Assam Don Bosco University
Programme Project Report (PPR)

Master of Arts in Human Rights

i. ***Programme's Mission and Objectives***

The Program MA in Human Rights conducted in the online mode is designed for the learners aspiring to gain knowledge in the human rights dimensions and functional implementation of human rights. The skills and knowledge gained from this program shall help them to gain understanding of the institutional and procedural frameworks of human rights enforcement in the jurisdictions. They shall be able to attain a vision to address the diverse legal, regulatory, and policy problems existing in the human rights extents.

ii. ***Relevance of Program with the Assam Don Bosco University Mission & Goals***

The programmes mission and objectives are in alignment with the University's mission, vision and goals, as detailed below.

Vision
The vision of Don Bosco University is:
'To mould young persons into intellectually competent, morally upright, socially committed and spiritually inspired citizens at the service of India and the world of today and tomorrow, by imparting holistic and personalized education.'

Guided by this vision and leveraging its century-old expertise in education in India and abroad, Don Bosco University is envisaged to be a centre of excellence in study and research focusing upon the following:

- Providing easier access to higher education for the under-privileged.
- Harmonizing technical excellence with human and religious values.
- Employment-oriented courses in emerging areas of contemporary technology and service.
- 'Teacher Education' as a privileged area of interest to accelerate the pace, reach and quality of education.
- Impetus to research initiatives with practical and social relevance.
- Providing a forum for debate and research on key human issues like religion & culture, peace & justice.
- Contributing to the socio-economic development of North-East India.
- Boosting international linkages and collaboration in university education.

The spirit of the university has been encapsulated in its emblem which has five distinct elements:

- The Cross' signifies its underlying Christian inspiration;
- 'The Profile of St. John Bosco' denotes its distinctive educational philosophy;
- 'The book emphasizes its commitment to academic excellence;
- 'The rays of the Rising Sun' stand for its dynamism and commitment to society; and,
- The motto, 'Carpe Diem' which meaning 'Seize the Day' challenging every Bosconian to grasp the opportunities presented by each new day and attain 'life in its fullness.'

Mission

*Built on a great legacy inherited from our founding fathers, our mission is to create an environment of stimulating intellectual dialogue across disciplines and harvest **knowledge with a cutting-edge through high quality teaching, research, and extension activities** leading to the generation of students who would provide leadership, vision and direction to society.*

Goal

*Our goal is to realize this vision by 2025. **Our strategy is to develop innovative programmes in basic and emerging disciplines** in a phased manner and to update them periodically so as to keep ourselves on track and on time. Our commitment is to involve the faculty and students in **interactive learning environment both within and outside the University through contextual and experiential programmes** so that they would be builders of a **worldwide-network** of **knowledge-sharing** and excel in their performance with a winning edge in the wider context of globalization.*

iii. *Nature of Prospective Target Group of Learners*

This Program is designed to target working individuals who wish to further their professional and academic qualifications.

iv. *Appropriateness of Programme to be conducted in Online Learning mode to acquire specific skills and competence*

A management program of this nature is apt for delivery in the Online mode, given its theoretical nature.

v. *Instructional Design*

a. Curriculum Design

As per University Curriculum in place for campus programs.(Attached)

b. For Online Mode:

E-Learning Materials Quality Standard:

The online courses should comply with the following Quality standards, namely:-

(i) The courses should follow the following four quadrant approach, as per the SWAYAM Guidelines:-

(a) Quadrant-I is e-Tutorial; which shall contain: Video and Audio Content in an organized form, Animation, Simulations, video demonstrations, Virtual Labs, etc, along with the transcription of the video.

(b) Quadrant-II is e-Content; which shall contain; self-instructional material (digital Self Learning Material), e-Books, illustrations, case studies, presentations etc, and also contain Web Resources such as further references, Related Links, Open source Content on Internet, Video, Case Studies, books including e-books, research papers and journals, Anecdotal information, Historical development of the subject, Articles, etc.

(c) Quadrant-III is the Discussion forum; for raising of doubts and clarifying the same on real time basis by the Course Coordinator or his team.

(d) Quadrant-IV is Assessment; which shall contain; Problems and Solutions, which could be in the form of Multiple Choice Questions, Fill in the blanks, Matching Questions, Short Answer Questions, Long Answer Questions, Quizzes, Assignments and solutions, Discussion forum topics and setting up the FAQs, Clarifications on general misconceptions.

c. Duration of the Program

As per University duration policy for on campus programs, in conjunction with the UGC regulation in place.

d. Faculty and Support Staff Requirement

As per UGC Regulations

e. Instructional Delivery Mechanisms

Courses to be delivered in an 'online' mode with learning material in the form of E-SLM's, and Self Assessments being available for the students. Additionally, virtual live lectures and recorded lecture sessions to be provided as per a fixed schedule towards the end of each term.

f. Student Support Systems

Learner Support Service via Web, Chat, Call Support. Access to counsellors at Department on University campus. Access to E-Learning

Library resources in the student portal.

vi. *Procedure for admissions, curriculum transaction and evaluation*

a. *Admission Policy*

Admissions to be conducted twice a year (January and July), and as per common regulation for online programs already in place and in effect at the time, in conjunction with UGC Regulations.

b. *Minimum Eligibility*

As per common regulation for online programs already in place and in effect at the time, in conjunction with UGC Regulations.

c. *Fee Structure*

As per fee structure in place for online programs, and as decided by fee committee from time to time.

d. *Programme Delivery Methodology*

Courses to be delivered under the 'online' mode of learning, with students being provided Self learning material in eBook format, along with access to online Self Assessment tools. Contact Programs Sessions to be conducted online once per semester.

e. *Web Based Tools*

A Web based Portal which shall allow the student access to the following
- Admission & Enrolment Details
- Fee Details and Online Fee Payment Gateway
- Prospectus, Regulations & Syllabus
- Notifications (Admissions, fees, examinations etc)
- Course List, with completion status and scores / results
- eBook's of SLM's.
- Self Assessment Tests (unscored)
- Internal Assessments - IA1 & IA2
- Online PCP Lectures (Recorded or via Virtual Classroom session) as conducted each semester.
- Online Learners forum, for student to student interaction.
- Online Copy of the Grade sheet.
- Access to online support in the form of web chat, ticketed

email support etc.

f. Evaluation Methodology – Tools & Methods

Internal Assessment marks to comprise the results of Internal Assessment Tests (IA1 & IA2) over the duration of the Semester/Term towards 30% of the final marks, whereas the End Term Assessment , conducted at Examination centres (as per UGC Regulations) to comprise of the remaining 70%.

End Term Exam Regulations to be as per regulations governing on campus programs.

