



**UNIVERSITY OF COLOMBO, SRI
LANKA**

FACULTY OF LAW

**CENTRE FOR THE STUDY OF HUMAN RIGHTS
(CSHR)**

**Masters of Human Rights and Democratisation
(MHRD)**

By-Laws

2020

UNIVERSITY OF COLOMBO, SRI LANKA

FACULTY OF LAW

CENTRE FOR THE STUDY OF HUMAN RIGHTS (CSHR)

Master of Human Rights and Democratisation (MHRD)

By-Laws made by the Council of the University of Colombo under section 135 of the Universities Act No. 16 of 1978 and its subsequent amendments

Whereas the University of Colombo had entered into a Memorandum of Understanding (hereinafter referred to as the Memorandum) jointly with the Mahidol University (Thailand), Kathmandu School of Law (Nepal), Gaja Mada University (Indonesia) and Ateneo de Manila University (The Philippines) (hereinafter referred to as the 'Partner Institutions') to cooperate and offer a joint Programme of Study leading to the Master of Human Rights and Democratisation at the Asia Pacific Regional Level (hereinafter referred to as the 'Programme');

Whereas under the Memorandum it has been agreed by the Partner Institutions that students from various countries with the required qualifications will be selected to follow the First Semester of the Programme at the Mahidol University (Thailand) and that they would be selected to follow the Second Semester of the Programme at the Partner Institutions other than the Mahidol University;

Whereas it has also been agreed that the University of Colombo would admit some of those students to follow the Second Semester of the Programme at the Faculty of Law of the University of Colombo with the local students who are enrolled for the Master of Human Rights and Democratisation;

Whereas the University of Colombo has decided to concurrently admit Sri Lankan students with the required qualifications to follow both the First Semester and Second Semester of the Programme at the Faculty of Law of the University of Colombo;

Whereas the University of Colombo has agreed with its Partner Institutions to award and confer the Degree of Master of Human Rights and Democratisation at the successful conclusion of the Programme on those who satisfy the requirements of the Degree as hereinafter prescribed;

Whereas the University of Colombo has been conducting the program since 2010 under its By-Laws made in that year;

Whereas the said By- Laws have been subsequently amended by the University and the said program has been conducted in terms of the said amended By- Laws as amended in 2014 that students have been registered under the said By- Laws whose registration is still in operation;

Whereas the University Grants Commission has published Sri Lanka Qualifications Framework (SLQF) norms, duration, credit points, etc., of different levels of academic qualifications and has impressed upon the University to revise the existing program to bring them in line with the requirements in the published Qualifications Framework;

Whereas it has become necessary to revise and revamp the program leading to the Master of Human Rights and Democratisation to bring it on par with the requirements laid down in the Sri Lanka Qualifications Framework as updated and published by the University Grants Commission in 2015;

Whereas a new batch of students has been admitted to the University under present revisions of the curriculum which have already been approved by the Academic Committee of the Centre for the Study of Human Rights (CSHR) and the Faculty Board of the Faculty of Law, the Senate and the Council of the University of Colombo in terms of which approval the students have been following the said revamped and revised program leading to the Master of Human Rights and Democratisation;

Whereas it has become necessary to enact By-Laws to prescribe the revised and revamped curriculum and other provisions including those relating to procedural and substantive aspects of the program; and

The Council of the University of Colombo on the recommendation of the Senate and the Faculty Board of the Faculty of Law of the University of Colombo enacts the following By-Laws.

By-Laws

1. (a.) These By-Laws may be cited as the Masters Master of Human Rights and Democratisation (MHRD) No. **01 of 2020**.
(b.) These By-Laws shall be deemed to have come into operation with effect from 01st September 2021.

PART I - GENERAL

2. Subject to these By-Laws a person may be awarded the degree of Master of Human Rights and Democratisation (hereinafter referred to as the “MHRD”) if she / he has:
 - (a) been duly registered for the MHRD program for the period prescribed by these By-Laws;

- (b) pursued the program of study in the University to the satisfaction of the Vice-Chancellor as prescribed by these By- Laws, and other Regulations and Rules of the University;
 - (c) satisfied the examiners on all forms of assessment including continuous assessments (such as assignments, etc.), semester-end examinations and Dissertation component;
 - (d) paid the registration, tuition, supervision, examination, library and other fees and deposits as may be payable by the candidate to the University;
 - (e) ensured that the registration continues to be in force; and
 - (f) fulfilled all other requirements prescribed by these By-Laws and the Rules and Regulations of the University.
3. 1.) Applications for registration for the program leading to the MHRD shall be invited by notice in the newspapers and/or on the University notice board and/or on-line through the website/internet.
 - 2.) A person who wishes to follow the program leading to the MHRD shall make an application through the conventional and/or on-line mode to the Registrar when the said program is advertised.
 - 3.) The application shall be on the prescribed form providing the information as she/he shall be required to submit, including her/his qualifications for undertaking the program of study.
4. There shall be a Coordinator for the program and she/he shall be appointed by the Director of the Centre for the Study of Human Rights (CSHR).
 5. The Director of the CSHR refers the applications received to the Coordinator of the program. The Coordinator, having examined the applications for necessary minimum qualifications, shall call the eligible candidates for a selection test and/or an interview to be conducted by a panel including the Director - CSHR, and the Academic Coordinator on which selections may be made. The list of candidates so selected shall be recommended to the Senate through the Academic Committee of the Higher Degrees' Committee and Faculty Board of the Faculty of Law (hereinafter the Faculty Board).
 6. No candidate shall be eligible for admission to the program leading to the MHRD Degree, unless she/he has the following requirements as per the SLQF (2015):
 1. A Bachelor's degree from any recognised university or an equivalent qualification recognised by the University of Colombo;
 - (a) including 30 credits in the relevant subject area
 - or

- (b) with prior learning/work experience equivalent to 30 credits in the relevant subject area
or
2. A professional qualification or work experience in the relevant subject area equivalent to 1(a) or 1(b), as deemed relevant from time to time by the Senate of the University of Colombo
or
 3. Completion of NVQ level 7, as determined by the Senate of the University of Colombo

And

A good knowledge of English language and satisfactory performance at a selection test and / or selection interview.

