

Course Outcome

Department Name: Human Rights

Semester	1 ST
Course Code	DSC-1A(CC-1)
Title of Course	Introduction to Human Rights: Jurisprudence, Norms, Standards and Mechanisms
Credit	06
Hours	
Course Content: A. Human Rights and duties: Jurisprudence i) Philosophical and historical foundation of human rights and duties ii) Theories of rights iii) Concept and classifications of human rights and duties iv) Human rights and duties a) Co-relationship of rights and duties/responsibilities b) Tensions between rights inter se, duties inter se, and rights and duties v) Importance of internalizing human rights and duties: vi) Urgent need for not only sensitizing others of human rights and duties, but of practicing oneself those values: self-inculcation, endeavour to live up to those ideals - Duty to respect others' rights, respect each other's human dignity. Any two : a) Child's Rights; b) Women's Rights, c) Mob Violence B. International Human Rights: norms, standards and mechanisms i) Evolution of human rights and duties on the international plane ii) The United Nations Charter and the development of human rights Provisions of the Charter, Universal Declaration of Human Rights 1948, International Covenant on Civil and Political Rights 1966 and International Covenant on Economic, Social and Cultural Rights 1966, and other major UN instruments on human rights (Conventions on Racial Discrimination, Women's Rights, Rights of the Child, Torture) DSC1AP: Project Report (on any chosen topic from DSC-1A)	

Course Outcome:

The programme provides the student with the capacity to identify issues and problems relating to realisation of human rights, and strengthens the ability to contribute to the resolution of human rights issues and problems. It is also develops investigative and analytical skills.

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Course Outcome

Department Name: Human Rights

Semester	2 ND
Course Code	DSC-1B(CC-2)
Title of Course	Promotion of Human Rights and Humanitarian Law
Credit	06
Hours	
Course Content: A. United Nations for promotion of Human Rights and Regional Human Rights standards and mechanisms i) UN bodies involved in promotion of human rights - Economic and Social Council, UN Commission on Human Rights and its sub-commissions on women, minorities, etc., General Assembly, Human Rights Committee and other committees under the various conventions, ILO, UNESCO, WHO, FAO. ii) European Convention on the Protection of Human Rights 1950 and institutions iii) Latin American standards and mechanisms for protection of human rights iv) African standards and mechanisms for protection of human rights B. International Humanitarian Law i) Evolution of IHL since the mid-nineteenth century: IHL conventions 1864, 1899 1907, 1929, and 1949, 1977 Geneva Protocols II & I. ii) Basic principles: humanity, protection of civilians and civilian objects, humane treatment of prisoners and civilians under custody, prohibition of use of weapons and methods of warfare, causing superfluous injury and unnecessary suffering, prohibition of widespread, long-term and severe damage to natural environment. iii) Indian Geneva Conventions Act 1949: Indian Red Cross Society iv) The role of International Committee of Red Cross DSC1BP: Project Report (on any chosen topic from DSC-1B)	

Course Outcome:

It outcomes to respecting and promoting human rights governments bear the primary responsibility. However, every individual owes it to themselves and their communities to promote human rights. That can seem like a challenging task, but there are many ways you can undertake this mission in both your daily life and as a lifelong goal.

Course Outcome

Department Name: Human Rights

Semester	3 RD
Course Code	DSC-1C(CC-3)
Title of Course	Refugee Law and Specially Disadvantaged Sections of Society in India
Credit	06
Hours	
Course Content: A. International Refugee Law i) Problem of refugees and displaced persons through the ages ii) The United Nations and the refugee problem iii) Refugee Convention 1951, Protocol 1967, Convention on the Stateless Persons 1951 - The core issues of the 'right' to seek and receive asylum, right of nonrefoulement (non-return) iv) Role of UN High Commissioner for Refugees B. Human Rights of specially disadvantaged sections of society in India i) Scheduled Castes/Scheduled Tribes and Other Backward Classes ii) Minorities iii) Women and Children iv) Disabled Individuals v) The Elderly, 'Aged', Aging and Human Rights DSC1CP: Project Report (on any chosen topic from DSC-1C)	

Course Outcome:

The law should differentiate between various categories of refugees and migrants and assign each a relevant form of protection -it should anticipate secondary movements and protect and most vulnerable. Progressive states and economic powerhouse like India, with traditional experience and values , can serve as catalysts for global humanitarian action and asylum management. The current global refugee and economic crisis present an opportunity for India to better calibrate its asylum management y enacting a national refugee law.

Course Outcome

Department Name: Human Rights

Semester	4 TH
Course Code	DSC-1D(CC-4)
Title of Course	Emerging Dimensions of Human Rights and Evolution of the Concept of Human Rights and Duties in India
Credit	06
Hours	
Course Content:	
A. Emerging Dimensions of Human Rights	
i) National Sovereignty versus international enforcement' of human rights, International	
ii) Politics of human rights and selective application of international sanctions, unilateral use of coercion and implementation of human rights	
iii) Human rights, and science and technology	
iv) Human rights violations by non-state entities such as corporations, other business entities, terrorists and other armed groups, militant religious groups, professional groups (doctors, lawyers, etc.)	
v) New rights: right to a future and rights of future generations, rights to peace (and disarmament), rights to clean environment	
B. Evolution of the concept of Human Rights and duties in India	
i) Evolution of the composite culture of India, contribution of diverse religions	
ii) Concepts of human welfare, rights and duties, totality of the cosmology of universe with human beings as its intrinsic part	
iii) Human rights and duties in contemporary India: Law, politics and society	
iv) Social movements of the 19th and 20th centuries, independence movement, Gandhi, Nehru, Ambedkar etc.	
v) Making of the Constitution	
DSC1DP: Project Report (on any chosen topic from DSC-1D)	

Course Outcome:

They embody key values in our society such as fairness, dignity, equality and respect. They are an important means of protecting for us all, especially those who may face abuse, neglect and isolation.