Being an online program, there shall be no provision or requirement to repeat or drop a year within the program.

vii. Requirement of the laboratory support and Library Resources

As per the syllabus / curriculum, no laboratory support required. Library resources can be accessed online.

viii. Cost Estimate of the Programme and the provisions

Upon receipt of approval from the UGC, the Finance Committee may set aside budgetary provisions towards Programme Development, Programme Delivery, Programme Maintenance. Once the programs are operational, fee receipts from the program may be used to cover the same, as per the guidance of the Syndicate and Finance Committee.

ix. Quality Assurance mechanism and expected programme outcomes

The expected outcome from these programs is a measurable increase in the skills and knowledge of the student in his/her area of study, and that increase should be reflected in a proportional increase in available job opportunities / role or profile changes in his or her current job or industry, and a change / increment in earning capability .

A Centre for Internal Quality Assurance shall be setup within 1 year of the launch of these programs (as per UGC requirements). The CIQA, working in collaboration with the Department , shall put in place a continuous quality measurement and improvement framework, using both student – teacher feedback, and outcome measurement on data gathered from students during and after completion of their programs via surveys. The findings, action taken report and results shall be published and made available via the CIQA each year in the form of a report.

Master of Arts in Human Rights

Term	Course	Credits
1	Historical and Philosophical Perspectives of Human Rights	5
1	Human Rights and Duties in India	5
1	Human Rights and Criminal Justice System in India	5
1	Children and Human Rights	5
1	Environment and Human Rights	5
2	Child Psychology	5
2	Personality Development	5
2	Educational Technology	5
2	Research Methodology and Statistics	5
2	Human Rights, Gender and the Environment	5
3	UN Bodies and the Promotion of Human Rights	5
3	Society and Social Problem	5
3	Peace Education and Conflict Management	5
3	Human Rights of the Disadvantaged and the Vulnerable Groups	5
3	International Humanitarian Law and Refugees Law	5
4	Science, Technology, Environment and Human Rights	5
4	Contemporary Human Rights Situations and Issues	5
4	Social Welfare Administration and NGO Management	5
4	Social Movements and Human Rights	5
4	Eastern Approaches to Psychology and Counselling	5
4	Project Report	6
4	Project Viva-Voce	2

MA Human Rights Syllabus
Semester I

Historical and Philosophical Perspectives of Human Rights

Module I - A Conceptual Understanding of Human Rights
Human Rights: Concept, Definition, Meaning and Nature, Human values: Liberty, Equality, and Justice.

Module II - Historical Foundation of Human Rights
Introduction, Landmark development in Human rights, The Constitution of the United States of America (1787) and Bill of Rights (1791), Declaration of the rights of man and of the citizen (1789), The first Geneva Convention (1864), The United Nations (1945), The Universal Declaration of Human Rights (1948), Human Rights in British India and the Genesis of the Protection of Human Rights act, 1993.

Module III - Theories and Classification of Human Rights
Meaning and Concept of Human Rights, Classification of Human Rights, Theoretical basis of Human Rights and Feminist Perspectives of Human Rights.

Module IV - International Perspective on Human Rights
State Obligations and Rights Protected, Means of Protection, General and Transitory Provisions and American Commission of Human Rights, Nature and Purposes, Headquarters and Meetings and Statute and Regulations.

Module V - Rule of Law and Human Rights
Introduction, Bolstering the Shaky Foundations of the Human Rights Movement: Conceptual Issues, The Implementation of Human Rights and The Practical Limitations of Rule Of Law: Empirical Issues, Rule of Law, Economic Growth and Human Rights: The Limits of Altruism and other Obstacles, Rule of Law, Democracy And Human Rights: All Good Things need not go together, Rule of Law and War: After 2000 Years not Quite Inter Armes, Silent Leges, but not much better, Rule of Law, Transitional Justice, Nation-Building and the Establishment of Rights-Respecting Regimes: The Limits of Law, Political Will And Knowledge, Rule of Law and Terrorism and American Exceptionalism and Rule of Law

Suggested Readings -
1. Alston, Phillip (ed.), (1992), The United Nations and Human Rights: A Critical Appraisal, Oxford: Clarendon Press.
2. Bachr, Peter R, (1999), Human Rights: Universality in Practice, New York: Palgrave.
3. Baxi, Upendra, (2002), The Future of Human Rights, New Delhi: Oxford University Press.
4. Bhagwati, P.N., (1987), Dimensions of Human Rights, Madurai: Society for Community Organization Trust.
5. Davidson, Scott, (1993), Human Rights. Buckingham: Open University Press.
6. Donnelly, Jack, (1989), Universal Human Right in Theory and Practice, Ithaca: Cornell University Press.
7. Dube, M.P. and Neeta Bora, (ed.), (2000), Perspective on Human Rights, New Delhi: Anamika Publishers.
8. Freeman, Michael, (2003), Human Rights: An Interdisciplinary Approach, Cambridge: Polity Press.
9. Hargopal, G. (1999), Political Economy of Human Rights, Hyderabad: Himalaya.
10. Jacobs, Francis G and R.C.A. White, (1996), The European Convention of Human Rights, Oxford: Clarendon University Press.
11. Kannabiran, K.G. (2003), The wages of Impunity: Power, Justice and Human Rights, New Delhi: Orient Longman.

12. Kothari, Smitu and Harsh Sethi, (ed.), (1991), Rethinking Human Rights: Challenge for theory and Action, New Delhi: Lokayan

13. Krasno, Jean A, (2005), The United Nations, New Delhi; VivaLangley

14. Lauterpacht, Hersch, (1945), An International Bill of the Rights of Man. New York: Columbia University Press.

Human Rights and Duties in India

Module I - Constitution, Human Rights and Duties

Indian Constitution, Fundamental Rights and Fundamental Duties, Directive Principles of State Policy, Balance between Rigidity and Flexibility, International Human Rights and the Indian Constitution, Universal Declaration of Human Rights, Development of Human Rights and Fundamental Rights and International Law and Position of India.

Module II - Human Rights and Judiciary

Judiciary, Enforcing Rights through Writs, Enforcement Proceedings, Supreme Court, High Court, Subordinate Courts or District Courts, Judicial Activism and Public Interest Litigation in India, Relation between PIL and Judicial Activism and the Emergence of PIL in India, Phases of PIL, Problems Regarding the Exercise of Judicial Activism through PIL and Judicial Interpretations: Landmark Judgments.

