

**Sant Gadge Baba Amravati University Amravati**  
**NEPv20 Four Year Multidisciplinary Bachelor's Degree Honors with Research Non- Professional Programme**

**Programme- B.A.**

**Faculty : - Humanities**

**Subject Code : - 631 (Human Rights)**

Human Rights are the source of inspiration for the constitutions of many countries. India itself is one of those nations, whose founding fathers drew heavily from the Universal Declaration of Human Rights to make the largest democracy in the world.

However, until recently only the elite—international lawyers, diplomats and statesmen were concerned with the study of Human Rights. However, today the field is opening up to the masses. More and more people in today's world are starting to recognize how Human Rights provide a support base in their struggle against injustice and inequality. Influential movements such as environment and climate protection, women and child rights, safeguarding of minorities and natives, their culture and migration, even wars draw strength from the all-enveloping Human Rights. Human rights are universal and fundamental rights regardless of man-made classifications like caste, creed, sex, nationality etc. Human rights are the basic rights of a person to survive in this world i.e. the right to healthy food, right to clean water, freedom of movement and speech and freedom from slavery and discrimination. Representing fundamental human values, these rights are eternal, inalienable and unvarying; allow the rights flow from these.

**POs:**

**PO1-** Develop critical thinking to carry out investigation about various Human Rights issues objectively.

**PO2-** Equip them for pursuing bachelor degree with skills to analyse violation of human rights, analyse, interpret their results and draw reasonable conclusions.

**PO3** –Aiming towards perfection and maximum harmony with the environment is the ideal goal for human race.

**PO4** –Analyses Human Right problems, argument, information, theories.

**PO5-** Familiarity with evolution of the study of Human Rights and an ability to understand it.

**PO6-** An ability to formulate and construct logical argument about Human rights.

**PO7-** Apply methods appropriated for accumulating and interpreting data applicable to political science.

**PSOs:**

**PSO1-** To prevent human rights violations and to safeguard the fundamental rights of every citizen of India. To promote and advocate human rights and fundamental freedom for all, without any discrimination of race, religion, caste, color, sex and language.

**PSO2-** Human Rights movements have been enriched by collective wisdom emerging from the tribal movement, peasant struggles, environmental movement, women's liberation movement, child rights movement, dalit movement and struggles of the differently disabled persons.

**PSO3-** Foundational rights which are ensured by Indian Constitution and guaranteeing fundamental rights to every citizen of India. Students are acquainted with the Theories and aspects of Human Rights.

**PSO4-** To analyse the Historical events such as Magna Carta, The American Declaration of Independence, The French Declaration of the Rights of Man and Citizen had been contributed to the Universal Declaration of Human Rights.

**PSO5-** Human Rights also guarantee people the means necessary to satisfy their basic needs such as food, housing and education. By guaranteeing life, liberty, equality and security, human rights protect people against abuse by those who are more powerful.

**Employability Potential of the Program-**

The human rights field has huge potential and need for multiple professionals. Work in human rights can be challenging and intense. Organizations use a variety of disciplines in their approach to Social Justice, Juvenile Justice, Gender Justice, Custodial Justice, and now emerging area of Climate Justice including direct service, monitoring & evaluation, lobbying and networking, advocacy, policy development, documenting and research. Activities include research focusing on preventing and ending human rights abuses in all regions of

the world, monitoring human rights development, conducting on-site fact finding and investigations, writing case studies and reports on human rights conditions, engaging in advocacy to publicize and curtail human rights violations, litigation, lobbying, and promoting human rights practices in social and political structures. In addition, human rights professionals provide advisory and educational services, refugee assistance, victim's rehabilitation, policy analysis for national and international institutions, assistance in institution building and project development and management in the field of human rights based civil society organizations.

**1. Human rights activist-** Human rights defenders or human rights activists are people who, individually or as a team, act to promote or protect human rights. They defend rights as part of their jobs or as a voluntary activity.

**2. Human rights officer-** The Human Rights Officer receives and investigate complaints received from the public concerning the violations of the Human Rights Act. They also plan, coordinate and conduct research on activities related to migration and human rights. Another important duty of human rights officer is to ensure gender equality.

**3. Human rights educator-** Human Rights Educators create awareness among the public and especially among students about the relevance of human rights with an aim to build a universal human rights culture. They also make people aware of the issues, and enable them to stand up for the human rights of the affected population.

**4. Human rights Lawyer-** Human rights lawyer advocates and provides legal aid and services to victims of any human rights violation. Their main aim is to ensure the right to legal assistance and right to affair trial. They work at the local, national and international levels and in various NGOs.

**5. Human rights researcher,**

**6. Human rights programmer**

**7. Human rights professional**

**8. Human rights worker**

**9. Human rights teacher**

**10. Human rights consultant,**

**11. Human rights campaigner**

**12. Human right fund raiser**

**13. Human rights manager.**

#### **Skills required**

1. Writing skills
2. Management skills
3. Legal skills
4. Communication Skills
5. Reporting skills
6. Research Skills
7. Interviewing skills
8. Language skill
9. Inter-personal communication skills
10. Documenting skills
11. Fundraising skills
12. Crisis Response Skills
13. Advocacy Skills
14. Active Listening and questioning Skills
15. Teamwork skills
16. Analytical and critical thinking skills
17. Negotiating and Mediating Skills
18. Conflict Resolution Skills
19. Networking Skill

#### **Organizations working in Human Rights**

Having a Degree or Diploma or Certificate in Human Rights, one can work in the human rights field with a broad spectrum. There are governmental (National and State Human Rights Bodies), intergovernmental and non-governmental organizations (Amnesty International, CRY, Oxfam, Human Rights Watch, Commonwealth Human Rights Initiatives, Asian Centre for Human Rights, South Asian Human Rights Documentation Centre, PUCL and PUDR etc). Besides, a number of UN agencies working on the human rights issues might be useful for human rights, based employments in India and overseas as UNDP ((United Nations Development Programme), UNDESA (UN Department of Economic & Social Affairs), World Bank, UNICEF (UN Children Fund), UNEP( UN Environment Programme), UNFPA (UN Population Fund), WHO (World Health Organization), IMF (International Monetary Fund), UN- HABITAT (UN Human Settlements Programme), FAO (Food & Agriculture

Organization), IFAD (International Fund for Agricultural Development), ILO(International Labour Organization), ITU(International Telecom Union), UNAIDS (Joint UN Programme on HIV/AIDS), UNCTAD (UN Conference on Trade and Development), UNDG (UN Development Group), UNESCO (UN Educational, Scientific and Cultural Organization ), UNHCR (UN Refugee Agency), UNIDO (UN Industrial Development Organization), UNIFEM (UN Development Fund for Women), OHCHR (Office of the High Commissioner for Human Rights ), UNRWA(UN Relief and Works Agency for Palestine Refugees in the Near East ), WFP (World Food Programme).