Course Outcome

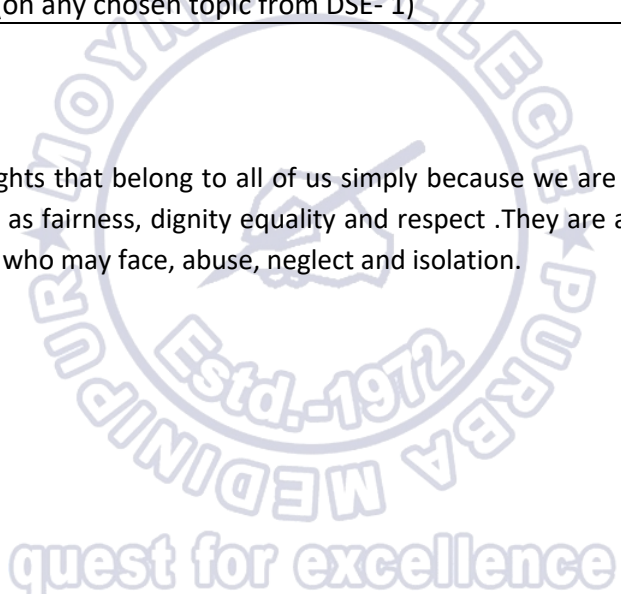
Department Name: Human Rights

Moyna college : Human Rights (Hons/Gen/GE(H)/GE(Gen))

Semester	5 TH
Course Code	DSE-1A/2A
Title of Course	Human Rights and Duties in India: Normative Framework, Constitution and Statutory Mechanisms
Credit	06
Hours	
Course Content: A. Normative framework of Human Rights and duties in India i) Constitutional perspective: Fundamental Rights, Directive Principles, Fundamental Duties, and their interrelationships ii) Statutory protection of human rights B. Enforcement of Human Rights: constitution and statutory mechanisms in India i) Legislature, executive, and judiciary ii) National Human Rights Commission, other commissions and committees iii) Social, economic, political and administrative problems of enforcement DSE1P: Project Report (on any chosen topic from DSE- 1)	

Course Outcome:

Human rights are basic rights that belong to all of us simply because we are human. They embody key values in our society such as fairness, dignity equality and respect .They are an important of protection for us all, especially those who may face, abuse, neglect and isolation.



Course Outcome

Department Name: Human Rights

Semester	5 TH
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Moyna college : Human Rights (Hons/Gen/GE(H)/GE(Gen))

Course Code	DSE-1A/2A
Title of Course	Science & Technology and Human Rights
Credit	06
Hours	
Course Content: Unit-I: Conceptual Legal and Ethical Issues Concept of Science & Technology as a tool for furtherance of Human and Social Welfare; Debates over 'Development': 'Quality' of Life: Spiritualism versus Materialism. Some ethical and legal issues: Developments in Biotechnology; Life sustaining technologies; Artificial Organs, Kidney dialysis, Life sustaining drugs. New Impacts of Science & Technology: Organ transplantation and sale of human organs, Computer crimes, Pornography online. New torture technologies. Unit-II: Information Technology and Human Rights Revolution in Information Technology, Right to Information, Problems of Imposing Reasonable Restrictions, Applicable Legal Norms: Article 19, 41, 45 & 46 of the Indian Constitution, Information Technology Act 1999, Other Indian Laws Relating to Media, Information Technology, Satellite communication, Cinematograph Act, Official Secrets Act 1926. Unit-III: Right to Food and Health Science & Technology to improve and diversify food production and storage, and for food security, Fertilizers, Biotechnology to produce improved varieties of Foods, Improvement in storage facilities. Impact of Bio-Technology in agriculture (Positive and Negative): Agriculture as a Commercial Industry. Science & Technology and improvement of individual and community health and hygiene, Experiments on living beings, Community health as a Public Service industry: Shift in character as a commercial industry, Role of multinationals, Pharmaceutical Industries, Changing role of Government. Unit-IV: Right to Development: Development (spiritual and material) as both the objective as well as the catalyst for realization of Human Rights, Human Welfare: Indivisibility of civil and political rights, and economic, social and cultural Rights, Science and Technology as a tool of development, Declaration on the Right to Development 1986, Problems in access to technology applicable Legal norms. DSE1P: Project Report (on any chosen topic from DSE- 1)	

Course Outcome:

Laws and policies prohibit women from equal access to land, property, and housing, economic and social discrimination results in fewer and poorer life choices for women, rendering them vulnerable to trafficking. Gender-based violence affects at least 30% of women globally.

Course Outcome

Department Name: Human Rights

Semester	5 TH
Course Code	DSE-1A/2A
Title of Course	Women and Human Rights and Duties

Moyna college : Human Rights (Hons/Gen/GE(H)/GE(Gen))

Credit	06
Hours	
Course Content: 1. Historical, philosophical and social perspectives 2. Status of women in contemporary Indian society (i) Poverty, illiteracy, lack of independence, oppressive social customs and gender bias (ii) Violence against and abuse of women in public and private domains 3. International norms for protection of women (i) ILO conventions for protection of female labour (ii) UNESCO Convention against Discrimination in Education 1960 (iii) UN Convention on Political Rights of Women 1952, Convention on Elimination of All Forms of Discrimination against Women 1979, Convention on Nationality of Married Women 1957, Convention on Consent to Marriage, Minimum Age for Marriage and Registration of Marriages 1962, Convention for the Suppression of the Traffic in Persons and of the Exploitation of the Prostitution of Others 1949, Declaration on the Elimination of Violence against Women 1993, Convention on Political Rights of Women 1952 (iv) Declaration on the Participation of Women in Promoting International Peace and Cooperation 1982 (v) Documents of the Four World Conferences on Women: Mexico 1975, Copenhagen 1980, Nairobi 1985, Beijing 1995 (vi) Protection of women in armed conflicts (vii) Other relevant developments 4. The constitution of India and the status of women (i) Fundamental Rights and Directive Principles under the Constitution (ii) Special provisions for the protection of women: Article 15(3), Article 39 (d) & (e), Article 42, Articles 243-D & 243-T 5. Special laws and policies for protection of women (i) Special Laws: Suppression of Immoral Traffic Act 1956, Indecent Representation of Women (Prohibition) Act 1986, Commission of Sati (Prevention) Act 1982, Medical Termination of Pregnancy Act 1971, Maternity Benefit Act 1961, Equal Remuneration Act 1976, Dowry Prohibition Act 1961, Other laws having a direct bearing on protection of women (ii) Gaps between international norms and Indian law, if any (iii) Women and public policy: Female health and family welfare, literacy programmes, female labour welfare; Issue of current public debate: political rights of women (reservations and protection of women), personal laws and status of women 6. Institutional mechanisms for protection of women (i) Constitutional mechanisms: Legislature, Executive and Judiciary (special contribution of judiciary) (ii) Statutory mechanism: National Commission for Women, National Human Rights Commission, State Commissions (iii) The Non-Governmental Organizations (iv) The information media (v) Role of education DSE1P: Project Report (on any chosen topic from DSE- 1)	