[such candidates shall hereinafter be referred to as 'Local Master's Degree Students']; or

4. A person who has successfully completed the First Semester of the Master's Degree Programme at the Mahidol University as certified by the said University and who has been selected by the Mahidol University in conjunction with the University of Colombo to follow the Second Semester of the Master's Degree Programme in the University of Colombo
[such candidates shall hereinafter be referred to as 'International Master's Degree Students'].
7. If the number of persons who have applied and/or who are registered for the study program in any given academic year is not sufficient, in the opinion of the Faculty Board, to make the conducting of the study program financially viable, the Faculty Board reserves the right not to conduct the program, subject to the University refunding any fees except the application fees, that may have been received from candidates.
8.
 - 1.) On acceptance of the candidature by the Faculty Board and the Senate, a person shall forthwith register as a postgraduate candidate for MHRD Degree of the University upon payment of the prescribed registration, tuition, examination, library and other fees and/or deposits.
 - 2) Unless otherwise decided by the Faculty Board, the minimum period of registration for the MHRD program shall be one academic year, and the maximum period shall not exceed three academic years counted from the date of commencement of the program. The initial registration (herein after referred to as the first period of registration) shall be valid for an academic year from the date of commencement of the program.
9.
 - 1.) The registration for MHRD program shall be deemed to have lapsed at the expiry of its period of validity. A candidate whose registration has so lapsed may renew her/his registration for a further period of another academic year subject to Clause 17 (3), provided the MHRD and the Faculty Board consider her/him eligible for such registration. However, no registration shall be renewed after the expiry of two academic

years from the end of the first period of registration. Any such candidate may seek registration for the MHRD program as a fresh candidate if she/he failed to obtain the MHRD Degree after the expiry of the maximum period of registration (three years), in competition with new applicants under the rules in force at the time of seeking such fresh registration.

2.) Notwithstanding anything stated to the contrary, the University shall have the right to cancel at any time the registration of a candidate for the program after due process and for cause assigned.

3.) A person who is registered as a candidate for the program shall devote her/his time to her/his studies at the University.

10. No student shall abstain from participating at classes (lectures, discussions, seminars etc.) or leave the country, or withdraw from examination or a classroom test whether conducted through the conventional mode and/or information communication technology driven on-line mode or a combination of multi-modes, without prior approval from the Faculty Board.

PART II – STRUCTURE OF THE PROGRAM

11. 1.) The program leading to the MHRD Degree, which is unless otherwise decided by the Senate on the recommendation of the Faculty Board for special reasons, shall be one academic year with six (06) courses of 18 total credit values, and a Dissertation or Internship Report component of 15,000-18,000 words which carry 12 credits, offered in two semesters as prescribed in the Schedule.

2.) Local Master Degree Students who are opting for the Internship will be required to complete an Internship Placement at a host institution working in the fields of human rights and/or democratisation, an Organisational Output and an Internship Research Report.

3.) The titles of the courses, syllabi, course codes, credit values and other details are those set out in the Schedule and the Senate shall have power, on the recommendation of the Faculty Board to amend, add to, delete from or vary the courses, their titles, syllabi, course codes, credit values and other details of the program. Such amendments shall come into effect after due notice.

12. The Program of Study and Examinations leading to the MHRD will be conducted in the conventional mode and/or through the information communication technology driven on-line mode or a combination of multi-modes and these By-Laws, and other relevant By-Laws, Rules and Regulations passed by the University of Colombo shall be so applied and interpreted in order to facilitate the effective conduct of the study program without compromising its integrity and quality.

13. The medium of instruction and examination shall be English.
14. The Senate, on the recommendation of the Faculty Board shall appoint a Board of Examiners to conduct examinations and assess the performance of candidates.

PART III

SCHEME OF EVALUATION AND

CRITERIA FOR PASS, MERIT, DISTINCTION OR INCOMPLETE

14.
 - 1.) Each course shall carry a maximum of 100 marks. The evaluation of a candidate's performance at each of the courses shall take the form of continuous assessments and end-of-semester written examinations.
 - 2.) In each of the taught courses 70 percent of the maximum mark shall be based on continuous assessments which assess the performance of the candidate at assignments, class-room tests, quizzes, reports, discussions, seminars, oral presentations etc.
 - 3.) The balance 30 percent of marks shall be used for assessing the performance of the candidates at the end of semester open book written examination in an examination hall setting.
15.
 - 1.) Candidates may be evaluated in respect of continuous assessments by the teachers concerned.
 - 2.) The end of semester written question papers of the course shall be prepared, as far as possible, by the relevant teachers and moderated by an expert of the subject.
 - 3.) The examination of written answer scripts of the end of semester examinations and the Dissertation/Internship Report shall be assessed by two independent examiners appointed by the Senate, on the recommendation of the Faculty Board.
16. The End of Semester Examination of each Semester shall be as held far as possible at the end of the relevant Semester, unless the Senate on the recommendation of the Faculty Board, decides otherwise.
17.
 - 1.) A candidate shall take the End-of-Semester Examination at the very first occasion when it is held for the Semester after the completion of lectures and other forms of instruction.
 - 2.) Any candidate who fails to take the End-of-Semester Examination at the very first occasion when it is held for the Semester after the completion of lectures and other forms of instruction shall, unless excused on medical grounds or any other valid grounds approved by the Senate on recommendation of the Faculty Board, be deemed

to have exhausted an attempt at taking the Examination when calculating the total number of attempts at which a candidate can take the Examination.

3.) No candidate shall be eligible to take the End-of-Semester Examination on more than two occasions (attempts) and in calculating the number of occasions (attempts) a candidate is eligible to take the Examination, the deemed attempt as referred to in sub-Clause (2) above shall also be taken into account.

18. 1.) A person shall not be permitted to take the End of Semester Examination unless she/he has:

(i) been duly registered as a MHRD candidate from the commencement of the academic year for which the examination is held;

(ii) satisfied a minimum of 80% of attendance required at lectures, seminars etc.;

(iii) has ensured that she/he has paid the necessary examination fees and made other payments to the University duly in respect of the entire Examination or those courses which she/he has been required to take, as the case may be;

(iv) registered with the Examinations Branch of the University for the Examination she/he intends to sit; and

(v) duly applied for the examination in accordance with the prescribed manner.

2.) A candidate shall be issued the relevant admission card by the University to enter the Examination Hall where the End-of-Semester Examination is held once she/he satisfies the requirements mentioned in the Sub-Clause (1) above.

3.) All rules relating to the examinations and assessments as contained in the Examination Procedure, Offences and Punishment Regulation No. 1 of 1986, and its subsequent amendments shall *mutatis mutandis* apply to the MHRD examinations as well.

4.) Without prejudice to the generality of the Regulation No. 1 of 1986, rules relating to the different forms of on-line assessment and Class Room Tests shall be formulated and implemented by the Coordinator and the relevant course teacher.

5.) Any matters relating to such rules shall be decided by the Faculty Board on the recommendation of the Coordinator and the Academic Committee relevant to the program. Such rules may vary from course to course as well as from year to year. Such rules shall be tabled at the Faculty Board as soon as possible.

6.) No change of these rules can take place without giving adequate notice to the candidates of the program.

