

As per NEP 2020

University of Mumbai



Title of the programme

Post-Graduate Diploma in Human Rights (One Year) – 2023-24

Syllabus for

Semester- Sem I and Sem II

Ref.: GR dated 16th May, 2023 for Credit Structure of PG

Preamble

Introduction:

In a highly interconnected and interdependent world, the importance of understanding various dimensions of international and global issues can hardly be overstated. The Post Graduate Diploma in Human Rights (PGDHR) course seeks to introduce students to issues of global importance, thus, enable them to understand it as a discipline. It is expected to be useful to different professionals (such as media persons, bureaucrats, defence personnel, consultants, etc.) to enhance their professional ability with an understanding of Human Rights. This course seeks following objectives in the view of under stated outcomes.

Aims and Objectives:

1. Impart knowledge on basic concepts and modern trends in the field of Human Rights.
2. Understand the relationship between Natural Rights, Legal Rights and Human Rights.
3. To examine role of government, NGOs and Civil Society in protecting the Human Rights.
4. To create awareness about the Human Rights among the students and in the society.
5. To acquaint students with relevance and application of Human Rights in everyday life.
6. To analyze the role of National and International institutions in shaping and implementation of Human Rights

Learning Outcomes:

1. Empowering individuals with their rights
2. Inculcate the Human Rights' link between individual and groups/society.
3. Awareness, Relevance and Application of Human Rights in society.

Credit Structure of the Programme (Sem. I & II)

(Table as per Parishishta I with sign of HOD and Dean)

R: _____

Post Graduate Programs in University

Parishishta - I

1 Yr PG Diplo ma	Level	Sem (1 Year)	Mandatory Papers/Major	Electives	RM	OJT/ FP	R P	Cum .Cr.	Diploma
I	6.0	Sem. I Programme code 3240461	50111-Theory of Human Rights (4) 50211-Human Rights in Indian Context (4) 50311-Human Rights in Global Context (4) 50411- Institutional Mechanism and Human Rights (2)	50511-Migration and Human Rights Issue (4) 50512-Artificial Intelligence and Human Rights (4)	50611- Introduction to Methods in Research (4)			22	
		Sem.II Programme code 3240462	51111- Indian Constitution (4) 51211-Basic Concepts and Rights (4) 51311-Conflicts and Human Rights (4) 51411- International Institutional Mechanism and Human Rights (2)	51511-Health and Human Rights (4) 51513- Theorizing Human Rights in Maharashtra (4)		(4) 51611 – OJT/ FP		22	
Cum. Cr. for PG Diploma			28	8	4	4	-	44	
Complete with Post Graduate Diploma in Human Rights									

Sign of HOD

**Name of the Head of the
Department: Dr. Deepak Pawar
Department of Civics and Politics**

Sign of Dean

**Name of the
Dean:
Name of the Faculty:
Humanities**

**Post Graduate Diploma in Human Rights
(Semester I)**

Programme code- 3240461

Post Graduate Diploma in Human Rights
Semester I: Programme code- 3240461

Subject Code- 50111
Theory of Human Rights
(4 Credits, 60 Hours)

Course Objectives:

1. To impart basic knowledge about the theoretical understanding in the field of Human Rights.
2. To understand the relationship between individual, group, and different rights.
3. To examine different perspectives on Human Rights.
4. To create awareness about Human Rights among the students and in society.
5. To make acquaint students with relevant thoughts of Indian and Western thinkers about Human Rights.

Module 1: Meaning and Scope

- a. Customary, legal, and Moral rights
- b. Civil and Political Rights
- c. Individual and Group/ Collective rights

Module 2: Theories of Natural Rights

- a. Thomas Hobbes
- b. John Locke
- c. Jean Jacques Rousseau

Module 3: Perspectives on Rights

- a. Liberal
- b. Marxist
- c. Feminist

Module 4: Issues and Debates in Human Rights

- a. M.K. Gandhi
- b. B.R. Ambedkar
- c. John Rawls

Course Outcome

1. After studying this course students shall get theoretical and legal knowledge about human rights.
2. Students will get knowledge of different individual and group rights
3. Students will get knowledge of different perspectives on human rights
4. Awareness will be spread in society and among the student about the human rights
5. Students will gain the knowledge of the Indian and western thinkers about human rights

Reading List

1. Cabrera, L. (2019). Ambedkar and Du Bois on Pursuing Rights Protections Globally. On Public Imagination: A Political and Ethical Imperative, 14.
2. Donnelly, J., & Whelan, D. J. (2020). International human rights. Routledge.
3. Freeman, M. (2022). Human rights. John Wiley & Sons.

4. Jha, M. (2004). Morality, legality, and human rights: Gandhi and Ambedkar in a rights framework. *Gandhi Marg*, 26(3), 293-304.

Paper Code- 50211
Human Rights in Indian Context
(4 Credits, 60 Hours)

Course Objectives:

1. To make students aware about Vulnerable Groups and their Rights.
2. Examine the Human Rights violation by different state agencies.
3. To examine role of government, NGOs and Civil Society in protecting the Human Rights.
4. To examine different laws and initiatives taken by the state to protect the Human Rights.
5. To understand the nature of violation of human rights by different groups in the society.

Module 1: Vulnerable Groups and Laws

- a. Women
- b. Children
- c. Scheduled Caste and Scheduled Tribes

Module 2: State Apparatus

- a. Police, case studies
- b. Armed Forces and Para military Forces, case studies
- c. Criminal Justice System

Module 3: People's Response

- a. Civil Society Initiatives
- b. Social Movements
- c. NGOs

Module 4: Human Rights Concerns and Special Laws

- a. Terrorism, Fundamentalism, Separatism
- b. National Security Act, Armed Forces Special Powers Act, 1958
- c. POTA, MCOCA, UAPA

Course Outcomes:

1. Students will come to know about the laws and agencies that protect human rights.
2. Different platforms to rise voice against human rights violations.
3. Students will come to know about the role of Government, civil society, and NGOs.
4. Students will get knowledge of different laws and initiatives taken by the Government
5. Sensitisation of the students about violation of human rights in society.