Course Outcome:

Course Outcome

Department Name: Human Rights

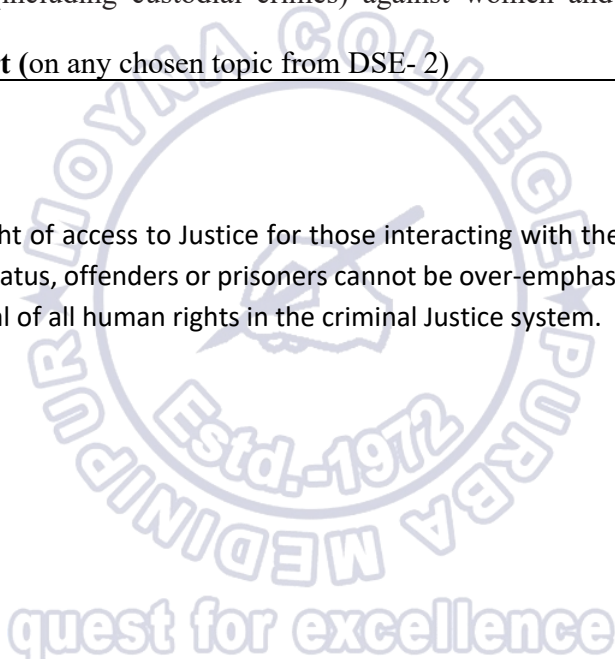
Semester	6 TH
Course Code	DSE-1B/2B

Moyna college : Human Rights (Hons/Gen/GE(H)/GE(Gen))

Title of Course	Human Rights Movements and Criminal Justice System in India
Credit	06
Hours	
Course Content: A. Human Rights movements in India i) National freedom movement ii) Social and political movements iii) Dalit movements iv) Women's movements v) Environmental movements B. Human Rights and criminal justice system in India Criminal justice system and protection of Human Rights : treatment of individuals in i) Situations of crime ii) Human rights of the accused iii) Legal aid iv) Police, criminal investigation, custodial crimes v) Crimes (including custodial crimes) against women and children vi) Reform in jails/juvenile homes DSE2P: Project Report (on any chosen topic from DSE- 2)	

Course Outcome:

The importance of the right of access to Justice for those interacting with the criminal Justice system as complainants, suspects, status, offenders or prisoners cannot be over-emphasized. As already stated, it is perhaps the most essential of all human rights in the criminal Justice system.



Course Outcome

Department Name: Human Rights

Semester	6 TH
Course Code	DSE-1B/2B
Title of Course	Children and Human Rights

Moyna college : Human Rights (Hons/Gen/GE(H)/GE(Gen))

Credit	06
Hours	
Course Content: Unit-I: Historical, Philosophical and Social Perspective Historical, Philosophical and Social Perspective of Child Rights, Status and Contemporary Indian Society: Impact of Poverty and Illiteracy on the Health and Education of Child, Social and Cultural Practices Regarding Girl Child Foeticide and Child Marriage, Child Labour (in Construction, Carpet, Glass, and other Industries in Unorganized Sector) Forced Labor, Sale of Children, Child Abuse (Inside and Outside Homes), Trafficking of Children, Children and Custodial Crimes Unit-II: Indian Constitutions Status Fundamental Rights and Directive Principles Under the Indian Constitution, Special Provisions for the Protection for the Child: Article 15 (3) Article 24, Article 39 (e), (f) and Article (45), Legislature, Executive, Judiciary (Special Contribution of Judiciary, Nation Human Rights Commission, National Commission for Child. Unit-III: Legal Norms and Policies Child Labour (Prohibition and Regulation) Act, Children (Pleading of Labour) Act 1933, Child Marriage Restraint Act 1929, Pre-Natal Diagnostic Technique (Regulation and Prevention of Misuse) Act 1956, Child Labour (Prohibition and Regulation) Act 1986, Orphanage and Other Charitable Home (Supervision and Control) Act 1960, Juvenile Justice Acts 1986 and 2000. Unit-IV: International Norms ILO Convention on Restriction and Prohibition on Child Labour Including ILO Convention on Child Labour (1990) UN Convention on the Rights of the Child (1989), Optional Protocol on the Involvement of Children in Armed Conflict, and Optional Protocol on Sale of Children, Child Prostitution and Child Pornography (2000), Declaration of Social and Legal Principles Relating to the Protection and Welfare of Children with Special Reference to Foster Placement and Adoption. Unit –V: Institutional mechanism for protection of the child (i) Constitutional Mechanisms: Legislature, Executive, Judiciary (Special contribution of judiciary) (ii) National Human Rights Commission, National Commission for Rights of the Child (iii) Non-Governmental Organizations (iv) The Information Media (v) Role of education DSE2P: Project Report (on any chosen topic from DSE- 2)	

Course Outcome:

All children have rights that emanate from their humanity, In addition, all children have basic universal needs. Those needs form a basic set of common standards necessary for optimal health and development. Children are entitled to be treated according to these common standards.