Module III - Implementations and Enforcements Mechanisms

Human Rights and Role of National Human Rights Commission, Mechanism Implementation, State Human Rights Commission, Human Right Courts at District Level, Working of the Human Rights Commission, Functions of National Human Rights Commission, Role of Non-Government Organisations in the Protection of Human Rights, Extra Ordinary Situations and Human Rights, Emergency Powers of President, Governor and Human Rights, Proclamation of the Extra-Ordinary, Laws (MISA, NASA, TADA and Armed Special Power Act 1958), Protection of Witnesses and Proposals to Amend the Code of Criminal Procedure, 1973.

Module IV - Violation of Human Rights and Civil Society in India

Vulnerable Groups, Violation of Rights of Scheduled Castes and Tribes, Violation of the Rights of Women, Violation of the Rights of Children, Violation of the Rights of Minorities, Violation of the Rights of the Disabled, Violation of the Rights of the Elderly in India and The Domestic Violence Act, 2005.

Suggested Readings-
1. Desai, A.R. (ed.), (1986), Violations of Democratic Rights in India, Bombay: Popular Prakashan.

2. Sathe S.P., (2004), Judicial Activism in India, New Delhi: OUP.

3. Austin, Granville, (2000), Working of Democratic Constitutions: The Indian Experience, New Delhi: Oxford University Press.

4. Austin, Granville, (2002), The Indian Constitutions: Cornerstone of a Nation, New Delhi: OUP.

5. Dikshit, R.C., (1998), Human Rights and the Law, Universal and Indian, New Delhi: Deep and Deep.

6. Kashyap, Subhash C., (1978), Human Rights and Parliament, Delhi: Metropolitan. Kirpal, B.N. et al., (2004), Supreme but Not Infallible, New Delhi: OUP

7. Mehta, P. L. and Neena Verma, (1995), Human Rights Under the Indian Constitutions, New Delhi: Deep and Deep Publications.

8. Sathe S.P., (2004), Judicial Activism in India, New Delhi: OUP

9. Rao, K. Subha, (1962), Fundamental Rights under Constitution of India, Madras: Madras University

10. Sehgal, B.P. Singh (ed.), (1999), Human Rights in India: Problems and Perspectives, New Delhi: Deep and Deep

Human Rights and Criminal Justice System in India

Module I - Conceptual Perspectives
Meaning and Nature of Crime, Types of Crime, Classes of Crime, List of Criminality types, Causes of Crime, Correlation of crime with various agencies, Overview of criminal law and Doctrine of Defences.

Module II - Administration of Criminal Justice and Human Rights
The criminal Justice system, System Components, Administration of criminal justice system in India, Procedure for administration of criminal justice system, Hierarchy of courts and justice system in India, Supreme court – Its role in Judicial System, High Courts – Its role in Judicial System, Subordinate courts of India and Human Rights courts in India.

Module III - Human Rights Problems
Police Atrocities and Custodial Torture, Violence against women, Nature and forms of Violence, Causes of Violence, Types of Violence, Trafficking in Women, Violence against Children, Intersections between violence against children and Violence against Women and Communal Violences.

Module IV - Rights of the Accused
Introduction, Protection in respect of conviction for offences, Protection or safeguard or remedies – Article 22 and Some other provisions of accused.

Module V - Prison System and Rights of Prisoners
Prison System, Rights of the Prisoners: Right to Fundamental Rights, Right to life and Personal Liberty, Right to Speedy Trial, Right to free legal aid, Protection against instruments of restraint, Protection of custodial and maltreatment in prisons, Right to bail during the pendency of appeal, Right to be released on due date, Right to education, Right to reasonable wages for work, Special rights to women prisoners, Right to child of women prisoners and Right to security of life inside the jail.

Suggested Readings -
1. Bava, Noorjahan, (ed), (2000), Human rights and Criminal Justice Administration in India, Uppal Publishing House, New Delhi:,
2. Vibhute Baxi, Upendra, (1988), Clemency, Extradition and Death: The Judicial Discourse in Keher Singh, Journal of Indian Law, Vol. 30, and No. 4.
3. Bhagwati, P.N.,(1985,) Human Rights in the Criminal Justice System, Journal of Indian Law Institute, Vol. 27, No. 1.
4. Arora, Nirman, (1999), Custodial Torture in Police Stations in India: A Radical Assessment, Journal of Indian Law Institute, Vol. 41, Nos 3 and 4.
5. Vibhute, K.I, (1990), Compensating Victims of Crimes in Indian Society, Delhi Shubhi
6. Ghosh, S.K., (1993), Torture and Rape in Police Custody, New Delhi: Asish Publishing House.
7. Guttal, G.H, (1986), Human Right: The Indian Law, Indian Journal of International Law, vol. 26.
8. Vada Kumchery, James, (1991), The Police and Delinquency in India, New Delhi: APH Publishing Corporation.

Environment and Human Rights

Module I - Meaning, Nature and Scope of Environment

Definition, Scope and Importance, Need for Public Awareness, Pollution and its Effect on Environment, Causes, effects and control measures on pollution, Solid waste management: Causes effects and control measures of urban and Industrial waste, Role of an individual in prevention of pollution and Disaster Management: Floods, Earthquakes, Cyclones, and Landslides, Indian Constitutional Provisions for Sustainable development and Environment Protection, Constitutional Provision for ecological preservation and Balanced Development and Threats to the Environment.

Module II - International and National Perspective

United nations declaration on Right to development, Environmental Protection and Ecological development – Global and International, Role of United Nations in protection of Environment, UN Conferences on prospectives of developed, developing and Under developed Countries, Globalization and its impact on Environment, The debate on the social Clause: WTO, ILO, & Child labor in India, The Indian Constitution and Environmental Protection, Environmental Protection and Preamble of the constitution, Division of legislative powers in Environmental matters, International environmental agreements and India's Obligations and Duties of citizen towards environmental protection, Duties of the state towards Environmental Protection, Environmental Protection and Right to life, Right to know and Environment, Right to Equality and Environment, Freedom of Speech & Expression and Environment and Freedom of Trade & Commerce and Environment.