Reading List

1. Bajwa, G. S. (1995). Human rights in India: Implementation and violations
2. Dobhal, H., & Jacob, M. (2012). Rugged road to justice: A social audit of state human rights commissions in India. Socio-Legal Information Cent.
3. Iyer, V. R. (1999). The dialectics & dynamics of human rights in India: Yesterday, today, and tomorrow.
4. Gathia, J. (1988). Human rights and vulnerable groups.
5. Gudavarthy, A. (2009). Human Rights Movement(s) in India: State, civil society and beyond*. Human Rights and Peace: Ideas, Laws, Institutions and Movements, 252-275. <https://doi.org/10.4135/9788132108412.n18>
6. Mathur, K. M. (1996). Crime, human rights, and national security. Gyan Books.

7. Mehra, A. K., & Lévy, R. (2011). *The police, state, and society: Perspectives from India and France*. Pearson Education India.
8. Nirmal, C. J. (2000). *Human rights in India: Historical, social and political perspectives*. Oxford University Press, USA.
9. Singh, K. (2010). *Human rights and anti-terrorism laws in India*.
10. Weissbrodt, D. S., & Rumsey, M. (2011). *Vulnerable and marginalised groups and human rights*. Edward Elgar Publishing.
11. Bob, C. (2009). Chapter 3. "Dalit rights are human rights": Untouchables, NGOs, and the Indian state. *The International Struggle for New Human Rights*, 30-51.
<https://doi.org/10.9783/9780812201345.30>
12. Fadaee, S. (2014). Civil society organisations in India and construction of multiplicity of human rights. *The International Journal of Human Rights*, 18(4-5), 567-577.
<https://doi.org/10.1080/13642987.2014.919913>
13. Goswami, D. (2022). Human rights of vulnerable minority groups in India: An overview. *Sprink Journal of Arts, Humanities and Social Sciences*, 1(09), 47-53.
<https://doi.org/10.55559/sjahss.v1i09.110>
14. Human rights and contemporary criminology. (2014). *Human Rights and the Criminal Justice System*, 1-17. <https://doi.org/10.4324/9780203797228-1>
15. Noorani, A. (2012). Armed Forces (Special powers) Act. *Challenges to Civil Rights Guarantees in India*, 265-276.
<https://doi.org/10.1093/acprof:oso/9780198074144.003.0009>
16. Singh, U. K. (2009). POTA and beyond: The silent erosion. *Human Rights and Peace: Ideas, Laws, Institutions and Movements*, 109-129.
<https://doi.org/10.4135/9788132108412.n10>

Paper Code- 50311
Human Rights in Global Context
(4Credits, 60 Hours)

Course Objectives:

1. To make students aware about the Human Rights in international context.
2. Examine the Human Rights violation of Vulnerable Groups by different state, agencies and groups.
3. To examine role of international agencies in protecting the human rights.
4. To examine different international conventions and initiatives taken by the world community.
5. To understand the nature of violation of human rights by different groups, non-state actors in the world.

Module 1: Role of United Nations

- a. UDHR, 1948
- b. UN High Commission for Human Rights
- c. International Criminal Court

Module 2: International Conventions

- a. International Covenant on Civil and Political Rights YEAR
- b. International Convention on the Elimination of All Forms of Racial Discrimination
- c. Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment

Module 3: Vulnerable Groups and Rights

- a. Indigenous people
- b. Refugees and asylum seekers
- c. Women and Children

Module 4: Challenges to Human Rights

- a. Terrorism, Non-State Actors
- b. Genocide
- c. Human Trafficking

Course Outcomes:

1. Students will come to know about the laws and agencies that protect human rights at the international level.
2. International platforms to address the issue of human rights violations.
3. Spread awareness among the students about vulnerable groups and the violation of their human rights.
4. Students will be made aware about international conventions, treaties, and laws to protect human rights.
5. Students will get knowledge about the nature of the violation of human rights by different groups, and non-state actors in the world.

Reading List:

1. Alston, P., & Mégret, F. (Eds.). (2013). *The United Nations and human rights: a critical appraisal*. OUP Oxford.
2. Declaration on the Protection of Women and Children in Emergency and Armed Conflict.” OHCHR, <https://www.ohchr.org/en/instruments-mechanisms/instruments/declaration-protection-women-and-children-emergency-and-armed>.
3. “International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families.” OHCHR, <https://www.ohchr.org/en/instruments-mechanisms/instruments/international-convention-protection-rights-all-migrant-workers>.
4. “The Core International Human Rights Instruments and Their Monitoring Bodies.” OHCHR, <https://www.ohchr.org/en/core-international-human-rights-instruments-and-their-monitoring-bodies>.
5. “Who Is a Refugee, a Migrant or an Asylum Seeker?” Amnesty International, <https://www.amnesty.org/en/what-we-do/refugees-asylum-seekers-and-migrants/>.
6. Glendon, M. A. (2002). *A world made new: Eleanor Roosevelt and the Universal Declaration of Human Rights*. Random House Trade Paperbacks.
7. Hoffman, P. (2004). *Human rights and terrorism*. Hum. Rts. Q., 26, 932.
8. Huyssen, A. (2011). *International human rights and the politics of memory: Limits and challenges*. Criticism, 53(4), 607-624.
9. Lusk, M., & Lucas, F. (2009). *The challenge of human trafficking and contemporary slavery*. Journal of comparative social welfare, 25(1), 49-57.
10. Moyn, S. (2010). *The Last Utopia: Human Rights in History*. Harvard University Press.
11. Moyn, Samuel. *Human Rights and the Uses of History*. New York and London: Verso, 2014.
12. Shelton, Dinah (ed.) (2013), *The Oxford Handbook of International Human Rights Law* OUP.
13. United Nations Declaration on the Rights of Indigenous Peoples | Division for Inclusive Social Development (DISD). <https://social.desa.un.org/issues/indigenous-peoples/united-nations-declaration-on-the-rights-of-indigenous-peoples#:~:text=The%20United%20Nations%20Declaration%20on,%2C%20Bangladesh%2C%20Bhutan%2C%20Burundi%2C>.

