

SHIVAJI UNIVERSITY, KOLHAPUR-416 004

DEPARTMENT OF LAW



SYLLABUS FOR THE POST-GRADUATE  
DIPLOMA COURSE IN HUMAN RIGHTS AND  
VALUES IN EDUCATION. (PGDHR)

Introduced From June 2006

(Subject to the modification that will be made from time to time)

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## 01. Introduction

Shivaji University, Kolhapur was established in the year, 1962. It has reached a high status and has contributed a great deal to Higher Education in South Western Maharashtra. However, as the University lacked a much required full-time Law Department, the same was established in the year 2000. The Department is very new.

The Department plans to develop certain special subjects Courses and expertise in the areas of Law like Co-operative Laws, Laws relating to Agricultural Sector to cater to the needs of this area. At the same time, new areas of Law like Human Rights, Environmental Law, intellectual Property Right, Cyber Laws, Alternative Dispute Mechanism, Cyber Laws, etc. The Department has sufficient strength of students for Post-Graduate and for Ph. D. Degree. As LLM. is made compulsory for teaching, there are many aspirants who are willing to devote full-time two years in the Department. The Department is also contributed in legal-aid, Lok Adalat Schemes, Lecture series, Prisoners Rehabilitation programme etc in this region..

The main mission and goal of the department is to train graduate students in advanced post-graduate studies to enable them to take up academics as their career.

The programme options are oriented mainly towards academics, but can help the students even if they intend to practice law or take up other assignments in law or any other social activity.

## 02. Justification - Need

Our University is always very keen to carry out innovative steps in the academic fields. This course is very relevant, especially for the Students coming from the semi-urban and rural areas.

It is our experience that 95% of our students come from the rural and remote areas. Most of the Students are unaware of Human Rights and Duties. Their lack and inadequate of knowledge of this field and their rural background and economic condition creates inferiority complex in their mind set up. In order to make these Students morally, ethically economically and intellectually

2.

powerful, the Human Rights knowledge is very essential because our knowledge brings power in day to day routine life.

It is our sincere effort to make our Students capable of facing the strong competitive environment and there is a great need in this century. It will help to prove their talent in and around the world and helps in their future career.

Our University is rich in Library facility, highly qualified and experienced teaching / non teaching staff and administrative staff, computer lab facility, availability of infrastructure and all other facility will help to carried out our course in a very efficient and scientific manner in the University.

We are sure of getting a good response from the Students. It incorporate human rights issues like legal right, duties, dignity, equality, liberty, Justice, Fraternity, obligation and other rules that will attract the students to take up the course on an emotional as well as intellectual level.

We are confident, the course will help thinking and stimulate debate and positive result and innovative thoughts. We are confident, the course is very much convenience of the students to give them priority.

### 3. Objectives

- i. To spread the information about Human Rights and Duties.
- ii. To acquaint the student with organization structure on human rights.
- iii. To create interest on Human Rights education.
- iv. To create awareness about moral, ethical, social and democratic values.
- v. To make the students aware of their Rights given to them in our Indian Constitution.

### 04. Beneficiaries and Target Group.

All the Graduate/Post Graduate/ Research Students and equivalent recognized by the University of any discipline will be eligible to obtain admission to this course.

## 05. Structure of the Course

## a) Course Pattern

The Course may consist of annual system. The study of Human Rights covers a wide range of Human activity within the State. i.e. Historical Perspective of Human Rights, Prison and Prisoners, Police and Police Custody, Public Servants Powers and Duties, Individual Rights and Duties, State Role in Protection of Human Rights, Role of Human Rights Commission in Protection of Human Rights, Judiciary Role in Protection of Human Rights, UN & Western thoughts on Protection and Promotion of Human Rights, Constitutional Provisions in Protection of Human Rights, NGOS Role, etc.

