<b>:</b>	<b>BHRS - 32</b>
<b>COURSE CREDIT</b>	<b>:</b>	<b>3</b>

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**COURSE OBJECTIVES**

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While studying the Environmental Administration, 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 control over Environmental Protection.
- CO5 To identify the rural and urban challenges in Environmental Administration.

**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
<b>BLOCK V</b>	<b>Agencies for Environmental Administration</b>
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*.

#### **WEB LINK**

1. <https://youtu.be/9oC-0kihV04>
2. <https://youtu.be/GkfMEbPyHy4>
3. <https://youtu.be/J3bLujY-unQ>
4. [https://youtu.be/VdJThiPGR\\_k](https://youtu.be/VdJThiPGR_k)
5. <https://youtu.be/XdzD0JrJTXU>

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#### **COURSE OUTCOMES**

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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.



தமிழ்நாடுதிறந்தநிலைப்பல்கலைக்கழகம்

தமிழியல்மற்றும்பண்பாட்டுப்புலம்

சென்னை - 15

□ □ □ □ □ -4 (SEMESTER -4)

பாடப்பெயர் : தமிழ் - 2 (தமிழ் -2)

(Course Title)

பாடக்குறியீடு : BFTMS - 41

(Course Code)

பாடகற்றல்அளவெண்: 3

(Course Credits)

பாடநோக்கங்கள்

1. தமிழிலுள்ளசங்கஇலக்கியம், காப்பியஇலக்கியம், நீதிஇலக்கியம்குறித்துஅறிமுகநிலையில்மாணவர்களுக்குஅறிமுகம்செய்வதோடு, தமிழ்இலக்கியவரலாறுகுறித்தும்அறிமுகம்செய்தல்.

பாடத்திணைப்படிப்பதால்விளையும்பயன்கள்

1. தமிழிலுள்ளசங்கஇலக்கியம், காப்பியஇலக்கியம், நீதிஇலக்கியம்குறித்துஅறிமுகநிலையில்மாணவர்களுக்குஅறிமுகம்செய்வதோடு, தமிழ்இலக்கியவரலாறுகுறித்தும்எடுத்துரைப்பார்கள்.
2. மரபுத்தொடர்கள், இணைமொழிகள்பற்றியும்எடுத்துரைப்பதோடு, ஓரங்கநாடகம், ஐக்கூகவிதைபடைக்கும்முனைப்பினையும்பெறுவார்கள்.

பிரிவு - 1

சீவகசிந்தாமணி-குணமாலையார்இலம்பகம்

சீவகசிந்தாமணி - காப்பியஅமைப்பு - முன்கதைச்சுருக்கம் -  
இலம்பகத்தின்கதைச்சுருக்கம் - கண்ணப்பூசல் -  
குணமாலையும்சுரமஞ்சரியும்பொழிலாடல் - சுரமஞ்சரிசூளுரை -  
கண்ணப்பொடியுடன்தோழியர் - மீன்கூழ்மாமதிபோல்சீவகன் -  
தோழியார்வேண்டல் - சீவகன்தீர்ப்புரை - வாரம்பட்டுழித்தீயவும்நல்லவாம் -  
வண்டுகளின்தீர்ப்பு - இடியுண்டநாகம்போல்சுரமஞ்சரி -  
குணமாலையின்இனியபண்பு.

பிரிவு - 2

கம்பராமாயணம்-நகர்நீங்குபடலம்

கம்பராமாயணம் - முன்கதைச்சுருக்கம் - படலத்தின்கதைச்சுருக்கம் -  
மகளிர்அவலம் - விலங்குகளின்அவலம் - பிறமக்களின்அவலம் -  
மரவுரியில்இராமன் - மனத்துயரில்சீதை - வருவென்ஈண்டுவருந்தலைநீ -  
தீயவெஞ்சொல்செவிசுடத்தேபுவாள் - என்னைஎன்னைஇருத்திஎன்றாய் -  
நின்பிரிவினுஞ்சுடுமோபெருங்காடு - சீதையும்மரவுரிதரித்தல் -  
எல்லையற்றஇடர்தருவாய்என்றான்.