Module III - Issues of Environmental Development in Developing Countries

Conservation and Use of Natural resources, Water – A precious Resource, Biodiversity, Endangered Species, Wildlife, Energy Resources, Forest and Tribal, Classification of Tribes Hazardous Waste: Management and Treatment, Pollution Prevention and Waste Minimisation, Hazardous waste management in India and Human, Social, and Environmental Impacts of Human Genetic Engineering

Suggested Readings-
1. Balasubramanium, V., "Environment and Human Rights: A New Form of Imperialism", Economic and Political Weekly, vol.33, no.8, 22-27 Feb. 1998,
2. Birnie, Patricia and Allan Boyle, (1992) International Law and the Environment: Clarendon, Oxford
3. Desai, Bharat, "Enforcement of the Right to Environmental Protection through Public InterestLitigation in India", Indian Journal of International Law, vol.33, 1993,
4. Finnies, J. (1987), Natural Law and Natural Rights, Clarendon Press, Oxford:
5. Mahawal, S., "Right to Safe Environment", World Focus, vol.13, no.2, March 1992
6. RLEK, (1997), Community Forestry Management in Protected Areas: A Van Gujjar Proposal, Natraj Publishers, New Delhi
7. Sachs, Aaron, Eco-Justice: (1995) Linking Human Rights and the Environment, World watch Institute, Washington D.C.
8. Shelton, Dinah, "Human Rights, Environmental Rights and the Right to Environment", Stanford Journal of International Law, vol.28, no.1, 1991,
9. Singh, Nagendra, "Right to Environment and Sustainable Development as a Principle of International Law", Journal of Indian Law Institute, 1987,
10. Singh, Rajkumar Deepak, "Response of Indian Judiciary to Environmental Protection", Indian Journal of International Law, vol.39, no.3, July-Sept. 1999,
11. Trindade, A.C., (1998), "Human Rights and the Environment", in Janusz Symonides, ed., Human Rights:New Dimensions and Challenges, UNESCO, Sydney.

Children and Human Rights

Module I - Historical, Philosophical and Social Perspective
Child Labour, Patterns of Child Abuse and Neglect in Rural Children: An Exploration, Cultural Misunderstanding or Child Neglect, History of Children's Rights, International Treaties and Conventions on the Rights of the Child, Typologies of Children's Rights and Child Trafficking.

Module II - Indian Constitution Status
Fundamental Rights and Fundamental Duties, Directive Principles of the State Policy, Parliamentary Democracy with an Elected Principle, Special Provisions for the Protection for the Child, Executive (Legislature, Executive and Judiciary), Parliamentary Executive in India and Permanent Executive- Bureaucracy

Module III - Legal Norms and Policies
Child Labour (Prohibition and Regulation) Act, 1986, National Policy on Child Labour, The Children (Pledging of Labour) Act, 1933, The Child Marriage Restraint Act, 1929, Pre-Natal Diagnostic Techniques (Regulation and Prevention of Misuse) Act, Pre-Natal Diagnostic Techniques (Regulation and Prevention of Misuse) Act, 1994, Pre-Natal Diagnostic Techniques (Regulation and Prevention of Misuse) Rules, 1996, Pre-Natal Diagnostic Techniques (Regulation and Prevention of Misuse) Amendment Act, 2002, Pre-Natal Diagnostic Techniques (Regulation and Prevention of Misuse) Amendment Rules, 2003, Regulation of Genetic Counselling Centres, Genetic Laboratories and Genetic, The Orphanages and Other Charitable Homes (Supervision and Control) Act, 1960, Board of Control and its Powers and Functions and Recognition of Homes and Management of Recognised Homes

Module IV - International Norms
International Labour Organization (ILO) on Child, Freedom from Child Labour as a Fundamental Human Right, Combating Child Traffic: the ILO's International Programme for the Elimination of Child Labour (IPEC),The United Nations Organisation on Child Labour, Convention on the Rights of the Child Adopted by the General Assembly of the United Nations of 1966 which came into force in 1976, United Nations Convention on the Rights of Children, 1989, United Nation's General Assembly's Resolution on May 2002, International Conventions and India, Optional Protocol to the Convention on the Rights of the Child on the Involvement of Children in Armed Conflict, Optional Protocol Child Pornography, The Rights of Child Victims and Recognition of Homes.

Suggested Readings -
1. Agrawal, Amita, (1992), Company, New Delhi and Handbook on Child, Concept Publishing
2. Diwan, Paras and Peeyushi Diwan, (1994), Children and Legal Protection, Deep and Deep, New Delhi:
3. Khanna, S.K., (1998), Children and the Human Rights, Commonwealth, New Delhi,
4. Kumar, Bindal, (2000), Problems of Working Children, APH Publications, New Delhi
5. UN Centre for Human Rights (1995), Practices Harmful Traditional Affecting the Health of Women and Children, Geneva: World Campaign for Human Rights
6. Mookerjee, A, (2007), Commentaries on the Juvenile (Care and protection of Children, Act 2000), Kamal Law House Kolkata

MA Human Rights
Syllabus
Semester II

Child Psychology

Module I - Introduction to Child Psychology
Introduction to Child Psychology, Nature -Is Development Continuous, History of Child Psychology and Nature vs. Nurture Theory.

Module II - Biology of Behaviour
Introduction to the Behaviour, Biological Basis of Behaviour, Structure and Functions of Nervous System and Endocrine System and their Relationship with Behaviour and Experience, Heredity: Genes and Behaviour and Sensation and Perception.

Module III - Theories of Psychology
An Overview of Child Development Theories, Development Channels, Child Development Stages Vs. Continuous Development, Development Stages and Milestones of Child Development, Sensitive Periods in Child Development, Major Child Development Theories and Theorists: Sigmund Freud- Psychoanalytic Theory, Jean Piaget- Theory of Cognitive Development, Lev Vygotsky- Theory of Socio- Cognitive Development, Erik Erikson- Theory of Social Development, Lawrence Kohlberg- Theory of Moral Development John Bowlby- Attachment Theory, B.F. Skinner- Behaviour Theory.

Suggested Readings-
1. Clifford T. Morgan, Richard A. King, John R. Weis and John Schopler, "Introduction to Psychology" – 7th Edition. Tata McGraw Hill Book Co. New Delhi, 1993.
2. Douglas A. Bernstein and Peggy W. Nash, Essentials of psychology, Houghton Mifflin Company, 1999.
3. E.M. Hetherington and Ross D Parke, Child Psychology a Contemporary View point; McGraw Hill, New York, 1999.
4. Elizabeth, B., Hurlock, Child Development: McGraw Hill Book Company.
5. Malavika Kapoor,Mental health in Indian Children; Saga publishers
6. Kapur, Malavika, Mental health of Indian children, New Delhi: Sage, 1995.

Research Methodology and Statistics

Module I - Introduction to Social Work Research
(a) Introduction - Use of Scientific Method in Social Work, Meaning of Social Work Research, Social Work Research - Definition, Relevance of Research in Social Work, Scope of Social Work Research, Goals and Limitations of Social Work Research, Social Research and Social Work Research.
(b) Research Process - Formulate the Problem, Evaluate the cost of Research, Prepare the list of Information, Research design decision, Data Collection, Select the sample type, Determine the sample size, Organize the Field work, Analyse the data and report preparation.