Statutory government bodies and cooperatives in India like the national and state commissions (on women, children, human rights, labour, welfare, minorities, SC and ST), military, paramilitary and police departments, Panchayat Raj institutions, schools, colleges and universities including research bodies and centers of excellence, district rural development agencies and district urban development agencies, human rights consultancy organizations run by lawyers and legal experts are some other places to tap for career openings. You can also work with correctional institutions working in the fields of juvenile delinquency and child abuse as well as in women reformation centers, prisons and homes for the homeless. While this is a relevant and interesting field, let me warn that a course in HR without a background in social work (MSW) or law (LLB) will not get you a job directly. Specializing in human rights or international law, after a basic law degree would offer better prospects. Plans are afoot to make human rights education mandatory in all schools and colleges in a few years. This would create a demand for human rights lecturers, teachers and counselor in future.

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**Four Years- Eight Semesters Bachelor's Degree Programme  
Teaching, Learning & Evaluation Scheme: For the Degree of Bachelor of Arts with the  
Major Discipline / Subject - Human Rights  
Subject Code -631 (Human Rights)  
Effective from Academic Year -2024-2025  
Board of Studies Political Science (Including Human Rights & Public Administration)**

**B.A. First Year Semester -I**

Sr.No.	NEP Vertical Type	Course Code	Course
01	Major (Theory)	631200	DSC I(T)- Introduction to Human Rights
02	Generic/ Open Elective	631201	OE1- Women and Human Rights
		631202	OE2 - Children and Human Rights

**B.A. First Year Semester -II**

Sr.No.	NEP Vertical Type	Course Code	Course
01	Major (Theory)	631203	DSC II- Human Rights and Constitution of India
02	Generic/ Open Elective	631204	OE3 - The Aged and the Disabled, and Human Rights
		631205	OE4 - Socially/Economically Disadvantaged People and Human Rights

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**Teaching and Learning Scheme: for the Degree of Bachelor of Arts with the Major Discipline /  
Subject - Human Rights as Degree of Arts (Human Rights)  
(Four Years- Eight Semesters Bachelor's Degree Programme)**

**FIRST YEAR : SEMESTER – I**

Each theory paper of Major shall be of 3 Credits comprising of 6 Units with Teaching Hours as mentioned in the table. The pattern of theory papers shall be as per the following template –

**Major and Minor                      DSC I –Theory-1**

Level	Semester	Course Code	Course Name	Credits	Teaching Hours	Exam Duration	Max Marks
4.5	I	631200	DSC1-(T) - <b>Introduction to Human Rights</b>	3	45	3 Hrs.	60

The curriculum of the course is as per the following template:

<b>Course Objectives :</b>	1) To make students acquainted with the concept of rights and duties 2) To make students acquainted with the historical development and significance of Human Rights. 3) To make students aware of various basic concepts related to Human Rights. 4) To develop an understanding amongst students about the Human rights Education. 5) To develop an understanding amongst students about Human Values.			
<b>Course Outcomes :</b>	After the successful completion of the course, the students will acquire 1. To understand the meaning and classification of rights. 2. To understand the concept of Human Duties. 3. To understand the meaning, nature and scope of Human rights. 4. To describe the historical development of Human Rights. 5. To be able to analyse the concept and significance of Human rights Education. 6. To apply the knowledge of human rights in day-to-day life. 7. To understand the meaning, nature and importance of Human values. 8. To analyse various Human Values			
<b>Unit</b>	<b>Contents</b>	<b>Periods</b>	<b>Weight age of Marks Allotted</b>	<b>Incorporation of Pedagogies</b>
<b>Unit-I</b>	<b>Concept of Rights &amp; Duties :-</b> i) Meaning and Definition of Rights ii) Classification of Rights iii) Meaning of Human Duties iv) Correlation of Rights and Duties	7 Hrs.	10 Marks	Suggested Continuous Internal Evaluation Methods (40 Marks):  1.Seminar/ Assignment on any topic of the above syllabus.  2. Test with multiple choice questions / short and long answer questions.
<b>Unit-II</b>	<b>Concept of Human Rights :-</b> i) Meaning and Definition ii) Nature : Inherent, inalienable, Universal and indivisible iii) Scope iv) Sources of Human Rights :-International Treaties, International Conventions, Other International Instruments, Judicial decisions	7 Hrs.	10 Marks	
<b>Unit-III</b>	<b>Historical Development</b> i) Magna Carta ii) British Bill of Rights iii) American and French Declarations iv) Universal Declaration of Human Rights (1948)	8 Hrs.	10 Marks	
<b>Unit-IV</b>	<b>Human Values : Meaning Nature and Importance :-</b> i) Human values :- Meaning ii) Nature iii) Importance of Values in society iv) Types of Human Values	8 Hrs.	10 Marks	
<b>Unit- V</b>	<b>Human Values:-</b> i) Liberty - Meaning and Importance.	8 Hrs.	10 Marks	