- பிரிவு - 3 சங்ககாலம் (கி.மு. 300 – கி.பி. 100)**  
முச்சங்கவரலாறு - சங்கம்இருந்ததா? இல்லையா?  
ஒருசங்கம்இருந்ததற்கானசான்றுகள் - எட்டுத்தொகைநூல்கள் -  
பத்துப்பாட்டுநூல்கள் - சங்ககாலம்ஒருபொற்காலம்
- பிரிவு - 4 பதினெண்ஊழ்க்கணக்குக்காலம் (கி.பி. 100 –கி.பி. 600)**  
களப்பிரர்காலம் - தமிழகவரலாற்றின்இருண்டகாலம் - அகத்திணைநூல்கள் -  
புறத்திணைநூல்களில்போர்பற்றியது - அறநூல்கள்
- பிரிவு - 5 காப்பியகாலம் (கி.பி. 200 –கி.பி. 1100)**  
தமிழின்முதல்காப்பியம் - இரட்டைக்காப்பியங்கள் - ஐம்பெருங்காப்பியங்கள் -  
ஐஞ்சிறுங்காப்பியங்கள் - தமிழின்பிறகாப்பியங்கள்.
- பிரிவு - 6 தமிழிலக்கியத்திற்சமணர், பௌத்தர்செல்வாக்கு**  
தமிழகத்திற்சமணர்செல்வாக்கு - தமிழகத்திற்பௌத்தர்செல்வாக்கு
- பிரிவு- 7 மரபுத்தொடர்கள், இணைமொழிகள்**  
எதிர்மறைக்குறிப்புத்தொடர் - இடக்கரடக்கல் - மங்கலவழக்குத்தொடர் -  
வசைமொழித்தொடர் - சுவைதரும்வெளிப்பாட்டுத்தொடர் - பிறமரபுத்தொடர்கள் -  
ஒருபொருள்இணைமொழிகள் - எதிர்நிலைஇணைமொழிகள் -  
பிறஇணைமொழிகள் - வட்டாரஇணைமொழிகள் - கிகரகீகாரமொழிகள்.
- பிரிவு- 8 சொற்பொழிவுத்திறன்பயிற்சி**  
இலக்கியச்சொற்பொழிவு - சமயச்சொற்பொழிவு - அரசியல்சொற்பொழிவு -  
பிறசொற்பொழிவுகள் - குறிப்புகள்சேகரித்தல் - கேளாரும்வேட்பமொழியும்திறன் -  
நகைச்சுவைத்திறன் - ஈர்ப்புத்திறன் - அவிநயமும்உச்சரிப்பும்
- பிரிவு- 9 ஓரங்கநாடகம்படைக்கும்முயற்சி**  
ஓரங்கநாடகம்எழுதும்படிநிலைகள் - நாடகக்கதையைமுடிவுசெய்தல் -  
களம்பிரித்தலும்நிகழ்வுக்குறிப்பும் - உரையாடல்எழுதுதல் -  
நாடகப்பிரதியைச்செப்பனிடுதல் - நடிகர்கள்தேர்வு - ஒத்திகைமுறைகள் -  
நாடகஇயக்கம் - திட்டமிடுதலும்நிகழ்த்தலும் .
- பிரிவு- 10 ஐக்கூக்கவிதைபுனையும்பயிற்சி**  
ஈற்றடிஇலக்கணம் - உள்ளடக்கப்பாடுபொருள்இலக்கணம் - வெளிப்பாட்டுஉத்தி -  
இயற்கையைப்பாடும்ஐக்கூ - வாழ்வியல்ஐக்கூ - காதல்ஐக்கூ - சென்றியூ -  
எள்ளல்அல்லதுநகைச்சுவைஐக்கூ.

