

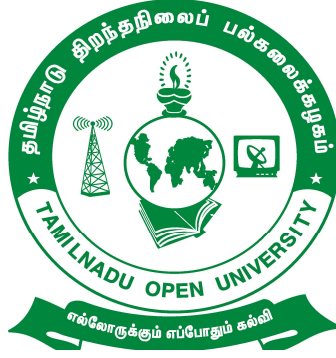
TAMIL NADU OPEN UNIVERSITY
SCHOOL OF POLITICS AND PUBLIC ADMINISTRATION

M.A. HUMAN RIGHTS
SEMESTER PATTERN

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

ANNEXURE –III

TAMIL NADU OPEN UNIVERSITY School of Politics & Public Administration



Regulations and Syllabus for

M.A. HUMAN RIGHTS (2 Year Programme)

(Semester Pattern - Distance Mode)

PROGRAMME PROJECT REPORT

REGULATIONS

1. Programme's mission and Objectives:

M.A. Human Rights is designed to satisfy the needs of the individuals and students who have interests in various aspects of M.A. Human Rights. This interdisciplinary degree program provides a solid grounding in diverse substantive and methodological approaches to the study and practice of human rights. The Master of Human Rights (MHR) degree program prepares students to engage in global human rights challenges through research, policy analysis, and advocacy.

2. Relevance of the Programme with HEI's Mission and Vision:

The Programme M.A. Human Rights is offered to meet current demands of the youth and public Sector. Also, to create awareness on the Human rights and Social Justice Aspects to the society. This Programme aims to creating equity in education by providing opportunity to rural people for whom higher Education in unreachable.

3. Nature of prospective target group of Learners:

Master of Arts (Human Rights) is meant for students who have completed a Degree Programme from recognized University. 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 teaching and civil services.

4. Appropriateness of Programme to be conducted in ODL mode to acquire specific skills and competence:

The Master Degree programme in Human Rights has a lot of scope in the teaching career. As outcomes of the programme, students may gain knowledge in the M.A. Human Rights programme provides to the students with the capacity to identify issues and problems relating to the relations of Human Rights and strengthen the ability to contribute to the resolution of Human Rights issues and problems. As programme outcome students may gain knowledge about the role of Human Rights in contemporary issues relating to terrorism, region, ethnicity gender and development. Also the students get more ideas of international Human Rights organizations and its principles, major themes, issues of human rights and Indian Constitution which help to the students to develop expertise in the field of Human Rights.

5. Eligibility for admission:

Examination (10+2+3 pattern) conducted by the Board of Higher Education, Government of Tamil Nadu or any other examination (10+2+4 pattern) accepted by Syndicate, as equivalent there to time to time.

6. Medium:

Tamil and English

7. Duration of the Course:

The minimum duration for pursuing degree of Master of Arts in Human Rights is two years and maximum duration shall be adhered as per the TNOU regulations time to time.

8. Admission:

The admission shall be made for the degree of Master of Arts in Human Rights in both Academic Year and Calendar Year admission cycles.

9. Course of Study:

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

Course Code	Course Title	Credits	Spot Assignment	Theory TEE	Total Marks
First Semester					
MHRS – 11	Historical and Theoretical Perspective on Human Rights	4	30	70	100
MHRS - 12	Constitutional Foundations of Human Rights in India	4	30	70	100
MHRS – 13	International Perspectives on Human Rights	4	30	70	100
MHRS – 14	Promotion of Human Rights Education	4	30	70	100
MHRS – 15	Research Methodology	2	30	70	100
Total		18			500
Second Semester					
MHRS – 21	Human Rights Legislations in India	4	30	70	100
MHRS - 22	Advocacy system in India	4	30	70	100
MHRS – 23	International Human Rights Mechanism	4	30	70	100
MHRS – 24	Protection of Human Rights	4	30	70	100
MHRS – 25	Gender Rights	2	30	70	100
Total		18			500

Third Semester					
MHRS – 31	NGO and human rights	4	30	70	100
MHRS - 32	Corporate and Industrial Law	4	30	70	100
MHRS – 33	Media and Human Rights	4	30	70	100
MHRS – 34	Food security and Health Rights	4	30	70	100
MHRS – 35	Introduction to Social Work	2	30	70	100
Total		18			500
Fourth Semester					
MHRS – 41	Human Rights movements in India	4	30	70	100
MHRS - 42	Development, Globalisation and human rights	4	30	70	100
MHRS – 43	Marginalised Sections: Rights and Duties	4	30	70	100
MHRS – 44	Environment and human rights	4	30	70	100
MHRS – 45	Science, Technology and human rights	2	30	70	100
Total		18			500

10. Examinations:

The examination for the Master of Arts programme is consisting of theory examination and Project work.

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

11. Scheme of Examinations:

The Scheme of examinations in two years of M.A. Human Rights programme shall be as follows:

CRITERIA	MARKS
Continuous Internal Assessment (CIA)	30
Term End Examination (TEE)	70
Total	100

12. Question Pattern for Theory Examinations:

TAMIL NADU OPEN UNIVERSITY
TERM END EXAMINATION
M.A. Degree Examination
(Batch AY 2022 Onwards)

Course: M.A.HUMAN RIGHTS
Time: 3 hours

Course Code: MHRS
Maximum marks: 70

PART - A (5X5 = 25 marks)

Answer any **FIVE** questions out of Eight questions in 300 words

All questions carry equal marks

1. From Unit- I
2. From Unit - II
3. From unit - III
4. From unit- IV
5. From unit– V
6. From any unit
7. From any unit
8. From any unit

PART - B (3 × 15= 45 marks)

Answer any **THREE** questions out of Five questions in 1000 words

All Questions Carry Equal Marks

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

12. Passing Minimum:

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

CATEGORY	MINIMUM PASS MARKS	MAXIMUM PASS MARKS
Continuous Internal Assessment (CIA)	13	30
Term End Examination (TEE)	32	70
Aggregated Total*	50	100

* The candidates must secure minimum aggregated total 50 marks for passing in the each course