	ii) Equality - Meaning and Importance. iii) Justice - Meaning and Importance iv) Dignity - Meaning and Importance.			
<b>Unit-VI</b>	<b>Human Values &amp; Human Rights Education :-</b> i) Ethics and Morals - Meaning and Importance. ii) Unity in Diversity- Meaning and Importance. iii) Concept of Human Right Education:- iv) Significance	7 Hrs.	10 Marks	
References :	<p><b>Course Material/Learning resource :</b></p> <ol style="list-style-type: none"> <li>1. मीडिया और मानवाधिकार - डॉ.कृष्णकुमार शर्मा, अर्जुण पब्लिशिंग हाऊस.</li> <li>2. मानवाधिकार और कर्तव्य - डॉ.कृष्णकुमार शर्मा, अर्जुण पब्लिशिंग हाऊस.</li> <li>3. मानवाधिकार एवं दलित चेतना - डॉ.कृष्णकुमार शर्मा, अर्जुण पब्लिशिंग हाऊस.</li> <li>4. मानवाधिकार और कर्तव्य - प्रकाश नारायण नाटाणी, अविष्कार पब्लिशर्स व डिस्ट्रीब्यूटर्स, जयपूर</li> <li>5. भारतीय राजकीय व्यवस्था - सुभाष गवई, शांताराम चव्हाण, वेदमुद्रा प्रकाशन,</li> <li>6. भारतीय संविधान - अलका देशमुख, साईनाथ प्रकाशन,</li> <li>7. नक्षलवाद - देवेन्द्र गावंडे, साधना प्रकाशन,</li> <li>8. भारतातील महिला विकासाची वाटचाल ज. शे. आपटे, पुष्पा रोडे -</li> <li>9. मानव अधिकार वैश्विक घोषणापत्र</li> <li>10. मानवी हक्क संरक्षण कायदा 1993</li> <li>11. महाराष्ट्र शासन 2012 बालकांचा मोफत व सक्तीच्या शिक्षणाचा हक्क अधिनियम 2009 मार्गदर्शिका महाराष्ट्र राज्य शैक्षणिक व संशोधन व प्रशिक्षण परिषद पुणे</li> <li>12. मानवाधिकारांचे समाजशास्त्र बोरकर अशोक 2008</li> <li>13. शिक्षणाचे राजकारण रेडकर अरविंद 2004 मुंबई लोक वांग्मय गृह</li> <li>14. सार्वभौमत्वापुढचे आव्हान : नक्षलवाद- डॉ.पी.एच.सूर्यवंशी, डॉ.व्ही.बी.चांदजकर</li> <li>15. Desai,A.R.(ed.)(1986),Violations of Democratic Rights in India, Popular Prakashan, Bombay.</li> <li>16. G.S. Bajwa, Human Rights in India - Anmol Publication Pvt. Ltd., New Delhi.</li> <li>17. Meghraj Kapurderiya (2013), Indian Philosophical Foundation of Human Rights, R.P.Publications. New Delhi.</li> <li>18. Mishra, P. K. 2(012), Human Rights: Acts, Statues and Constitutional Provisions, RituPublications Jaipur.</li> <li>19. Paramjeet S. Jaswal, Human Rights and Law -- APH Publication Agra Corporation,New Delhi.</li> <li>20. Ray, Arun (2004), National Human Rights Commission in India: Formation, Functioning and Future Prospects, Atlantic, New Delhi</li> <li>21. Satish Chandra (1995), Minorities in National and International Laws, Deep and Deep Publication, New Delhi.</li> </ol> <p>Weblink to Equivalent MOOC on Swayam if relevant: 1) <a href="https://www.pmindia.gov.in">https://www.pmindia.gov.in</a> 2) <a href="https://parliamentofindia.nic.in">https://parliamentofindia.nic.in</a> 3) <a href="https://nhrc.nic.in/">https://nhrc.nic.in/</a> 4) <a href="https://www.un.org/en/about-us/universal-declaration-of-human-rights">https://www.un.org/en/about-us/universal-declaration-of-human-rights</a> 5) <a href="https://www.un.org/en/global-issues/human-rights">https://www.un.org/en/global-issues/human-rights</a> 6) <a href="https://www.ohchr.org/en/ohchr_homepage">https://www.ohchr.org/en/ohchr_homepage</a> Weblink to Equivalent Virtual Lab if relevant.</p>			
Model Questions :	<ol style="list-style-type: none"> <li>1) Long answers on any Two Units out of the six Units. (Each question having 10 Marks)</li> <li>2) Long answers Types questions should internal choice based. (ie. Solve any one question from following questions.)</li> <li>3) Short answers on any Four Units out of the six Units. (Each question having 05 Marks)</li> <li>4) Short answers Types questions should internal choice based. (ie. Solve any Two questions from following questions.)</li> </ol>			

**FIRST YEAR: SEMESTER – I**

Each theory paper of Open Elective shall be of 2 Credits comprising of 4 Units with Teaching Hours as mentioned in the table. The pattern of theory papers shall be as per following template –

**Open Elective I**

Level	Semester	Course Code	Course Name	Credits	Teaching Hours	Exam Duration	Max Marks
4.5	I	631201	OE1 - Women and Human Rights	2	30	2 Hrs.	30

The Curriculum of any Course shall be designed as per following template:

<b>Course Objectives:</b>	While studying the Women and Human Rights, the student shall be able <ol style="list-style-type: none"> <li>To understand, the Constitution of India provides safeguards for the protection of human rights.</li> <li>To understand the fundamental rights and directive principles of state policies.</li> <li>To understand the problems and issues of Human Rights with reference to women.</li> <li>To understand institutional mechanisms for the protection of women.</li> <li>To describe women's participation in local self-government and legislatures.</li> </ol>			
<b>Course Outcomes:</b>	After the successful completion of the course, the students will acquire <ol style="list-style-type: none"> <li>To understand the human rights under the Indian Constitution.</li> <li>Exercise the fundamental rights in a proper sense while at the same time identifying his responsibilities in national building.</li> <li>To understand the problems and issues of Human Rights regarding women</li> <li>To examine the enforcement mechanisms, the Human Rights Commission, both at the national and state levels,</li> <li>To discuss women's participation in local self-government and legislatures.</li> </ol>			
<b>Unit System</b>	<b>Contents</b>	<b>Workload Allotted</b>	<b>Weightage of Marks Allotted</b>	<b>Incorporation of Pedagogies</b>
<b>Unit I</b>	<b>The Constitution of India and the Status of Women :-</b> i) Fundamental Rights ii) Directive Principles iii) Special provisions for the protection of women: Article 15(3), Article 39 (d) & (e), Article 42, Articles 243-D & 243-T iv) The Protection of Women from Domestic Violence Act 2005,	7 Hrs	07 Marks	Suggested Continuous Internal Evaluation Methods (20 Marks):  1.Seminar/Assignment on any topic of the above syllabus.  2.Test with multiple choice questions / short and long answer questions.
<b>Unit II</b>	<b>Problems and Issues of Human Rights with reference to Women :</b> i) Gender inequality ii) Violence against women iii) Sex ratio iv) Female foeticide	7 Hrs	8 Marks	
<b>Unit III</b>	<b>Institutional Mechanism for Protection of Women :</b> i) National Commission for Women ii) Maharashtra State Commission for Woman iii) National Human Rights Commission iv) Maharashtra State Human Rights Commission	8 Hrs	07 Marks	
<b>Unit IV</b>	<b>Women Participation in Local Self Government &amp; Legislatures :</b> i) Women Participation in Local Self of Government in Maharashtra ii) Women Participation in Parliament iii) Women Participation in Legislative Assembly in Maharashtra iv) Women Reservation Act, 2023	8 Hrs	8 Marks	
<b>References:</b>	<b>Course Material/Learning resource :</b> 1. मीडिया और मानवाधिकार - डॉ.कृष्णकुमार शर्मा, अर्जुण पब्लिशिंग हाऊस.			