19. 1.) Rules relating to assignments, presentations, class-room tests and other examinations shall be announced, from time to time, by the program Coordinator in consultation with the teachers concerned and the Director - CSHR with the approval of the Academic Committee and Faculty Board and such rules shall not be changed or revoked unless otherwise decided by the Faculty Board.
- 2.) The Senate, on the recommendation of the Faculty Board, shall have the power to set down the rules governing the conduct of examinations and assessments as well as to deal with any situation for which rules have already not been made.
20. (1) Each of the Six (06) taught courses and the Dissertation/Internship Report component shall carry a maximum grade point value of 4.00.
- (2) A candidate's performance in each of the courses shall be graded according to the following scheme and the calculation of Grade Point Average (GPA) is carried out considering the Grade Point Value for each such courses and credits allocated accordingly.

Scheme of Assessment

Range of Marks	Grade	Grade Point Value	Result
90-100	A ⁺	4.00	} High Distinction
80-89	A	4.00	
75-79	A ⁻	3.70	
70-74	B ⁺	3.30	} Distinction
65-69	B	3.00	} Credit
60-64	B ⁻	2.70	} Pass
55-59	C ⁺	2.30	
50-54	C	2.00	
45-49	C ⁻	1.70	} Not Completed
40-44	D ⁺	1.30	
30-39	D	1.00	
00-29	E	0.00	

(Source: UGC Circular No. 901/2008)

$$GPA = \frac{\sum_1^n GPV_i C_i}{\sum_1^n C_i}$$

Where GPV_i and C_i are the Grade Point Value earned and credit values allocated respectively for the n^{th} courses. Any calculated GPA shall be rounded to the second decimal place.

21. A candidate shall be deemed to have been successful at the examination leading to the award of the MHRD Degree if she/he obtains 18 credits from all the taught courses and 12 credits from the Dissertation or Internship Report component.
22. A candidate who has been successful at the examination leading to the award of the MHRD Degree may be awarded a Distinction Pass at the examination if she/he obtains a minimum Grade Point Average (GPA) of 3.70 or more during the first period of registration.
23. A candidate who has been successful at the examination leading to the award of the MHRD Degree may be awarded a Merit Pass at the examination if she/he obtains GPA score between 3.00 and 3.69 during the first period of registration.
24.
 - 1.) A candidate shall be deemed to have an incomplete result in one or more taught courses and Dissertation or Internship Report component of the MHRD program if she/he obtains a GPV less than 2.00.
 - 2.) A candidate who has incomplete result having obtained a GPV of less than 2.00 in any taught course/s during a particular semester shall repeat the written examinations of the respective course/s at the next available occasion. Such candidates shall be given the option of carrying forward the continuous assessment marks earned for that respective course conducted during the particular semester.
 - 3.) A candidate who obtains a GPV of less than 2.00 in the Dissertation / Internship Report shall be considered unsuccessful and incomplete in the Dissertation or Internship Report component and shall be required to re-submit the Dissertation or Internship Report within a period of one year.
25. A candidate with incomplete results shall be eligible for one (1) further attempt provided she/he has a valid registration to satisfy the relevant conditions provided in the Section 18. She/he shall take the courses in which she/he has been unsuccessful on the very next occasion when the examination is held provided that she/he is eligible to take the examination.
26. The University shall announce through notification the names of candidates who have passed the MHRD examination and those who have incomplete results in the MHRD examination after completing the whole examination.

PART IV - MISCELLANEOUS

27. 1.) The fees for application, tuition, examination, and repeat examination, library facilities shall be determined from time to time by the Council of the University. The fees paid shall under no circumstances be refunded except under section 7 of these By-laws.
- 2.) There shall be additional fees charged from repeat candidates as determined by the Faculty Board and the Council depending on the expenses to be incurred by the University to service their repeat attempts in the instruction and examination process.
- 3.) The fee payable for a certificate or statement of results or transcripts shall be determined by the Council.
- 4.) The fee shall be charged for replacement of a lost student identity card or lost library card at rates determined by the Council.

PART V - TRANSITIONAL PROVISIONS

28. 1.) Notwithstanding anything contained in these By-Laws, the candidates who have already been registered under the provisions of the By-Laws of MHRD No. 05 of 2014, (hereinafter referred to as the 2014 By-Laws) shall be entitled to continue their program under and subject to those provisions. To that extent the provisions of the MHRD By-Laws of 2014 shall be operative temporarily.
- 2.) Any candidate who has already been registered for the MHRD program under the 2014 By-Laws shall enjoy a transition period of three (3) years within which they shall be governed by those provisions to complete their program according to the requirements of the MHRD program.
- 3.) The candidates who have been registered under the MHRD program under the 2014 By-Laws and who have not successfully completed the requirements for the award of the MHRD under those provisions (the MHRD program) may within a period of one year from these By-Laws come into effect apply to the University that they be considered for transfer to the program under the present By-Laws.

Provided the Council reserves the right either to decline such request or to permit such request subject to such conditions as it may deem necessary to impose on the recommendations of the Faculty Board and the Senate.

- 4.) a.) The Council, on the recommendation of the Senate and the Faculty Board may consider granting an exemption from following a course/courses and taking the examination of a course/courses subject to such conditions as it may deem fit and proper. This decision shall be made by the Council on a case-by-case basis and its decision shall be final.

b.) The Council retains the discretion to deny any request made under sub-Clause 29.1 above if it thinks that granting the facility will be prejudicial to the interests of any stake holders.

30. The Vice Chancellor of the University shall have the authority, in consultation with the Dean of the Faculty of Law, to take such actions or give such directions not inconsistent with the spirit and principles underlying the provisions of these By-Laws as appears to her/him to be necessary or expedient for the purpose of removing any difficulties that may arise in the interpretation of the provisions or for which there is no provision in these By-Laws or in the case of students who had followed or have been following the MHRD Program under the earlier arrangements and/or By-Laws.

PART IV- INTERPRETATIONS

31. In these By-Laws unless the context otherwise requires:

“Academic Committee” means the Academic Committee of the CSHR relevant to the above postgraduate degree programme.

“Application” means an application for registration or for entry to an examination.

“Council” means the Council of the University of Colombo constituted by the University Act. No. 16 of 1978. (as amended subsequently).

“CSHR” means the Centre for the Study of Human Rights.

“Faculty” means the Faculty of Law.

“Faculty Board” means the Faculty Board of the Faculty of Law.

“Registrar” means the Registrar, the Acting Registrar, Deputy Registrar or any other officer authorized to sign for and on behalf of the Registrar of the University of Colombo.

“Senate” means the Senate of the University of Colombo constituted by the University Act No. 16 of 1978 (as amended subsequently)

32. Any questions regarding the interpretation of the By-Laws shall be referred to the Council whose decision there on shall be final.

SCHEDULE

Masters of Human Rights and Democratisation (MHRD)

SLQF Level 09

The program of study leading to the Master of Human Rights and Democratisation shall offer the subjects as given below in the academic year (Semester I & II).