Paper Code- 50411
Institutional Mechanism and Human Rights
(2 Credits, 30 Hours)

Course Objectives:

1. To understand institutional mechanism to protect the human rights in India
2. To understand the powers and functions of different institutions made for protection of human rights
3. Examine the functioning of minority commission

Module 1: Institutional Mechanism - I

- a. National Human Rights Commission: Powers and Functions
- b. State Human Rights Commission: Powers and Functions
- c. National Commission for Minorities: Powers and Functions

Module 2: Institutional Mechanism - II

- a. National Commission for Women
- b. National Commission for Scheduled Castes and National Commission for Scheduled Tribes
- c. National Commission for Religious and Linguistic Minorities

Course Outcome:

1. After studying this course students will be able to approach different commissions in India working for the protection of Human rights
2. Students will be able to explain power and functions of the different institutions made for the protection of human rights
3. Students will come to know about the role of minority commission

Reading List:

1. Biswal, Tapan., Human Rights, Gender and Environment, Viva Books Private Limited, accessed on 30-3-2012. Distributors, New Delhi, 2008.
2. Future prospects, Khama Publisher, New Delhi, 1997.
3. G.N.Ray, The Role of Media in Protection of Human Rights, <http://presscouncil.nic.in/speechpdf/>
4. Mishra, Kaushlendra., NGOs in the Human Rights Movement, Navyug Publishers and New Delhi, 2006.
5. Paffenholz, Thania., (ed), Civil Society & Peacebuilding: A Critical Assessment, Lynne
Ray, Arun., National human Rights Commission of India: Formation, Functioning and
Rienner Publishers, Inc, London, 2010.
6. The National Commission Acts, Universal Law Publishing Co. Pvt. Ltd, 20.
The%20Role%20of%20Media%20in%20Protection%20of%20Human%20Rights%20
Visakhapatnam.pdf)

Elective Courses:
Paper Code - 50511
Migration and Human Rights
(4 Credits, 60 Hours)

Course Objectives:

1. To examine the government policies made for migrants
2. To understand the various issues faced by migrants
3. To examine different treaties and convention made for the protection of migrant rights

Module 1: Internal Migration

- a. Meaning and Causes
- b. Migrants and Human Rights
- c. Government Policies

Module 2: International Migration

- a. Meaning and Causes
- b. International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families (ICRMW)
- c. International Labor Organization (ILO)

Module 3: Issues and Challenges

- a. Citizenship
- b. Health, Family and Marriage
- c. Visa Regulations

Module 4: Governance and Migration

- a. Equal Remuneration Convention, 1951
- b. Abolition of Forced Labor Convention, 1957
- c. Domestic Workers Convention, 2011

Course Outcome:

1. After learning this, students will be able to develop critical thinking about migrants' rights and their implementation.
2. Students will come to know about the rights of Migrants
3. This will impart knowledge of international treaties and instruments to protect the rights of migrants.

Reading List

1. *About migration and human rights*. (n.d.). OHCHR. Retrieved July 4, 2023, from <https://www.ohchr.org/en/migration/about-migration-and-human-rights>
2. Bayefsky, A. F. (2000). The International Convention on Migrant Workers and its Committee OHCHR. In A. Bayefsky (Ed.), *The UN Human Rights Treaty System in the 21 Century* (pp. 451–458). Brill | Nijhoff. https://doi.org/10.1163/9789004502758_044
3. *Convention C100—Equal Remuneration Convention, 1951 (No. 100)*. (n.d.). Retrieved July 4, 2023, from https://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO::P12100_Ilo_Code:C100
4. *Convention C105—Abolition of Forced Labour Convention, 1957 (No. 105)*. (n.d.). Retrieved July 4, 2023, from

https://www.ilo.org/dyn/normlex/en/f?p=1000:12100:0::NO::P12100_ILO_CODE:C105

5. *Convention C189—Domestic Workers Convention, 2011 (No. 189)*. (n.d.). Retrieved July 4, 2023, from https://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO::P12100_ILO_CODE:C189
6. Dembour, M.-B., & Kelly, T. (2011). *Are Human Rights for Migrants?: Critical Reflections on the Status of Irregular Migrants in Europe and the United States*. Routledge.
7. D’Sami, B. (n.d.). *Migration Patterns and Challenges for Indians Seeking Work Abroad*.
8. *India & ILO Ministry of Labour&Employment|Government of India*. (n.d.). Retrieved July 4, 2023, from <https://labour.gov.in/lcandilasdivision/india-ilo>
9. IOM UN Migration. (2022). *WORLD MIGRATION REPORT 2022* (p. 540) [Intergovernmental Org Report]. <https://publications.iom.int/books/world-migration-report-2022>
10. Massey, D. S., Arango, J., Hugo, G., Kouaouci, A., Pellegrino, A., & Taylor, J. E. (1993). Theories of International Migration: A Review and Appraisal. *Population and Development Review*, 19(3), 431–466. <https://doi.org/10.2307/2938462>
11. Mishra, D. K. (2016). *Internal Migration in Contemporary India*. SAGE Publications India.
12. Nations, U. (n.d.). *Migration*. United Nations; United Nations. Retrieved July 4, 2023, from <https://www.un.org/en/global-issues/migration>
13. Orgad, L. (n.d.). *Immigration and Citizenship: Contemporary Challenges and Dilemmas*.
14. Rajan, S. I., & Bhagat, R. B. (n.d.). *Internal Migration in India: Integrating Migration with Development and Urbanization Policies*.
15. Saldanha, K., D’Cunha, C., & Kovick, L. (2023). India’s internal migrants and the first wave of COVID-19: The invisibility of female migrants. *Asian Journal of Social Science*. <https://doi.org/10.1016/j.ajss.2023.02.001>
16. Wickramage, K., Vearey, J., Zwi, A. B., Robinson, C., & Knipper, M. (2018). Migration and health: A global public health research priority. *BMC Public Health*, 18(1), 987. <https://doi.org/10.1186/s12889-018-5932-5>

Elective II
Paper Code- 50512
Artificial Intelligence and Human Rights
(4 Credits, 60 Hours)

Course Objectives:

1. To understand personal data and data privacy right
2. To understand the nature of violation of rights by artificial intelligence
3. To examine the policies of government for protection of rights violated by AI
4. To Examine the certain case studies of AI and Human Rights violations

Module 1: Introduction

- a) Basic understanding of the areas of AI, data protection and Human Rights
- b) Surveillance Capitalism and Instrumental theory of Technology
- c) Right to self-determination and Individual sovereignty over Data Use