**பார்வைநூல்கள்:**

1. மு. வரதராசன், தமிழ்இலக்கியவரலாறு, சாகித்யஅக்காதெமி, புதுடெல்லி,
  2. மது. ச. விமலானந்தன், தமிழ்இலக்கியவரலாறு, மீனாட்சிபுத்தகநிலையம், மதுரை.
  3. தமிழண்ணல், புதியநோக்கில்தமிழ்இலக்கியவரலாறு, மீனாட்சிபுத்தகநிலையம், மதுரை.
  4. பி.எஸ். ஆச்சார்யா, உயர்வுதரும்உரையாடல்கலை, நர்மதாபதிப்பகம், சென்னை.
  5. மு. முத்துக்காளத்தி, பேசுவதுஎப்படி, கண்ணம்மாள்பதிப்பகம், பாரிநிலையம், சென்னை.
  6. பரட்டை, நடிக்நாடகம்எழுதுவதுஎப்படி? வைகறைப்பதிப்பகம், திண்டுக்கல். 1998
  7. சே. இராமாணுஜம், நாடகப்படைப்பாக்கம்அடித்தளங்கள், எட்டாம்உலகத்தமிழ்மாநாடுபதிப்புச்சூழல்நிதிவெளியீடு, தமிழ்ப்பல்கலைக்கழகம், தஞ்சாவூர், 1994.
  8. சுஜாதா, ஹைக்கூஒருஅறிமுகம், பாரதிபதிப்பகம், 108 உஸ்மான்சாலை, தி. நகர், சென்னை, 1991.
  9. மேஜர்கதிர்மகாதேவன், ஐக்கூநூறு, ஒப்பிலக்கியத்துறை, மதுரைகாமராசர்பல்கலைக்கழகம், மதுரை, 1994.
  10. நெல்லைசு. முத்து, தமிழில்ஹைக்கூ, அன்னம்வெளியீடு, சிவன்கோயில்தெரு, சிவகங்கை, 1994.
- திரு. பட்டாபிசீத்தாரமான், ஹைக்கூவடிவக்கவிதைகள், காவ்யா, சென்னை.

**Part-II English Syllabus for All UG Programmes**  
**Semester-IV**  
**Foundation in English (Writing Skills)**

**Course Code: BFECS -41**

**Credit: 3**

**Course Objectives**

- Train the learners to write the academic essays
- To make them learn different steps of writing
- To develop the learners' creativity
- To distinguish between fact and opinion, cause and effect, problem and solution, similarities and differences, general and specific ideas, and relevant and irrelevant information.
- To convey information through written language
- To involve in note-taking, gathering information, drafting, free-writing, revising, proofreading, and editing when engaged in writing.

**Course Learning Outcomes**

On successful completion of the Course, the learners will be able to:

- write without mistakes
- draft formal and informal letters
- take notes for writing purpose
- explain the tables/ pictures in words
- edit the written matters

**BLOCK-01 Basic Writing Skills**

Learn the basic paragraph structure: main idea, supporting sentences, use of examples, conclusion- Use basic sentence structures to write a paragraph; use cohesive devices to connect sentences in a paragraph; use transitional devices for cohesion and for contrast paragraph internally and between paragraphs (The above structures and devices to be consciously used in all writing tasks)- Understand and use text structures in paragraphs: sequencing, comparing and contrasting, relating cause and effect, problems and problem solving

**BLOCK-02 Informal and Formal Communication**

Write informal letters, applications, and official letters of request and denial- Write official e-mails, memos and notices

**BLOCK-03 Note-Making and Summarising**

Prepare notes from reading texts- Take notes from spoken texts-Summarize key ideas and information in organized points developed from the notes prepared

**BLOCK-04 Study Skills (Information Transfer, Reference Skills)**

Use charts, tables, other graphics and multimedia, as appropriate for the written texts, present summary to a group

**BLOCK- 05 Technical Editing**

Technical Editing – The Big Picture- Working Collaboratively- Organization: The Architecture of Information- Visual Design and Font Selection- Editing Methods – Then and Now- The Power of Grammar, Punctuation and Spelling- Basic Copyediting- proofreading -Ethical and Legal Issues

**References:**

1. Graham King. *Collins Improve your writing skills*
2. Norman Coe and Robin Rycroft. *Writing Skills A Problem Solving Approach*. CUP.
3. Robyn Najar and Lesley Riley. *Developing Academic Writing Skills*.Macmillan Publications.
4. Scheraga, Mona. *Practical English Writing Skills: A Complete Guide to Writing in English*

**Web Resources:**

1. <https://nptel.ac.in/courses/109/107/109107172/>
2. <https://nptel.ac.in/courses/109/104/109104031/>
3. [https://onlinecourses.swayam2.ac.in/cec20\\_ma04/preview](https://onlinecourses.swayam2.ac.in/cec20_ma04/preview)



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

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

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

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**COURSE OBJECTIVES**

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

- CO1 To conceptualize civil and political rights.
- CO2 To demonstrate civil rights, universal suffrage movement.
- CO3 To relate all the human rights issue in developing countries.
- CO4 To understand the extend of women power and human rights.
- CO5 To examine the Millenium Development and Sustainable Development goals.