Academic year	Code of Courses	Name of Course	Number of credits
Semester I	MHRD 9101	Human Rights Norms and Mechanisms (Part I) (HRDR I)	03
	MHRD 9102	Democracy Theory and Practice (DTP)	03
	MHRD 9103	Dynamics of Human Rights Violations (DHRV)	03
	MHRD 9104	Human Rights and Democratisation Research (HRDR)	03
Semester II	MHRD 9201	Human Rights Norms and Mechanisms (Part II)	03
	MHRD 9202	Critical and Emerging Issues in the Asia Pacific (CIER)	03
	MHRD 9203	Dissertation / Internship Report	12
Total Credits			30

Graduate Profile

Subject Specific Outcomes
<p>Knowledge More contextualised and practical understanding on human rights and democracy.</p>
<p>Skills Monitoring and preparing practical/advocacy related tools for human rights and democracy.</p>
<p>Attitudes Greater competence at working with human rights and democratisation defenders.</p>
Mind-set and Paradigm
Face the challenges of the modern world

Course Title	Human Rights Norms and Mechanisms Part I (HRNM I)		
Course Code	MHRD 9101	Notional Hours	150 hours
No. of Credits	03		Lectures, Class discussions, Guided Readings, Tutorials, Self-Learning
Pre-requisites Course Codes	None		
Course Type	Core		
Course Description			
<p>This is the first part of a two-part full year unit, which will provide students with the foundational understanding of the content of human rights norms as well as the philosophical justifications for those norms. Philosophical and historical and more positivist perspectives on human rights norms will be brought together in this unit so that students gain a grasp not only of what the treaties or other instruments actually say, but are also able to understand the justification for norms that become law and to think about how to develop other justifications in the different cultural and social contexts. The course will also provide students with a foundational knowledge about the major institutional protection mechanisms that human rights advocates might use, including the operation of treaty and charter bodies of the UN and regional protection mechanisms (European, African, Inter-American, Asian in development). Protection mechanisms will be taught using a case study method where students examine how particular protection mechanisms have been used to defend particular human rights or promote the protection of particular rights in different contexts. In particular, the unit will examine not only more traditional mechanisms designed to ensure the protection of civil and political rights but also new developments seeking to ensure that states fulfil their obligations in these areas. Finally, students will examine different models for how international treaty obligations can be translated into domestic law and policy and how human rights organisations can contribute to mainstreaming human rights into various areas of judicial decision making and policy.</p>			
Learning Objectives			
<ol style="list-style-type: none"> 1. To provide students a foundational understanding of the content of human rights norms as well as the philosophical justifications for those norms. 2. To provide students a key knowledge about the major institutional protection mechanisms, including the operation of treaty and charter bodies of the UN and regional protection mechanisms 			
Learning Outcomes			
<p>At the end of the course, a successful student will be able to gain:</p> <ol style="list-style-type: none"> 1. A sound knowledge of the basic content of the major international human rights instruments; 2. The ability to debate the philosophical justifications for human rights norms, including critiques of human rights as a normative framework; 3. An understanding of the conceptual and historical relationship between human rights and democracy; 4. Knowledge of the historical and ongoing development of human rights norms and the ongoing contestation and expansion of the normative content of human rights; 			

<ol style="list-style-type: none"> 5. Understanding some of the key critiques of a human rights approach to advocacy and some limits of the approach; 6. A practical understanding of the major international mechanisms for rights protection including the operation of charter and treaty-based bodies as well as regional protection mechanisms; 7. A basic understanding of other areas of international law that impact human rights, such as humanitarian law, international criminal law, environmental law and trade law; and 8. Knowledge about the role and obligations of non-State actors vis-à-vis human rights. 	
Course contents	Aligned Learning Outcomes
(i) What are rights and what are human rights? (Historical and philosophical background, conceptual interrogation)	1
(ii) Philosophical critiques of human rights (Liberalism, natural law, utilitarianism, feminism)	2
(iii) Sovereignty, cosmopolitanism, universalism and the institutionalisation of human rights (human rights in international politics)	2, 3
(iv) The development of international human rights law, the formation and structure of the UN	4
(v) United Nations, the human rights framework and key institutions (the Human Rights Council, 1503 and 1235 procedures, special rapporteurs, UN reform)	6
(vi) The UN treaty based system (treaty bodies, General Comments, periodic reports, complaints procedures)	6
(vii) Key civil and political rights issues (Racism and equality, torture, disabilities rights)	5
(viii) Key economic, social and cultural rights issues (Progressive realisation, Indigenous Rights)	5
(ix) Allied areas of international law (international criminal law, humanitarian law, refugee law)	7
(x) Nationality and statelessness	8
Methods of teaching and learning	
Lectures, Discussions, Case Studies, Independent Studies, Panel Discussions, Audio-Visual.	
Assessment methods	
Assessment Method	Weight
Continuous assessments	70%
End of semester examination	30%
Key Readings	
<ul style="list-style-type: none"> • Alston, P. & Goodman, R (2012) <i>International Human Rights</i>, Oxford University Press; 2nd Revised Edition • Clapham, Andrew (2006) <i>Human Rights Obligations of Non-state actors</i>, Oxford University Press • Freeman, M (1994) <i>The Philosophical Foundations of Human Rights in Human Rights</i> 	

Quarterly, Vol. 16, No. 3 (Aug., 1994)

- Malanczuk. P (1997) Akehurt's Modern Introduction to International Law (7th Edition), Routledge
- Nickle, J. W. (2010) Philosophy of Human Rights in Daniel et. al. *International Human Rights Law* (Oxford University Press, pp. 38 - 63
- Sheeran S & Rodley N (Ed) (2013) *Routledge Handbook of International Human Rights Law*, Routledge
- Thorup, M. (2010) Cosmopolitanism: Sovereignty denied or sovereignty restated?' *International Politics*, 47 (6), pp. 659-679

Course Title	Democracy Theory and Practice (DTP)		
Course Code	MHRD 9102	Notional Hours	150 Hours
No. of Credits	03		Lectures, Discussions, Guided Reading, Independent Study, Evaluation preparation, Evaluation
Pre-requisites Course Codes	None		
Course Type	Core		
Course Description:	<p>The course will expose students to different concepts and theories of democracy/democratisation. This will include issues relating to democracy, equality, justice, citizenship and popular sovereignty. The students will also be exposed to institutions and systems needed to maintain democracies such as the rule of law, constitutionalism, independence of the judiciary, independence of the public service, accountability, impunity, regular free and fair elections – electoral systems, democratic governance and accountability, and the role of civil society. The course will throw light on interdependence of and relationship between human rights and democratisation. It will also deal with human rights and democratisation in different economic, social and cultural contexts, including in times of emergencies as well as at time of armed conflicts.</p>		
Learning Objectives			
<ol style="list-style-type: none"> 1. To enable students to be familiar with the theoretical, methodological and philosophical foundations of democracy and democratisation. 2. To build the knowledge on the relationship between human rights and democracy and enhance contextual understanding. 			
Learning Outcomes			
<ol style="list-style-type: none"> 1. Competency with critical arguments concerning democracy; 2. Familiarity with theories of democratisation; 3. Ability to identify institutions and practices, including electoral processes, that promote or impede democracy; 4. Understanding the factors that marginalise groups from full representation and participation; 			