13. Equivalence of Percentage of Mark Classification:

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



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CHENNAI – 15

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

**COURSE TITLE : HISTORICAL AND THEORETICAL PERSPECTIVES
ON HUMAN RIGHTS**

COURSE CODE : MHRS – 11

COURSE CREDIT : 4

COURSE OBJECTIVES

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

- To give a basic understanding to the concepts of human rights, human values, dignity, justice and equality.
- To outline the Magna Carta – Bill of Right - French and American Declaration and UN Charter on human rights
- To define the theories of human rights in various inter disciplinary dimensions
- To discuss the Human Rights Culture prevailing in the community.
- To know about the contribution of prominent thinkers in human rights

COURSE OUTCOMES

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

- Know about meaning of Human Rights, Classification of human rights, human values, dignity, justice and equality.
- Understanding of the historical perspective of human rights - Magna Carta-Bill of Right-French and American-Declaration and UN Charter on human rights.
- Students will able to understand various theories on human rights - Natural-Liberal-Legal-Marxist, - Sociological and cultural theory of rights.
- Knowing the students about culture religion relating to human rights.
- Understanding of the duties and responsibilities, classification of Human duties and responsibilities - Moral - Ethical Social, Economic, Political and cultural universal-Traditional and modern

MHRS - 11
HISTORICAL AND THEORETICAL PERSPECTIVES ON
HUMAN RIGHTS

BLOCK I Human Rights - An introduction

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

BLOCK II Human Rights - Historical Perspectives

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

BLOCK III Human Rights - Theoretical Perspectives

- Unit 10 Natural Rights Theory
- Unit 11 Liberal and Marxist Theory of Rights
- Unit 12 Legal/Positivist Theory of Rights
- Unit 13 Sociological Theory of Rights
- Unit 14 Cultural Theory of Rights

BLOCK IV Culture, Religion and Human Rights

- Unit 15 Human rights and Cultural Relativism
- Unit 16 Religion and Human Rights
- Unit 17 Theological Perspectives on Human Rights

BLOCK V Human Rights, Duties and Responsibilities

Unit 18 Concept of Duties and Responsibilities

Unit 19 Relationship between Rights and Duties

Unit 20 Classification of Human Duties and Responsibilities

Book References:

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



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

COURSE TITLE : CONSTITUTIONAL FOUNDATIONS OF HUMAN RIGHTS IN INDIA

COURSE CODE : MHRS – 12

COURSE CREDIT : 4

COURSE OBJECTIVES

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

- To define the Constitution, its principles and framing of Indian Constitution
- To outline the constitutional framework of India and its emergency Provisions
- To identify the redressal Mechanism that is available for safeguarding human rights
- To describe the Protection of Human Rights Act, Introduction to Human Rights Commissions and its Provisions
- To find the Critical Appraisal of Human Rights under Indian Constitution

COURSE OUTCOMES

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

- Understanding the human rights under Indian constitution and constitution framework such as Fundamental Rights, Directive Principles of State Policy and Fundamental Duties
- Know about the women protection and various types of violence against women and acts
- Examine the enforcement mechanism, human rights commission both of the national and state level, SC/ST Commission minorities' commission.
- Assess the role of Indian Constitution and UN Declaration and Critical Appraisal of Human Rights under Indian Constitution
- Analyse the Comparison of Human rights in India with USA and China

MHRS - 12

CONSTITUTIONAL FOUNDATIONS OF HUMAN RIGHTS IN INDIA

BLOCK I Indian Constitution

Unit 1 Definition and Principles of the Constitution

Unit 2 Preamble

Unit 3 Framing of Indian Constitution

BLOCK II Constitutional Framework

Unit 4 Fundamental Rights

Unit 5 Directive Principles of State Policy

Unit 6 Fundamental Duties

Unit 7 Emergency Provisions

BLOCK III Redressal Mechanisms

Unit 8 Amendments

Unit 9 Reservation

Unit 10 Safeguarding the rights of Scheduled Castes and Scheduled Tribes

Unit 11 Safeguarding the rights of Women and Children

Unit 12 Safeguarding the rights of Differently Abled, Aged and Minorities

BLOCK IV Constitutional Provisions

Unit 13 Critical Appraisal of Human Rights under Indian Constitution

Unit 14 Human Rights in India and Article 2(7) of the UN Charter

Unit 15 Indian Constitution and UN Declaration

Unit 16 Universal Economic, Social and Cultural Rights

Unit 17 Comparison of Human rights in India with USA and China

BLOCK V Case Laws and Landmark Judgements

Unit 18 Constitutional Case laws

Unit 19 Landmark Judgements

Unit 20 Human rights provisions in the Indian Constitution

Book References:

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



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

COURSE TITLE : INTERNATIONAL PERSPECTIVES ON HUMAN RIGHTS

COURSE CODE : MHRS– 13

COURSE CREDIT : 4

COURSE OBJECTIVES

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

- To learn the emergence and growth of international human rights norms
 - To describe the United Nations charter bodies, treaties bodies and UN high commission for human rights
 - To outline the Regional level Human Rights Charters for Peoples rights and Development
 - To recognise the Human rights mechanism in Asian Countries.
 - To discuss about the International Response on Human rights Conventions and its relevant.
-

COURSE OUTCOMES

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

- Know the emergence of International Human Rights norms - growth of internationally recognized human rights.
- Understand to universal declaration of human rights 1948, International Covenant on civil, Economic, Social, Political and Cultural rights 1966, UN general assembly Security Council and also about Vienna declaration on human rights.
- Discuss the European commission on human rights 1950, African charter on human rights and people's rights, American convention on human rights 1969 and also about development of Human rights Institution in Latin America.
- Identify the regional commission of Human Rights and violation of human rights in India.
- Examine the role and functions of UNHRC and Convention an Elimination of all forms of Racial discrimination 1965.