## b) Title of the Course

“POST GRADUATE DIPLOMA IN HUMAN RIGHTS & VALUES IN EDUCATION” ( PGDHR)

c) Paper to be taught	Marks
1. Human Rights and Duties : Conceptual Perspectives.	100
2. International and Regional Perspectives on Human Rights and Duties.	100
3. Human Rights and Duties in India.	100

## d) Allotment of Marks

1. Each paper consists of 100 Marks

Written Examination - 60 Marks  
Internal Assessment - 40 Marks

a) Attendance - 5 Marks

i.e. Minimum Attendance required 75%

i. 75 % to 79% - 3 Marks

ii. 80 % to 84% - 4 Marks

iii. 85% & above - 5 Marks

b) Test - 5 Marks

c) Paper Presentation - 5 Marks

d) Tutorials - 10 Marks

e) Visits(Jail,Police Custody), Awareness in Village/Taluka Places - 5 Marks

f) Viva Voce - 10 Marks

2. a) There will be 8 questions having internal options. The Student should answer 5 Questions out of 8 Questions.
- b) The Question number eight will be on short notes. Four shorts will be given and to answer two from them.
- c) Seven Full Questions each will carry 12 marks and One Question on short notes will be of 12 marks.
- d) Passing Standard - 45 Marks out of 100 in Theory and Practical ( separate heads)
- e) 45% to less than 60% will be Second Class  
60% to less than 70% will be First Class  
70% and above will be Distinction Class

In case the student fails, the practical marks will be carried forward and he/she should appear for theory paper only.

06. a) WORKING PROGRAMME

Theory

.....

TEACHING	Year	
	I Term	II Term
a) Actual Duration of Months	3 & half	3 & half
b) Teaching paper per Week	3	3
c) Teaching per paper per month	12	12
d) Teaching for the Course per Paper.	42	42

.....

## b) WORKING PROGRAMME

Periods

.....

	I Term	II Term
TEACHING + PRACTICALS		
a) Actual Duration of Months	3 & half	3 & half
b) Lectures per paper per week	6	6
c) Teaching per paper per month	24	24
d) Teaching for the course per paper	84	84

## 07. Qualification of Students:

A Candidate for being eligible for admission to Post- Graduate Diploma in Human Rights and Values in Education. (PGDHR) should be graduate in any discipline of any recognised University.

## 08. Eligibility for Admissions.

There will be an entrance test of 100 Marks of 2 hours duration.

## 09. Nature of Entrance Examination.

1. Objective Type - 50 Marks – General Knowledge
2. Short Notes - 25 Marks - on Human Rights
3. Eassy Type(One)- 25 Marks - on Human Rights

10. Fees.

Tuition Fee Rs. 5,000/-

11. Course Strength.

The Course will admit only 60 to 80 Students at a time.

12. Place.

Department of Law,  
Shivaji University, Kolhapur-416 004.

13. Time.

5.00 p.m to 8.00 p.m. (tentative)  
3 Hours x 6 Working days = 18 Hours (including  
practicals)

14. Basic Infrastructure.

Department of Law, Shivaji University, Kolhapur.

15. Teaching Staff Source.

- a) Department of Law, Shivaji University, Kolhapur
- b) Teachers of Affiliated Colleges, Shivaji University, Kolhapur.
- c) Human Rights Commission.
- d) Prison Authorities.
- e) Police Authorities.
- f) Judiciary.
- g) Human Rights activists.

16. Teacher's Qualifications.

- a) Academicians with more than 5 years teaching experience preferably teaching concerned subjects.
- b) Judges.
- c) Human Rights activists.

17. Selection Committee.

Selection of the candidates will be done by a Committee consisting of following members.

- a) A Person nominated by the Vice Chancellor
- b) Member nominated by the District Judge, Kolhapur.
- c) Head of the Department of Law.
- d) Dean, Faculty of Law.
- e) Legal Adviser.

18. Duration of the Course

One Year

19. Scheme of Examination

- a) Candidate should fully interact in the class programmes.
- b) Candidate should compulsorily have 75 percent & above attendance.
- c) Candidate should complete and submit Tutorials, assignments, etc which will be given to him/her.
- d) Candidate should actively participate in simulation and role play exercises.
- e) Candidate should compulsorily visit Jails, Police Custody, Village and Taluka level etc to study the Human Rights.

20. No. of Attempts.

The Student is permitted 6 attempts or he should complete the course within 3 years period, after completing his terms.