<ol style="list-style-type: none"> 5. Understanding processes and practices that promote democratic inclusion, including the recognition of citizenship; 6. Recognising the role of different actors, including political parties, civil society, media, the judiciary and the public service in human rights and democracy; 7. Ability to recognise the significance of the rule of law and constitutionalism in human rights and democracy; 8. Understanding the nexus between human rights and democracy; 9. Ability to recognise the influence of social, economic, cultural factors on democratisation and accountability; and 10. Ability to analyse how human rights and democracy are perceived and implemented in different contexts. 	
Course Contents	Aligned Learning Outcomes
<ol style="list-style-type: none"> 1. Concepts <ol style="list-style-type: none"> a. Concepts and Theories of Human Rights and Democratisation in Western and Non-Western Contexts b. Interdependence between Human Rights and Democracy c. Democracy, Equality of Justice and Popular Sovereignty d. Democracy and the Rule of Law e. Dilemmas of Democracy and Civil Society 2. Institutions and Systems <ol style="list-style-type: none"> f. Constitutionalism and the Rule of Law g. Systems of Constitutional Governance h. Rule of Law and Independence of the Judiciary i. Independence of Public Service j. Role of Civil Society k. Role of the Media l. Electoral System m. Democratic Accountability <ol style="list-style-type: none"> i. Political ii. Legal iii. Judicial 3. Contextualisation <ol style="list-style-type: none"> n. Western and Non-Western Notions of Human Rights and Democracy; the understanding, application and implementation of Human Rights and democracy/democratisation in the Asia-Pacific, i.e. contextualisation of Human Rights and democracy/democratisation to the particular political, socio-economic and cultural environment of the Asia-Pacific region. o. Political Rights to Democracy p. Group Rights/Minority Rights and Democracy q. Human Rights and Democracy during Crises and other Conflict Periods (emergencies not necessarily caused by armed conflict i.e. natural disasters) r. Transitional Democracy/Transition to Democracy 	<p style="text-align: center;">1</p> <p style="text-align: center;">8</p> <p style="text-align: center;">2</p> <p style="text-align: center;">3</p> <p style="text-align: center;">6</p> <p style="text-align: center;">2,3</p> <p style="text-align: center;">7</p> <p style="text-align: center;">3</p> <p style="text-align: center;">6</p> <p style="text-align: center;">6</p> <p style="text-align: center;">6</p> <p style="text-align: center;">3</p> <p style="text-align: center;">9</p> <p style="text-align: center;">9</p> <p style="text-align: center;">9</p> <p style="text-align: center;">10</p> <p style="text-align: center;">7,10</p> <p style="text-align: center;">7,10</p> <p style="text-align: center;">10</p> <p style="text-align: center;">10</p>

Methods of Teaching and Learning	
Lectures, Discussions, Case Studies and Guided Reading.	
Assessment Methods	
Assessment Methods	Weight
Continuous Assessments	70%
End Semester Examination	30%
Key Readings	
<ul style="list-style-type: none"> • Agarwal, R. C. (1991) <i>Political Theory: Principles of Political Science (Modern And Marxist Concepts)</i>, S. Chand & Company • Appadorai, A. (2000) <i>The Substance of Politics</i>, Oxford University Press • Keane, John (2009) <i>The Life and Death of Democracy</i>, Pocket Books, p. 686-747 • Langlois, Anthony J. (2003) Human Rights without Democracy? A Critique of the Separationist Theory, 25 <i>Human Rights Quarterly</i>, pp 990-1019 • McCorquodale, Robert (2014) Group Rights in Daniel Moeckli, Sangeeta Shah and Sandesh Sivakumaran (eds), <i>International Human Rights Law</i>, Oxford University Press, pp. 333-355 • Samuel P. Huntington (1991) Democracy's Third Wave, <i>Journal of Democracy</i>, 2(3), pp 12-34 • Schmitter, Philippe C. and Lynn Karl, Terry What Democracy Is. . . and Is Not, <i>Journal of Democracy</i>, 2(3), pp. 75-88, • Steiner, Henry (2008) Two Sides of the Same Coin? Democracy and International Human Rights, 41:3, <i>Israel Law Review</i>, pp, 445-476 	

Course Title	Dynamics of Human Rights Violations (DHRV)		
Course Code	MHRD 9103	Notional Hours	150 hours
No. of Credits	03		Lectures, Discussions, Guided Reading, Independent Study
Pre-requisites Course Codes	None		
Course Type	Core		
Course Description			
<p>The starting point of this unit is the recognition that effective advocacy requires moving beyond being able to frame instances of suffering or oppression as human rights violations or the failure to fulfil human rights (as articulated in various treaties). Beyond this, effective interventions require the ability to analyse the dynamics underpinning and sustaining violations or impeding fulfilment (for example, economic reliance of industries that use child labour, cultural understandings of the role of women, incentives amongst institutional leaders to suppress opposition etc.). This unit will provide students with the ability to think about causes and sustaining dynamics along a number of dimensions, including cultural, economic,</p>			

organisational, social and political. Students will look at a number of key case studies (chosen from topical regional issues) from the point of view of these different disciplines to analyse these causal or sustaining dynamics. This analysis will then form the basis for thinking about how to strategically intervene. Judgments about appropriate intervention require not only this sound structural analysis of the problem ('the territory'), but also an understanding of the capacities of one's own organisation and the potential for building alliances. They also require those designing interventions to make judgments about the relative merits of different tactics, including when to make short-term (in principle) compromises for longer-term beneficial outcomes. This unit will take a small number of cases and introduce a number of disciplinary perspectives on the dynamics of those cases. It will also introduce students to a number of conceptual models that have been developed to explain both the intransigence of certain human rights problems and the avenues for change. It will then introduce students to the tactical mapping technique so that they learn to map human rights issues and make considered judgments about where and how to intervene. Students will also be invited here to consider some of the possible unintended consequences of human rights interventions, the moral dilemmas involved in intervention and how different actors involved in the situation (local, international, state, non-state, minorities) may frame the issue of appropriate intervention differently.

The unit will also introduce students to two bodies of evaluation literature that are increasingly important in the field. The first of these concerns the assessment of the impact of laws, policies or other developments that are being proposed in a particular nation or locale (for example a mine or a factory). Students will learn how human rights organisations can effectively evaluate the impact of such interventions, including an initial analytic phase, followed by a deliberative phase where effected parties are brought into the impact assessment with the final phase being ongoing monitoring of the law, policy or development. The second body of impact literature concerns the evaluation of human rights interventions themselves. Students will be familiarised with this new literature on how we can evaluate the impact of our own interventions so as to continue to sharpen those interventions.