	<ol style="list-style-type: none"> <li>2. . मानवाधिकार और कर्तव्य - डॉ.कृष्णकुमार शर्मा, अर्जुण पब्लिशिंग हाऊस.</li> <li>3. मानवाधिकार एवं दलित चेतना - डॉ.कृष्णकुमार शर्मा, अर्जुण पब्लिशिंग हाऊस.</li> <li>4. मानवाधिकार और कर्तव्य - प्रकाश नारायण नाटाणी, अविष्कार पब्लिशर्स व डिस्ट्रीब्यूटर्स,जयपूर</li> <li>5. भारतीय राजकीय व्यवस्था - सुभाष गवई, शांताराम चव्हाण, वेदमुद्रा प्रकाशन,</li> <li>6. भारतीय संविधान - अलका देशमुख, साईनाथ प्रकाशन,</li> <li>7. नक्षलवाद - देवेन्द्र गावंडे, साधना प्रकाशन,</li> <li>8. भारतातील महिला विकासाची वाटचाल ज. शे. आपटे, पुष्पा रोडे -</li> <li>9. मानव अधिकार वैश्विक घोषणापत्र</li> <li>10. मानवी हक्क संरक्षण कायदा 1993</li> <li>11. महाराष्ट्र शासन 2012 बालकांचा मोफत व सक्तीच्या शिक्षणाचा हक्क अधिनियम 2009 मार्गदर्शिका महाराष्ट्र राज्य शैक्षणिक व संशोधन व प्रशिक्षण परिषद पुणे</li> <li>12. मानवाधिकारांचे समाजशास्त्र बोरकर अशोक 2008</li> <li>13. शिक्षणाचे राजकारण रेडकर अरविंद 2004 मुंबई लोक वांगमय गृह</li> <li>14. सार्वभौमत्वापुढचे आव्हान नक्षलवाद :- डॉ.पी.एच.सूर्यवंशी, डॉ.व्ही.बी.चांदजकर</li> <li>15. Desai,A.R.(ed.)(1986),Violations of Democratic Rights in India, Popular Prakashan, Bombay.</li> <li>16. G.S. Bajwa, Human Rights in India - Anmol Publication Pvt. Ltd., New Delhi.</li> <li>17. Meghraj Kapurderiya (2013), Indian Philosophical Foundation of Human Rights, R.P.Publications. New Delhi.</li> <li>18. Mishra, P. K. 2(012), Human Rights: Acts, Statues and Constitutional Provisions, RituPublications Jaipur.</li> <li>19. Paramjeet S. Jaswal, Human Rights and Law -- APH Publication Agra Corporation,New Delhi.</li> <li>20. Ray, Arun (2004), National Human Rights Commission in India: Formation, Functioning and Future Prospects, Atlantic, New Delhi</li> <li>21. Satish Chandra (1995), Minorities in National and International Laws, Deep and Deep Publication, New Delhi.</li> </ol> <p>Weblink to Equivalent MOOC on Swayam if relevant:</p> <ol style="list-style-type: none"> <li>1) <a href="https://www.pmindia.gov.in">https://www.pmindia.gov.in</a> 2)<a href="https://parliamentofindia.nic.in">https://parliamentofindia.nic.in</a></li> <li>3) <a href="https://nhrc.nic.in/">https://nhrc.nic.in/</a></li> <li>4) <a href="https://www.un.org/en/about-us/universal-declaration-of-human-rights">https://www.un.org/en/about-us/universal-declaration-of-human-rights</a></li> <li>5) <a href="https://www.un.org/en/global-issues/human-rights">https://www.un.org/en/global-issues/human-rights</a></li> <li>6) <a href="https://www.ohchr.org/en/ohchr_homepage">https://www.ohchr.org/en/ohchr_homepage</a></li> </ol> <p>Weblink to Equivalent Virtual Lab if relevant.</p>
<p><b>Model Questions :</b></p>	<ol style="list-style-type: none"> <li>1) Long answers on any One Units out of the Four Units. (This Question having 06 Marks)</li> <li>2) Long answers Types questions should internal choice based. (ie. Solve any one question from following questions.)</li> <li>3) Short answers on any Three Units out of the Four Units. (Each question having 04 Marks)</li> <li>4) Short answers Types questions should internal choice based. (ie. Solve any Two questions from following questions.)</li> </ol>

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**FIRST YEAR: SEMESTER – I**

Each theory paper of Open Elective shall be of 2 Credits comprising of 4 Units with Teaching Hours as mentioned in the table. The pattern of theory papers shall be as per following template –

**Open Elective II**

Level	Semester	Course Code	Course Name	Credits	Teaching Hours	Exam Duration	Max Marks
4.5	I	631202	OE2- Children and Human Rights	2	30	2 Hrs.	30

The Curriculum of any Course shall be designed as per following template:

<b>Course Objectives :</b>	1) To make students acquainted with the Constitution of India and the Protection of the Child. 2) To make students aware of problems and issues of Human Rights with reference to children. 3) To make students aware of institutional mechanisms for the protection of the child. 4) To develop an understanding amongst students about the international perspective on the rights of children.			
<b>Course Outcomes :</b>	After the successful completion of the course, the students will acquire 1. To understand the Constitution of India and the Protection of the Child. 2. To understand the problems and issues of Human Rights with reference to children. 3. To describe institutional mechanisms for the protection of the child 4. To be able to analyze the international perspective of the rights of children.			
<b>Unit System</b>	<b>Contents</b>	<b>Workload Allotted</b>	<b>Weightage of Marks Allotted</b>	<b>Incorporation of Pedagogies</b>
<b>Unit I</b>	<b>The Constitution of India and Protection of the Child :</b> i) Fundamental Rights ii) Directive Principles iii) Special Protection for the child: Article 15(3), Article 24, Article 39 (e) & (f), Article 45 iv) The Right of Children to Free & Compulsory Education Act, 2009.	7 Hrs	07 Marks	Suggested Continuous Internal Evaluation Methods (20 Marks): 1.Seminar/Assignment on any topic of the above syllabus. 2.Test with multiple choice questions / short and long answer questions.
<b>Unit II</b>	<b>Problems and Issues of Human Rights with reference to Child.</b> i) Child Education ii) Malnutrition iii) Child Abuse iv) Children Labour	7 Hrs	8 Marks	
<b>Unit III</b>	<b>Institutional Mechanism for the Protection of the Child:</b> i) National Human Rights Commission ii) Maharashtra State Human Rights Commission iii) National Commission for Protection of Child Rights iv) Maharashtra State Commission for Protection of Child Rights	8 Hrs	07 Marks	