**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.

### **Web Link**

1. <https://www.un.org/en/global-issues/human-rights#:~:text=Human%20rights%20are%20rights%20inherent,and%20education%2C%20and%20many%20more.>
2. <https://ourworldindata.org/human-rights>
3. <https://www.un.org/en/about-us/universal-declaration-of-human-rights>
4. <https://www.parliament.uk/globalassets/documents/education/docs/human-rights.pdf>
5. [https://unimelb.libguides.com/human\\_rights\\_law/comparative](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 Summarising the various common concept of civil and political rights, Multinational countries and Transnational Terrorism.

COC2 Identify the abolition of various issues and movements in the developed countries.

COC3 Categorise the issues of Poverty, Unemployment, Structural Adjustment, Debt trap, Ethnicity and Migration.

COC4 Analyse the various problems for the reason of Underdeveloped countries.

COC5 Provide the advance Knowledge of global issues and trends in all forms of countries.





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

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<b>COURSE TITLE</b>	<b>:</b>	<b>CULTURE, RELIGION AND HUMAN RIGHTS</b>
<b>COURSE CODE</b>	<b>:</b>	<b>BHRS -42</b>
<b>COURSE CREDIT</b>	<b>:</b>	<b>3</b>

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**COURSE OBJECTIVES**

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

- CO1 To learn about the Human rights in the Global Cosmopolitan Culture.
- CO2 To know about the Problems of Ethnic Groups.
- CO3 To understand the various theories of human rights in relation to culture.
- CO4 To identify the Cultural percolation and Human rights in India.
- CO5 To study the human rights role in different era in India.

**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.

**Web Link**

1. <https://www.e-ir.info/2011/12/05/religion-and-human-rights-a-dialectical-relationship/>
2. <https://humanists.international/blog/culture-religion-human-rights-framework-reflections-37th-session-human-rights-council/>
3. <https://www.tandfonline.com/doi/full/10.1080/15570274.2018.1535033>
4. <https://www.fau.eu/research/research-profile/fau-key-research-priorities/cultural-values-religion-and-human-rights/>
5. <https://www.ohchr.org/en/special-procedures/sr-religion-or-belief/international-standards>

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**COURSE OUTCOMES**

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

COC1 Elaborate the cultural context of International Human Rights Norms.

COC2 Explain the legal mechanism to safeguard ethnic and tribal rights.

COC3 Discuss the human dignity, natural law and divine rights theory.

COC4 Recognise the various acts, legislations and amendments in the cultural protection of human rights in India.

COC5 Trace the human rights status in Ancient, Pre Independence and Post-independence period.



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

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**COURSE TITLE : GENDER STUDIES AND HUMAN RIGHTS**

**COURSE CODE : BHRSE-41**

**COURSE CREDIT : 3**

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### COURSE OBJECTIVES

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While studying the Gender Studies and Human 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.

### 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. Prem Chowdhry, (2016), *Gender Discrimination in Land Ownership*, Sage Publications.

**Web Link**

1. [https://cbseacademic.nic.in/web\\_material/doc/HRGS/2\\_Human\\_&Gender\\_Studies\\_PA\\_RT\\_1.pdf](https://cbseacademic.nic.in/web_material/doc/HRGS/2_Human_&Gender_Studies_PA_RT_1.pdf)
2. [http://cbseacademic.nic.in/web\\_material/Curriculum17/SrSecondary/38%20Human%20Rights%20and%20Gender%20%20Studies.pdf](http://cbseacademic.nic.in/web_material/Curriculum17/SrSecondary/38%20Human%20Rights%20and%20Gender%20%20Studies.pdf)
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](https://tripurauniv.ac.in/Content/pdf/Syllabus/humanrights_genderstudies_studycourse_09012017.pdf)

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**COURSE OUTCOMES**

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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.