MHRS – 13

INTERNATIONAL PERSPECTIVES ON HUMAN RIGHTS

BLOCK I Emergence and Growth

- Unit 1 Emergence of International Human Rights Norms
- Unit 2 Internationally recognized Human Rights
- Unit 3 League of Nations - Establishment of United Nations

BLOCK II International Norms and Standards

- Unit 4 Universal Declaration of Human Rights 1948
- Unit 5 International Covenant, 1966
- Unit 6 Fundamental Duties and Responsibilities of UNO

BLOCK III Regional level

- Unit 7 Vienna Declaration of Human Rights
- Unit 8 European Convention of Human Rights, 1950
- Unit 9 African Charter of Human and People's Rights
- Unit 10 American Convention on Human Rights, 1969
- Unit 11 Development of Human Rights Institutions in Latin America

BLOCK IV Human Rights mechanisms in Asia

- Unit 12 Arab Regional Commission on Human Rights
- Unit 13 SAARC, ASEAN and Human Rights
- Unit 14 Human Rights in Saudi Arabia, North Korea and China
- Unit 15 Asian Human Rights (People's Charter) 1998

BLOCK V International Response

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

Book References:

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



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

COURSE TITLE : PROMOTION OF HUMAN RIGHTS EDUCATION

COURSE CODE : MHRS– 14

COURSE CREDIT : 4

COURSE OBJECTIVES

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

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

COURSE OUTCOMES

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

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

MHRS – 14

PROMOTION OF HUMAN RIGHTS EDUCATION

BLOCK I Introduction

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

BLOCK II Human Rights Education Policies

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

BLOCK III Implementation of Human Rights Education

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

BLOCK IV Teaching of Human Rights

- Unit 11 Principles and Practice in Teaching of Human Rights Education
- Unit 12 Curriculum development for Human Rights at various levels
- Unit 13 Human Rights Education: Problems and Challenges
- Unit 14 Role of UNESCO
- Unit 15 Human Rights Commissions and Education (National and State)
- Unit 16 Growth of Teaching in Human Rights Education

BLOCK V Human Rights Education: Emerging Trends and Dimensions

Unit 17 Research Priorities in Human Rights Education

Unit 18 Problems in Universalising Human Rights Norms

Unit 19 Obstacles to Dissemination of Human Rights Research

Unit 20 Training Aspects of Human Rights Education

Book References:

1. Alston, Phillip (ed.) (1992), *The United Nations and Human Rights: A Critical Appraisal*, Oxford: Clarendon Press.
2. Jha, R.C. (1995), *Resurrecting A Human Right in India*, New Delhi: Sheriden Book Company
3. Ponaiyan, M. and PanchRamalingam (1999), *Education and Human Rights*, P.R. Books, New Delhi.
4. Saxena, K.P., (1996), *Teaching Human Rights: A Manual for Adult Education*, Landy Books, New Delhi.
5. Sharma, Gokulesh, (2003) *Indianization of Rights and Duties*, New Delhi: Manas.



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

COURSE TITLE : RESEARCH METHODOLOGY

COURSE CODE : MHRS– 15

COURSE CREDIT : 2

COURSE OBJECTIVES

While studying the Research Methodology, the student shall be able

- To define, meaning, nature, objectives and type, scientific methods of social science research
- To framework the research problem, hypothesis, research design and sampling techniques.
- To describe the data collection, sources of data (primary and secondary), types of data and methods of data collection.
- To find the statistical analysis, classification, codification and tabulation of data.
- To identify the role of computer and ethics in the social science research.

COURSE OUTCOMES

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

- Understanding of social science research scientific method and important of social science research in human rights
- Identify the research problem - hypothesis, research design, selection of universe and various methods of sampling and scaling.
- Know the source of data and its various methods of data collection like questionnaire, interview, schedules, observation and projective techniques.
- Analyse the classification, codification and tabulation of data and statistical method of analyzing the data.
- Explain the report writing of research work done by him and also about the role of computer in research and ethics in social science research.

MHRS – 15
RESEARCH METHODOLOGY

BLOCK I Introduction on Research

- Unit 1 Social Science Research
- Unit 2 Scientific Methods of Social Science Research
- Unit 3 Importance of Social Science Research in Human Rights
- Unit 4 Issues and Trends in Human Rights Research

BLOCK II Research Problem, Hypothesis, Research Design and Sampling

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

BLOCK III Data Collection

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

BLOCK IV Statistical Analysis

- Unit 11 Classification, Codification and Tabulation of Data
- Unit 12 Analysis of Data
- Unit 13 Measures of Central Tendency and Dispersion

BLOCK V Report Writing

- Unit 14 Report Writing - Structure, Characteristics and Precautions
- Unit 15 Role of Computers in Research
- Unit 16 Ethics in Social Science Research

Book References:

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



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

COURSE TITLE : HUMAN RIGHTS LEGISLATIONS IN INDIA

COURSE CODE : MHRS– 21

COURSE CREDIT : 4

COURSE OBJECTIVES

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

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

COURSE OUTCOMES

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

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

MHRS – 21

HUMAN RIGHTS LEGISLATIONS IN INDIA

BLOCK I Child Rights

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

BLOCK II Women Rights

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

BLOCK III Weaker Section Rights

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

BLOCK IV Legal Provisions

- Unit 13 Right to Information Act, 2005
- Unit 14 Consumer Protection Act, 2019
- Unit 15 Criminal Law Amendment Act 2013
- Unit 16 Preventive Detention Acts in India

BLOCK V Other Acts

Unit 17 Tamil Nadu Prevention of Dangerous Activities of Bootleggers, Drug Offenders

Unit 18 Immoral Traffic Offenders

Unit 19 Immoral Slum-Grabbers

Unit 20 Video Pirates Act, 1982

Book Reference:

1. A.K. Sen, (2012), *Law of the Indian Constitution and Human Rights*, Pragn Publications.
2. *Protection of Human Rights Act, 1993 along with Regulations & Rules*, United Nations System, National Human Rights Commission (Procedure) Regulations, 1994, NHRC, (2020), Professional Book Publishers.
3. K. C. Joshi, (2019), *International Law and Human Rights*, Eastern Book Company, 4th Edition.
4. Dr. Ravindankaur R. Karnani, *Protection of Human Rights in Modern Era*, Createspace Independent Publishing Platform.
5. Michael, James (1994), *Privacy and Human Rights: An International and Comparative Study with Special Reference to Documents in Information Technology*, Paris: UNESCO.