## 21. Monitoring and Evaluation

- a) The implementation of this course will be monitored by the Head/ Co-ordinator of the Department of Law.
- b) The Students performance will be evaluated through a written test of 100 marks after the tenure of the course is completed. Periodical test will be conducted to improve the Students skill in the mean time.

## 22. Course Syllabus:

Syllabus will be framed according to model curriculum on the Human Rights provided by U.G.C.

## 23. Whether allowed 2 Courses simultaneously at a time.

Yes, if any Student is willing to do 2 Courses at a time i.e. this Post Graduate Diploma Course and any other course, he would be permitted and allowed simultaneously 2 Courses ( One degree or / and this Post Graduate Diploma Course) subject to condition that the lecture period should not clash and he/she should obtain sanction of University authorities.

## 24. Expected Outcome :

After the tenure of each course, we shall expect the following results.

- a) The Students will be able to take active part in Social, Political and Economic activities with responsibility.
- b) This will be an additional advantage to teachers, lawyers, social workers, doctors etc.
- c) This will add to the academic qualification.
- d) It will encourage the students to further study in Human Rights.
- e) The Students will gain thorough knowledge in the field of Human Rights and they aware of Human Values in society.
- f) Our society will be rich in Human Rights Education.

## 25. List of Books recommended for Reading.

1. Human Rights - Paras and Diwan
2. Global Perspectives on Human Rights – Snow White Publications – Edited by Prof. Dr. Vijay Chitnis.
3. The Constitution of India - Basu.
4. NHRC Publications
5. AIR Report,
6. Journals
7. Supreme Court Cases
8. UN Declaration on Human Rights – Publications

LIBRARY FACILITY :-  
BARR. BALSALSAHEB KHARDEKAR LIBRARY  
Shivaji University, Kolhapur.

POST –GRADUATE DIPLOMA COURSE IN HUMAN RIGHTS AND  
VALUES IN EDUCATION (PGDHR).

PAPER – I.

HUMAN RIGHTS AND DUTIES: CONCEPTUAL PERSPECTIVES.

Course Content :

1. Historical and Philosophical Perspectives.
2. Understanding of the Concept of Rights and Duties.
3. Different Theories of Rights.
  - a ) Natural Rights Theory.
  - b ) Legal / Positivist Theory
  - c ) Liberal Theory.
  - d )Marxist Theory.
  - e ) Sociological Theories.
  - f ) Indian Perspectives such as Gandhian
4. Human Rights Movements.
  - a ) International.
  - b ) National.
5. Classification of Rights and Duties.

Moral, Social, Cultural, Economic, Civil and Political.
6. Human Duties and Responsibilities.
  - a) Concepts of Humanism, Duties and Responsibilities.
  - b) Identification of Human Duties and Responsibilities.
    - Duties towards self, family, community, society, nation/state, human kind and other beings and Mother Earth.
  - c) Interrelationships of rights and duties.: areas of harmony and conflicts.
7. General Problems of Human Rights.

Poverty, illiteracy, discrimination and sustainable development.

## 8. Importance of Internalizing the Values of Human Rights and Duties.

Urgent need for not only sensitizing others of human rights and duties, but of practicing oneself those values, self inculcation, endeavor to live up to those ideals, duty to respect others rights, respect for each other's human dignity.

### Select Bibliography

#### Primary Sources

1. National Council for Teacher Education, Human Rights and National Values: Self-Learning Module, Volumes 1 – 111 New Delhi, 1996.
2. UN Centre for Human Rights, Communication Procedures ( Geneva World Campaign for Human Rights , 1992.
3. UN Centre for Human Rights, Elimination of all Forms of Intolerance and Discrimination based on Religion or belief ( New York, UN Publication Division, 1989.
4. UN Centre for Human Rights : Human Rights Training : A manual on Human Rights Training Methodology.( New York, UN 2000)
5. UN Centre for Human Rights : Manual on Human Rights Reporting ( New York campaign for human rights, 1991).
6. UNESCO, Human Rights and Human Rights Education in the Process of Transition to Democracy ( Prague: European information Centre for Charles University, 1993)
7. UNESCO, Manual for Human Rights Education Primary and Secondary Level, Paris, Unesco, 1997)