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

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<b>COURSE TITLE</b>	:	<b>SCIENCE &amp; TECHNOLOGY AND HUMAN RIGHTS</b>
<b>COURSE CODE</b>	:	<b>BHRS -51</b>
<b>COURSE CREDIT</b>	:	<b>4</b>

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### COURSE OBJECTIVES

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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.

### 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 Sturges, (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\\_RIG\\_HTS](https://www.academia.edu/19664548/SCIENCE_TECHNOLOGY_AND_HUMAN_RIG_HTS)

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**COURSE OUTCOMES**

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

COC1 Explain the dimensions of the science & Technology and its implications.

COC2 Illustrate the advocacy tools for agriculture and science & technology.

COC3 Design the findings using place destruction and terrorism on human rights violation.

COC4 Elaborate the concept of Biotechnology with Human Rights.

COC5 Analyse the importance of Bio-Ethics, social issues and human rights project.

COC6



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

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**COURSE TITLE : HUMAN RIGHTS ACTIVISM**

**COURSE CODE : BHRS -52**

**COURSE CREDIT : 3**

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### COURSE OBJECTIVES

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

CO1 To know about human rights activism and its role in social transformation.

CO2 To understand the functioning of NGOs and its impact in human rights.

CO3 To analyse the role of media in human rights activism.

CO4 To recognise the humanitarian laws for undertaking UN operations.

CO5 To discover various civil society and community based organisations.

### 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 Pentikäinen (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.

**Web Link**

1. <https://www.coe.int/en/web/compass/human-rights-activism-and-the-role-of-ngos>
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](https://en.wikipedia.org/wiki/Human_rights_defender)
5. <https://www.ohchr.org/en/special-procedures/sr-human-rights-defenders/about-human-rights-defenders>

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**COURSE OUTCOMES**

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

- COC1 Describe the value of perspectives on human rights activism and NGO in implementing UN decade for Human Rights Education.
- COC2 Explain the importance, establishing and creating by-law for NGO's administration.
- COC3 Analyse the role of NGO in protection of Human Rights and relevance with red cross, amnesty.
- COC4 Examine the importance human rights humanitarian law, issues and judicial activism.
- COC5 Identify the role of media in protection human rights and its impact in India and the importance of the RTI and social media.





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

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<b>COURSE TITLE</b>	:	<b>INTERNATIONAL TRADE, DEVELOPMENT AND HUMAN RIGHTS</b>
<b>COURSE CODE</b>	:	<b>BHRS – 53</b>
<b>COURSE CREDIT</b>	:	<b>3</b>

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### COURSE OBJECTIVES

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

- CO1 To outline the concepts of human rights and international trade.
- CO2 To understand the role of development practices in human rights.
- CO3 To analyse the impact of globalisation and the problems of patents.
- CO4 To discuss the Transnational Corporations control over International Trade.
- CO5 To recognise the international trade development issues and its impact on Human Rights.

### 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.

**Web Link**

1. <https://www.ohchr.org/en/stories/2011/10/human-rights-trade-arena>
2. <https://www.corteidh.or.cr/tablas/23638.pdf>
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](http://www.ijhssi.org/papers/v3(3)/Version-3/F0333029034.pdf)

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**COURSE OUTCOMES**

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

- |      |  |
|------|--|
| COC1 | Explain the values of international trade organisation and human rights.   |
| COC2 | Analyse the importance and role of human rights in development.  |
| COC3 | Provide the advance qualification and ability on human rights and globalization and face the human rights in agriculture, environment, labour, women culture and health. |
| COC4 | Examine the control over international trade, transactional corporations in Human rights and impact of GATT and WTO on sovereignty.                                      |
| COC5 | Evaluate the findings issues in human rights and economic sovereignty.   |



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

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<b>COURSE TITLE</b>	:	<b>CRIMINAL JUSTICE SYSTEM AND HUMAN RIGHTS</b>
<b>COURSE CODE</b>	:	<b>BHRSE – 51</b>
<b>COURSE CREDIT</b>	:	<b>3</b>

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### COURSE OBJECTIVES

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

- CO1 To explain the concept of Criminal Justice involving human rights.
- CO2 To describe human rights issues in Police Personalities and Accountability.
- CO3 To identify human rights norms in criminal procedure on production of accused before Magistrate.
- CO4 To understand the rights of inmates of prison and custodial homes.
- CO5 To recognise the justice for Victims of Crimes, Victim care and Support System.