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

COURSE TITLE : ADVOCACY SYSTEM IN INDIA

COURSE CODE : MHRS– 22

COURSE CREDIT : 4

COURSE OBJECTIVES

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

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

COURSE OUTCOMES

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

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

MHRS – 22
ADVOCACY SYSTEM IN INDIA

BLOCK I Introduction to Advocacy System

Unit 1 Meaning, Definition, Nature and Scope of Advocacy

Unit 2 Advocacy strategies and methods

Unit 3 Human Rights and awareness

BLOCK II Advocacy and Human rights Education

Unit 4 Human rights education

Unit 5 Specialized training in human rights

Unit 6 Human Rights education and sensitization strategies

BLOCK III Techniques of Human Rights Advocacy

Unit 7 Informal techniques of human rights advocacy

Unit 8 The role of Advocacy in various forms of art

BLOCK IV Legislations for the Redressal of Grievances

Unit 9 Human Rights and Redressal Mechanism

Unit 10 NHRC and Redressal Mechanism

Unit 11 SHRC and Redressal Mechanism

Unit 12 Role of NCW in Redressal Mechanism

Unit 13 NCPCR in Redressal Mechanism

BLOCK V Specialized Redressal Mechanisms

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

Unit 15 Public Interest Litigation (PIL)

Unit 16 Lok Adalat and Ombudsman

Unit 17 Mahila Courts, Fast Track Courts and Special Courts

Book References:

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



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CHENNAI – 15

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

COURSE TITLE : INTERNATIONAL HUMAN RIGHTS

MECHANISM

COURSE CODE : MHRS– 23

COURSE CREDIT : 4

COURSE OBJECTIVES

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

- To provide insight on the Historical Evolution of International Organizations
- To make students understand the UN System and the Changing Context of Global Politics.
- To enable the understanding of the United Nations role in Human Rights Mechanism
- To recognise the Role of NGOs in United Nations and Human Rights.
- To learn on the key issues concerning UN such as Sustained Economic Growth and Development

COURSE OUTCOMES

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

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

MHRS – 23

INTERNATIONAL HUMAN RIGHTS MECHANISM

BLOCK I United Nations system

- Unit 1 Historical Evolution of International Organizations
- Unit 2 League of Nations
- Unit 3 Principles and membership of United Nations
- Unit 4 Organs of United Nations
- Unit 5 UN System and the Changing Context of Global Politics

BLOCK II International Organisations

- Unit 6 International court of justice
- Unit 7 International Labour Organisation (ILO)
- Unit 8 United Nations Educational, Scientific and Cultural Organization (UNESCO)
- Unit 9 United Nations Children's Emergency Fund (UNICEF)
- Unit 10 United Nations High Commissioner for Refugees (UNHCR)

BLOCK III UN and Non-Governmental Organisations

- Unit 11 Role of NGOs in UN
- Unit 12 Amnesty International
- Unit 13 Human Rights Watch
- Unit 14 International Committee on the Red Cross
- Unit 15 Geneva Conventions

BLOCK IV Key issues concerning UN

- Unit 16 Global health
- Unit 17 Antimicrobial resistance

Unit 18 Climate and Environment

Unit 19 Sustained Economic Growth and Sustainable Development

Unit 20 Maintenance of International Peace and Security

BLOCK V Key issues concerning UN

Unit 21 Key issues concerning UN Promotion and Protection of Human Rights

Unit 22 Humanitarian Assistance Efforts, Promotion of Justice and International Law

Unit 23 Terrorism, Nuclear, Chemical and Conventional Weapons Disarmament

Unit 24 Drug Control, Crime Prevention and Counter

Book References:

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



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

COURSE TITLE : PROTECTION OF HUMAN RIGHTS

COURSE CODE : MHRS– 24

COURSE CREDIT : 4

COURSE OBJECTIVES

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

- To learn about the Individual procedures to file a Right.
 - To know about the procedures to file a Complaint in SHRC and NHRC.
 - To understand the format of a writ under Public Interest Litigation.
 - To identify the ways to registering a complaints on human rights violations.
 - To study the concepts, features and benefits of FIR.
-

COURSE OUTCOMES

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

- Elaborate the procedures to file a Right to Information Act, 2005, Environment Protection Act 1986 and The Maintenance and Welfare of Parents and Senior Citizens Act, 2007.
- Explain the Reporting of Human Rights violations in newspapers and Petition or memorandum to the government officials seeking redressal.
- Discuss the complete concept of Public Interest Litigation, Areas and Filing a petition under PIL.
- Recognise the Registers such as Community Service Register, Types of Writs etc.
- Trace the Format of FIR, Significance and Format of Affidavit as a key to the protection of Human Rights.

MHRS – 24
PROTECTION OF HUMAN RIGHTS

BLOCK I Individual Procedure for a Right

- Unit 1 The procedures to file on Right to Information Act, 2005
- Unit 2 The procedures to file on Environment Protection Act 1986
- Unit 3 Scope of Sec.125 CrPC
- Unit 4 Maintenance and Welfare of Parents and Senior Citizens Act, 2007

BLOCK II Reporting of Human Rights Violations

- Unit 5 The procedures to file a Complaint in SHRC and NHRC
- Unit 6 Reporting of Human Rights violations in newspapers
- Unit 7 Petition or memorandum to the government officials seeking redress

BLOCK III Public Interest Litigation

- Unit 8 Filing a petition under PIL
- Unit 9 Areas of Public Interest Litigation
- Unit 10 Format of a writ under Public Interest Litigation

BLOCK IV Complaint Registration

- Unit 11 Community Service Register
- Unit 12 Registering a Complaint
- Unit 13 Types of Writs

BLOCK V First Identification Report

- Unit 14 FIR and its contents
- Unit 15 Format of a FIR
- Unit 16 Significance and Format of Affidavit
- Unit 17 Ombudsman

Book Reference:

1. Digumarti Bhaskaro Rao (2001), *Human Rights and United Nations*, Discovery Publishing House, New Delhi
2. Naseema, C. (2008), *Human Rights Education: Conceptual and Pedagogical Aspects*, New Delhi: Kanishka Publishers and Distributors.
3. Jack Donnelly, (2005), *Universal Human Rights*, Manas Publication, New Delhi
4. Nagendra Singh (1986), *Enforcement of Human Rights*, Calcutta: Eastern Law House.
5. A.K. Sen, (2012), *Law of the Indian Constitution and Human Rights*, Pragun Publications.