Module II - Research Designs, Approaches, and Types
(a) Research Designs - Descriptive Research Design, Exploratory Research Design and Experimental Research Design.
(b) Research Approaches -Action Research, Participatory Research, Evaluation Research, Qualitative Research and Quantitative Research.

Module III - Introduction to Statistics
Introduction to Statistics, Uses of Statistics, Limitation of Statistics, Functions of Statistics, Classification and Tabulation of Data, Collection of Data, Presentation of Statistical Data, Central Tendency: Mean, Median, Mode, Measures of Variability: Range,Variance, Standard Variation,

Correlation, Spearman's Correlation, T-Test and Chi-Square Test.

Suggested Readings -
1. Ahuja, Ram, Research Methods, Rawat, Jaipur, 2001
2. Alston, M. Bocoles, W., Research in Social Workers- An Introduction to the Methods, Rawat, Jaipur, Indian Edition 2003
3. Baker, T.L., Doing Social Research, McGraw Hill, Singapore, 1994
4. Dooley, D., Social Research Methods, Prentice Hall of India Pvt. Ltd., New Delhi, 1997
5. Goode, W.J. and Hatt, P.K., Methods in Social Research, McGraw Hill Singapore, 1981

Educational Technology

Module I - Educational Technology and ICT
Introduction, Information Technology: Concept, Meaning, Definition, Characteristics, Concept of Communication Technology, Instructional Technology: Concept, Definition, Nature, Characteristics, Concept of Educational Technology: Meaning, Programmed Learning and Educational Technology, Nature of Educational Technology, Scope of Educational Technology, Information and Communication Technology in Education: Characteristics of ICT in Education, Need of ICT in Education, Advantages of the Use of ICT in Education, Historical Perspectives of Educational Technology, Emerging Trends in Educational Technology, Approaches of Educational Technology, Concept of Communication and Principles: Introduction, Principles of Communication, Barriers to Communication, Verbal and Non-Verbal Communication, Mass media approach in Educational Technology.

Module II - Designing Instructional System and Programmed Instruction
Introduction to Instructional System: Formulation of Instructional Objectives, Task Analysis, Designing of Instructional Strategies: Lecture Strategy, Team Teaching Strategy, Discussion Strategy, Seminar Strategy, Tutorial, Programmed Instruction: Meaning of Programmed Instruction, Principles of Programmed Instruction, Types of Programmed Instruction: Linear or Extrinsic Programming, Branching or intrinsic Programming, Mathetics programming, Development of Programmed Instruction: Preparatory Phase (preparation of the programme), Development Phase (writing of the programme), Evaluative Phase (testing or evaluation) Computer Assisted Instruction: Meaning of Computer - Assisted Instruction, Definitions of Computer-Assisted Instruction, The origin of Computer-Assisted Instruction, History of Computer - Assisted Instruction

Module III - Emerging Trends in Educational Technology
Distance Education, Open Learning System & Educational Technology, Evaluation and Educational Technology, Criteria to evaluate Educational Technology, Emerging trends in Educational Technology, Additional Emerging Technologies, Problems of New Technologies, Resource centres for Educational Technology and their activity for improvement of teaching learning.

Module IV - Emerging Educational Technology
3D Printing, Mobile Learning, Massive Open Online Courses, Blended Learning/Classrooms, Cloud Computing, Wearable Technology in Education and Gamification.

Personality Development

Module I - Understanding Personality
Introduction, Definitions of Personality, Topography of Personality, Components of Personality, Factors Influencing Personality, Personality Analysis, Personality Traits, Types of Personality Traits: Positive Personality Traits, Negative Personality Traits, Big- Five Personality Dimensions, Types of Personality and Development of Personality.

Module II - Personality Development

Personality Development, Significance of Personality Development, Major approaches to study of Personality, Theories of Personality Development: Freud Theory, Erik -Erickson Theory, Carl Rogers' Self Theory, Maslow Hierarchy of Needs, Personality Theory by Otto Rank (1884-1939), Personality Theory by Gorden Allport (1897-1967), Personality Theory by Raymond Cattell (1905-1998), Trait Type Theory of Personality by Hans Eysenck (1916-1997), Personality Theory by Carl Jung (1975-1961), Personality Theory by Erich Fromm (1900-1980), Learning Theory of Personality by Dollard (1900-1980) and Miller (1909-2002), Social Learning Theory by Bandura and Walter (1963), Personality Theory by Gardner Murphy (1895-1979),Personality Theory by Viktor Frankl (1905-1997), Personality Theory by Karen Horny (1885-1952), Personality Theory by Walter Mischel (1930), Personality Theory by Rollo May (1909-1994), Personality Theory by Alfred Adler (1870-1937), Personality Theory by Taylor Hartman (The Color Code) (1987), Personality Theory by Anna Freud (1895-1982) and Assessment of Personality.

Module III - Techniques of Personality Analysis and Change

Johari Window, SWOT Analysis, Stress Management, Role of Emotions in Personality Development and Other aspects of Personality Development.

Human Rights, Gender and Environment

SECTION I - HUMAN RIGHTS

Module I - Thinking about Human Rights

Human Rights: Various meanings, The concept of Human Rights, Human Rights and Morality, Critique of the concept of Human Rights, Looking for foundations: Human rights and Natural rights, The philosophical Model of the universal declaration of human rights, The content of human rights, Human rights and citizenship rights and Challenges to Human Rights.

Module II - Human Rights, Laws and Institutions: The International Context

Human Rights and the United Nations: The Universal declaration of Human rights and the other covenants, The Universal declaration of Human Rights (UDHR) and Implementation Mechanisms: Charter and Treaty Bodies.

Module III - Human Rights, Laws and Institutions: The National Context

Introduction, Human Rights, the Indian Constitution and laws, Fundamental Rights and Directive Principles: A Human Rights Perspective, National Institutions for Human Rights Protection: The role of the NHRC of India and Conclusion.

Module IV - Human Rights of Marginalised Groups
Introduction

I: Human Rights of Unorganised Labour, Organisation and the struggle of Unorganised Workers, Conclusion.
II: Human Rights of Marginalised Groups: Minorities, Human Rights and Minority Rights in the UN, Minority Rights in India.
III: Human Rights of Marginalised Groups: Dalits Laws and Institutions Protecting the Dalit Rights, Dalits as human Rights.
IV: Human Rights of Marginalised Groups: Adivasis Human Rights and Rights of Indigenous Communities in the UN. Adivasi Rights in India, The Status of Human Rights for Adivasis.

Module V - Human Rights Movement in India

Introduction, Evolution of Human Rights Movement in India, Human Rights and British India,

Independence and the civil Liberties Movement, Working of Human Rights groups, Challenges and Future Directions.