Explanation

One of the criticisms that human rights organisations have of graduates of human rights programs is that their understanding of human rights is overly abstract and legalistic. What they are looking for are graduates who have more contextualised and practical understandings of human rights. Further, human rights organisations are themselves at a critical stage of trying to work out the most effective way in which to address human rights violations/failures to fulfil human rights and both organisations themselves and the scholarly literature are beginning to question the efficacy of traditional advocacy techniques (naming and shaming, treaty ratification). In this regard, if what we are doing is training the human rights leaders of the future, we need to equip them with the analytic tools both to evaluate the effectiveness of their interventions and to develop more effective ones.

There are several innovations that this unit will introduce. First, rather than students specialising in one disciplinary approach, which will emphasise one type of causal dynamic, the inter-disciplinary approach of this unit will allow students to piece together those different lenses and recognise how they complement each other to give a fuller systemic picture. Second, by linking the disciplinary approaches to case studies, it will bring them to life and avoid the danger of their remaining remote and abstract. Third, it uses the tactical mapping tool, a tool developed over the last 10 years by a consortium of human rights actors and academics. This is a tool that will be of ongoing use to graduates in their professional life and includes a database and network of tactics and actors developing and using different tactics which they can join. Fourth, it introduces students to two relatively new and critically

important areas of research and intervention in human rights: it will be the first that assesses the impact of laws, policies or other developments introduced by governments or private actors and the second that concerns the assessment of human rights interventions.

Learning Objectives

1. To provide students with the ability to think about causes and sustaining dynamics along a number of dimensions, including cultural, economic, organisational, social and political that affect human rights violations.
2. To introduce students to a number of conceptual models that have been developed to explain both the intransigence of certain human rights problems and the avenues for change.
3. To introduce students to the tactical mapping technique so that they learn to map human rights issues and make considered judgments about where and how to intervene.

Learning Outcomes

1. The ability to analyse the social, political, economic and cultural factors, processes and institutions that underlie, support or sustain human rights violations and failures to fulfil human rights (social, economic and cultural);
2. The ability to map out this multi-dimensional system underpinning human rights problems and to understand how different disciplines (in particular political science, political economy, sociology, anthropology and human geography) highlight different aspects of this system;
3. Knowledge of key empirical findings concerning structural (economic, social, cultural, political) factors impacting human rights;
4. Familiarity with conceptual explanations for impediments to realisation of human rights and how to effect change;
5. Tactical skills in identifying the options for intervention and the implications of different types of intervention;
6. A broad knowledge of different types of interventions as well as the ability to access networks to discover alternative strategies and tactics;
7. Understanding of the role of coalition-building and coordinating interventions from various actors;
8. The ability to make sound judgments about the pros and cons of different approaches to advocacy, in particular judgments about compromise, the use of insider/outsider or public/private approaches and coalition building;
9. Familiarity with the literature on impact evaluation, knowledge about the techniques for evaluating the impact of different strategies and basic skills in impact evaluation;
10. Knowledge of key empirical findings concerning the impact of human rights interventions; and
11. Familiarity with the processes for evaluating the human rights impact of laws, policies and other social or economic developments in a particular context, including an understanding of the analytic, deliberative and monitoring phases of impact evaluation.

Course Contents	Aligned Learning Outcomes
1 Introduction to transitional justice: dilemmas of dealing with the past	1
2 Introduction to transitional justice components and standards	2

3	Human rights law and the development of transitional justice principles	3
4	Transitional justice and international criminal justice	4
5	Introduction: relationship between constitutions and transitional justice	5
6	Constitutional making/reforms: overcoming barriers to Transitional Justice policies and mechanisms	1
7	Constitutional making/ reform: a tool for non-recurrence	6
8	Sequencing TJ and constitutional reforms	7
9	Practical and policy considerations: Negotiating a TJ policy	8
10	Assessing the impact of transitional justice policies	11
11	Truth and Reconciliation mandate	10
12	Case study: Nepal, Sri Lanka	9,10
13	Transitional Justice Outside of Institutions / Arts and Culture	11
Methods of Teaching and Learning		
Lectures, Discussions, Case Studies and Guided Reading		
Assessment Methods		
Assessment Method		Weight
Continuous assessments		70%
End of semester examination		30%
Key Readings		
<ul style="list-style-type: none"> • Khanal, Krishna, The Participatory Constitution making Process in Nepal- An assessment of the CA Process (2008- 2012)Mendez, Juan (2012) Constitutionalism and Transitional Justice' in Rosenfeld and Sajo (eds), <i>Oxford Handbook of Comparative Law</i>, Oxford University Press, pp. 1270-86 • Seneviratne, W, (2012) <i>Transition from War to Peace: Critical Study of Post War Reconciliation through Transitional Justice</i>, Monograph, published by the LLM Unit, Faculty of Law, Colombo • Teitel, Ruri (2002) <i>Constitutional Justice' in Transitional Justice</i>, Oxford University Press, p 191-212 • Zalaquett, José (1992) Balancing Ethical Imperatives and Political Constraints: The Dilemmas of New Democracies Confronting Past Human Rights Violations, <i>Hastings Law Journal</i>, pp. 1425-1438 		

Course Title	Human Rights and Democratisation Research		
Course Code	MHRD 9104	Notional Hours	150 hours Lectures, Class discussions, Tutorials, Self-Learning, Guided Readings, preparation for Evaluation and the Evaluation.
No. of Credits	03		
Pre-requisites Course Codes	None		
Course Type	Core		
Course Description			
<p>Students will be exposed to a range of research methods as applied to actual human rights issues. A case study approach will ensure that students can see the relevance of different research approaches and develop the ability to make judgments about when to use a particular method. The unit will cover specific research techniques relevant to the field, in particular interviews and fieldwork.</p> <p>Students will also be exposed to the key sources of information about human rights and will acquire the research skills to be able to look for the information they might require in researching human rights problems and comparative cases. The unit will also emphasise the products of research and ensure that students have the skills both to think about the most appropriate/effective format for presentation of findings and the ability to use a number of different formats. The emphasis here will be on how research gets fed into broader advocacy and institutional change processes.</p>			
Learning Objectives			
<ol style="list-style-type: none"> 1. To be exposed to various methods of human rights and democracy issues. 2. To develop skills in writing reports for different audiences, using alternative media to ensure maximum exposure and accessibility of their research findings. 			
Learning Outcomes			
<p>At the end of the course, a successful student will be able to:</p> <ol style="list-style-type: none"> 1. Understanding of the role of research in the field of human rights and democratisation; 2. Sound understanding of a range of quantitative and qualitative research methodologies relevant to researching human rights issues; 3. Ability to conduct interviews that will produce sound data on human rights issues; 4. Analytic capacity to judge appropriate research methodology choices; 5. Ability to critically and analytically interpret qualitative and quantitative research on human rights issues; 6. Ability to locate and meaningfully use sources of information relevant for human rights research, including reports and data sets of the UN and other international and national bodies and NGOs; 7. Ability to write a research proposal and make appropriate judgments concerning the feasibility of research (including considerations of time, budget, personnel and expertise); 8. Knowledge and skills required to effectively monitor human rights situations; 			