### 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.

**Web Link**

1. <https://www.ijarnd.com/manuscripts/v3i1/V3I1-1206.pdf>
2. <https://nhrc.nic.in/sites/default/files/CriminalJustice.pdf>
3. <https://hrp.law.harvard.edu/areas-of-focus/previous-areas-of-focus/criminal-justice/>
4. <http://www.act4ruleoflaw.org/en/news/humanrights>
5. <https://www.aclu.org/issues/human-rights/human-rights-and-criminal-justice>

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**COURSE OUTCOMES**

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

- |      |   |
|------|---|
| COC1 | Describe the role of Criminal Justice System in human rights.   |
| COC2 | Examine the importance of Police and Human Rights   |
| COC3 | Analyse the concepts of Judiciary and human rights law.   |
| COC4 | Evaluate the effectiveness of law enforcement, investigation agencies and human rights.                         |
| COC5 | Describe the role of rights to legal aid, punishment, rights of accused and inmates prisons and custodial home. |



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

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<b>COURSE TITLE</b>	<b>:</b>	<b>PEACE, NON - VIOLENCE AND HUMAN RIGHTS</b>
<b>COURSE CODE</b>	<b>:</b>	<b>BHRS – 61</b>
<b>COURSE CREDIT</b>	<b>:</b>	<b>4</b>

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**COURSE OBJECTIVES**

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

- CO1 To conceptualize the peace, non-violence and its significance.
- CO2 To understand the UN Efforts for Peace and Non- Violence.
- CO3 To study the thoughts of various world peace keepers.
- CO4 To explain the international efforts to reduce violence and maintain world peace.
- CO5 To know about recent issues prevailing in global level as a threat to world peace.

**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.

**Web Link**

1. <https://www.hhri.org/organisation/centre-for-peace-non-violence-and-human-rights-osijek/>
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>

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**COURSE OUTCOMES**

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

- COC1 Demonstrate the peace and non-violence concepts in relation with Human rights.
- COC2 Describe the perspectives of scientific technology to protect human rights internationally.
- COC3 Provide the advance knowledge of international cooperation to reduce violence and crimes to destruct peace in the world.
- COC4 Identify the security to the new era and obligations to take necessary actions.
- COC5 Discuss the thoughts of Mahatma Gandhi, Nelson Mandela, Martin Luther King.



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

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**COURSE TITLE : INTELLECTUAL PROPERTY RIGHTS**

**COURSE CODE : BHRS - 62**

**COURSE CREDIT : 3**

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### COURSE OBJECTIVES

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

CO1 To understand the overview of Intellectual Property Rights.

CO2 To study the various basic concepts of IPR.

CO3 To analyse the IPR Conventions and Treaties related to IPR.

CO4 To recognise the role of IPR in the developing countries.

CO5 To know about the laws related to Software piracy.

### 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, 3<sup>rd</sup> 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, Trademarks and Copyright Law*, Universal Law Publishing House.
5. V K Ahuja, (2015), *Intellectual Property Rights in India*, Lexis Nexis Publishers, 1<sup>st</sup> Edition.

**Web Link**

1. [https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3217699/#:~:text=Intellectual%20property%20rights%20\(IPR\)%20refers,a%20given%20period%20of%20time.](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3217699/#:~:text=Intellectual%20property%20rights%20(IPR)%20refers,a%20given%20period%20of%20time.)
2. [https://www.wto.org/english/tratop\\_e/trips\\_e/intell\\_e.htm](https://www.wto.org/english/tratop_e/trips_e/intell_e.htm)
3. <https://www.wipo.int/about-ip/en/>
4. [https://en.wikipedia.org/wiki/Intellectual\\_property](https://en.wikipedia.org/wiki/Intellectual_property)
5. <https://www.itu.int/en/ITU-T/ipr/Pages/default.aspx>

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**COURSE OUTCOMES**

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

COC1 Classify the different kinds of Intellectual Property Rights.