#### Secondary Sources :

1. Legal Aid as Human Rights (Dharwad : Jagrut Bharut, 1985)
2. Diwan, Paras, Human Rights and the Law: Universal and Indian ( New Delhi Deep and Publishers 1985)
3. Mohanti M. , Peoples Rights ( New Delhi: Sage Publications 1998)
4. Pal R. M. ed. Human Rights Education ( New Delhi , PUDR 1995)
5. Pandey J. and R.K. Dubey, Civil Liberty under Indian Constitution ( New Delhi – Deep and Deep 1995)
6. Thomas M.A. The Struggle for Human Rights ( Bangalore, Asian Trading Corporation, 1992)

## PAPER – II

### INTERNATIONAL AND REGIONAL PERSPECTIVES ON HUMAN RIGHTS AND DUTIES.

#### COURSE CONTENT:

1. International Concern for and Recognition of Human Rights.
2. International Norms and Standards:
  - a) United Nations Charter
  - b) Universal Declaration of Human Rights 1948.
  - c) International Covenant on Economic, Social and Cultural Rights, 1966.
  - d) International Covenants on Civil and Political Rights, 1966.
  - e) Fundamental Duties and Responsibilities.

Duty to respect the right of others ( Article 29 of the UDHR, 1948, UN Declaration on the Rights and Responsibilities of individuals, groups and Organs of Society to promote and protect universally recognized Human Rights and Fundamental Freedoms 1999, Unesco Declaration on the Responsibilities of the Present Generation towards future generations. 1997)

3. Regional Human Rights Instruments:
  - a ) European Convention on Human Rights 1950.
  - b ) African Charter of Human and Peoples Rights, 1981
  - c ) American Convention on Human Rights 1969.
4. Protection and Enforcement of Human Rights at the International and Regional Levels.
  - a ) International Level :

UN General Assembly, Economic and Social Council, Human Rights Commission, UN High Commissioner for Human Rights, Committees under the international Covenants and conventions.
  - b ) Regional Level :
    - a) European Commission on Human Rights and the Court of Human

- Rights.
  - b) American Commission of Human Rights and Court of Human Rights.
  - c) African Commission of Human Rights and Court of Human Rights.
5. International Response to Some Problems:
- a) Racial discrimination:
    - I) International Convention on the Elimination of All Forms of Racial Discrimination, 1965.
    - II) UNESCO Declaration on Race and Racial Prejudice, 1978.
  - b) Freedom from Torture:
    - i) Convention for the Prevention and Punishment of the Crime of Genocide, 1948.
    - ii) Convention on the Protection of All Persons from being subjected to Torture and other Cruel and inhuman or degrading Treatment or Punishment. 1984.
  - c) Rights of women and Children
    - i) Convention on elimination of All forms of discrimination against Women 1979.
    - ii) Convention on the Rights of the Child , 1989.
  - d) Human Rights in Armed conflict and Rights of Refugees.
    - i) Geneva Conventions on International Humanitarian Law, 1949.
    - ii) Geneva Protocols I & II to the Geneva Conventions, 1977.
    - iii) Convention on Protection of Refugees, 1951 and 1967 Protocol.

### Selected Bibliography

#### Primary Sources :

1. Asian Human Rights Commission , Asian Human Rights Charter: People's Charter ( Hong Kong, 1998.)
2. Council of Europe , Human Rights: A continuing Challenge for the Council of Europe ( Starsbourg Council of Eurpoe Press 1995)
3. ILO Comparative Analysis of the International Covenants on

Human Rights and International Labour Conventions and Recommendations, Official Bulletin , Geneva, 1969.