Module 2: Artificial Intelligence and Its Implications for Human Rights

- a) Artificial Intelligence for Human Rights
- b) Artificial Intelligence and areas of Human Rights Conflicts
- c) Artificial Intelligence and Remedies

Module 3: Digital Security and Human Rights

- a) Reclaiming our rights, freedoms and online privacy
- b) Human rights and digital threats
- c) Select Case studies: Facebook/Cambridge Analytica scandal, Pegasus spyware

Module 4: Human Rights and Artificial Intelligence: Issues and Challenges

- a) Bias and Discrimination in Artificial Intelligence
- b) Politics of demonization and role of Social Media
- c) Government Policies

Course Outcome:

1. After studying this course students shall be enable to take more care of their own personal data and use of digital technology
2. Students will gain knowledge about the techniques of violation of rights through artificial intelligence
3. Students will understand legal remedies to protect the rights violated by artificial intelligence
4. Student will get knowledge about certain case studies of artificial intelligence and human rights violations

Reading List:

1. Bobbio, Norberto. The Age of Rights. Cambridge: Polity, 1996. Basic Books, 2006.
2. Buchanan, Bruce G. "A (Very) Brief History of Artificial Intelligence." AI Magazine 26, no. 4 (2005): 53–60.
3. Cellan-Jones, Rory. "Stephen Hawking Warns Artificial Intelligence Could End Mankind." BBC, December 2, 2014. <https://www.bbc.com/news/technology-30290540>.
4. Cheney-Lippold, John. We Are Data: Algorithms and the Making of Our Digital Selves. New York City: NYU Press, 2017.

5. Christian, David. *Maps of Time: An Introduction to Big History*. Berkeley: University of California Press, 2004.
6. Conway, Flo, and Jim Siegelman. *Dark Hero of the Information Age: In Search of Norbert Wiener the Father of Cybernetics*. New York City:
7. Coomaraswamy, Radhika. "Reinventing International Law: Women's Rights as Human Rights in the International Community." *Commonwealth Law Bulletin* 23, no. 3–4 (1997): 1249–62.
8. Dilloway, James. *Human Rights and World Order: Two Discourses to the H. G. Wells Society*. Nottingham: H. G. Wells Society, 1998.
9. Dretske, Fred I. "The Metaphysics of Information." In *Wittgenstein and the Philosophy of Information*, edited by Alois Pichler and Herbert Hrachovec, 273–83. Frankfurt am Main: Ontos, 2008.
10. Dretske, Fred. "Entitlement: Epistemic Rights Without Epistemic Duties?" *Philosophy and Phenomenological Research* 60, no. 3 (2000): 591–606.
11. Dworkin, Ronald. *Life's Dominion: An Argument About Abortion, Euthanasia, and Individual Freedom*. New York City: Knopf, 1993.
12. Dyson, George B. *Darwin Among the Machines: The Evolution of Global Intelligence*. New York City: Basic Books, 2012.
13. Dyson, George. *Turing's Cathedral: The Origins of the Digital Universe*. New York City: Vintage, 2012.
14. Floridi, Luciano. *The Ethics of Information*. Oxford: Oxford University Press, 2013.
15. Foucault, Michel. *Discipline and Punish*. London: Travistock, 1977.
16. Fricker, Miranda. *Epistemic Injustice: Power and the Ethics of Knowing*. Oxford: Oxford University Press, 2007.
17. Gaukroger, Stephen. *Francis Bacon and the Transformation of Early-Modern Philosophy*. Cambridge: Cambridge University Press, 2001.
18. Giere, Ronald N. *Scientific Perspectivism*. Chicago: University of Chicago Press, 2010.
19. Gleick, James. *The Information: A History, A Theory, A Flood*. New York City: Vintage, 2012.
20. *Power/Knowledge: Selected Interviews and Other Writings, 1972-1977*. Edited by Colin Gordon. New York City: Vintage, 1980.
21. *The Archaeology of Knowledge: And the Discourse on Language*. New York City: Vintage, 1982
22. *The History of Sexuality, Vol. 1: An Introduction*. New York City: Vintage, 1990.
23. *The Order of Things: An Archaeology of the Human Sciences*. New York City: Vintage, 1994.
24. *The Philosophy of Information*. Oxford: Oxford University Press, 2013.

Research Methodology Course
Paper Code- 50611
Introduction to Methods in Research
(4 Credits, 60 Hours)

Course Objectives:

1. Research Methodology paper essentially attempts to develop research aptitude help ideation among students.
2. The prescribed syllabus helps to train the student to arrange her/his thoughts logically and systematically in a rational manner.
3. The broad objective of the paper is to train the budding scholars for research projects and doctoral studies.

1. Concepts and vocabulary

- a) Scientific method: basic assumptions, methods of Karl Popper and Thomas Kuhn, Limitations of scientific method and alternatives
- b) Research Paradigms, Theories, Models, Classifications, Research questions, Hypothesis
- c) Theoretical or empirical, Inductive or Deductive, Normative or Positive, feminist perspectives

2. Research Design

- a) Qualitative Data Collection: Sampling Observation, Ethnography, Focused Group Discussion (FGD), Questionnaire, Interviews
- b) Quantitative Data Analysis: Statistical Models, Introduction to Statistical Methods
- c) Mixed methods and Grounded Theory

3. Research Models

- a) Exploratory Model and Experimental Model
- b) Case Study Model
- c) Game Theory Model

4. Secondary data collection methods and writing techniques

- a) Secondary Data, Use of Data Bases
- b) Validity and Reliability.
- c) Research proposal, Paper/projects report writing: presentation of data results, Reference styles, citations.

Course Outcomes:

1. To contribute to body of knowledge with the help of collective project, the results of which could be shared with the community where the data has been collected from.
2. To attempt a publishable paper.
3. To build capacities for doctoral programme.

Reading List:

1. Hammond, M., & Wellington, J. J. (2013). *Research methods: The key concepts*. Routledge.
2. Court, D. (2020). *A brief history of knowledge for social science researchers: Before method*. Routledge.
3. Maxwell, N. (2017). Popper, Kuhn, Lakatos and aim-oriented empiricism. In *Karl Popper, Science and Enlightenment*. UCL Press.