SECTION II – GENDER

Module VI – Patriarchy
Origins of Patriarchy, Patriarchy and its impact on Men and The future of Patriarchy.

Module VII – Gender, Culture and History
Culture and the construction of masculine and Feminine, Changes in Femininities and Masculinities and Culture, Custom and Religion.

Module VIII – Women and Development
Women in Development (WID), WID: A critique, Gender analysis in Development(GAD): Beyond WID and WAD.

Module IX – The Issue of Women's Political Participation and Representation in India
Participation and Representation: Some Theoretical Issues, Participation and Representation in Politics in India and The Question of Reservations for Women in India.

Module X – Laws, Institution and Women's Rights in India
Feminism and Law: An Introduction, The Indian Context, The Indian Constitution: Women Family and Some Important Legal Campaigns.

Module XI – Women's Movement in India
The Pre- Independence Period, The Contemporary Women's Movement in India and Challenges to the Women's Movement.

SECTION III – ENVIRONMENT

Module XII – Environment and Sustainable Development
The concept of Development, The Environmental critique of Development and Sustainable Development.

Module XIII – United Nations Environment Programme: Rio, Johannesburg and After
The Background, The UNEP, The Rio Conference, The World summit on Sustainable, Johannesburg and South Africa 2002.

Module XIV – Issues of Industrial Pollution, Global Warming and Threats of Biodiversity
Introduction I: Industrial Pollution, II : Global Warming, III: Biodiversity.

Module XV – Environment Policy in India
The Politics of Environmental Policy in India in the Post-colonial Period, Draft National Environmental Policy, 2004 and Future of the Environmental Policy in India.

Module XVI – Environment Movement in India
Some Environmental movements in India and Analysing these movements.

MA Human Rights
Syllabus
Semester III

UN Bodies and Promotion of Human Rights

Module I - Human Rights Commissions
Commission on human rights and its subcommittee on women and children, UN Commission on the status of women, European Commission on Human Rights, UNICEF, UNHCR, ILO, UNAIDS and FAO.

Module II - International NGOs and Human Rights Movements
International NGOs: Structure, Functions, Problems. NGOs and human rights movements, Amnesty international, Asia watch and International committee of red cross.

Module III - NGOs and Human Rights in India
NGOs and land, Water and forest issues, Human Rights Movements, People's union for civil liberties (PUCL), People's union for democratic rights (PUDR) and other civil and democratic rights organizations.

Module IV - International NGOs Defending Environmental Right
Client earth, Earthjustice, Center for International Environmental Law, UK Environmental Law Association, and The Canadian Environmental Law Association (CELA).

Suggested Readings-

1. Mujawar, Wasiyoddin R., Social and Political Movements for Human Rights, Delhi: Manglam Pub.,2009.
2. B. Goswami, Human Rights and reforming the law: a compendium of articles of Human Rights and Legal Reforms, Jaipur: Raj Pub., 2008.
3. Anuradha Kumar, Encyclopaedia of Human Rights Development of underPrivileged, New Delhi: Sarup, 2002
4. Paras Diwan, and Peeyushi Diwan, Human Rights and the Law: Universal and Indian, New Delhi: Deep and Deep,1998.

International Humanitarian Law and Refugees Law

Module I - Origin and Development of International Humanitarian Law
Motives of International Humanitarian Law(IHL), Role of IHL in non-internal armed conflicts, National perception on IHL and Role of intervention Red Cross and NGOs.

Module II - Implementation And Enforcement Of International Humanitarian Law
United Nation, International Criminal Courts And International Court Of Justice and Humanitarian Justice.

Module III - Protection Under International Law
Right to Asylum, UNHCR and refugee protection, International and internally displacement persons and UN guiding principles on internal displacement 1998.

Module IV - Protection in India
Indian critique of UNHCR and convention, Protection without legislation: Case law, Guarantees under the Indian Constitution – Fundamental rights, Liberty, Freedom, Equality, Against exploitation, Minority rights directive principles of state policy as instructions for governance: Special laws for the protection of specific categories, Reservations and the rights to equality and Protection of the aged and the disabled (Special laws and institutional mechanism for protection of the aged and the disabled).

Module V - Duties of Individuals and the State
Duties of the individuals and the state towards women, children and other marginalized groups, Duties to Eradicate Social Hierarchy and Bias and Exploitation.

Module VI - International Refugee Law
The history of International Refugee Law(IRF): Cold war origins to rights of people, Relationship between IHL, Refugee Law and Human Rights, Human rights: UNHCR and Refugee Protection, Refugee Protection and Historical Development of International Refugee Law(IRL), Status of refugees in India under UNHCR: Right to Asylum, Special problems of protection of refugee women and children, International law and internally displaced persons: UN guiding principles on internal displacement 1998 and Status of refugees in India under UNHCR.

Suggested Readings-

1. SAHRDC, Human Rights and Humanitarian Law, New Delhi: South Asian Human Rights Documentations Centre,2002
2. Para Diwan and Peeyushi Diwan,Human Rights and the Law: Universal and Indian, New Delhi,Deep and Deep,1998
3. M.K Sinha (ed), International criminal Law and Human Rights,Manak Publications,New Delhi 2010

Human Rights of the Disadvantaged and the Vulnerable Groups

Module I - Status and Human Rights of the Disadvantaged People in India
Meaning and concept of vulnerable and disadvantaged, Understanding oppression, privilege and oppression, Identification of problems of disadvantaged groups- SC, ST, OBC, National Commission for SC/ ST, Protection of Civil Liberties Act (1955), Scheduled Caste and Scheduled Tribes Act, 1989, Employment of Manual Scavenger and Construction of Dry Latrines (Prohibition) Act, 1993, Social Discrimination and Caste Violence in India and Role of Social Reformers like Periyan, M.N Roy and Narayana Guru.

Module II - Women, Children and Human Rights: Special Laws for the Protection of Women and Children
Human Rights and Women's rights -International and National Standards, Human Rights and Children – International and National Standards, Suppression of of Immoral Traffic Act (1956), Maternity Benefit Act (1961), Dowry Prohibition Act (1961), Equal Remuneration Act (1976), Medical Termination of Pregnancy Act (1971), Commission of Sati (Prevention) Act (1982), Social: Status of women in Contemporary Indian Society – Poverty, Illiteracy, Oppressive social Custom and gender bias and Violence against Women at Public and Private Domain.