4. UN Centre for Human Rights, The Rights of the Child ( Geneva World Campaign for Human Rights, 1996 )
5. UN World campaign for Human Rights, The African Charter on Human and People's Rights. Geneva, UN Publication Division, 1990.
6. UN, Model National Legislation for the Guidance of Government in the enactment of further Legislation against Racial Discrimination, ( Geneva, World Campaign for Human Rights , 1996.)
7. UNESCO, International Dimensions of Humanitarian Law. ( Paris, UNESCO, 1988)
8. UNESCO, United to Combat Racism, Selected Articles and Standard Setting Instruments. ( Paris, UNESCO, 2001)
9. UNICEF, Impact of Armed Conflict on Children ( New York, UNESCO, 1996)
10. WHO Guidelines for Promotion of Human Rights of Persons with mental dis-orders ( Geneva WHO Division of Mental Health and substance abuse, 1996.)

Secondary Sources :

1. Agrawal, H.O., Implementation of Human Rights Covenants with special references to India. Allahabad Kitab Mahal, 1983.
2. Anand R. P. Sovereign equality of States in International Law ( Dordrecht Martinus Nijhoff. 1980. )
3. Edwards, Susan, ed. Gender, Sex and Law ( 1985)
4. The Rights of Man Today ( London, Stevens & Sons 1978 )

PAPER - III

HUMAN RIGHTS AND DUTIES IN INDIA

Course Content :

1. Evolution of the Concept of Human Rights and Duties in India.
  - a) Evolution of the composite culture of India, contribution of diverse religions.
  - b) Concept of Human Welfare, Rights and Duties, the Cosmology of Universe with human beings as its intrinsic past.
  - c) Human rights and duties in contemporary India: law, politics and society.
  - d) Social movements of the 19<sup>th</sup> and 20<sup>th</sup> centuries, independence movements, Gandhi, Nehru, Ambedkar, etc.
  - e) Making of the Constitution.
2. Normative Framework of Human Rights and Duties in India.
  - a) Constitutional perspective: Fundamental Rights, Directive Principles, Fundamental Duties, and their inter-relationship.
  - b) Statutory protection of human rights: special laws.
3. Enforcement of Human Rights : Constitution and Statutory Mechanism:
  - a) Legislature, Executive and Judiciary.
  - b) National Human Rights Commission, other commissions and committees, Central and State.
  - c) NGOs and human rights movements.
  - d) Information Media and Education.
  - e) Social, Economic, Political and Administrative problems of Enforcement.

#### 4. Some Specific Problems:

- a) Communal and Caste Conflicts and tensions.
- b) Discrimination and Violence against Women and Children.
- c) Custodial Violence
- d) Problems and Health and Environmental Protection.

#### Selected Bibliography

##### Primary Sources :

1. India, Ministry of Welfare, India Marches Ahead towards Greater Attainment of Human Rights, ( New Delhi, Govt. of India, 1988)
2. UN Centre for Human Rights, National Institutions for the Promotion and Protection of Human Rights. ( Geneva, World Campaign for Human Rights 1985.)
3. UN, Study on the Rights of Persons belonging to Ethnic, Religious and Linguistic Minorities. ( New York, UN Publication Divn. 1991)
4. UNESCO, Human Rights aspects Population programs with special reference to Human Rights Law ( Paris, UNESCO, 1977)
5. UNICEF, Media and Children's Right : A Practical introduction for Media, Professionals. ( New Delhi, UNESCO, 2000)
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1. Agarwal, H.O. Implementation of Human Rights Covenants with special reference to India.( New Delhi, D.K. Publishers, 1993.)
2. Agrawal. S.K. Public Interest Litigation: A Critique (Bombay, N.M. Tripathi, 1985 )

3. Basu. D. D. , Constitutional Law of India ( New Delhi, Printice Hall, 1994 )
4. Ghosh S. K. The Law Preventive Detention in India, ( Bombay, N. M. Tripathi, 1969 )
5. Hart H. A. Law, Liberty and Morality ( Oxford, OUP, 1969 )
6. Nirmal C. J. Human Rights in India ( New Delhi, Oxford, 1999)
7. Singh, Jagmohan, Right to speedy justice for Under-trial Prisoners ( New Delhi, Deep and Deep, 1997)
8. Singh, Sujan, Legal Aid and Human Right to Equality ( New Delhi Deep and Deep 1996)
9. Sinus J. Women, Health and Environment : An Anthrology  
Tabular information on Legal Instruments daily with HIV infections and AIDS. ( Geneva, WHO , 1994 )
10. Tripathi S. M. The Human Rights Face of the Supreme Court of India, Public Interest Litigation in the Apex Court ( New Delhi D.K. Publications, 1996)