COC2 Conceptualise patent rights, designs, copyrights, trademarks, geographical indication, undisclosed information and Integrated Circuits.

COC3 Analyse the major international instruments and national treaties concerning IPR.

COC4 Discuss the role of Foreign Direct Investment, Generic Medicine, Indigenous Knowledge and Natural Resources.

COC5 Provide the various Indian Government schemes in the IPR.





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

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<b>COURSE TITLE</b>	:	<b>PUBLIC POLICY AND HUMAN RIGHTS</b>
<b>COURSE CODE</b>	:	<b>BHRS – 63</b>
<b>COURSE CREDIT</b>	:	<b>3</b>

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**COURSE OBJECTIVES**

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

- CO1 To study the meaning, nature and characteristics of Public Policy.
- CO2 To understand the Public Policy and Inclusive Development.
- CO3 To discuss the approaches to Inclusive development.
- CO4 To know about the multi-disciplinary approach to policy making.
- CO5 To learn the public policy and role of political executive.

**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.

### **Web Link**

1. <https://reliefweb.int/report/world/public-policy-human-rights-approach#:~:text=The%20IACHR%20understands%20that%20a,of%20protecting%2C%20promoting%2C%20respecting%2C>
2. <https://sur.conectas.org/en/public-policies-human-rights-perspective/>
3. <http://www.oas.org/en/iachr/reports/pdfs/PublicPolicyHR.pdf>
4. [https://link.springer.com/chapter/10.1007/978-3-319-17022-0\\_1](https://link.springer.com/chapter/10.1007/978-3-319-17022-0_1)
5. <https://www.protectioninternational.org/en/our-work/what/public-policies>

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## **COURSE OUTCOMES**

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

- COC1 Classify the types and significance of Public policy and policy sciences.  
COC2 Elucidate the inclusive development and affirmative actions in developed countries.  
COC3 Recognise the process of policy formulation, implementation and evaluation.  
COC4 Describe the perspectives of education policy and inclusive development.  
COC5 Discuss the policy making process and kinds of policy in India.  
COC6 Examine the role of Bureaucracy in protecting Human Rights and Inclusive development policy proposals.



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

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**COURSE TITLE : CONTEMPORARY ISSUES AND HUMAN RIGHTS**

**COURSE CODE : BHRSE- 61**

**COURSE CREDIT : 3**

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### COURSE OBJECTIVES

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

- CO1 To learn the contemporary issues in the world to achieve Human Rights.
- CO2 To understand the major theories of Liberalisation, Privatisation and Globalisation.
- CO3 To study the issues of Global Peace and Security.
- CO4 To have a comparative studies of terrorism and human rights.
- CO5 To analyse the contemporary issues and development.

### 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.

### **Web Link**

1. <https://dergipark.org.tr/tr/download/article-file/817239>
2. <https://www.universal-rights.org/programmes/contemporary-and-emerging-human-rights-issues/>
3. <https://www.humanrightscareers.com/issues/human-rights-issues-of-the-future/>
4. <https://link.springer.com/book/10.1007/978-981-10-6129-5>
5. <https://www.linkedin.com/pulse/contemporary-human-rights-issues-india-patricia-r>

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## **COURSE OUTCOMES**

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

- COC1 Identify the Liberalism, Communalism, Intolerance, Honour Killing and Genocide.  
COC2 Discuss the LPG, Farmers, and Development issues faced by the indigenous people.  
COC3 Interpret the global issues such as corruption, refugee crisis, border displacement and enforced disappearance.  
COC4 Compare the terrorism, arms trade threats to the internal security and Human rights.  
COC5 Examine the developmental issues of Science and Technology, Health, Education and Food security.



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

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**COURSE TITLE** : **CYBER LAW AND HUMAN RIGHTS**

**COURSE CODE** : **BHRSE- 62**

**COURSE CREDIT** : **3**

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### COURSE OBJECTIVES

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

CO1 To learn about the cyber issues and Human rights.

CO2 To study on the various concepts of data security.

CO3 To understand the internet security and its relevant ideas.

CO4 To discuss the significance of social media in achieving social justice.

CO5 To recognise the need for cyber law in the Indian Constitution.