4. Shoemaker, P. J., Jr, J. W. T., & Lasorsa, D. L. (2003). *How to Build Social Science Theories*. SAGE Publications.
5. Thamilarasan, M. (2015). Types and Dimensions of Social Research. In *Research Methodology for Social Sciences* (pp. 10-21). New Century Publications.
6. Mills, J., & Birks, M. (2014). *Qualitative Methodology: A Practical Guide*. SAGE.
7. Albers, M. J. (2017). *Introduction to Quantitative Data Analysis in the Behavioral and Social Sciences*. John Wiley & Sons.
8. Baškarada, S., &Koronios, A. (2018). A philosophical discussion of qualitative, quantitative, and mixed methods research in social science. *Qualitative Research Journal*, 18(1), 2–21. <https://doi.org/10.1108/QRJ-D-17-00042>
9. Clark, C. (2014). The Logic of Enquiry and Research Design. In *Political science research methods: Exploring America at a crossroads*. World Scientific.
10. Hall, R. (n.d.). *Mixed Methods: In Search of a Paradigm*.
11. Bhattacharya, K. (2017). Methodological Approaches to Qualitative Enquiry. In *Fundamentals of Qualitative Research: A Practical Guide* (pp. 92–125). Taylor & Francis.
12. Thamilarasan, M. (2015). Experimental Research and Survey. In *Research Methodology for Social Sciences* (pp. 133–141). New Century Publications.
13. Peters, H. (2015). *Game Theory: A Multi-Leveled Approach*. Springer.
14. Baglione, L. A. (2012). *Writing a research paper in political science: A practical guide to inquiry, structure, and methods* (2nd ed). CQ Press.
15. Schostak, J. F., &Schostak, J. (2008). *Radical research: Designing, developing and writing research to make a difference*. Routledge.

**Post Graduate Diploma in Human Rights
(Semester II)**

Programme code- 3240462

Semester II: Programme code- 3240462
Mandatory Papers

Paper Code - 51111
Indian Constitution
(4 Credits, 60 Hours)

Course Objectives:

1. To understand the basic provisions regarding the rights to individuals
2. To understand the powers and functions of different institutions for protecting the human rights
3. Examine the role of high court and supreme court in respect of protecting the rights
4. Examine the powers and functions of different commissions made for protecting the rights of people.

Module 1: Constitutional Framework

- a. Preamble
- b. Fundamental Rights and Fundamental Duties
- c. Directive Principles of State Policy

Module 2: Indian Parliament

- a. President
- b. Legislature
- c. Parliamentary Committees

Module 3: Judiciary

- a. Supreme Court and its powers
- b. High Courts and its powers
- c. Landmark Judgements

Module 4: Constitutional Bodies and Rights

- a. National Commission for Backward Classes
- b. Committee on Official Languages
- c. Scheduled Areas and Scheduled Tribes Commission

Course Outcomes:

1. Students will come to know about the legal and constitutional provisions to protect their rights.
2. Student will gain the knowledge about power and functions of different institutions for protecting the human rights
3. Students will be able to approach different commissions and judiciary to protect their rights.
4. Awareness will be spread among the students about different commissions made for the protection of human rights

Reading List:

1. *A People's Constitution*—Google Books. (n.d.). Retrieved July 2, 2023, from https://www.google.co.in/books/edition/A_People_s_Constitution/q3TTDwAAQBAJ?hl=en&gbpv=1&dq=indian+constitution&printsec=frontcover
2. Austin, G., & Austin, G. (1999). *The Indian Constitution: Cornerstone of a Nation* (New Edition, New Edition). Oxford University Press.
3. Bakshi, P. M. (2018). *The Constitution of India*. LexisNexis.
4. Basu, D. D. (2015). *Introduction to the Constitution of India*. LexisNexis.
5. Chakrabarty, B. (2019). *Indian Constitution: Text, Context and Interpretation*. SAGE Publications.
6. *Constitutional Amendments in The Indian Constitution*—Google Books. (n.d.). Retrieved July 2, 2023, from https://www.google.co.in/books/edition/Constitutional_Amendments_in_The_Indian/G2JCEAAAQBAJ?hl=en&gbpv=1&dq=indian+constitution&printsec=frontcover
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10. Kishore, s., brij. (2022). *Introduction to the constitution of india, eleventh edition*. Phi learning pvt. Ltd.
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12. Saumendra, D., & Saibabu, N. (2014). *Indian Constitution: An Analysis of the Fundamental Rights and the Directive Principles* (SSRN Scholarly Paper No. 2592382). <https://papers.ssrn.com/abstract=2592382>
13. *The Oxford Handbook of the Indian Constitution*—Google Books. (n.d.). Retrieved July 2, 2023, from https://www.google.co.in/books/edition/The_Oxford_Handbook_of_the_Indian_Constitution/d0knDAAAQBAJ?hl=en&gbpv=1&dq=indian+constitution&printsec=frontcover
14. Thiruvengadam, A. K. (2017). *The Constitution of India: A Contextual Analysis*. Bloomsbury Publishing.

Paper Code - 51211
Basic Concepts and Rights
(4 Credits, 60 Hours)

Course Objectives:

1. To understand the basic concepts such as liberty, equality and Justice
2. To make students aware about educational, healthcare and privacy rights
3. To understand the civil and political rights of Individuals.
4. To understand the socio-economic rights of the individuals

Module 1: Conceptual Understanding

- a) Liberty
- b) Equality
- c) Justice

Module 2: Second Generation Rights

- a) Social Rights: Right to education, health care, privacy and freedom from discrimination
- b) Economic Rights: Right to work, living, housing, economic security
- c) Cultural Rights: Right to participate freely in the cultural life, right to non-discrimination and equal protection of the law.

Module 3: Third Generation Rights

- a) Right to development (R2D)
- b) Right to a healthy environment
- c) Right to peace and right to humanitarian assistance

Module 4: Fourth Generation Rights

- a) Right to data Privacy
- b) Cyber Security
- c) Somatic or biological human rights: right to die with dignity, right to dispose of human organs and tissues, reproductive rights, the right to change sex.