Course Outcome

Department Name: Human Rights

Semester	6 TH
Course Code	DSE-1B/2B

Moyna college : Human Rights (Hons/Gen/GE(H)/GE(Gen))

Title of Course	The Aged and the Disabled, and Human Rights and Duties
Credit	06
Hours	
Course Content: 1. Conceptual Perspectives (i) Poverty, illiteracy, breakdown of old social and family institutions; Impact of improvements in health care on mortality (ii) Social taboos regarding the disabled; General problem of poverty 2. Historical, philosophical and social perspectives 3. Protection of the aged and the disabled under the Indian legal System (i) Constitutional Framework: Fundamental Rights, Directive Principles and Fundamental Duties (ii) Special Laws and Policies (a) Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act (b) Mental Health Act 1993 (c) Other relevant laws (d) Policies on the Aged and the Disabled 4. Institutional mechanisms for protection of the aged and the Disabled (i) Constitutional mechanisms: Legislature, Executive, Judiciary (ii) Mechanisms under the laws (iii) Non-Governmental Organizations (iv) The Information Media (v) Role of Education 5. International norms for protection of the aged and the disabled UN General Assembly Declaration on the Rights of the Disabled Persons 1975, Declaration on the Mentally Retarded Persons 1971, Resolution on the Rights of the Disable Persons adopted by the Coordinating Committee of National Institutions for the Promotion and Protection of Human Rights 1993, World Assembly on the Ageing 1982 DSE2P: Project Report (on any chosen topic from DSE- 2)	

Course Outcome:



Course Outcome

Department Name: Human Rights

Semester	3 RD
Course Code	SEC-1

Moyna college : Human Rights (Hons/Gen/GE(H)/GE(Gen))

Title of Course	Development, International Trade and Human Rights
Credit	04
Hours	
Course Content:	
i)	Right to development: Issues of international equity and justice, equitable sharing of sharable resources and common amenities, equitable access to benefits of science and technology
ii)	Freedom of international trade, most-favoured nation treatment (equality of treatment) versus special treatment of the developing countries, access to international markets, equitable pricing of raw materials

Course Outcome:

We all have the right to food, health, water, and development. Trade is an opportunity for a country's growth and for the advancement of these human rights. At all same time, trade can also have a negative influence on these human rights.

Trade agreements invariably affect the human rights of consumers, residents, workers those in poverty and others and on the ability of states to regulate and protect the human rights of their peoples.

The programme provides the student with the capacity to identify issues and problems relating to realization of human rights, and Strengthens the ability to contribute to the resolution of human rights problems. It is also develop investigative and analytical skills.

quest for excellence

Course Outcome

Department Name: Human Rights

Semester	3 RD
Course Code	SEC-1
Title of Course	Peoples' Right to Self-Determination

Credit	04
Hours	
<p>Course Content:</p> <p>Unit -I: Normative and Conceptual Perspectives Meaning of Self-Determination: Autonomy, Democracy, Governance, Self Determination as a Process; Self-Determination: External and Internal, New Dimensions and Emerging Debates</p> <p>Unit -II: Origins and Developments of the Concept Theories of Self-Governance: Kant, Locke, Rousseau, Marx; Views on Pluralism: Melver and Laski; Issues of Legitimacy of State and Forms of Governance; Colonization, Nationalism and Statehood: National Liberation Movements, Marxist Theory of Nationalities, Bolshevik Revolution, Woodrow Wilson’s Fourteen Points, Redrawing of Boundaries of Former Empires, League of Nations and Concept of Sacred Trust of Civilization’</p> <p>Unit-III: The Indian Case Evolution of Ideas of Nationalism, Autonomy and Self- Government, Independence, Federalism and Demand of Autonomy in India: The Constitutional Framework of India; Union-State Relations. Problems and Challenges: Problems Relating to Formation of New States (Demand of Linguistic States and Autonomy from Centre). The Movements for the Demand of Autonomy and Armed Rebellion (Special References to the State of Punjab and Jammu and Kashmir). Problems of Union-State Relations the Rajamannar and Sarkaria Commissions.</p> <p>Unit-IV: Self – Determination in International Relations Emergence of the Principle of Self Determinations at the International level : League of Nations, Minority Treaties, Atlantic Charter 1941, UN Charter (Article 1(2), Articles 55-56, Chapters XI, XII and XIII) Framework and the Role of UN De-Colonization Process, Debate Between Domestic Jurisdiction and the People’s Right of Self Determination, Normative Developments: UN Declarations on the Granting of Independence to Colonial Countries and Friendly Relations and Cooperation among States; Various UN Declarations on Economic Self- Determinations</p>	

Course Outcome:

All peoples have rights of self-determination by virtue of that rights they freely determine their political status and freely pursue their economic, social and cultural development.

UNPO’S members are indigenous peoples, minorities unrecognized states and occupied territories, that have joined together to promote their rights to political, social, cultural rights and preserving their environments.

Course Outcome

Department Name: Human Rights

Semester	4 TH
Course Code	SEC-2
Title of Course	Societal Problems of Human Rights in India
Credit	04

Moyna college : Human Rights (Hons/Gen/GE(H)/GE(Gen))

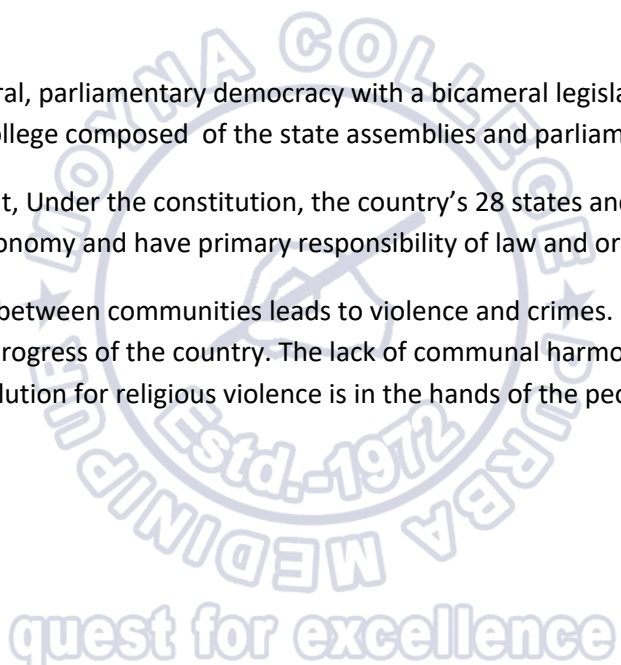
Hours	
Course Content:	
i) Core problems: poverty, illiteracy, unemployment, socio-cultural-religious practices resulting in grave human rights deprivations	
ii) Domestic Violence and Intimate Partner's violence	
iii) Corruption	
iv) Terrorism	
v) Labour welfare legislation in India	
vi) Problems of bonded labour, exploitation of child labour, female labour and	
vii) Unorganized labour	
viii) Communal and caste conflicts and tensions	
ix) Violence against women and children, both inside and outside homes	
x) Custodial violence	