### 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.

**Web Link**

1. <https://www.legalserviceindia.com/legal/article-4724-cyber-security-and-cyber-crime-infringes-human-rights-.html#:~:text=Cyber%20security%20and%20human%20right,liberty%20and%20security%20of%20person.>
2. [https://en.wikipedia.org/wiki/Human\\_rights\\_in\\_cyberspace](https://en.wikipedia.org/wiki/Human_rights_in_cyberspace)
3. <https://www.gp-digital.org/wp-content/uploads/2015/06/GCCS2015-Webinar-Series-Introductory-Text.pdf>
4. [https://cyberlaw.ccdcoe.org/wiki/International\\_human\\_rights\\_law](https://cyberlaw.ccdcoe.org/wiki/International_human_rights_law)
5. <https://www.hrw.org/news/2021/05/05/abuse-cybercrime-measures-taints-un-talks>

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**COURSE OUTCOMES**

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

COC1 Understanding the right to privacy, right to freedom of expression and right to dissent.

COC2 Describe the perspectives of social networking sites and apps in the global world.

COC3 Provide the different usage of internet, internet censorship and e-mail filtering in the cyber world.

COC4 Identify the issues face by the human society through cyber space.

COC5 Discuss the legal provision and acts to safeguard the human rights in the social media.

GENERAL ELECTIVE  
PAPER FOR OTHER  
DEPARTMENT STUDENTS

2<sup>nd</sup> Year – 3<sup>rd</sup> Semester



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

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<b>COURSE TITLE</b>	:	<b>HUMAN RIGHTS AND DUTIES EDUCATION – STUDENT CHOICE</b>
<b>COURSE CODE</b>	:	<b>BHRSE -31</b>
<b>COURSE CREDIT</b>	:	<b>2</b>

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### COURSE OBJECTIVES

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While studying the Human Rights and Duties 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.

### 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. DigumartiBhaskaroRao(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.

**WEB LINK:**

1. <https://youtu.be/ZfbVkMk7iis>
2. [https://youtu.be/6NYbpxZRe\\_c](https://youtu.be/6NYbpxZRe_c)
3. <https://youtu.be/X-6G39xWYbY>
4. <https://youtu.be/eIV62Us79LM>
5. <https://youtu.be/dRLhSzP5YWg>

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**COURSE OUTCOMES**

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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.

GENERAL ELECTIVE  
PAPER FOR OTHER  
DEPARTMENT STUDENTS

3<sup>rd</sup> Year – 5<sup>th</sup> Semester



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

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<b>COURSE TITLE</b>	:	<b>EVOLVING TRENDS AND DIMENSIONS IN HUMAN RIGHTS – STUDENT CHOICE</b>
<b>COURSE CODE</b>	:	<b>BHRSE – 52</b>
<b>COURSE CREDIT</b>	:	<b>2</b>

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### COURSE OBJECTIVES

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

- CO1 To enable understanding of evolving trends and dimensions of human rights issues.
- CO2 To understand the concept of discrimination based on religion.
- CO3 To explain the concept of child rights and various human rights violations.
- CO4 To explain the women's rights violations and related issues.
- CO5 To understand the relativity between population dynamics and human rights.

### BHRSE – 52

#### 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.

**Web Link**

1. <https://timesofindia.indiatimes.com/blogs/legally-speaking/human-rights-the-changing-dimensions/>
2. <https://www.coe.int/en/web/compass/the-evolution-of-human-rights>
3. <https://www.universal-rights.org/programmes/contemporary-and-emerging-human-rights-issues/>
4. <https://russiancouncil.ru/en/analytics-and-comments/analytics/the-future-of-the-four-dimensions-of-human-rights/>
5. <https://www.drishtiiias.com/daily-updates/daily-news-editorials/changing-paradigms-of-human-rights>

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**COURSE OUTCOMES**

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

- COC1 Describe the impact on human rights violations of immigrant labours, refuges, settlement, displacement and migration.
- COC2 Explain the values of religions human rights and human rights.
- COC3 Examine the importance of the rights of the children and Juvenile Justice Mechanism.
- COC4 Evaluate the status of women and safeguard from Crimes against Women.
- COC5 Analyse the impact on population growth food securing and abortion, family planning and human rights.