Course Outcome:

1. After studying this course students will come to know second generation, third generation and fourth generations of rights.
2. Students will get knowledge about the basic concepts of liberty, equality and Justice.
3. It will spread awareness among the students about the healthcare and privacy rights
4. Students will get knowledge about civil and political rights and economic rights

Reading List:

1. Bobbio, Norberto. The Age of Rights. Cambridge: Polity, 1996.
2. Buchanan, Bruce G. "A (Very) Brief History of Artificial Intelligence." AI Magazine 26, no. 4 (2005): 53–60.
3. Cellan-Jones, Rory. "Stephen Hawking Warns Artificial Intelligence Could End Mankind." BBC, December 2, 2014. <https://www.bbc.com/news/technology-30290540>.
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5. Christian, David. Maps of Time: An Introduction to Big History. Berkeley: University of California Press, 2004.

6. Conway, Flo, and Jim Siegelman. *Dark Hero of the Information Age: In Search of Norbert Wiener the Father of Cybernetics*. New York City: Basic Books, 2006.
7. Coomaraswamy, Radhika. "Reinventing International Law: Women's Rights as Human Rights in the International Community." *Commonwealth Law Bulletin* 23, no. 3–4 (1997): 1249–62.
8. Dilloway, James. *Human Rights and World Order: Two Discourses to the H. G. Wells Society*. Nottingham: H. G. Wells Society, 1998.
9. Dretske, Fred. "Entitlement: Epistemic Rights Without Epistemic Duties?" *Philosophy and Phenomenological Research* 60, no. 3 (2000): 591–606.
10. Dretske, Fred I. "The Metaphysics of Information." In *Wittgenstein and the Philosophy of Information*, edited by Alois Pichler and Herbert Hrachovec, 273–83. Frankfurt am Main: Ontos, 2008.
11. Dworkin, Ronald. *Life's Dominion: An Argument About Abortion, Euthanasia, and Individual Freedom*. New York City: Knopf, 1993.
12. Dyson, George. *Turing's Cathedral: The Origins of the Digital Universe*. New York City: Vintage, 2012.
13. Dyson, George B. *Darwin Among the Machines: The Evolution of Global Intelligence*. New York City: Basic Books, 2012.
14. Floridi, Luciano. *The Ethics of Information*. Oxford: Oxford University Press, 2013.
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16. Foucault, Michel. *Discipline and Punish*. London: Travistock, 1977.
17. *Power/Knowledge: Selected Interviews and Other Writings, 1972-1977*. Edited by Colin Gordon. New York City: Vintage, 1980.
18. *The Archaeology of Knowledge: And the Discourse on Language*. New York City: Vintage, 1982.
19. *The History of Sexuality, Vol. 1: An Introduction*. New York City: Vintage, 1990.
20. *The Order of Things: An Archaeology of the Human Sciences*. New York City: Vintage, 1994.
21. Fricker, Miranda. *Epistemic Injustice: Power and the Ethics of Knowing*. Oxford: Oxford University Press, 2007.
22. Gaukroger, Stephen. *Francis Bacon and the Transformation of Early-Modern Philosophy*. Cambridge: Cambridge University Press, 2001.
23. Giere, Ronald N. *Scientific Perspectivism*. Chicago: University of Chicago Press, 2010.
24. Gleick, James. *The Information: A History, A Theory, A Flood*. New York City: Vintage, 2012.

Paper Code - 51311
Conflicts and Human Rights
(4 Credits, 60 Hours)

Course Objectives:

1. To understand the nature of various conflict
2. Examine the consequences of war and human rights violations
3. To understand the role of domestic and external actors in conflict
4. To examine the role of civil society in providing relief and rehabilitation

Module 1: Conflict: Meaning and Nature

- a) Ethnic Conflict
- b) Religious Conflict
- c) Racial Conflict

Module 2: War and Human Rights

- a) Inter-states wars
- b) Intra-states Wars and Civil Wars
- c) Armed Conflicts

Module 3: Causes of Conflict

- a) Domestic and External Actors
- b) Contestation about Nationalism
- c) Group Identities and demands

Module 4: Conflicts and Remedies

- a) States Response
- b) Role of Civil Society
- c) Role of NGOs

Course Outcome:

1. After learning this course students will able to make distinction between various conflicts
2. It will spread awareness about consequences of war and human right violation
3. It will bring knowledge about the role of domestic and external actors causing conflicts
4. It will spread awareness about the role of civil society in providing relief and rehabilitation

Reading List:

1. UN Human Rights Office of the High Commission, Israeli annexation of parts of the Palestinian West Bank would break international law – UN experts call on the international community to ensure accountability, 16 June 2020.
2. Human Rights Watch, A Threshold Crossed. Israeli Authorities and the Crimes Of Apartheid and Persecution, HRW, 27 April 2021.
3. Institute for Policy Analysis of Conflict, The Decline of ISIS in Indonesia and the Emergence of New Cells, IPAC Report no. 69, 21 January 2021.
4. UNHCR, Data reveals plight of Venezuelan refugees and migrants evicted in pandemic, UNHCR, 25 October 2021.

Paper Code - 51411
International Institutional Mechanism and Human Rights
(2 Credits, 30 Hours)

Course Objectives:

1. To understand global civil society and its role in protecting human rights
2. To make students aware about international institutions working for human rights protection.

Module 1: Global Civil Society

- a. Meaning and its Role
- b. Amnesty International
- c. International Committee of Red Cross

Module 2: International Institutions and Human Rights

- a. United Nations Human Rights Council
- b. UNHCR
- c. Human Rights Watch

Course Outcome:

1. After studying this course, students can explore opportunities to work with these institutions.
2. Students will come to know about the role of global civil society in protecting the human rights