Course Outcome:

India is a multiparty, federal, parliamentary democracy with a bicameral legislature, The president, elected by an electoral college composed of the state assemblies and parliament

Is the head of government, Under the constitution, the country's 28 states and eight Union territories have a high degree of autonomy and have primary responsibility of law and order..

Sometimes conflicts between communities leads to violence and crimes. People become fearful and it affects the overall progress of the country. The lack of communal harmony in society leads to disunity solutions: The solution for religious violence is in the hands of the people



Course Outcome

Department Name: Human Rights

Semester	4 TH
Course Code	SEC-2
Title of Course	Regional Human Rights Systems
Credit	04
Hours	

Course Content:

Unit-I: American Human Rights System

American Convention on Human Rights (1969), Inter- American Commission on Human Rights (1959), Inter-American Convention to Prevent and Punish Torture (1985), Inter- American Convention on Forced Disappearance (1994), American Court of Human Rights.

Unit-II: European Human Rights System

European Convention for the Protection of Human Rights and Fundamental Freedoms (1950), European Social Charter (1961 [revised 1966]), European Convention for the Prevention of Torture and Inhuman Degrading Treatment and Punishment (1987), Monitoring and Enforcement Machinery, European Court of Human Rights, European Commission of Rights.

Unit-III: Arab Human Rights System

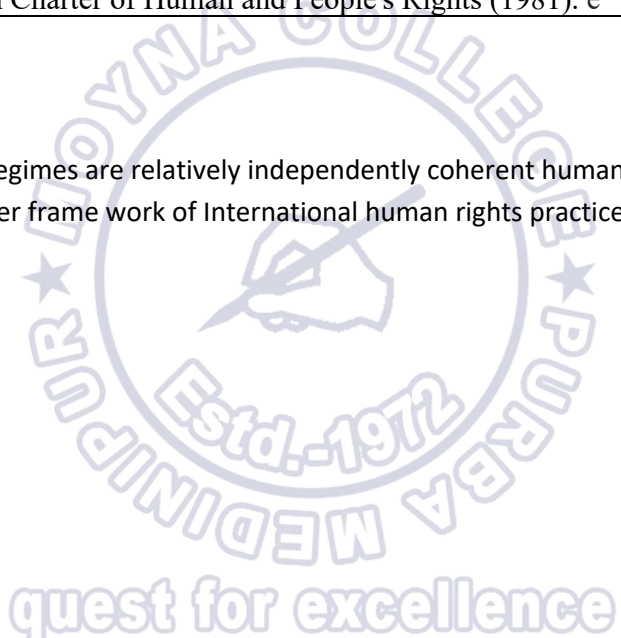
Universal Islamic Declaration of Human Rights (1981), Arab Charter on Human Rights (1994), Casablanca Declaration of Human Rights (1999), Beirut Declaration (1999).

Unit – IV: African Human Rights System

OAU Charter 1963, Mechanism of Implementation: African Commission and Court of Human and People's Rights, African Charter of Human and People's Rights (1981). e

Course Outcome:

Regional human rights regimes are relatively independently coherent human rights sub-regimes that are nested within the larger frame work of International human rights practice



Course Outcome

Department Name: Human Rights

Semester	5 th
Course Code	SEC-3
Title of Course	Human Rights Education, Teaching and Training
Credit	04

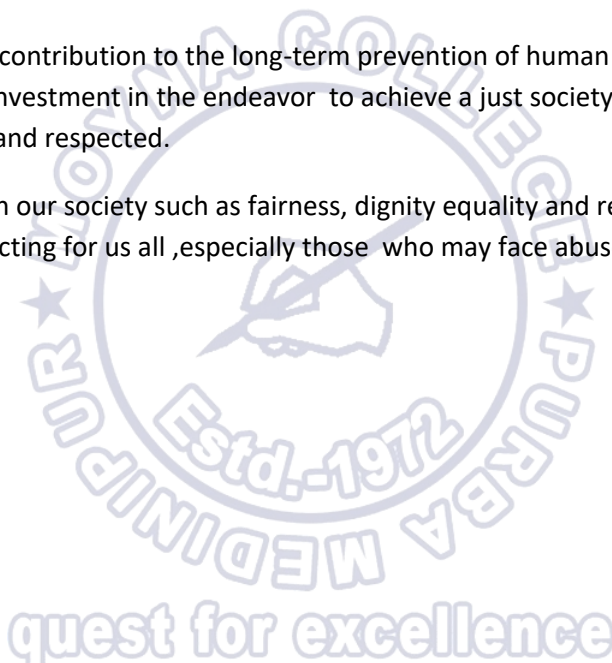
Moyna college : Human Rights (Hons/Gen/GE(H)/GE(Gen))

Hours	
Course Content: Human Rights Education, Tehran Conference 1968, Vienna Conference 1993, Role of the Central and State Governments in Promoting Human Rights Education; UNESCO and its role in Human Rights Education for Social Change; Human Rights Education in India and UN Decade for Human Rights Education (1995 - 2004); Human Rights and Value Education, Role of Government and Non- Governmental Organisations; Human Rights Teaching at School, College and University Levels; Human Rights Education: The Legal Perspective; Research Priorities in Human Rights; Peace Keeping and Training of International Civil Servants. Mandela Law (The World as it could be)	

Course Outcome:

constitutions an essential contribution to the long-term prevention of human rights abuses and represents an important investment in the endeavor to achieve a just society in which all human rights of all persons are valued and respected.