<p>9. Ability to present the research in formats that will be effective within a broader strategy of advocacy; and</p> <p>10. Familiarity with and ability to present research findings using a range of media, including written reports, press releases, websites, film, radio and other new technology formats.</p>	
Course contents	Aligned Learning Outcomes
1. Understanding what research is, the role of research in human rights work and the importance of a critical approach to research	1
2. Methodological debates, options and issues (qualitative and quantitative methods)	1, 2
3. The importance of making good arguments	2
4. Designing research, formulating research questions and making methodological choices	3,4,5
5. Writing a research proposal	7
6. Literature reviews	6
7. Using secondary literature and accessing data sources	6
8. Research ethics	8
9. Surveys, constructing questionnaires and sampling	3, 8
10. Fieldwork and participatory research	3
11. Quantitative/statistical analysis	5
12. Presenting research	9
Methods of teaching and learning	
Lectures, Discussions, Case Studies, Independent Studies, Panel Discussions, Audio-Visual.	
Assessment methods	
Assessment Method	Weight
Continuous assessments	70%
End of semester examination	30%
Key Readings	
<ul style="list-style-type: none"> • Bryman A, Bell E, Teevan J (2012) The Nature of Qualitative Research, Social Research Methods, 2012, Oxford University Press, 132- 189pp • Uyangoda, Jayadeva (2012) Writing Research Proposals in the Social Sciences and Humanities, Social Scientists' Association, Colombo • Marks, S.P. The Human Rights Framework for Development: Seven Approaches • Reed, Kristin & Padsocimaite Ausra (2012), The Rights Tool Kit - Applying Research Methods in the Service of Human Rights, UC Berkeley • Wiscker, G. (2007) The Post-graduate Research Handbook, Red Globe Press 	

Course Title	Human Rights Norms and Mechanisms - Part II (HRNM II)		
Course Code	MHRD 9201	Notional Hours	150 hours
No. of Credits	03		Lectures, Discussions, Guided Reading, Independent Study
Pre-requisites Course Codes	None		
Course Type	Core		
Course Description:			
<p>This unit forms the second part of the year-long unit OF Human Rights Norms and Mechanisms. The focus here will be on the content of human rights treaties, regional and domestic implementation.</p>			
Learning Objectives			
<p>1. To provide students a key knowledge about the major institutional protection mechanisms, including the operation of treaty and charter bodies of the UN and regional protection mechanisms.</p>			
Learning Outcomes			
<p>At the end of the course, a successful student will be able to gain:</p> <ol style="list-style-type: none"> 1. A sound knowledge of the basic content of the major international human rights instruments and mechanism; 2. A practical understanding of the major international mechanisms for rights protection including the operation of charter and treaty-based bodies as well as regional protection mechanisms; 3. A basic understanding of other areas of international law that impact human rights, such as humanitarian law, international criminal law, environmental law and trade law; and 4. Knowledge about the role and obligations of non-State actors vis-à-vis human rights. 			
Course Contents			Aligned Learning Outcomes
1. The relationship between international and domestic law and policy making (practical difficulties involved in translation from international commitment to domestic implementation)			1
2. Key areas and rights covered in the major international treaties (ICCPR – free speech, freedom of religion; ICESCR – justiciability, indivisibility issues, education, health, food, water, housing; CEDAW; CRC)			3
3. How states can be held to account for social and economic rights (obligations to fulfil)			3
4. Regional systems, treaties and processes (Europe, the Americas, Africa and Asia);			2
5. The UN system (country specific mechanisms, region specific			2

<p>study on Universal Periodic Review, Special Procedures, UN Human Rights Councils)</p> <p>6. National decision-making (fundamental guarantees under the constitutions, courts, National Human Rights Institutions, policing)</p> <p>7. Non-state protection mechanisms and Non-governmental Organisations</p> <p>8. International Humanitarian Law (Geneva Conventions; International Criminal Law)</p>	<p>4</p> <p>3</p>
Methods of Teaching and Learning	
Lectures, Discussions, Case Studies and Guided Reading	
Assessment Methods	
Assessment Method	Weight
Continuous assessments	70%
End semester examination	30%
Key Readings	
<ul style="list-style-type: none"> • Beilefeldt, Heiner (2012) Freedom of Religion or Belief: Human Right under Pressure, <i>Oxford Journal of Law and Religion</i>, 1(1), pp.15-35 • Cavallaro, James L & Schaffer, Emily J. (2007) Justice before Justiciability: Inter American Litigation and Social Change, <i>N.Y.U. J. Int'l L. & Pol.</i> 345 • Hart, James W. (2010) The European Human Rights System, 102, <i>Law Library Journal</i>, 533 • Nandy, Ashis (1990) The Politics of Secularism and the Recovery of Religious Tolerance in Veena Das, <i>Mirrors of Violence: Communities, Riots and Survivors in South Asia</i>, Oxford University Press, pp.70-93 • Piccone, Ted (2013), The Future of the United Nations Special Procedures, In S Sheeran and Sir N Rodley (eds) <i>Routledge Handbook of International Human Rights Law</i>, Routledge • Rehman Javid & Breaux Susan C. (eds.) (2007) <i>Religion, Human Rights and International Law</i>, Leiden: Martinus Nijhoff 	

Course Title	Critical and Emerging Issues in the Asia Pacific (CEIR)		
Course Code	MHRD 9202	Notional Hours	150 hours
No. of Credits	03		Lectures, Discussions, Guided Reading, Independent Study
Pre-requisites Course Codes	None		
Course Type	Core		
Course Description:			
<p>This unit will be a team-taught module style unit that will expose students to some of the most critical issues of concern in the region. In particular, it will cover issues of development, human rights and the environment, the rights of indigenous peoples, cultural difference and the challenges of promoting human rights in societies where the rule of law, freedom of the press and civil society may not be strongly developed. This unit will ensure that broad debates about human rights are firmly grounded in the historical, political and cultural realities of the Asia Pacific region, paying particular attention to the legacies of colonisation and nation-building processes that have taken place in the region. Students will engage with new and emerging issues and the contestation of human rights that is taking place in their own region. The unit will also allow for students to explore the different meaning of human rights principles or the differing priorities within the body of human rights norms in this region and how this might require different types of approaches to those developed in the global north.</p>			
Learning Objectives			
<ol style="list-style-type: none"> 1. To provide students an overview of development and peace by using key topics to explore the different theoretical and conceptual perspectives that underpin the understanding of both concepts and practices. 2. To enable students to focus on a set of issues in development and peace. 3. To provide students with a broad understanding of different approaches to development and peace and their current applicability in the age of globalisation. 			
Learning Outcomes			
<ol style="list-style-type: none"> 1. Understanding of the normative (religious and cultural) frameworks in the region that can either underpin or undermine human rights principles; 2. Familiarity with debates about and challenges of working in culturally diverse contexts; 3. Understanding of the impact of colonialism, decolonisation and nation building processes on human rights; 4. Ability to analyse the relationship between deficits in democracy, processes of democratisation and human rights; 5. A strong understanding of the critical importance of socio-economic rights in the region and the challenges of advocating for this body of rights; 6. An understanding of the link between human rights and development discourses and approaches in the region; 7. The ability to think about the relationship between environmental protection, sustainability and human rights; and 			