Reading List

1. Adamson, B. (2013) 'NHRI and their European Counterparts: Scope for Strengthened Cooperation and
2. Performance towards European Human Rights Institutions', in Wouters, J. and Meuwissen, K. (ed.)
3. National Human Rights Institutions in Europe. Comparative, European and International Perspectives, Cambridge, Antwerp, Portland: Intersentia, pp. 127-155.
4. Ainley, K. (2011) 'The International Criminal Court on trial', in Cambridge Review of International Affairs, vol. 24, no. 3, pp. 309-333.
5. Al-Midani, Mohammed Amin (2006) 'Arab Charter on Human Rights 2004', in Boston University International Law Journal, vol. 24, no. 147, pp. 147-149.
6. Alter, K. J. (2012) 'The global spread of European style international courts', in West European Politics, vol. 35, no. 1, pp. 135-154.
7. Alter, K. J., Helfer, L.R. & McAllister, J.R. (2013) 'A New International Human Rights Court for West Africa: The ECOWAS Community Court of Justice', in American Journal of International Law, vol. 107, pp. 737-779.
8. Arrighi, J. (2009) 'El sistema interamericano y la defensa de la democracia', in Agenda Internacional, vol. XVI, no. 27, pp. 69-94, [Online], Available: <http://revistas.pucp.edu.pe/index.php/agenda internacional/article/view/3661/3640> [5 Nov 2013]
9. Banda, F. (2006) 'Blazing a Trail: the African Protocol on Women's Rights Comes Into Force', in Journal of African Law, vol. 50, no. 1, pp. 72-84.
10. Benedek, W. (2013) 'EU Action on Human and Fundamental Rights in 2012', in Nowak, M., Januszewski, K. M. and Hofstätter, T. (ed.) All Human Rights for All. Vienna Manual on Human Rights, Wien: NWV Verlag, pp. 185-189.
11. Brummer, K. (2008) Der Europarat. Eine Einführung, Wiesbaden: Verlag für Sozialwissenschaft.

12. Cançado Trindade, A. (2007) 'La persona humana como sujeto del derecho internacional: avances de su capacidad jurídica internacional en la primera década del siglo XXI', in Revista IIDH, vol. 46, pp. 269 –325

Electives Courses
Paper Code - 51512
Health and Human Rights
(4 Credits, 60 Hours)

Course Objectives:

1. To understand the historical overview of evolution of health rights
2. To study the health policies in India
3. To understand the access to healthcare services in India
4. To understand the health rights of sexual minorities
5. To examine the role of international health agencies

Module 1: Meaning and Nature

1. Historical perspective on Right to Health
2. Right to Health and Health care
3. Health Care-Universal access and equity

Module 2: Public Health Policy in India

1. National health Policy of India
2. Status of Health Infrastructure in India
3. Challenges to health care in India

Module 3: Health rights and Vulnerable Groups

1. Gender and Reproductive rights
2. Sexual Minorities and Human Rights: Transgender, LGBTQI+
3. Children's and Physical Disabled persons

Module 4: Role of International Health Agencies

1. United Nations Origination (UNO)
2. World Health Organization (WHO)
3. United Nations Development Program (UNDP)

Course Outcomes:

After learning this paper students will able to

1. Understand availability of health infrastructure and services to people of India.
2. Analyse the issues in implementation of health rights in India
3. Understand the role of international health agencies in implementation of health rights
4. Student will understand the role of international health agencies regarding human rights issues.
5. It will spread awareness about health rights of sexual minorities

Reading List

1. Bayefsky, A. F. (2000). Right to Health (by OHCHR, WHO). In A. Bayefsky (Ed.), *The UN Human Rights Treaty System in the 21 Century* (pp. 451–458). Brill | Nijhoff. https://doi.org/10.1163/9789004502758_044
2. Catalán, E. A. (2021). *The Human Right to Health: Solidarity in the Era of Healthcare Commercialization*. Edward Elgar Publishing.
3. *Gender and health*. (n.d.). Retrieved July 4, 2023, from <https://www.who.int/health-topics/gender>
4. Grover, A., & Singh, R. B. (2019). Health Policy, Programmes and Initiatives. *Urban Health and Wellbeing*, 251–266. https://doi.org/10.1007/978-981-13-6671-0_8

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9. MOHFW. (n.d.). *National Health Policy 2017*. MOHFW.
10. Nations, U. (n.d.). *Human Rights*. United Nations; United Nations. Retrieved July 4, 2023, from <https://www.un.org/en/global-issues/human-rights>
11. Toebes, B., Ferguson, R., Markovic, M. M., &Nnamuchi, O. (2014). *The Right to Health: A Multi-Country Study of Law, Policy and Practice*. Springer.
12. WMA - *The World Medical Association-Right to Health*. (n.d.). Retrieved July 4, 2023, from <https://www.wma.net/what-we-do/human-rights/right-to-health/>
13. World Health Organization. (2015). *Sexual health, human rights and the law*. World Health Organization. <https://apps.who.int/iris/handle/10665/175556>
14. World Health Organization (WHO) (Director). (2012, December 10). *WHO: Health and human rights - interview with Professor Paul Hunt*. <https://www.youtube.com/watch?v=P-oWpXNWOfk>

Elective II
Paper Code - 51513
Theorizing Human Rights in Maharashtra
(4 Credits, 60 Hours)

Course Objectives

1. To understand the Socio-political and economic context of human rights in Maharashtra
2. To examine the nature of structural discrimination in Maharashtra
3. To study the issues in rural Maharashtra and its impact on human rights of people
4. To understand the role of state and NGOs in implementation of human rights in Maharashtra.

Module 1: Socio-Political Background

- a) Socio-political and economic context of Maharashtra
- b) Historical overview of Human Rights issues in Maharashtra
- c) Politics of Slavery

Module 2: Structural Discrimination and Human Rights

- a) Social, economic and political structures
- b) Issues of inclusion of vulnerable communities
- c) Urban Marginalization

Module 3: Human Rights in the context of Rural Maharashtra

- a) Agricultural Distress
- b) Poverty
- c) Unemployment

Module 4: Contemporary Issues of Maharashtra

- a) Cultural Dominance and Violence
- b) Role of Police in mitigating conflicts
- c) State human rights commission and role of NGOs

Course Outcome:

1. After studying this course students able to approach appropriate agencies for their human rights
2. It will spread awareness about socio-political and economic rights in Maharashtra
3. This will spread awareness about structural discrimination in Maharashtra
4. Students will come to know various issues in rural Maharashtra and its impact on Human rights

Reading List:

1. Amartya, Sen. (2009). The Idea of Justice. New Delhi: Penguin Books.
2. (NFHS----3), 2005–06: India: Volume I. Mumbai: IIPS; 2007. 0survey.pdf. Accessed May 2, 2014.
3. 1995. <http://countrystudies.us/india/102.htm>. Accessed December 18, 2014. 2014.6736(13)60842----9.
4. Anganwadis For All: A Primer.13_04.pdf. Accessed January 15, 2015.
5. Bajaj V. A failed food system in India prompts an intense review. New York Times.
6. Baru R. Privatisation of Health Care in India: A Comparative Analysis of Orissa, Karnataka, and Maharashtra
7. Census of India: SRS Statistical Report 2013.