<b>Unit IV</b>	<b>Rights of Children: International Perspective :</b>  i) Universal Declaration of Human Rights 1948- International Covenant on Civil and Political Rights.  ii) Convention on the Rights of the Child (UNCRC) 1989  iii) Vienna Declaration and Programme of Action 25th June 1993.  iv) UNICEF and Child Protection	8 Hrs	8 Marks	
<b>References:</b>	<b>Course Material/Learning resource :</b> 1. मीडिया और मानवाधिकार - डॉ.कृष्णकुमार शर्मा, अर्जुण पब्लिशींग हाऊस. 2. मानवाधिकार और कर्तव्य - डॉ.कृष्णकुमार शर्मा, अर्जुण पब्लिशींग हाऊस. 3. मानवाधिकार एवं दलित चेतना - डॉ.कृष्णकुमार शर्मा, अर्जुण पब्लिशींग हाऊस. 4. मानवाधिकार और कर्तव्य - प्रकाश नारायण नाटाणी, अविष्कार पब्लिशर्स व डिस्ट्रीब्यूटर्स, जयपूर 5. भारतीय राजकीय व्यवस्था - सुभाष गवई, शांताराम चव्हाण, वेदमुद्रा प्रकाशन, 6. भारतीय संविधान - अलका देशमुख, साईनाथ प्रकाशन, 7. नक्षलवाद - देवेन्द्र गावंडे, साधना प्रकाशन, 8. भारतातील महिला विकासाची वाटचाल ज. शे. आपटे, पुष्पा रोडे - 9. मानव अधिकार वैश्विक घोषणापत्र 10. मानवी हक्क संरक्षण कायदा 1993 11. महाराष्ट्र शासन 2012 बालकांचा मोफत व सक्तीच्या शिक्षणाचा हक्क अधिनियम 2009 मार्गदर्शिका महाराष्ट्र राज्य शैक्षणिक व संशोधन व प्रशिक्षण परिषद पुणे 12. मानवाधिकारांचे समाजशास्त्र बोरकर अशोक 2008 13. शिक्षणाचे राजकारण रेडकर अरविंद 2004 मुंबई लोक वांगमय गृह 14. सार्वभौमत्वापुढचे आव्हान नक्षलवाद : - डॉ.पी.एच.सूर्यवंशी, डॉ.व्ही.बी.चांदजकर 15. Desai, A.R.(ed.)(1986), Violations of Democratic Rights in India, Popular Prakashan, Bombay. 16. G.S. Bajwa, Human Rights in India - Anmol Publication Pvt. Ltd., New Delhi. 17. Meghraj Kapurderiya (2013), Indian Philosophical Foundation of Human Rights, R.P.Publications. New Delhi. 18. Mishra, P. K. 2(012), Human Rights: Acts, Statutes and Constitutional Provisions, RituPublications Jaipur. 19. Paramjeet S. Jaswal, Human Rights and Law -- APH Publication Agra Corporation, New Delhi. 20. Ray, Arun (2004), National Human Rights Commission in India: Formation, Functioning and Future Prospects, Atlantic, New Delhi 21. Satish Chandra (1995), Minorities in National and International Laws, Deep and Deep Publication, New Delhi. Weblink to Equivalent MOOC on Swayam if relevant: 1) <a href="https://www.pmindia.gov.in">https://www.pmindia.gov.in</a> 2) <a href="https://parliamentofindia.nic.in">https://parliamentofindia.nic.in</a> 3) <a href="https://nhrc.nic.in/">https://nhrc.nic.in/</a> 4) <a href="https://www.un.org/en/about-us/universal-declaration-of-human-rights">https://www.un.org/en/about-us/universal-declaration-of-human-rights</a> 5) <a href="https://www.un.org/en/global-issues/human-rights">https://www.un.org/en/global-issues/human-rights</a> 6) <a href="https://www.ohchr.org/en/ohchr_homepage">https://www.ohchr.org/en/ohchr_homepage</a> Weblink to Equivalent Virtual Lab if relevant.			
<b>Model Questions :</b>	1) Long answers on any One Units out of the Four Units. (This Question having 06 Marks) 2) Long answers Types questions should internal choice based. (ie. Solve any one question from following questions.) 3) Short answers on any Three Units out of the Four Units. (Each question having 04 Marks) 4) Short answers Types questions should internal choice based. (ie. Solve any Two questions from following questions.)			

**FIRST YEAR: SEMESTER – II**

Each theory paper of Major shall be of 3 Credits comprising of 6 Units with Teaching Hours as mentioned in the table. The pattern of theory papers shall be as per following template –

**Major and Minor**

**DSC II -Th2**

Level	Semester	Course Code	Course Name	Credits	Teaching Hours	Exam Duration	Max Marks
4.5	II	631203	DSC II- <b>Human Rights and Constitution of India</b>	3	45	3 Hrs	60

The Curriculum of any Course shall be designed as per following template:

<b>Course Objectives:</b>	1) To make students aware of constitutional values, Fundamental Rights and Human Rights. 2) To develop an understanding amongst students about Fundamental Duties and Human Rights. 3) To make students aware of the Directive Principles of State Policy and Human Rights. 4) To develop an understanding amongst students about constitutional mechanisms for the enforcement of Human Rights.			
<b>Course Outcomes:</b>	After the successful completion of the course, the students will acquire 1. To understand constitutional values, Fundamental Rights and Human Rights. 2. To discuss Fundamental Duties and Human Rights. 3. To describe Directive Principles of State Policy and Human Rights. 4. To discuss constitutional mechanisms for the enforcement of Human Rights			
<b>Unit System</b>	<b>Contents</b>	<b>Workload Allotted</b>	<b>Weightage of Marks Allotted</b>	<b>Incorporation of Pedagogies</b>
<b>Unit I</b>	<b>Preamble, Constitutional Values and Human Rights</b> i) Justice: Social, Economic, Political ii) Liberty: Thought, Expression, Belief, Faith, Worship iii) Equality: Equality of status and of opportunity; Equality before law & equal application of laws iv) Fraternity: Dignity, Unity and Integrity	7 Hrs.	10 Marks	Suggested Continuous Internal Evaluation Methods (40 Marks):  1.Seminar/Assignment on any topic of the above syllabus.  2. Test with multiple choice questions / short and long answer questions.
<b>Unit II</b>	<b>Fundamental Rights and Human Rights</b> i) Meaning and Nature of Fundamental Rights ii) Importance of Fundamental Rights iii) Right to Equality iv) Right To Freedom	7 Hrs.	10 Marks	
<b>Unit III</b>	<b>Fundamental Rights and Human Rights</b> i) Right Against Exploitation, ii) Right To Freedom of Religion iii) Cultural And Educational Rights iv) Right To Constitutional Remedies	8 Hrs.	10 Marks	
<b>Unit IV</b>	<b>Fundamental Duties and Human Rights</b> i) Fundamental Duties : Meaning & Nature ii) Fundamental Duties : Importance	8 Hrs.	10 Marks	