Module III - Minorities and Human Rights Constitutional Framework
Fundamental Rights, Directive Principles of State Policy, Fundamental Duties, Special Provision in Article 26 to 30, 331, 333, 336. and 337 of the Constitution, Special Laws and Policies, National Commission for Minorities Act, 1992 and Policies of Government: Reservations, Quotas and Schemes.

Module IV - Problems of Implementation of Human Rights and Role of NGOs
Poverty and Inaccessibility of Legal Protection, Social Prejudices, Death, Torture in Police Custody, Lack of Accountability and Transparency in Government Functioning and Right to Information, A historical Perspective of Civil Liberties Groups and Civil Liberties In India, People's Union In Democratic Rights (PUDR), People's Union of Civil Liberties (PUCL) and NGOs and Civil Rights movement in India.

Suggested Readings-
1. Alam, Aftab, (ed.), (1999), Human Rights in India: Issues and Challenges. New Delhi: Raj Publications.
2. Begum, S.M. (ed.), (2000), Human Rights in India: Issues ad Perspectives, New Delhi: APII Publishing Co. 17
3. Centre for Development and Human Rights, (2004), The Rights to Development-A Primer, New Delhi: Sage Pub.
4. Dikshit, R.C., (1998), Human Rights and the Law, Universal and Indian, Deep and Deep, New Delhi:
5. Jha, R.C., (1995), Resurrecting: Human Right in India, Sheridan Book Company, New Delhi

Peace Education and Conflict Management

Module I - Understanding Peace as a Dynamic Social Reality
Peace: Meaning, Nature, Theories of peace (Democratic peace and active peace) and Religious beliefs and peace - Buddhism, Islam, Hinduism and Christianity.

Module II - Philosophy of Peace and Peace Education
Montessori, Freire, The Dalai Lama, Gandhi, Krishna murthy, Aurobindo and Tagore, Concept and scope of peace education: Peace teacher and Peace method and other enabling practices for a culture of peace in an educational setting.

Module III - Conflict Management and its Methods and Modes
Meaning, Types, Levels and reasons for conflict, Approaches to the study of conflict, Methods and modes of conflict resolution : Mediation, Negotiation, Diplomacy, Coercive methods, Corrective peace building and Cross cultural methods.

Module IV - Global Issues and Peace Movements
Human Rights, Preservation of Ecology, Population Control, Economic Exploitation, Deprivation, Equitable Economic World Order: Non- Alignment Movement, Campaign for Nuclear Disarmament and Role of World Organizations is Promoting Peace.

Society and Social Problems

Module I - Basic Sociological Concepts and Theories
(a) Sociology - Definition, Nature and Scope of Sociology, Importance of Sociology, Three major theoretical Perspectives of Sociology: Functionalist Perspective, Conflict Perspective and the Interactionist Perspective - An Evaluation. Methods of Sociology: Comparitive Method, Historical Method, Statistical Method, Functional Method, Scientific Method and Sociology as a science.
(b) Concept of Society and Culture - Social Institutions, Social Groups, Social Control, Social Change, Social Norms and Social Values.

Module II - Major Social Institutions, Social Structure and Social Stratification
(a) Marriage, Family, Religion, Education, Economy, Politics - Structure and functions.
(b) Caste, class, ethnic groups, power and authority
(c) Social Stratification: Marxist, Functionalist and Weberian approaches

Module III - Social Problems
Social Problems - Causes and Consequences; Major Social Problems - Poverty, Casteism, Unemployment, substance abuse, problems concerning Women and Children, Delinquency,

Development Induced Migration and Displacement, Ecological Problems, Child Labour, Insurgency, Militancy and Ethnic Conflicts.

Suggested Readings-
1. Giddens, Anthony, Sociology, Cambridge Press, Polity, 2001
2. Giddens, Anthony, Social Theory and Modern Sociology, Stanford University Press, 1987
3. Gupta, Dipanker (ed.), Social Stratifcation, Oxford University Press, New Delhi. 1997
4. Menon, N. Gender and Politics in India, Oxford University Press, New Delhi. 1999
5. Madan, G.R., Indian Social Problems (Vol I and II), Allied Publications New Delhi, 1997

MA Human Rights

Semester IV

Science, Technology, Environment and Human Rights

Module I – Role of Science and Technology in Human Life and Society

Unit 01 - Science and Technology - A Tool for furtherance of Human Rights - Meaning of Science and technology, Importance of Science & technology, Human-Rights based approach to Science and Technology, Negative Role of Science and Technology on Sustainable Development, Misuse of Natural Resources.

Unit 02 - Biotechnology & Human Rights - Meaning of Biotechnology, Importance of Biotechnology, Human Cloning, Foeticide, Surrogate Parenthood, In-Vitro Fertilization and Drugs & Technologies Augmenting Human Performance.

Module II - Scientific Developments and Human Rights

Unit 3 - Organ Transplant: Meaning, Transplant: Concept And Origin, Transplantation Law & Policies: Global Vs India and Illegal Organ Transplantation.

Unit 4 - CyberCrimes & HumanTrafficking - CyberCrimes & HumanTrafficking, Pornography, Right to Die in Dignity: Euthanasia.

Module III – Environmental Rights

Unit 5 – Concept of Environment - Importance of Environment, Concept of Environment, Origin and Development of Environmental Protection and Environmental Pollution: Causes, Effects & Control Measures.

Unit 6 – Protection to Environment - Necessity to Protect the Environment, Hazardous Waste and Discarded Technological Instruments and Right to Clean Environment: A Basic Human Right.

Module IV - Parameters of Human Rights in Relation to Science and Technology

Unit 7 - Role Of United Nations in Protection of Human Rights

Constitution of the World Health Organization, Convention on Prevention and Punishment of Crime of Genocide (1948), UN General Assembly Resolution on Protection against Products Harmful to Health and Environment (1982) and International Covenant on Civil and Political Rights (1966).

Unit 8 - International Code of Conduct & Human Rights

Convention on Protection of all persons from being subjected to torture and other cruel inhuman or degrading treatment or punishment (1984), Universal Declaration of Human Rights (1948), International Code of Conduct on the transfer of technology 1993, Rio and Kyoto Declarations.

Social Movement and Human Rights

Module I - Social Development

Unit 01 - Understanding the Concept of Social Development - Introduction of social movement, Concept of development and underdevelopment, The criterion for classifying countries as Developed and Underdeveloped.

Unit 02 - Types of Social Movements and Social Change - Concept of social movement, Types of social movements, Causes of social unrest/ movements, Social movements as a promoter of social change and human rights.

Module II - Approaches to Social Movements and Human Rights

Unit 3 - Social Movement Approaches & Human Rights I -Social Movement Approaches, Social Movements & Human Rights, Libral Approach & Human Rights

Unit 4 - Social Movement Approaches & Human Rights II -Marxian Approach & Human Rights, Gandhian Approach & Human Rights.