8. Directorate of Economics & Statistics, Government of Maharashtra. Economic Survey of Maharashtra, Economic survey of Maharashtra_2012----13_eng.pdf.
9. Gillespie S, Haddad L, Mannar V, Menon P, Nisbett N. The politics of reducing malnutrition: building
10. Haddad L, Nisbett N, Barnett I, Valli E. Maharashtra's Child Stunting Declines: What Is Driving Them? 2012–13. Mumbai; 2013.
https://www.maharashtra.gov.in/PDF/EcoSurvey_2013_Eng.pdf. Accessed
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<http://healthopine.com/the--->
12. India National Family Health Survey (NFHS----3) 2005----06 Key Findings [SR128] - --- SR128.pdf.
13. Maharashtra Population Census Data 2011.
<http://www.census2011.co.in/census/state/maharashtra.html>. Accessed May 20, 2014.
14. National family health survey (nfhs-5) 2019-21, Maharashtra, National Health Mission, Maharashtra, Government of Maharashtra.
15. National Rural Health Mission, Government of India. National Rural Health Mission, PIP: 2011----2012.
16. Office of the Registrar General, Ministry of Home Affairs. Report on Causes of Death in India, 2001–2003.
17. Population of Maharashtra 2013----Maharashtra Population----Current Population in Maharashtra India.
18. Report on employment and unemployment survey, 2011–12.
19. Special Bulletin on Maternal Mortality in India, 2010–12. Sample Registration Bulletin. MMR_Bulletin----
20. Thakur H, Ghosh S. Social Exclusion and (RSBY) RashtriyaSwasthya Bima Yojana in Maharashtra. Mumbai,
21. V Ramani. Making a difference: The Mission approach to reducing childhood malnutrition. 2014.
22. Wennerholm P, Scheutz A, Zaveri----Roy Y. India's Healthcare System: Overview and Quality Improvements.
23. WHO | World Health Organization releases new Child Growth Standards. WHO.

Assessment Method and Question Paper Pattern		
1.	4 Credit Courses	
	<i>Internal Assessment (50 Marks):</i>	
	1. Project/Research Paper/Essay------(25 Marks)	50 Marks
	2. Assignment -----(15 Marks)	
	3. Group Discussion/Debate/Quiz/Class Test----(10 Marks)	
	<i>External Assessment: (50 Marks)</i>	
	Written examination (50 Marks) in the following format: Q.1.-----10 Marks (with internal choice) Q.2.-----10 Marks (with internal choice) Q.3.-----10 Marks (with internal choice) Q.4.-----10 Marks (with internal choice) Q.5. Short notes on any two out of four----10 Marks	50 Marks
2.	2 Credit Courses	
	<i>Internal Assessment (25 Marks):</i>	
	1. Project/Research Paper/Essay	25 Marks
	<i>External Assessment (25 Marks)</i>	
	Written examination (25 Marks) in the following format: Q.1.-----10 Marks (with internal choice) Q.2.-----10 Marks (with internal choice) Q.3. Short notes on any one out of two----05 Marks	25 Marks

Sign of Head

Name of the Head: Dr. Deepak Pawar
Department of Civics and Politics

Sign of Dean:

Name of the Dean:
Name of the Faculty:
Humanities

Table: Letter Grades and Grade Points

Semester GPA/Program CGPA Semester/Program	% of Marks	Alpha-Sign/Letter Grade Result
9.00-10.00	90.0-100	O(Outstanding)
8.00-<9.00	80.0-<90.0	A+(Excellent)
7.00-<8.00	70.0-<80.0	A(Very Good)
6.00-<7.00	60.0-<70.0	B+(Good)
5.50-<6.00	55.0-<60.0	B(Above Average)
5.00-<5.50	50.0-<55.0	C(Average)
4.00-<5.00	40.0-<50.0	P(Pass)
Below4.00	Below40	F (Fail)
Ab(Absent)		Absent

Sign of HOD

**Name of the Head of the
Department: Dr. Deepak Pawar
Department of Civics and Politics**

Sign of Dean

**Name of the
Dean:
Name of the Faculty:
Humanities**

Syllabus

Post-Graduate Diploma in Human Rights (Sem I and II)

Team for Creation of Syllabus:

Name	Department/College	Sign
Dr. Deepak Pawar (Professor and Head)	Department of Civics and Politics	
Dr. L. A. Khan (Professor)	Department of Civics and Politics	
Dr. Mrudul Nile (Professor)	Department of Civics and Politics	
Dr. Sachin Pardhe (Assistant Professor)	Department of Civics and Politics	
Dr. Sanhita Joshi (Assistant Professor)	Department of Civics and Politics	
Dr. Rohidas Mundhe (Assistant Professor)	Department of Civics and Politics	

Sign of Head

Name of the Head: Dr. Deepak Pawar

Department of Civics and Politics

Sign of Dean:

Name of the Dean:

**Name of the Faculty:
Humanities**

Appendix B

Justification for Post-Graduate Diploma in Human Rights

1.	Necessity for starting the course:	NEP
2.	Whether the UGC has recommended the course:	YES
3.	Whether all the courses have commenced from the academic year 2023-24	YES
4.	The courses started by the University are self-financed, whether adequate number of eligible permanent faculties are available?:	Self-financed: YES Adequate number of eligible permanent faculties: YES
5.	To give details regarding the duration of the Course and is it possible to compress the course?:	One Year
6.	The intake capacity of each course and no. of admissions given in the current academic year:	70
7.	Opportunities of Employability/Employment available after undertaking these courses:	Teaching, Research, Analytics, Content Development, Think Tank, Media, etc.

Sign of HOD

**Name of the Head of the
Department: Dr. Deepak Pawar
Department of Civics and Politics**

Sign of Dean

**Name of the
Dean:
Name of the Faculty:
Humanities**