	iii) Fundamental Duties of the Indian Citizen iv) Difference between Fundamental Rights and Fundamental Duties			
<b>Unit V</b>	<b>Directive Principles of State policy</b> i) Meaning & Nature ii) Classification iii) Importance iv) Difference between Fundamental Rights and Directive Principles of State	8 Hrs.	10 Marks	
<b>Unit VI</b>	<b>Constitutional Mechanisms for Enforcement of Human Rights:</b> i) Legislature (Parliament of India) ii) Executive (The Union Executive) iii) Special contribution of Judiciary (Supreme Court) iv) The Protection of Human Rights Act of 1993	7 Hrs.	10 Marks	
<b>References:</b>	<p><b>Course Material/Learning resource</b></p> <ol style="list-style-type: none"> <li>1. मीडिया और मानवाधिकार - डॉ.कृष्णकुमार शर्मा, अर्जुण पब्लिशिंग हाऊस.</li> <li>2. . मानवाधिकार और कर्तव्य - डॉ.कृष्णकुमार शर्मा, अर्जुण पब्लिशिंग हाऊस.</li> <li>3. मानवाधिकार एवं दलित चेतना - डॉ.कृष्णकुमार शर्मा, अर्जुण पब्लिशिंग हाऊस.</li> <li>4. मानवाधिकार और कर्तव्य - प्रकाश नारायण नाटाणी, अविष्कार पब्लिशर्स व डिस्ट्रीब्यूटर्स, जयपूर</li> <li>5. भारतीय राजकीय व्यवस्था - सुभाष गवई, शांताराम चव्हाण, वेदमुद्रा प्रकाशन,</li> <li>6. भारतीय संविधान - अलका देशमुख, साईनाथ प्रकाशन,</li> <li>7. नक्षलवाद - देवेन्द्र गावंडे, साधना प्रकाशन,</li> <li>8. भारतातील महिला विकासाची वाटचाल ज. शे. आपटे, पुष्पा रोडे -</li> <li>9. मानव अधिकार वैश्विक घोषणापत्र</li> <li>10. मानवी हक्क संरक्षण कायदा 1993</li> <li>11. महाराष्ट्र शासन 2012 बालकांचा मोफत व सक्तीच्या शिक्षणाचा हक्क अधिनियम 2009 मार्गदर्शिका महाराष्ट्र राज्य शैक्षणिक व संशोधन व प्रशिक्षण परिषद पुणे</li> <li>12. मानवाधिकारांचे समाजशास्त्र बोरकर अशोक 2008</li> <li>13. शिक्षणाचे राजकारण रेडकर अरविंद 2004 मुंबई लोक वांगमय गृह</li> <li>14. सार्वभौमत्वापुढचे आव्हान नक्षलवाद :- डॉ.पी.एच.सूर्यवंशी, डॉ.व्ही.बी.चांदजकर</li> <li>15. Desai, A.R. (ed.) (1986), Violations of Democratic Rights in India, Popular Prakashan, Bombay.</li> <li>16. G.S. Bajwa, Human Rights in India - Anmol Publication Pvt. Ltd., New Delhi.</li> <li>17. Meghraj Kapurderiya (2013), Indian Philosophical Foundation of Human Rights, R.P. Publications. New Delhi.</li> <li>18. Mishra, P. K. (2012), Human Rights: Acts, Statutes and Constitutional Provisions, Ritu Publications Jaipur.</li> <li>19. Paramjeet S. Jaswal, Human Rights and Law — APH Publication Agra Corporation, New Delhi.</li> <li>20. Ray, Arun (2004), National Human Rights Commission in India: Formation, Functioning and Future Prospects, Atlantic, New Delhi</li> <li>21. Satish Chandra (1995), Minorities in National and International Laws, Deep and Deep Publication, New Delhi.</li> </ol> <p>Weblink to Equivalent MOOC on Swayam if relevant:</p> <ol style="list-style-type: none"> <li>1) <a href="https://www.pmindia.gov.in">https://www.pmindia.gov.in</a></li> <li>2) <a href="https://parliamentofindia.nic.in">https://parliamentofindia.nic.in</a></li> <li>3) <a href="https://nhrc.nic.in/">https://nhrc.nic.in/</a></li> <li>4) <a href="https://www.un.org/en/about-us/universal-declaration-of-human-rights">https://www.un.org/en/about-us/universal-declaration-of-human-rights</a></li> <li>5) <a href="https://www.un.org/en/global-issues/human-rights">https://www.un.org/en/global-issues/human-rights</a></li> </ol>			

	6) <a href="https://www.ohchr.org/en/ohchr_homepage">https://www.ohchr.org/en/ohchr_homepage</a> Weblink to Equivalent Virtual Lab if relevant.
<b>Model Questions:</b>	1) Long answers on any Two Units out of the six Units. (Each question having 10 Marks) 2) Long answers Types questions should internal choice based. (ie. Solve any one question from following questions.) 3) Short answers on any Four Units out of the six Units. (Each question having 05 Marks) 4) Short answers Types questions should internal choice based. (ie. Solve any Two questions from following questions.)

### FIRST YEAR : SEMESTER – II

Each theory paper of Open Elective shall be of 2 Credits comprising of 4 Units with Teaching Hours as mentioned in the table. The pattern of theory papers shall be as per following template –

#### Open Elective III

Level	Semester	Course Code	Course Name	Credits	Teaching Hours	Exam Duration	Max Marks
4.5	II	631204	OE3 - <b>The Aged and the Disabled and Human Rights</b>	2	30	2 Hrs	30

The Curriculum of any Course shall be designed as per following template:

<b>Course Objectives:</b>	1) To make students aware about constitutional provisions with regard to the aged and the disabled. 2) To make students aware of the vulnerability of the aged and the disabled. 3) To develop an understanding amongst students about special laws for the protection of the aged and the disabled: 4) To make students aware of international norms for the protection of the aged and the disabled.			
<b>Course Outcomes:</b>	After the successful completion of the course, the students will acquire 1. To understand constitutional provisions with regards to the aged and the disabled. 2. To discuss the vulnerability of the aged and the disabled. 3. To describe special laws for the protection of the aged and the disabled. 4. To discuss international norms for the protection of the aged and the disabled			
Unit System	Contents	Workload Allotted	Weightage of Marks Allotted	Incorporation of Pedagogies
<b>Unit I</b>	<b>Constitutional Provisions with Regards to the Aged and the Disabled Persons :</b> i) Fundamental Rights ii) Directive Principles iii) Fundamental Duties iii) Constitutional mechanisms for Protection of the Aged and the Disabled: Legislature, Executive, Judiciary	7 Hrs	07 Marks	Suggested Continuous Internal Evaluation Methods (20 Marks):  1.Seminar/ Assignment on any topic of the above syllabus.  2.Test with multiple choice questions / short