They embody key values in our society such as fairness, dignity equality and respect. They are an important means of protecting for us all ,especially those who may face abuse, neglect and isolation.



Course Outcome

Department Name: Human Rights

Semester	5 th
Course Code	SEC-3
Title of Course	International Human Rights System
Credit	04
Hours	

Moyna college : Human Rights (Hons/Gen/GE(H)/GE(Gen))

Course Content:

Unit-I: Concern for Human Rights

Concern for the protection of the Individuals in Anti- Slave Trade Treaties, Rise of Nazism, Fascism, Holocaust and Human Rights Issues in International Relations

Unit-II: International Organisations and Human Rights

League of Nations (mandate system, social and economic welfare), ILO and Labour Rights, United Nations (UN Charter, UDHR, International Covenant on Economic, Social and Cultural Rights, International Covenant on Civil and Political Rights (1966), UNESCO Declaration of the Responsibilities of the Present Generations Towards Future Generation 1997.

Unit-III: UN Organs and Human Rights

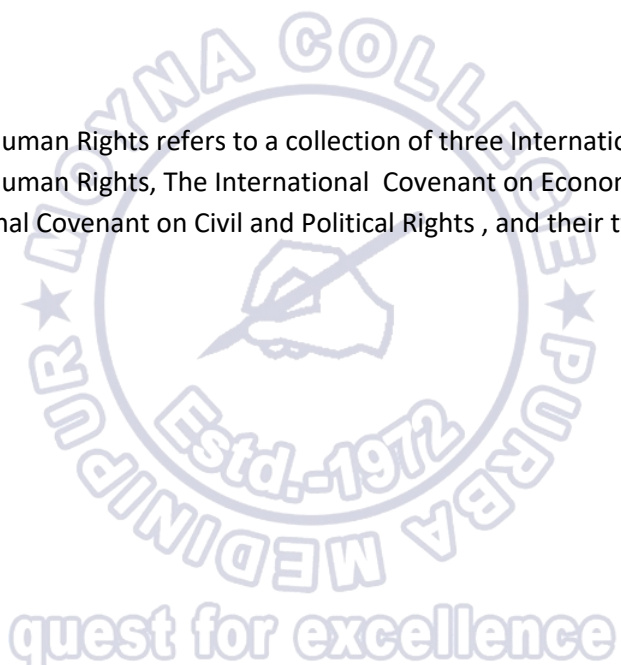
UN Commission of Human Rights (UNCHR), UN Children Fund (UNICEF), UN High Commission for Refugee (UNHCR), UN Education, Scientific and Cultural Organization (UNESCO).

Unit-IV: Human Rights and International Politics

Human Rights and Cold War: Tehran Conference (1968), Helsinki Declaration (1975), Vienna Conference (1993), Human Rights: Under the New World Order

Course Outcome:

The International Bill of Human Rights refers to a collection of three International documents : - The Universal Declaration of Human Rights, The International Covenant on Economic Social, and Cultural Rights and the International Covenant on Civil and Political Rights , and their two Optional protocols .



Course Outcome

Department Name: Human Rights

Semester	6 TH
Course Code	SEC-4
Title of Course	Environment and Human Rights
Credit	04
Hours	
Course Content:	

Moyna college : Human Rights (Hons/Gen/GE(H)/GE(Gen))

- i) Environment, Resources and Human Rights
- ii) Environmental rights ; social movements for protection of environment and ecology; role of various institutions like pollution Control Board; Indian environmental laws – an assessment; Green Tribunal and role of supreme court; Forest Policies and Acts
- iii) Right to Development and its various dimensions ; debate around inclusive growth; movement against big dams- case study of Narmada Bachao movement; Sardar Sarobar Project

Course Outcome:

All human beings depend on the environment in which we live. A safe, clean, healthy and sustainable environment is integral to the full enjoyment of a wide range of human rights, including the rights to life, healthy environment. We are unable to fulfil our aspiration.



Course Outcome

Department Name: Human Rights

Semester	6 TH
Course Code	SEC-4
Title of Course	Working Class and Human Rights
Credit	04
Hours	
Course Content:	

Unit-I: Conceptual Issues

Definition of working class, classification; Status of Working Class: Women, Children, Casual Workers, Bonded Labor, Agricultural Labor, Migrant Workers.

Unit-II: Ideology and Working Class

Working class movement; From Laissez Faire to Welfare State; Privatization to Globalization; Basic Rights and Duties: Their Content and Scope – Association and Assembly, Work with Equality and Dignity, Education and Information, Trade Unionism and its Development, Industrial, Labour Safety.

Unit-III: Labour Welfare Problems

Health Hazards: Accidents, Occupational Decease; Social Security; Collective Bargaining; Workers' Participation in Management; Retrenchment, Termination and Displacement; Work Culture and Welfare Measures; Industrial Conflicts and Insecurity; Impact of Technological Developments; Conflicting Rights: Worker's Benefit v. Employer's Inconvenience, The right to strike, Lockout and closure of Industry.

Unit-IV: International and Indian Standards

International Framework: ILO Labor Standards; Debate on Social Clause and WTO; Emerging Rights and Duties; Code of International Industrial Discipline; Role of International Labor Agencies. Indian Framework: Constitutional Protection; Worker's Rights and Duties; Employers' Responsibilities and Duties; Dispute Settlement Mechanisms. Institutional Framework for Promotion of Labour Welfare: National – State machinery, workers organizations; Role of International Labor Organization (ILO).