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

COURSE TITLE : GENDER RIGHTS

COURSE CODE : MHRS– 25

COURSE CREDIT : 2

COURSE OBJECTIVES

While studying the Gender Rights, the student shall be able

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

COURSE OUTCOMES

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

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

**MHRS – 25
GENDER RIGHTS**

BLOCK I Introduction

- Unit 1 Definition and Meaning of Gender and Sex
- Unit 2 Gender stereotyping, discrimination, roles, budgeting and Ceiling
- Unit 3 Changing cultural patterns and Gender
- Unit 4 Gender Variance and Sexuality

BLOCK II Feminist Movements

- Unit 5 Feminist Movements
- Unit 6 Liberalism, Socialism, Radical, Marxism
- Unit 7 International Conferences on Women
- Unit 8 Post Beijing Conference
- Unit 9 Reform Movements in India

BLOCK III Women and Law in India

- Unit 10 Women and Personal Laws
- Unit 11 Laws related to abortion
- Unit 12 Laws related to assault on women's body
- Unit 13 Pre-Conception and Pre- Natal Diagnostic Techniques Act

BLOCK IV International feminist Perspectives

- Unit 14 Reproductive Rights
- Unit 15 Women Suffrage
- Unit 16 Democracy and political participation of women
- Unit 17 Impact of power on Gender
- Unit 18 Third Gender Rights

BLOCK V Gender Mainstreaming

Unit 19 Women and Governance

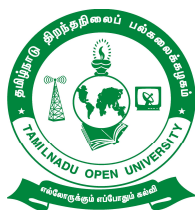
Unit 20 Role of Education, Media and Civil Society

Unit 21 Gender and Development

Unit 22 Social, Economic, Legal and statutory redressal

Book References:

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



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CHENNAI – 15

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

COURSE TITLE : NGO AND HUMAN RIGHTS

COURSE CODE : MHRS – 31

COURSE CREDIT : 4

COURSE OBJECTIVES

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

- To study the meaning, nature, Types and Classification of Non-Governmental Organisations.
 - To understand the Procedures to starting an NGO and Statutory requirements.
 - To discuss the approaches to Project planning and management to work in NGO.
 - To know about the procedure to Fund Raising in NGO, International Funds and National Funds.
 - To learn the about the Public Interest Movements in India.
-

COURSE OUTCOMES

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

- Describe the basic concepts of Non- Governmental Organisation and gathering more knowledge about NGOs in Protecting Human Rights.
- Provide the importance of the Registration of an NGO and Project Proposal Writing.
- Examine the Various dimensions of work in the NGO as Monitoring and evaluation of projects, Documentation, Importance of Staffing and Corporate Social Responsibility.
- Analyze the economic Relationship between Government and NGO.
- Focus on Field work and Reporting Writing in NGOs in protecting the Human Rights and Social Justice.

MHRS – 31

NGO AND HUMAN RIGHTS

BLOCK I Introduction

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

BLOCK II Establishing an NGO

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

BLOCK III Project Work in NGO

- Unit 9 Project planning and management
- Unit 10 Monitoring and evaluation of projects
- Unit 11 Documentation in NGO Management
- Unit 12 Importance of Staffing in NGO
- Unit 13 Corporate Social Responsibility and NGOs

BLOCK IV Fund Raising in NGO

- Unit 14 Fund raising
- Unit 15 International NGOs
- Unit 16 National NGOs
- Unit 17 Relationship between Government and NGO

BLOCK V Activities of NGO

Unit 18 Public Interest Movements in India

Unit 19 Field work with NGOs

Unit 20 Reporting Writing in NGOs

Book References:

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



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CHENNAI – 15

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

COURSE TITLE : CORPORATE AND INDUSTRIAL LAW

COURSE CODE : MHRS– 32

COURSE CREDIT : 4

COURSE OBJECTIVES

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

- To conceptualise the definitions of Labour, Evolution of Labour Rights.
 - To understand the principles of Safe workplace and Work ethics.
 - To analyse the various Labour Rights of Organised and Unorganised Sector.
 - To compare the Employee Benefit Acts in relation to the Human Rights.
 - To study the Rights of employees with regards to compensation and benefits.
-

COURSE OUTCOMES

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

- Elaborate the Origin and development of ILO and ILO standards with collective bargaining, forced labour, equal remuneration and hours of work.
- Explain the Role of trade unions and Trade Unions Act.
- Recognise the Protection against Sexual Harassment, Non Discrimination with Institutions protecting rights of workers.
- Understand the law related to the Industrial Disputes Act, Maternity Benefit Act, Equal Remuneration Act and Minimum wages Act, Payment of Bonus Act - Employees' State Insurance Act - Provident Fund Act.
- Discuss the Forced labour convention 1930, Bonded Labour Abolition Act and Workmen's Compensation Act.

MHRS – 32

CORPORATE AND INDUSTRIAL LAW

BLOCK I Introduction to Labour Rights

- Unit 1 Concepts and definitions of labour
- Unit 2 Evolution of labour rights
- Unit 3 Origin and development of ILO
- Unit 4 ILO standards with collective bargaining, forced labour, equal remuneration and hours of work

BLOCK II Work Ethics

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

BLOCK III Labour Welfare Laws

- Unit 8 Labour welfare laws
- Unit 9 Labour Rights of Organised and Unorganised Sector
- Unit 10 Trade Unions – Roles and Acts
- Unit 11 Right to organise and Collective bargaining, freedom of association

BLOCK IV Employee Benefit Acts

- Unit 12 Industrial Disputes Act, 1947
- Unit 13 Maternity Benefit Act, 2017
- Unit 14 Equal Remuneration Act and Minimum wages Act, 1976
- Unit 15 Payment of Bonus Act, 1965 - Employees' State Insurance Act, 1948 - Provident Fund Act, 1952

BLOCK V Compliance of Human Rights Standards

Unit 16 Rights of employees with regards to compensation and benefits

Unit 17 Workmen's Compensation Act, 1923

Unit 18 Forced labour convention, 1930

Unit 19 Bonded Labour Abolition Act, 1976

Book References:

1. Dr. B. Jagdish Rao, *Labour Welfare Law*, Sahithya Bhawan Publications, Lucknow.
2. JanuszSymonides, (ed.) (1998), *Human Rights: New Dimensions and Challenges*, Sydney: UNESCO, pp. 99-114.
3. Dr. Ravindankaur R. Karnani, *Protection of Human Rights in Modern Era*, Createspace Independent Publishing Platform.
4. A.K. Sen, (2012), *Law of the Indian Constitution and Human Rights*, Pragun Publications.
5. P.L. Malik, (2007), *Labour and Industrial Laws*, Eastern Book Company, 2nd Edition.