SHIVAJI UNIVERSITY, KOLHAPUR-416 004

DEPARTMENT OF LAW



SYLLABUS FOR THE CETIFICATE COURSE  
IN HUMAN RIGHTS AND VALUES IN  
EDUCATION. (CHR)

Introduced From June 2006

(Subject to the modification that will be made from time to time)

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## 01. Introduction

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The Department plans to develop certain special subjects Courses and expertise in the areas of Law like Co-operative Laws, Laws relating to Agricultural Sector to cater to the needs of this area. At the same time, new areas of Law like Human Rights, Environmental Law, intellectual Property Right, Cyber Laws, Alternative Dispute Mechanism, etc. The Department has sufficient strength of students for Post-Graduate and for Ph.D.Degree. As LLM. is made compulsory for teaching, there are many aspirants who are willing to devote full-time two years in the Department. The Department is also contributed in legal-aid, Lok Adalat Schemes, Lecture series, Prisoners Rehabilitation programme etc in this region..

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The programme options are oriented mainly towards academics, but can help the students even if they intend to practice law or take up other assignments in law or any other social activity.

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powerful, the Human Rights knowledge is very essential because our knowledge brings power in day to day routine life.

It is our sincere effort to make our Students capable of facing the strong competitive environment and there is a great need in this century. It will help to prove their talent in and around the world and helps in their future career.

Our University is rich in Library facility, highly qualified and experienced teaching / non teaching staff and administrative staff, computer lab facility, availability of infrastructure and all other facility will help to carried out our course in a very efficient and scientific manner in the University.

We are sure of getting a good response from the Students. It incorporate human rights issues like legal right, duties, dignity, equality, liberty, Justice, Fraternity, obligation and other rules that will attract the students to take up the course on an emotional as well as intellectual level.

We are confident, the course will help thinking and stimulate debate and positive result and innovative thoughts. We are confident, the course is very much convenience of the students to give them priority.

### 3. Objectives

- i. To spread the information about Human Rights and Duties.
- ii. To acquaint the student with organization structure on human rights.
- iii. To create interest on Human Rights education.
- iv. To create awareness about moral, ethical, social and democratic values.
- v. To make the students aware of their Rights given to them in our Indian Constitution.

### 4. Beneficiaries and Target Group.

All the Students Passed S.S.C/H.S.C recognized by the Board & Graduate/Post Graduate/ Research Students and equivalent recognized by the University of any discipline will be eligible to obtain admission to this course.

## 05. Structure of the Course

### e) Course Pattern

This is a short duration of Three months Certificate Course. The study of Human Rights covers a wide range of Human activity within the State. i.e. Historical, Philosophical and Social Perspectives of Human Rights, Prison and Prisoners, Police and Police Custody, Public Servants Powers and Duties, Individual Rights and Duties, State Role in Protection of Human Rights, Role of Human Rights Commission in Protection of Human Rights, Judiciary Role in Protection of Human Rights, UN & Western thoughts on Protection and Promotion of Human Rights, Constitutional Provisions in Protection of Human Rights, NGOS Role, etc.

### f) Title of the Course

“CERTIFICATE COURSE IN HUMAN RIGHTS & VALUES IN EDUCATION” ( CHRD)

### g) Paper to be taught

Marks

4. Concept, Historical, Philosophical and Social Perspective, Working of U.N, Human Rights and Duties in India, Societal Problems in Private and Public Domains & Importance of Internalizing of Human Rights and Duties.

100 Marks

### h) Allotment of Marks

1. One paper consist of 100 Marks

a) There will be 8 questions having internal options.

b) Seven Full Questions each carry 12 marks and

the Question number eight will be on short

notes of 16 marks.( Four shorts will be given and to answer two from them).