Course Outcome:

The Declaration of Philadelphia reminds us that right to collective bargaining is “fully applicable to all people everywhere”, moreover, SDG target 8'8 seeks to protect labour rights of all workers, including migrant workers. Particularly women migrants and those in precarious employment. “However one may encounter inequalities and discrimination at the country level, and the concerns and aspirations of marginalized groups must be duly taken into account when promoting the freedom of association and right of collective bargaining.

quest for excellence

Course Outcome

Department Name: Human Rights

Semester	5 Th
Course Code	GE-1
Title of Course	Introduction to Human Rights: Jurisprudence, Norms, Standards and Mechanisms
Credit	06

Moyna college : Human Rights (Hons/Gen/GE(H)/GE(Gen))

Hours	
Course Content:	
A. Human Rights and duties: Jurisprudence	
i) Philosophical and historical foundation of human rights and duties	
ii) Theories of rights	
iii) Concept and classifications of human rights and duties	
iv) Human rights and duties	
(a) Correlationship of rights and duties/responsibilities	
(b) Tensions between rights inter se, duties inter se, and rights and duties	
v) Importance of internalizing human rights and duties:	
vi) Urgent need for not only sensitizing others of human rights and duties, but of practicing oneself those values: self-inculcation, endeavour to live up to those ideals - Duty to respect others' rights, respect each other's human dignity.	
B. International Human Rights: norms, standards and mechanisms	
i) Evolution of human rights and duties on the international plane	
ii) The United Nations Charter and the development of human rights Provisions of the Charter, Universal Declaration of Human Rights 1948, International Covenant on Civil and Political Rights 1966 and International Covenant on Economic, Social and Cultural Rights 1966, and other major UN instruments on human rights (Conventions on Racial Discrimination, Women's Rights, Rights of the Child, Torture)	
GE1P: Project Report (on any chosen topic from above GE-1)	

Course Outcome:

The programme provides the student with the capacity to identify issues and problems relating to realization of human rights, and Strengthens the ability to contribute to the resolution of human rights problems. It is also develops investigative and analytical skills.

quest for excellence

Course Outcome

Department Name: Human Rights

Semester	5 th
Course Code	GE-1
Title of Course	Environment and Human Rights and Duties
Credit	06
Hours	
Course Content:	

1. Environment

(i) Its meaning (ii) Concern for Environment: Historical Perspective (iii) Pollution and its effects on environment and life on earth

2. Right to clean environment

(i) Its content and scope (ii) Right to Environment versus Right to Development (iii) Sustainable Development (iv) Culprits and Victims (v) Implementation and Enforcement of the right (vi) Globalization of the Right: the planet earth and global commons

3. Rights and duties: an international perspective (From Stockholm to Rio)

(i) UN Declaration on the Right to Development 1986, International conventions on the protection of the environment, precautionary principle (ii) Debate on Social Clause and WTO (iii) Main Directions (iv) Future Goals

4. National regime of environmental protection

(i) Constitutional Rights and Duties (ii) Statutory Rights and Duties (iii) Emergence of a common approach

5. Issues of environmental protection in developing countries

(i) Inter-generational Equity (ii) Preservation of Natural Resources (iii) Indigenous People, Tribals and Forest Dwellers (iv) Poverty, Illiteracy and Environment (v) City Dwellers and Villagers (vi) Working Class (vii) Other living species

6. Supplementary Rights and duties

(i) Education (ii) Information (iii) Public Participation: Environmental Democracy

7. Rights and duties in crisis: environment versus development

(i) Mega Projects (ii) Industrial Accidents (iii) Impact of emerging problems of Science and Technological Development (a) Genetic Engineering (b) Hazardous Waste Treatment (c) Pollution Control Mechanism (d) Dumping of Waste and Discarded Technology (iv) Governmental Planning: (a) Industrial development (b) Master Plans (c) Inactions and Misactions

8. Supervision and enforcement

(i) Supervisory Mechanisms (a) Commissions (b) Committees (c) International Reporting Delegations under various treaties (d) NGOs (ii) Enforcement Agencies (a) Issues of liability, insurance (b) Courts: Process and Remedies (c) Tribunal (d) Arbitration and Conciliation

9. Emerging concepts

(i) Common Concern of Humankind: Common Heritage Principle (ii) Public Trust (iii) Precautionary Principle (iv) Inter-generational Equity (v) Sovereign Equality (vi) Concern for Unborn, Animals and Plants: Right of Future Generations (vii) Code of Environmental Culture and Ethics

10. Threats to Indian environment

(i) Forest Denudation (ii) Pollution of River Systems (iii) Indiscriminate Industrial Explosion (iv) Depletion of Rare Species (v) Bio-diversity

GE1P: Project Report (on any chosen topic from above GE-1)

Course Outcome:

All human beings depend on the environment in which we live. A safe, clean, healthy and sustainable environment is integral to the full enjoyment of a wide range of human rights, including the rights to life, healthy environment. We are unable to fulfil our aspirations.

Moyna college : Human Rights (Hons/Gen/GE(H)/GE(Gen))

The importance of the right of access to Justice for those interacting with the criminal Justice system as complainants , suspects, status, offenders or prisoners cannot be over-emphasized. As already stated, it is perhaps the most essential of all human rights in the criminal Justice system.

All children have rights that emanate from their humanity, In addition, all children have basic universal needs. Those needs form a basic set of common standards necessary for optimal health and development. Children are entitled to be treated according to these common standards.

The importance of the right of access to Justice for those interacting with the criminal Justice system as complainants, suspects, status, offenders or prisoners cannot be over-emphasized. As already stated, it is perhaps the most essential of all human rights in the criminal Justice system.



Course Outcome

Department Name: Human Rights

Semester	5 th
Course Code	GE-1
Title of Course	Promotion of Human Rights and Humanitarian Law

Moyna college : Human Rights (Hons/Gen/GE(H)/GE(Gen))

Credit	06
Hours	
Course Content:	
A. United Nations for promotion of Human Rights and Regional Human Rights standards and mechanisms	
i) UN bodies involved in promotion of human rights - Economic and Social Council, UN Commission on Human Rights and its sub-commissions on women, minorities, etc., General Assembly, Human Rights Committee and other committees under the various conventions, ILO, UNESCO, WHO, FAO.	
ii) European Convention on the Protection of Human Rights 1950 and institutions	
iii) Latin American standards and mechanisms for protection of human rights	
iv) African standards and mechanisms for protection of human rights	
B. International Humanitarian Law	
i) Evolution of IHL since the mid-nineteenth century: IHL conventions 1864, 1899 1907, 1929, and 1949, 1977 Geneva Protocols II & I.	
ii) Basic principles: humanity, protection of civilians and civilian objects, humane treatment of prisoners and civilians under custody, prohibition of use of weapons and methods of warfare, causing superfluous injury and unnecessary suffering, prohibition of widespread, long-term and severe damage to natural environment.	
iii) Indian Geneva Conventions Act 1949: Indian Red Cross Society	
iv) The role of International Committee of Red Cross	
GE1 P: Project Report (on any chosen topic from above GE-1)	

Course Outcome:

Human Rights law is a set of International rules, established by treat, or custom , on the basis of which individuals and groups can expect and / or claim certain rights that must be respected & protected by their states. The body of International human rights standards also contains numerous non- treaty based principles and guidelines (soft law).