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

COURSE TITLE : MEDIA AND HUMAN RIGHTS

COURSE CODE : MHRS – 33

COURSE CREDIT : 4

COURSE OBJECTIVES

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

- To understand the Media as the Fourth estate and significance of Media in the society.
 - To study the various basic concepts of Media and Human Rights.
 - To analyse the Issues related to Media and Human Rights and the influence of corporate owned Media.
 - To recognise the role of Media and the laws, rights related to it.
 - To know about the challenges faced due to emergence of Social media.
-

COURSE OUTCOMES

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

- Classify the different kinds of Media and its forms and the role of media in protection of Human Rights.
- Examine the Influence of Media and Civic Action in India and Indecent Representation of Women (Prohibition) Act 1986.
- Analyse the Downsizing, Dumbing down, Infotaining and Reporting in Media.
- Discuss the rights such as Media and the Right to Information, Freedom of speech and expression, the right to privacy and Victim Protection
- Provide the various Activism through Social Media, Portrayal of Women in Media and Social responsibility.

MHRS- 33

MEDIA AND HUMAN RIGHTS

BLOCK I Introduction

- Unit 1 Media – Fourth Organ
- Unit 2 Importance of Media
- Unit 3 Role of media in protection of Human Rights
- Unit 4 Media and its forms

BLOCK II Media and Human Rights

- Unit 5 Media and Human Rights
- Unit 6 Influence of Media and Civic Action in India
- Unit 7 Indecent Representation of Women (Prohibition) Act, 1986

BLOCK III Issues related to Media and Human Rights

- Unit 8 Corporate owned Media
- Unit 9 Downsizing, Dumbing down and Infotaining
- Unit 10 Reporting in Media

BLOCK IV Media Rights

- Unit 11 Media and the Right to Information
- Unit 12 Freedom of speech and expression
- Unit 13 Media and the right to privacy
- Unit 14 Media and Victim Protection

BLOCK V Contemporary Issues

- Unit 15 Challenges faced due to emergence of Social media
- Unit 16 Activism through Social Media

Unit 17 Portrayal of Women in Media

Unit 18 Media and Social responsibility

Book References:

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



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

COURSE TITLE	:	FOOD SECURITY AND HEALTH RIGHTS
COURSE CODE	:	MHRS – 34
COURSE CREDIT	:	4

COURSE OBJECTIVES

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

- To understand the United Nations Food Summit and Bio diversity.
 - To outline the rural Livelihood for the healthy lifestyle.
 - To analyse the various interdisciplinary dimensions such as good and Gender Justice.
 - To recognise the different perspectives of risk of commercialization of Food.
 - To know about the fact of Junk foods and health hazards related to it.
-

COURSE OUTCOMES

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

- Describe the role of forest in protecting the biodiversity, Forest Management and Restoration.
- Explain the promotion of Rural Food Security Programme and government action to food for all.
- Elucidate the concepts of Food security with Pandemic, Poverty, Commerce and Gender.
- Analyze the Human rights issues and trends on food and concerns and implementing the ways to rethink diet.
- Examine the necessity for Human Rights with the Food Security.

MHRS – 34

FOOD SECURITY AND HEALTH RIGHTS

BLOCK I Health Rights

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

BLOCK II Rural Health

- Unit 5 Rural livelihood
- Unit 6 The promotion of Rural Food Security Programme
- Unit 7 Food Trees

BLOCK III Food and Gender

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

BLOCK IV Food and Commerce

- Unit 12 Food and Commerce
- Unit 13 Risk of commercialization of Food
- Unit 14 Food security and Pandemic
- Unit 15 Food security and Poverty

BLOCK V Food and Health

Unit 16 Food and Health

Unit 17 Junk Food and health hazards

Unit 18 Rethink Diet

Unit 19 Human rights issues and trends on food and concerns

Book References:

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



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

COURSE TITLE : INTRODUCTION TO SOCIAL WORK

COURSE CODE : MHRS– 35

COURSE CREDIT : 2

COURSE OBJECTIVES

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

- To gain an historical and practical overview of the social work profession, this includes practice theory.
- To learn how social workers engage in generalist practice and how it is applied with individuals, groups, and communities.
- To understand the role of social workers in human rights settings, such as the juvenile justice system, hospitals, and government and private agencies.
- To improve knowledge of social work practice, values, ethics, social welfare policy, and social justice issues.
- To explore current topics and career opportunities in social work and Human Rights

COURSE OUTCOMES

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

- Discuss the historical roots and current development of social work theory and practice.
- Describe the social work profession including career facts, code of ethics, certification and licensure, employment projections, and future trends.
- Explain the wide variety of social work professional practice settings and social concerns such as poverty, mental health, and crime.
- Demonstrate an increased awareness of the dynamics of human suffering.
- Examine the increased tolerance and acceptance of the diversity of the human experience in a social/cultural context.