- c) Passing Standard - 45 Marks out of 100 in Theory and Practical ( separate heads)
- d) 45% to less than 60% will be Second Class  
60% to less than 70% will be First Class  
70% and above will be Distinction Class

2. Practical - 100 Marks

Assignment or Project	- 25 Marks
Role Play	- 25 Marks
Report of Human Rights	- 20 Marks
Viva	- 20 Marks
Attendance	- 10 Marks

In case the student fails, the practical marks will be carried forward and he/she should appear for theory paper only.

06. a) WORKING PROGRAMME

Theory

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.....	
TEACHING	Half Year I Term
.....	
a) Actual Duration of Months	3
.....	
b) Teaching paper per Week	5
.....	
c) Teaching per paper per month	20
.....	
d) Teaching for the Course per	60 Paper.
.....	

## b)WORKING PROGRAMME

Periods

.....

.....  
I Term

TEACHING + PRACTICALS

.....  
a) Actual Duration of Months            3

.....  
b) Lectures per paper per week            5

.....  
c) Teaching per paper per month            20

.....  
d) Teaching for the course per paper 60

.....  
07. Qualification of Students:

A Candidate for being eligible for admission to Certificate Course in Human Rights and Duties(CHRD)should be S.S.C/H.S.C from any recognized Board or graduate in any discipline of any recognized University.

08. Eligibility for Admissions.

There will be an entrance test of 100 Marks of 2 hours duration.

09. Nature of Entrance Examination.

1. Objective Type - 50 Marks – General Knowledge
2. Short Notes - 25 Marks - on Human Rights
3. Eassy Type(One)- 25 Marks - on Human Rights

10. Fees.

Tuition Fee Rs. 2,000/-

11. Course Strength.

The Course will admit only 60 to 80 Students at a time.

12. Place.

Department of Law,  
Shivaji University, Kolhapur-416 004.

13. Time.

6.00 p.m to 8.00 p.m. Saturday (tentative)  
9.00 a.m to 12.00 Noon –Sundays - 5 Hours per week (including  
practicals)

14. Basic Infrastructure.

Department of Law, Shivaji University, Kolhapur.

15. Teaching Staff Source.

- a) Department of Law, Shivaji University, Kolhapur
- b) Teachers of Affiliated Colleges, Shivaji University,  
Kolhapur.
- c) Human Rights Commission.
- d) Prison Authorities.
- e) Police Authorities.
- f) Judiciary.
- g) Human Rights activists.

16. Teacher's Qualifications.

- a ) Academicians with more than 5 years teaching experience preferably teaching concerned subjects.
- b ) Judges.
- c ) Human Rights activists.

17. Selection Committee.

Selection of the candidates will be done by a Committee consisting of following members.

- f) A Person nominated by the Vice Chancellor
- g) Member nominated by the District Judge, Kolhapur.
- h) Head of the Department of Law.
- i) Dean, Faculty of Law.
- j) Legal Adviser.

18. Duration of the Course

Three Months Course:- The Course will be conducted twice a year at Shivaji University, Kolhapur, Department of Law. The first course will commence in July 2006 subject to financial assistance from U.G.C. and the Second in January 2007. The Course will be conducted twice in a week, on Saturday ( 2 hours ) and Sunday ( 3 hours )

12 Weeks – 2 hours on each Saturday ..... 6.00 p.m. to 8.00 p.m.  
3 hours on each Sunday ..... 9.00 a.m. to 12.00 Noon

5 hours x 12 Weeks = 60 hours

Human Rights Application on 6 Major topics - 44 hours  
Practical Role Play etc - 16 hours

19. Scheme of Examination

- f) Candidate should fully interact in the class programmes.
- g) Candidate should compulsorily have 75 percent & above attendance.
- h) Candidate should complete and submit Tutorials, assignments, etc which will be given to him/her.
- i) Candidate should actively participate in simulation and role play exercises.
- j) Candidate should compulsorily visit Jails, Police Custody, Village and Taluka level etc to study the Human Rights.

20. No. of Attempts.

The Student is permitted 6 attempts or he should complete the course within 3 years period, after completing his terms.

21. Monitoring and Evaluation

- a) The implementation of this course will be monitored by the Head/ Co-ordinator of the Department of Law.
- b) The Students performance will be evaluated through a written test of 100 marks after the tenure of the course is completed. Periodical test will be conducted to improve the Students skill in the mean time.