<b>Unit II</b>	<b>Vulnerability of the aged and the disabled:</b> i) Indian society and the aged and the disabled ii) Poverty, illiteracy, breakdown of old social and family institutions, Impact of improvements in health care on mortality iii) Social taboos regarding the disabled, General issue of poverty iv) Contribution potential of the disabled to society, Pioneers like Helen Keller and Stephen Hawking	7 Hrs	8 Marks	and long answer questions.
<b>Unit III</b>	<b>Special Laws for Protection of the Aged and the Disabled:</b> i) Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act ii) Mental Health Act 1993 iii) Other relevant laws iv) Policy on the Aged and the Disabled: 1. Special protection through reservations, quotas 2. Major issues of barrier-free access to public places, and development of special, appropriate technologies	8 Hrs	07 Marks	
<b>Unit IV</b>	<b>International Norms for Protection of the aged and the Disabled :</b> i) Universal Declaration of Human Rights, 1948 ii) UN General Assembly Declaration on the Rights of the Disabled Persons 1975 iii) UN Declaration on the Mentally Retarded Persons 1971 iv) Second World Assembly on the Ageing v) Vienna International Plan of Action on Ageing.	8 Hrs	8 Marks	
<b>References:</b>	<b>Course Material/Learning resource :</b> 1. मीडिया और मानवाधिकार - डॉ.कृष्णकुमार शर्मा, अर्जुण पब्लिशींग हाऊस. 2. . मानवाधिकार और कर्तव्य - डॉ.कृष्णकुमार शर्मा, अर्जुण पब्लिशींग हाऊस. 3. मानवाधिकार एवं दलित चेतना - डॉ.कृष्णकुमार शर्मा, अर्जुण पब्लिशींग हाऊस. 4. मानवाधिकार और कर्तव्य - प्रकाश नारायण नाटाणी, अविष्कार पब्लिशर्स व डिस्ट्रीब्यूटर्स, जयपूर 5. भारतीय राजकीय व्यवस्था - सुभाष गवई, शांताराम चव्हाण, वेदमुद्रा प्रकाशन, 6. भारतीय संविधान - अलका देशमुख, साईनाथ प्रकाशन, 7. नक्षलवाद - देवेन्द्र गावंडे, साधना प्रकाशन, 8. भारतातील महिला विकासाची वाटचाल ज. शे. आपटे, पुष्पा रोडे - 9. मानव अधिकार वैश्विक घोषणापत्र 10. मानवी हक्क संरक्षण कायदा 1993 11. महाराष्ट्र शासन 2012 बालकांचा मोफत व सक्तीच्या शिक्षणाचा हक्क अधिनियम 2009 मार्गदर्शिका महाराष्ट्र राज्य शैक्षणिक व संशोधन व प्रशिक्षण परिषद पुणे			

	<p>12. मानवाधिकारांचे समाजशास्त्र बोरकर अशोक 2008</p> <p>13. शिक्षणाचे राजकारण रेडकर अरविंद 2004 मुंबई लोक वांगमय गृह</p> <p>14. सार्वभौमत्वापुढचे आव्हान नक्षलवाद :- डॉ.पी.एच.सूर्यवंशी, डॉ.व्ही.बी.चांदजकर</p> <p>15. Desai,A.R.(ed.)(1986),Violations of Democratic Rights in India, Popular Prakashan, Bombay.</p> <p>16. G.S. Bajwa, Human Rithts in India - Anmol Publication Pvt. Ltd., New Delhi.</p> <p>17. Meghraj Kapurderiya (2013), Indian Philosophical Foundation of Human Rights, R.P.Publications. New Delhi.</p> <p>18. Mishra, P. K. 2(012), Human Rights: Acts, Statues and Constitutional Provisions, RituPublications Jaipur.</p> <p>19. Paramjeet S. Jaswal, Human Rights and Law -- APH Publication Agra Corporation,New Delhi.</p> <p>20. Ray, Arun (2004), National Human Rights Commission in India: Formation, Functioning and Future Prospects, Atlantic, New Delhi</p> <p>21. Satish Chandra (1995), Minorities in National and International Laws, Deep and Deep Publication, New Delhi.</p> <p>Weblink to Equivalent MOOC on Swayam if relevant:</p> <p>1) <a href="https://www.pmindia.gov.in">https://www.pmindia.gov.in</a> 2)<a href="https://parliamentofindia.nic.in">https://parliamentofindia.nic.in</a></p> <p>3) <a href="https://nhrc.nic.in/">https://nhrc.nic.in/</a></p> <p>4) <a href="https://www.un.org/en/about-us/universal-declaration-of-human-rights">https://www.un.org/en/about-us/universal-declaration-of-human-rights</a></p> <p>5) <a href="https://www.un.org/en/global-issues/human-rights">https://www.un.org/en/global-issues/human-rights</a></p> <p>6) <a href="https://www.ohchr.org/en/ohchr_homepage">https://www.ohchr.org/en/ohchr_homepage</a></p> <p>Weblink to Equivalent Virtual Lab if relevant.</p>
<b>Model Questions:</b>	<p>Long answers on any One Units out of the Four Units. (This Question having 06 Marks)</p> <p>1) Long answers Types questions should internal choice based. (ie. Solve any one question from following questions.)</p> <p>2) Short answers on any Three Units out of the Four Units. (Each question having 04 Marks)</p> <p>Short answers Types questions should internal choice based. (ie. Solve any Two questions from following questions.)</p>

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### **FIRST YEAR: SEMESTER – II**

Each theory paper of Open Elective shall be of 2 Credits comprising of 4 Units with Teaching Hours as mentioned in the table. The pattern of theory papers shall be as per following template –

#### **Open Elective IV**

Level	Semester	Course Code	Course Name	Credits	Teaching Hours	Exam Duration	Max Marks
4.5	II	631205	OE4 - <b>Socially/Economically Disadvantaged People and Human Rights</b>	2	30	2 Hrs	30

The Curriculum of any Course shall be designed as per following template:

<b>Course Objectives</b>	<p>1) To make students acquainted with socially/economically disadvantaged people and Human Rights.</p> <p>2) To make students aware of constitutional provisions about socially/economically disadvantaged people.</p> <p>3) To make students aware of the contemporary status of socially/economically disadvantaged people and Human Rights.</p>
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	4) To develop an understanding amongst students about special laws for protection.			
<b>Course Outcomes</b>	After the successful completion of the course, the students will acquire 1. To understand socially/economically disadvantaged people and Human Rights. 2. To discuss constitutional provisions about socially/economically disadvantaged people. 3. To describe the contemporary status of socially/economically disadvantaged people and Human Rights. 4. To able to analyze the contemporary status of socially/economically disadvantaged people and Human Rights, 5. To apply the knowledge of Human Rights in day-to-day life.			
<b>Unit System</b>	<b>Contents</b>	<b>Workload Allotted</b>	<b>Weightage of Marks Allotted</b>	<b>Incorporation of Pedagogies</b>
<b>Unit I</b>	<b>Concept of Disadvantaged People:</b> i) Concept and Identification of a Disadvantaged Group ii) Caste practices in India, iii) Caste and Communalism iv) Caste System and the socio-economic situation; Social and economic deprivations of the lower.	7 Hrs	07 Marks	Suggested Continuous Internal Evaluation Methods (20 Marks):  1.Seminar/Assignment on any topic of the above syllabus.  2.Test with multiple choice questions / short and long answer questions.
<b>Unit II</b>	<b>Constitutional Provisions With Regards to Socially/Economically Disadvantaged People :</b> i) Preamble & Constitutional Values – Justice, Liberty, Equality, Fraternity: Dignity, Unity and Integrity ii) Fundamental Rights iii) Directive Principles iv) Special protection under Article 15 (4), Article 16 (4) & (4-A), Article 17, Article 29(1), Article 46, Articles 334 335, 338, 339, 340, 341, & 342, Fifth and Sixth Schedules	7 Hrs	8 Marks	
<b>Unit III</b>	<b>Contemporary status :</b> i) Issues of identification of backward classes (other than SCs/STs): Deprivations and atrocities ii) Poverty, illiteracy and unemployment iii) Economic and social inequalities, Issues of land rights, rural indebtedness iv) Impact of environment protection laws including forest laws on tribal communities v) Caste wars, Politics of caste and class	8 Hrs	07 Marks	
<b>Unit IV</b>	<b>Special Laws for Protection :</b> i) Protection of Civil Rights Act 1955 ii) Scheduled Castes and Scheduled Tribes Prevention of Atrocities Act 1989 iii) Employment of Manual Scavengers and Construction of Dry Latrines (Prohibition) Act 1999 iv) Policies of Government, reservations, quotas, special drives	8 Hrs	8 Marks	
<b>References :</b>	<b>Course Material/Learning resource :</b> 1. मीडिया और मानवाधिकार - डॉ.कृष्णकुमार शर्मा, अर्जुण पब्लिशिंग हाऊस. 2. मानवाधिकार और कर्तव्य - डॉ.कृष्णकुमार शर्मा, अर्जुण पब्लिशिंग हाऊस.			

	<p>3. मानवाधिकार एवं दलित चेतना - डॉ.कृष्णकुमार शर्मा, अर्जुण पब्लिशिंग हाऊस.</p> <p>4. मानवाधिकार और कर्तव्य - प्रकाश नारायण नाटाणी, अविष्कार पब्लिशर्स व डिस्ट्रीब्यूटर्स, जयपूर</p> <p>5. भारतीय राजकीय व्यवस्था - सुभाष गवई, शांताराम चव्हाण, वेदमुद्रा प्रकाशन,</p> <p>6. भारतीय संविधान - अलका देशमुख, साईनाथ प्रकाशन,</p> <p>7. नक्षलवाद - देवेन्द्र गावंडे, साधना प्रकाशन,</p> <p>8. भारतातील महिला विकासाची वाटचाल ज. शे. आपटे, पुष्पा रोडे -</p> <p>9. मानव अधिकार वैश्विक घोषणापत्र</p> <p>10. मानवी हक्क संरक्षण कायदा 1993</p> <p>11. महाराष्ट्र शासन 2012 बालकांचा मोफत व सक्तीच्या शिक्षणाचा हक्क अधिनियम 2009 मार्गदर्शिका महाराष्ट्र राज्य शैक्षणिक व संशोधन व प्रशिक्षण परिषद पुणे</p> <p>12. मानवाधिकारांचे समाजशास्त्र बोरकर अशोक 2008</p> <p>13. शिक्षणाचे राजकारण रेडकर अरविंद 2004 मुंबई लोक वांगमय गृह</p> <p>14. सार्वभौमत्वापुढचे आव्हान नक्षलवाद :- डॉ.पी.एच.सूर्यवंशी, डॉ.व्ही.बी.चांदजकर</p> <p>15. Desai, A.R. (ed.) (1986), Violations of Democratic Rights in India, Popular Prakashan, Bombay.</p> <p>16. G.S. Bajwa, Human Rights in India - Anmol Publication Pvt. Ltd., New Delhi.</p> <p>17. Meghraj Kapurderiya (2013), Indian Philosophical Foundation of Human Rights, R.P. Publications. New Delhi.</p> <p>18. Mishra, P. K. (2012), Human Rights: Acts, Statutes and Constitutional Provisions, Ritu Publications Jaipur.</p> <p>19. Paramjeet S. Jaswal, Human Rights and Law -- APH Publication Agra Corporation, New Delhi.</p> <p>20. Ray, Arun (2004), National Human Rights Commission in India: Formation, Functioning and Future Prospects, Atlantic, New Delhi</p> <p>21. Satish Chandra (1995), Minorities in National and International Laws, Deep and Deep Publication, New Delhi.</p> <p>Weblink to Equivalent MOOC on Swayam if relevant:</p> <p>1) <a href="https://www.pmindia.gov.in">https://www.pmindia.gov.in</a> 2) <a href="https://parliamentofindia.nic.in">https://parliamentofindia.nic.in</a></p> <p>3) <a href="https://nhrc.nic.in/">https://nhrc.nic.in/</a></p> <p>4) <a href="https://www.un.org/en/about-us/universal-declaration-of-human-rights">https://www.un.org/en/about-us/universal-declaration-of-human-rights</a></p> <p>5) <a href="https://www.un.org/en/global-issues/human-rights">https://www.un.org/en/global-issues/human-rights</a></p> <p>6) <a href="https://www.ohchr.org/en/ohchr_homepage">https://www.ohchr.org/en/ohchr_homepage</a></p> <p>Weblink to Equivalent Virtual Lab if relevant.</p>
<p><b>Model Questions:</b></p>	<p>1) Long answers on any One Units out of the Four Units. (This Question having 06 Marks)</p> <p>2) Long answers Types questions should internal choice based. (ie. Solve any one question from following questions.)</p> <p>3) Short answers on any Three Units out of the Four Units. (Each question having 04 Marks)</p> <p>Short answers Types questions should internal choice based. (ie. Solve any Two questions from following questions.)</p>



SANT GADGE BABA AMRAVATI UNIVERSITY, AMRAVATI

**National Education Policy- 2020 (NEP)**

Syllabus for Academic year 2024-2025

Faculty: - Humanities

Four Year Eight Semester Bachelor's Degree Programme

## **Board of Study: - Political Science**



Programme :- B.A. Political Science

**Syllabus: B.A. Part III Sem I & II  
(NEP)**