MHRS – 35

SOCIALWORK

BLOCK I Introduction to social work

- Unit 1 Meaning and Definitions of Social Work Concepts
- Unit 2 Evolution of Social Welfare in U. K., U. S. A. and India
- Unit 3 Contributions of Social Reformers - I
- Unit 4 Contributions of Social Reformers - II

BLOCK II Social Work Profession

- Unit 5 Evolution of Social Work Profession
- Unit 6 Principles, Objectives and Functions of Professional Social Work
- Unit 7 Values of Professional Social Work

BLOCK III Social Work Ideologies, Approaches and Theories

- Unit 8 Socialism, Marxism, Equality and Humanitarianism
- Unit 9 Continuum from Welfare to Rights based approach
- Unit 10 Social Work Theories – Need and Importance

BLOCK IV Philosophy of Social Work Profession

- Unit 11 Principles, Values, Beliefs, Code of Ethics
- Unit 12 Field Work and Importance of Supervision
- Unit 13 Professional organizations
- Unit 14 Status and Problems of social work practice
- Unit 15 Recognition of social work profession in India

BLOCK V Fields of Social Work

Unit 16 Rural and Urban Community Development

Unit 17 Family and Child Welfare

Unit 18 Medical and Psychiatric social Work

Unit 19 International Social Work

Unit 20 International and National Professional Associations of Social Workers

Book References:

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



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

COURSE TITLE : HUMAN RIGHTS MOVEMENTS IN INDIA

COURSE CODE : MHRS– 41

COURSE CREDIT : 4

COURSE OBJECTIVES

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

- To study civil society and social movements, concepts, typology, ideology and mobilization leadership
 - To define Dalit movements and castiesam, role of B.R.Ambedkar and Periyar E.V.Ramasamy
 - To describe political and environment movements and human rights
 - To find the people’s union for civil liberties and peoples union for democratic rights
 - To educate on the Armed Forces Special Provisions Act and its repercussions.
-

COURSE OUTCOMES

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

- Know the civil society and social movements its concepts, typology, ideology, organization and also about social movements as promoters of social change.
- Understanding the various social tribal movement, women’s movements and new social movements.
- Evaluate the freedom movement, peasant movement , regional or ethic movement sarvodaya movement
- Awareness about the people’s union for Civil Liberties (PUCL) - Peoples Union for Democratic Rights (PUDR) – Mazdoor Kisan Shakti Sangathan (MKSS)-Human Rights Law Network (HRLN) - National Alliance for People’s Movement (NAPM).
- Assess the Armed Forces Special Provisions Act and its repercussions, State Power, Nasalism and its implications with Human Rights.

MHRS – 41
HUMAN RIGHTS MOVEMENTS IN INDIA

BLOCK I Conceptual Perspectives

Unit 1 Civil Society and Social Movements

Unit 2 Mobilization leadership

Unit 3 Social Movements and Human Rights

BLOCK II Social Movements and Human Rights

Unit 4 Reform Movement in Colonial India

Unit 5 Dalit Movements

Unit 6 Tribal Movements

Unit 7 Women's Movements

Unit 8 New Social Movements

BLOCK III Political and Environment Movements in Human Rights

Unit 9 Political Movements

Unit 10 Freedom Movements

Unit 11 Peasant Movements

Unit 12 Regional and Ethnic identity Movements

Unit 13 Land Reform Movements

Unit 14 Environmental Movements

BLOCK IV Human Rights Activism in India

Unit 15 NGOs and Human Rights Activism

Unit 16 People's Union for Civil Liberties - Peoples Union for Democratic Rights

Unit 17 Mazdoor Kisan Shakti Sangathan (MKSS) & Human Rights Law Network

Unit 18 National Alliance for People's Movement (NAPM)

BLOCK V AFSPA and Naxalism

Unit 19 Armed Forces Special Provisions Act and its repercussions

Unit 20 Problems of Development

Unit 21 Naxalism and its implications with Human Rights

Book References:

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



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

COURSE TITLE : DEVELOPMENT, GLOBALISATION AND HUMAN RIGHTS

COURSE CODE : MHRS– 42

COURSE CREDIT : 4

COURSE OBJECTIVES

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

- To outline the concepts of Integrating the human rights approach in development.
 - To understand the role of International Trade and Development and Vision of the New International Economic Order (NIEO).
 - To analyse the impact of globalisation and the problems of patents.
 - To discuss the Transnational Corporations control over International Trade and the Question of Sovereignty.
 - To recognise the international trade development issues and its impact on Human Rights.
-

COURSE OUTCOMES

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

- Understand to role of Human Rights in Development and various theories of development.
- Understanding of the new international Economic Order (NIEO), WTO GATT negotiations and International Trade and Human Rights Perspective in India.
- Knowing about the Globalisation and its impact on agriculture, environment, labour, women, culture and health and the case of Pharmaceutical Industries and its impact on Public Health.
- Evaluate the Transnational Corporations (TNCs) and Human Rights violations with Human Rights Standards.
- Understanding of Tribal and Farmer Rights in the context of globalisation and development, destruction of forests, access to seeds, fertilizers and technology.

DEVELOPMENT, GLOBALISATION AND HUMAN RIGHTS

BLOCK I Rights Based Approach to Development

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

BLOCK II International Trade and Human Rights

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

BLOCK III Globalisation and Human Rights

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

BLOCK IV Human Rights and the Question of Sovereignty

- Unit 13 National control over International Trade
- Unit 14 Transnational Corporations (TNCs) and Human Rights violations
- Unit 15 Human Rights Standards and International Trade
- Unit 16 Impact of GATT - WTO on sovereignty

BLOCK V Issues in Human Rights

Unit 17 Debate on the Social Issues

Unit 18 Developed Countries power on Third World

Unit 19 Sovereign states and peoples' rights - Issue of economic sovereignty

Book References:

1. Baxi, Upendra (1983), *The New International Economic Order, Basic Needs and Rights: Notes towards Development of the Right to Development*, Indian Journal of International Law, Vol.23, pp.225-45.
2. Baxi, Upendra (1998), *The Development of the Right to Development*, in Janusz Symonides, (ed.), *Human Rights: New Dimensions and Challenges*, Sydney: UNESCO, pp. 99-114.
3. Centre for Development and Human Rights (2004), *The Right to Development – A Primer*, New Delhi: Sage Publications.
4. Cheria, Anita et al. (2004), *Human Rights Approach to Development: Resource Book*, Bangalore: Books for Change.
5. Mishra, Pramod (ed.), *Human Rights in South Asia*, Delhi: Kalpaz Publications.