8. Familiarity with a selection of key issues of concern in the Asia Pacific region including labour migration, trafficking, media freedom, the rights of indigenous peoples, gender and the impact of multi-national corporations and international investment on human rights.	
Course Contents	Aligned Learning Outcomes
1. Cultural and religious contexts in the Asia Pacific and local normative backgrounds to conflicts with human rights	1,2
2. Human rights discourses in the context of post-colonialism and the challenges of nation-building	3
3. Democratisation and the relationship between democracy and human rights in the Asia Pacific context	4
4. Economic development, globalisation and human rights	5
5. Human rights based approaches to development	6
6. The role of IFIs and MNCs in human rights in the Asia Pacific	6
7. Environmental protection, development and human rights	7
8. Labour rights	8
9. Displacement, migration and trafficking	8
10. Rights relating to gender and sexuality	8
Methods of Teaching and Learning	
Lectures, Discussions, Case Studies and Guided Reading, Seminars	
Assessment Methods	
Assessment Method	Weight
Continuous assessments	70%
End semester examination	30%
<ul style="list-style-type: none"> Alston, Philip (2005) Ships passing in the night; the current state of the human rights debate seen through the lens of the Millenium Development Goals, <i>Human Rights Quarterly</i> 27, pp. 755-829 Uyangoda, Jayadeva (2013) Sri Lanka's State Reform Debate –Unitarism, Federalism, Decentralization and Devolution' in Jayadeva Uyangoda (ed.), <i>State Reform in Sri Lanka: Issues, Directions and Perspectives</i>, Social Scientists Association, p. 25-108 Donnelly, Jack (1984) Cultural Relativism and Universal Human Rights, 6 <i>Human Rights Quarterly</i>, 400 Kymlicka, W. (1999) 'Liberalism and Minority Rights, 12(2) <i>Ratio Juris</i> 133 Nicholas, Lucy (2014) <i>Queer Post-Gender Ethics: The Shape of Selves to Come</i>, Palgrave McMillan, UK Sen, Amartya (1997) <i>Human Rights and Asian Values</i>, Carnegie Council on Ethics and International Affairs, New York Welikala, Asanga, (2015) Constitutional Form and Reform in Sri Lanka: Towards a Plurinational Understanding' in Mark Tushnet & Madhav Khosla (Eds.) <i>Unstable Constitutionalism: Law and Politics in South Asia</i>, Cambridge University Press, Chapter 11 	

Course Title	Dissertation / Internship Report		
Course Code	MHRD 9203	Notional Hours	600
No of Credits	12		Lectures, Class discussion, Tutorials, Self-learning, Guided readings, and related evaluation
Pre-requisites Course Codes	HRDR		
Course Type	Core		

Course Description:

Dissertation

Students opting for the Dissertation will be required to submit a Dissertation Proposal and a Final Dissertation.

The Dissertation Proposal will be developed under the supervision of the student's research supervisor during the second semester of the Master's Degree Programme. The Dissertation Proposal will be prepared according to the form prescribed from time to time by the Academic Committee of the Centre for the Study of Human Rights, and ratified by the Senate on the recommendation of the Faculty Board.

Once a student's research supervisor approves his/her Dissertation Proposal, he/she may conduct research as appropriate and write the Final Dissertation under the supervision of the research supervisor.

A Final Dissertation will be no less than 15,000 words and no more than 18,000 words. The Final Dissertation will be according to the form prescribed from time to time by the Academic Committee of the Centre for the Study of Human Rights, and ratified by the Senate on the recommendation of the Faculty Board.

Internship Report

Students opting for the Internship will be required to complete an internship placement at a host institution working in the fields of human rights and/or democratisation, and submit the following;

1. Organisational Output (to the organisation)
2. Internship Reflections (to the CSHR)
3. Internship Research Report (to the CSHR)

Students opting for the Internship will be provided with an academic supervisor appointed by the Senate on the recommendation of the Faculty Board, and an internship supervisor from the host institution.

An Internship Placement at the host institution should be completed under the supervision of the internship supervisor. Students will be required to complete no less than 180 hours of work at the host institution.

Students will be required to complete two tasks during the Internship Placement, which will be collectively referred to as the Organisational Output. First, students will be required to produce a Contribution to the Organisation. A Contribution will be something of value to the organisation, such as *inter alia* a research report, a media strategy, a workshop, a set of recommendations for the organisation, an evaluation of the organisation's work or some other product that is negotiated at the initial meeting between the student and the internship

supervisor. As the product may not be written, but may be an action or a multi-media product, the size of the product should be 'equivalent' to a 6,000-8,000-word paper, indicating that it should be the result of approximately the same amount of work as negotiated by the student and internship supervisor at the initial meeting. Second, students are required to submit an Internship Reflection. This is a 3,000-word essay on the student's work in the organisation and how his/her experience related to the scholarly dimensions of his/her degree. Students will also be required to submit an Internship Research Report, which is written under the supervision of the academic supervisor. This Report will be no less than 6,000 words and no more than 8,000 words. The Internship Research Report should take some aspect of the work that the student undertook or that was done by the organisation in which he/she interned and examine it from a scholarly perspective.

Learning Objectives

1. To demonstrate thorough understanding of theoretical and practical knowledge in research.
2. To be able to display critical awareness and analysis of a selected issue.

Learning Outcomes

By the end of the Course, students will:

1. Able to demonstrate self-direction and originality in understanding issues of human rights and democracy.
2. Make sound judgments and communicate decisions clearly to others.
3. Be able to plan and implement tasks at sound academic level.

Course Contents	Aligned Learning Outcomes
1. Selection of suitable research topic / area of research	1
2. Presenting a proposal.	1,2
3. Producing the Dissertation / Internship Outputs	2,3

Assessment Methods: By two independent examiners approved by the Senate

	Weight
Written work	100%