While IHL and human rights law have developed in their separate ways, some human rights treaties include provisions that come from IHL for instance, the convention on the Rights of the child and its optional protocol on the involvement of children in armed conflict, and the convention on Enforced Disappearance.

Course Outcome

Department Name: Human Rights

Semester	6 TH
Course Code	GE-2
Title of Course	Refugee Law and Specially Disadvantaged Sections of Society in India
Credit	06

Moyna college : Human Rights (Hons/Gen/GE(H)/GE(Gen))

Hours	
Course Content:	
A. International Refugee Law	
i) Problem of refugees and displaced persons through the ages	
ii) The United Nations and the refugee problem	
iii) Refugee Convention 1951, Protocol 1967, Convention on the Stateless Persons 1951 - The core issues of the 'right' to seek and receive asylum, right of nonrefoulement (non-return)	
iv) Role of UN High Commissioner for Refugees	
B. Human Rights of specially disadvantaged sections of society in India	
i) Scheduled Castes/Scheduled Tribes and Other Backward Classes	
ii) Minorities	
iii) Women and Children	
iv) Disabled Individuals	
v) The Elderly, 'Aged', Aging and Human Rights	
GE2P: Project Report (on any chosen topic from above GE-2)	

Course Outcome:

The law should differentiate between various categories of refugees and migrants and assign each a relevant form of Protection it should anticipate secondary movements and protect and most vulnerable. Progressive states and economic powerhouses like India, with traditional experience & values, can serve as catalysts for global humanitarian action & asylum management. The current global refugee & economic crisis present an opportunity for India to better calibrate its asylum management by enacting a national refugee law.

The importance of the right of access to Justice for those interacting with the criminal Justice system as complainants, suspects, status, offenders or prisoners cannot be over-emphasized. As already stated, it is perhaps the most essential of all human rights in the criminal Justice system.

Course Outcome

Department Name: Human Rights

Semester	6 TH
Course Code	GE-2
Title of Course	Human Rights in the Modern Era
Credit	06
Hours	
Course Content:	
Unit-I: United Nations and Human Rights	

UN Charter: UDHR (1948), International Bill of Rights, International Covenant on Economic, Social and Cultural Rights, International Covenant on Civil and Political Rights 1966, Optional Protocols to Civil and Political Rights.

Unit-II: Conceptual Understanding of Human Duties and Responsibilities

Concept of Duties and Responsibilities; Relationship between Rights and Duties, UNESCO Declaration on the Rights and Responsibilities of the Present Generation towards the Future Generations 1997: UN Article 29 of the General Assembly on the Rights and Responsibilities of Individuals. Debate and Emphasis on Social Economic and Cultural Rights of Man (East Vs West: Developing Countries and Developed Countries), NIEO.

Unit-III: Classifications of Human Duties and Responsibilities

Classification of Human Duties and Responsibilities General and Specific; General, Moral; Ethical, Social, Economic, Political and Cultural Universal, Traditional and Modern; Specific, Family, Community and Society, Nation- State, Human Kind and Other Living Being on Earth.

Unit IV: General Problems and Importance of Human Rights

Poverty, Illiteracy: Sustainable Development and the Right Development, Discrimination: Racial, Gender, Religious and Caste. Importance of Sensitization and Internalization of Human Rights and Values.

GE2P: Project Report (on any chosen topic from above GE-2)

Course Outcome:

All children have rights that emanate from their humanity, In addition, all children have basic universal needs. Those needs form a basic set of common standards necessary for optimal health and development. Children are entitled to be treated according to these common standards.

The implementation of human rights is being ensured by International treaties and conventions which are further adapted by various nations as their domestic laws.

The importance of the right of access to Justice for those interacting with the criminal Justice system as complainants, suspects, status, offenders or prisoners cannot be over-emphasized. As already stated, it is perhaps the most essential of all human rights in the criminal Justice system.

Course Outcome

Department Name: Human Rights

Semester	6 TH
Course Code	GE-2
Title of Course	Emerging Dimensions of Human Rights and Evolution of the Concept of Human Rights and Duties in India
Credit	06
Hours	

Course Content:

A. Emerging dimensions of Human Rights

- i) National Sovereignty versus 'international enforcement' of human rights,
- ii) Politics of human rights and selective application of international sanctions, Unilateral use of coercion and implementation of human rights
- iii) Human rights, and science and technology
- iv) Human rights violations by non-state entities such as corporations, other business entities, terrorists and other armed groups, militant religious groups, professional groups (doctors, lawyers, etc.).
- v) New rights: right to a future and rights of future generations, rights to peace (and disarmament), rights to clean environment

B. Evolution of the concept of Human Rights and duties in India

- i) Evolution of the composite culture of India, contribution of diverse religions
- ii) Concepts of human welfare, rights and duties, totality of the cosmology of universe with human beings as its intrinsic part
- iii) Human rights and duties in contemporary India: Law, politics and society
- iv) Social movements of the 19th and 20th centuries, independence movement, Gandhi, Nehru, Ambedkar etc.
- v) Making of the Constitution

GE2P: Project Report (on any chosen topic from above GE-2)

Course Outcome:

The role of human rights is more complex than ever. New and emerging technology has shifted the focus from personnel management and administrative task. Today's human rights department – at least the forward-thinking ones – spend their energies managing employee engagement and strengthening culture.

quest for excellence