Module: III Social and Religious Reforms: Movements And Human Rights

Unit 05 Social and Religious Reforms I -Social and Religious Reform, Features of social and religious reforms and Indian social and religious movements.

Unit 06 - Social and Religious Reform II -Satyashodhak Samaj & Anti Caste Movement, Tribal Movements and Women's Movements.

Module IV - Political Movements & Human Rights

Unit 07 - Political Movements -Agrarian & Peasant Movement, Freedom Movement - Constituent Assembly & Human Rights, Women Movement, Regional & Ethnic Movement.

Unit 08 - Political Movements II - Sarvodaya Movement & Land Reform Movements, Trade Union Movements, Anti-Corruption Movement & Lok Pal Bill and Civil Movements.

Social Welfare Administration and NGO Management

Module I

Unit 1 - Definition & Characteristics - Definition, Characteristics, Conceptual Development in the Social Welfare Administration, Principles of Social Welfare Administration and Scope of the Social Welfare Administration.

Unit 2 - Organizational Structure - Organization, Organization Structure, Important Concepts in Organizational Structure, Types of Social Welfare Organizations, Boards & Committees¸ Committees and The Role of the Executive.

Unit 3 - Administrative Process - Policy Formation, Planning, Types of Planning, Principles of Planning, Steps in Planning, Advantages & Limitations of Planning, Decision Making, Coordination and Communication.

Module II - Elements of Administration

Unit 4 - Personnel Administration - Personnel Administration, Staffing, Manpower Management, Job analysis, Recruitment, Selection, Placement & Orientation, Training & Development, Performance Appraisals, Compensation, Promotion & Transfer and Welfare Programs for the workers.

Unit 5 – Financial Administration - Financial Administration, Basic Accounting Concepts, Receipts and Payments Account in Welfare Organization, Budgeting, Techniques of Budgeting, Steps in Budgeting, Fund-raising, Approaches to Fundraising and Fundraising Activities.

Unit 6 – Office Administration - Office management, Maintenance of Records, Supervision¸ Monitoring & Evaluation and Public Relations.

Module III - Social Policy

Unit 7 – Social Policy - Social Policies, Stages of the Social Policy Process, Social Welfare Policy.

Unit 8 - Social Policy & Constitution - Relationship between Constitution and Social Policies, Social Policy & Planned Changes, Social Welfare: Policies & Programs.

Module: IV Introduction of Management and Development

Unit 9 - Management Concepts - Definition & Meaning, General Principles of Management, Management Functions, Interpersonal Management, Organizational & Intergroup Conflicts, Classical Theory of Organization, Neo-classical Theory and Modern Theory of Organization.

Unit 10 - Development Concepts - Concept of Development, Models Of Development, Human Development & Sustainable Development, Development as Freedom, Globalization & Human Rights, The Emergence of Market Forces and Retreat of State and Liberalization & Privatization.

Module V – NGO Formation

Unit 11 - Introduction of NGO - Definition & Meaning, History of NGO, Concepts of NGO, Role & Functions of NGO, Strengths & Weaknesses of NGO, Human Rights & NGO and Factors of NGO Management.

Unit 12 – Types of NGO's - Classification of NGOs, Views of classification of NGOs, Different names of NGOs and Faith-based Organization.

Contemporary Human Rights Situations and Issues

Module: I Human Rights in Global and Regional Perspectives

Unit- 01 Human Rights In Global & Regional Perspectives I - Human Rights as an Issue in World Politics, Global Protection of Human Rights, The Politics of Implementing Rights, Human Rights in the Post Cold War Era, Human Rights in the Contemporary World Society, Bill of Rights for the Twenty-first Century.

Unit: 02 Human Rights In Global & Regional Perspectives II - Legal and Political Arguments for a United Kingdom Bill of Rights, The United States and International Human Rights, Human Rights in East-West and North-South Relations and Human Rights in the Third World and Developing Countries.

Module II - Promotion, Protection of Human Rights & Prevention of Its Violations

Unit 3 - Protection & Promotion of Human Rights - Protection & Promotion of Human Rights, Protection & Promotion of Human Rights, Creating Culture of Human Rights.

Unit 4 - Crimes against Humanity & Prevention of Violation of Human Rights - Genocide and Other Crimes against Humanity - A Problem of International Responsibility, Monetary Compensation for Violation of Human Rights and Comparative Protection of Human Rights in Capitalist Developed World and Socialist Third World.

Module III - State of Human Rights in India

Unit 5 - Genesis of Human Rights in India - Origin of Human Rights in India, Human Rights After Independence,

Unit 6 - Human Rights In India - Regional Analysis of Human Rights in India and Human Rights in India - A Balance Sheet.

Module IV - Refugees, Displaced Persons, Immigrants and Asylum

Unit 7 - Refugees: Meaning & definitions, Reasons for Persecution, Problems and Issues Affecting the refugees, Refugees in the SAARC Region, Basic Rights of Refugees and Indian Position on the Legal Status of Refugees.

Unit 8 - Displaced Persons, Immigrants, and Asylum - Uprooted and Displaced Persons, Statelessness, Immigration and Asylum and Anti Foreigner Violence.

Eastern Approaches to Psychology and Counselling

Module I - Introduction to the Eastern Approach to Psychology

Unit 1 - Understanding the concept of Psychology, Nature of psychology, Scope of psychology, Indigenous and Indian Approach to Psychology and Eastern Approach to Psychology.

Unit 2 - Roots of Eastern Approach to Psychology, Daoism, Buddhism, Traditional Chinese Medicine (TCM), A comparison between Eastern and Western Approach to Psychology, Evolutionary Perspectives on Culture and The emergence of non- Western and Indigenous Perspectives to Psychology.

Module II – Indian and Eastern Psychology – Approaches and Applications

Unit 3 - Basics of Indian Psychology, Contribution of Indian civilization to Psychology, Application of Indian Psychology, Contemporary Research in the Indian approaches to Psychology.

Unit 4 - Chinese Approach to Psychology, Taoism, Confucianism, Japanese Approach to Psychology, Morita and Naikan Therapies.

Module III – Indian And Eastern Approaches to Self, Transpersonal, Health and Well Being

Unit 5 - The concept of self, Understanding Self and Consciousness through the viewpoint of different eastern approaches ,Transpersonal phenomena and consciousness and Transpersonal psychology.

Unit 6 - Purusharthas and goal of life, The Role of Yoga Rituals in Psychological and Physical Wellbeing, Traditional Chinese Medicine and Ayurveda.