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SCHOOL OF POLITICS AND PUBLIC ADMINISTRATION
CHENNAI – 15

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

COURSE TITLE : MARGINALISED SECTION: RIGHTS AND DUTIES

COURSE CODE : MHRS– 43

COURSE CREDIT : 4

COURSE OBJECTIVES

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

- To conceptualize the Concept of Disadvantaged group, Historical background, Feudalism, caste system and the socio-economic situation.
- To understand the Status of Disadvantaged Sections/Groups in Contemporary Indian Society.
- To study the Acts related to safeguard Marginalised community.
- To explain the Institutional Mechanisms for Protection of SC/ST and OBCs.
- To know about the Prisoners rights and Social Justice.

COURSE OUTCOMES

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

- Demonstrate the disadvantaged groups and Issues of social and economic inequalities in Indian society.
- Describe the perspectives of identification of Rights, Economic and social inequalities, land rights and Human Dignity.
- Provide the advance knowledge of Policies of Government, Reservations, quotas, special drives and schemes.
- Identify the International Norms and Standards Relating to Tribal and other Indigenous Groups.
- Discuss the Right against Torture and Other Cruel, Inhuman or Degrading Treatment of Punishment.

MARGINALISED SECTION: RIGHTS AND DUTIES

BLOCK I Concepts, History and Issues

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

BLOCK II Status of Disadvantaged Sections/Groups in Contemporary Indian Society

- Unit 6 Issues of identification of Rights
- Unit 7 Economic and social inequalities
- Unit 8 Issues of land rights - Rural Indebtedness
- Unit 9 Issues of Human Dignity - Caste wars

BLOCK III Constitutional Protection

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

BLOCK IV Institutional Mechanisms for Protection of SC/ST and OBCs

- Unit 14 Constitutional Mechanisms: Legislature, Executive, Judiciary
- Unit 15 National Commissions, State Commissions
- Unit 16 Role of Media and Education
- Unit 17 International Norms and Standards relating to Tribal and other Indigenous Groups

BLOCK V Prisoners and Human Rights

Unit 18 The Criminal Law Amendment Act 1932 and 1966

Unit 19 The Identification of Prisoners Act 1920 - Prisoners Issue

Unit 20 Right against Torture and Other Cruel, Inhuman or Degrading Treatment of Punishment

Book References:

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



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CHENNAI – 15

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

COURSE TITLE : ENVIRONMENT AND HUMAN RIGHTS

COURSE CODE : MHRS– 44

COURSE CREDIT : 4

COURSE OBJECTIVES

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

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

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

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

MHRS - 44

ENVIRONMENT AND HUMAN RIGHTS

BLOCK I Environment

Unit 1 Meaning, Definition and Significance of Environment Studies

Unit 2 Environment and Human Rights

Unit 3 Concern for Environment

Unit 4 Environmental Pollution: Causes and Effects

BLOCK II Environmental Protection

Unit 5 Constitutional Rights, Duties and Obligation

Unit 6 Role of Judiciary

Unit 7 Environment Protection Acts, 1986 - National Environment Policy, 2006

Unit 8 Preservation of Natural Resources

BLOCK III Environment versus Development

Unit 9 Mega Developmental Projects

Unit 10 Depletion of Flora and Fauna

Unit 11 Dumping of Waste and Discarded Technology

Unit 12 Government Planning and Pollution Control Mechanisms

BLOCK IV Supervision and Enforcement

Unit 13 UN Environmental Conferences - International Convention on Protection of Environment

Unit 14 UN Convention on Development

Unit 15 United Nations - IPCC – World Climate Change Negotiations

Unit 16 Greenpeace and its functions

BLOCK V Emerging Concepts

- Unit 17 Common Heritage Principles
- Unit 18 Intergenerational Equity
- Unit 19 Duties towards Future Generations
- Unit 20 Sustainable Development

Book References:

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



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

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

COURSE OBJECTIVES

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

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

COURSE OUTCOMES

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

- Know the basic concept in science and technology and also about Indian perspective on science and technology.
- Understanding about the Right to Adequate Food, Agricultural, Biotechnology Impact of on Agriculture, Food Biotechnology and also about rights to Freedom of Information and Expression and also about Revolution in Information Technology.
- Learn the rights to health and application of Biotechnology in Medicine and also about Intellectual Property Rights.
- Recognise about the Right to Peace and Disarmament and Emerging Military Technologies and the issue of Dual Use Technologies.
- Analysis about the Bio Ethics, Organ Transplantation, Stem Cell Research and Cloning.

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

BLOCK I Concepts and Perspectives on Science and Technology

Unit 1 Concepts: Science and Technology, Scientific Temper, Biotechnology

Unit 2 Impact of Science and Technology on Society

Unit 3 Intellectual Property Rights

Unit 4 International Perspective on Science and Technology

Unit 5 Indian Perspective on Science and Technology

BLOCK II Food, Agriculture and ICT

Unit 6 Modern Agricultural Practices

Unit 7 Impact of Biotechnology on Agriculture

Unit 8 Right to Adequate Food

Unit 9 Food Biotechnology and Issues of Food Security

BLOCK III Health and Biotechnology

Unit 10 Right to Health - Health Technologies

Unit 11 Application of Biotechnology in Medicine

Unit 12 Clinical Trials and Experiment on Living Beings

Unit 13 Genetically Modified Crops and Implications on Health

Unit 14 Sports and Biotechnology

BLOCK IV War and Destruction

Unit 15 Right to Peace and Disarmament

Unit 16 Weapons of Mass Destruction

Unit 17 Emerging Military and Dual Use Technologies

BLOCK V Bio-Ethics and Social Issues

- Unit 18 Bio-Ethics
- Unit 19 Abortion & Assisted Reproductive Technologies
- Unit 20 Organ Transplantation
- Unit 21 Stem Cell Research - Cloning
- Unit 22 Right to Die in Dignity and Peace: Euthanasia

Book References:

1. Antony Anghie and Garry Sturgess, (eds.) (1998), *Legal Visions 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.