22. Course Syllabus:

Syllabus will be framed according to model curriculum on the Human Rights provided by U.G.C.

23. Whether allowed 2 Courses simultaneously at a time.

Yes, if any Student is willing to do 2 Courses at a time i.e. this Certificate Course in Human Rights and Duties and any other course, he would be permitted and allowed simultaneously 2 Courses ( One Board/degree or / and this Certificate Course in Human Rights) subject to condition that the lecture period should not clash and he/she should obtain sanction of Board/University authorities.

## 24. Expected Outcome :

After the tenure of each course, we shall expect the following results.

- a) The Students will be able to take active part in Social, Political and Economic activities with responsibility.
- b) This will be an additional advantage to teachers, lawyers, social workers, doctors etc.
- c) This will add to the academic qualification.
- d) It will encourage the students to further study in Human Rights.
- e) The Students will gain thorough knowledge in the field of Human Rights and they aware of Human Values in society.
- f) Our society will be rich in Human Rights Education.

## 25. List of Books recommended for Reading.

1. Human Rights - Paras and Diwan
9. Global Perspectives on Human Rights – Snow White Publications – Edited by Prof. Dr. Vijay Chitnis.
10. The Constitution of India - Basu.
11. NHRC Publications
12. AIR Report,
13. Journals
14. Supreme Court Cases
15. UN Declaration on Human Rights – Publications

### LIBRARY FACILITY :-

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Shivaji University, Kolhapur – 416 004.

CERTIFICATE COURSE IN HUMAN RIGHTS AND VALUES  
IN EDUCATION (CHRD).

PAPER – I

Course content

1. CONCEPT OF HUMAN RIGHTS AND DUTIES
  - (1) Values: Dignity, liberty, equality, justice, unity in diversity
  - (2) Inherent, inalienable, Universal and indivisible
  - (3) Classification of rights
  - (4) Classification of duties
  - (5) Correlation of rights and duties
- 2 HISTORICAL, PHILOSOPHICAL AND SOCIAL PERSPECTIVES
  - (i) Changing dimensions of human rights and duties
  - (ii) Theories of human rights
  - (iii) Social movements
- 3 UNITED NATIONS AND HUMAN RIGHTS AND DUTIES
  - (I) UN system and human rights
    - (a) Universal Declaration of Human Rights 1948
    - (b) International Covenant on Civil and Political Rights 1966
    - (c) International Covenant on Economic, Social and Cultural Rights 1966
    - (d) Convention on Elimination of All Forms of Racial Discrimination 1965
    - (e) Convention on Elimination of All Forms of Discrimination against woman 1979
    - (f) Convention of the Rights of the Child 1989
    - (g) UN Declaration and Duties and Responsibilities of individuals 1997
  - (II) UN agencies to monitor compliance such as UN High Commission for Human Rights and the Committees under the various conventions
- 4 HUMAN RIGHTS AND DUTIES IN INDIA
  - (I) Evolution
  - (II) Fundamental Rights (part III)
  - (III) Directive Principles of State Policy (part IV)
  - (IV) Fundamental Duties (part IV-A)
  - (V) Their inter-relationship
  - (VI) Protection and enforcement of human rights and duties
    - (a) judiciary
    - (b) National and State Human Rights Commissions and other grievance redressal mechanisms

- (c) NGOs social movements and pressure groups
  - (d) Information media
- 5 SOCIETAL PROBLEMS IN PRIVATE AND PUBLIC DOMAINS
- (I) Core problems:  
poverty, under development and illiteracy
  - (II) Some Specific Problems:
    - (a) Communal and Caste conflicts and tensions
    - (b) Discrimination and violence against women and children, sexual violence, trafficking, children labour, bonded labour and others
    - (c) Custodial violence
    - (d) Problems of health and environmental protection.
- 6 IMPORTANCE OF INTERNALIZING OF HUMAN RIGHTS AND DUTIES.

Urgent need for not only sensitizing others of human rights and duties, but of practising one self those values: self-instruction, endeavour to live up to those ideals –Duty to respect others rights each other's human dignity.

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