

PANJAB UNIVERSITY, CHANDIGARH

**(Established under the Panjab University Act VII of 1947-enacted by the
Govt. of India)**



FACULTY OF ARTS

SYLLABI

FOR

M.A. HUMAN RIGHTS AND DUTIES

(SEMESTER SYSTEM)

EXAMINATIONS 2023-24

- : 0: -

**GUIDELINES FOR CONTINUOUS INTERNAL ASSESSMENT (20%) FOR
REGULAR STUDENTS OF POSTGRADUATE COURSES OF M.A. HUMAN RIGHTS AND
DUTIES (SEMESTER SYSTEM 2023-24)
(Effective since the First Year Admissions for the Academic Session 2007-2008)**

1. The Syndicate has approved the following guidelines, mode of testing and evaluation including Continuous Internal Assessment of students:

- (i) **Terminal Evaluation:** 80 %
- (ii) **Continuous Assessment:** 20 %
- (iii) Continuous Assessment includes written assignment, snap tests, participation in discussions in the class, term papers, attendance etc.
- (iv) In order to incorporate an element of Continuous Internal Assessment of students, the Colleges/Departments will conduct one written test as quantified below:
 - (a) **Written Test:** 25 (reduced to 5)
 - (b) **Snap Test:** 25 (reduced to 5)
 - (c) **Term Paper:** 25 (reduced to 5)
 - (d) **Participation in Class discussions:** 15 (reduced to 3)
 - (e) **Attendance:** 10 (reduced to 2)

Total: 100 (reduced to 20)

2. Weightage of 2 marks for attendance component out of 20 marks for Continuous Assessment shall be available only to those students who attend 75% and more of classroom lectures/seminars/ workshops. The break-up of marks for **attendance component** for theory papers shall be as under :

Attendance Component Mark/s for Theory Papers

- (a) 75 % and above up to 85 % : 1
- (b) Above 85 % : 2

3. It shall **not be compulsory** to pass in Continuous Internal Assessment. Thus, whatever marks are secured by a student out of 20% marks, will be carried forward and added to his/her score out of 80 %, i.e. the remaining marks allocated to the particular subject and, thus, he/she shall have to secure pass marks both in the University examinations as well as total of Internal Continuous Assessment and University examinations.

4. Continuous Internal Assessment awards from the affiliated Colleges/Departments must be sent to the Controller of Examinations, by name, **two weeks before** the commencement of the particular examination on the *proforma* obtainable from the Examination Branch.

SPECIAL NOTE:

(i) The theory question paper will be of 80 marks and 20 marks will be for internal assessment.

(ii) In the case of Postgraduate Courses in the Faculties of Arts, Science, Languages, Education, Design & Fine Arts, and Business Management & Commerce (falling under the purview of Academic Council), where such a provision of Internal Assessment/Continuous Assessment already exists, the same will continue as before.

(iii) The marks obtained by a candidate in Continuous Internal Assessment in Postgraduate Classes since the admissions of 2007 have been shown separately in the Detailed-Marks-Card (D.M.C.).

PANJAB UNIVERSITY, CHANDIGARH

OUTLINES OF TESTS, SYLLABI AND COURSES OF READING IN THE SUBJECT OF HUMAN RIGHTS AND DUTIES, FOR M. A. I and III SEMESTERS EXAMINATIONS, NOVEMBER/DECEMBER 2023 AND M.A. II AND IV SEMESTERS EXAMINATIONS APRIL/MAY 2024.

The course consists of 14 core (compulsory) papers and 2 optional papers. Following a semester system, each semester will consist of four papers. The first, second and third semesters will consist of four core theory papers each. In the last semester there shall be three theoretical and one field-based paper. Semesters I and II shall each consist of 4 core papers whereas Semesters III and IV would also include one optional paper in addition to three core papers. In Semester IV, along with core optional theory papers, there will also be one paper on field-based dissertation. As regards distribution of marks out of a total of 100 marks assigned for each theory paper, the written examination shall carry 80 marks whereas internal assessment shall carry 20 marks. However, in case of field-based dissertation paper in Semester IV, the dissertation shall carry 80 marks and viva voce shall carry 20 marks.

Aggregate marks of Semesters I-IV shall be 1600 and aggregate credits for the same shall be 16.

LIST OF PAPERS

SEMESTER I

Core Paper 1 – Historical, Theoretical and Philosophical Perspectives on Human Rights and Duties

Core Paper 2 – UN Human Rights System

Core Paper 3- Human Rights and Duties in India

Core Paper 4 – Children and Human Rights

SEMESTER II

Core Paper 5 - Development, Globalization and Human Rights

Core Paper 6 – Women and Human Rights

Core Paper 7 - Environment, Human Rights and Duties

Core Paper 8 – Human Rights Movements in India

SEMESTER III

Core Paper 9 - Science and Technology, Human Rights and Duties

Core Paper 10 - Human Rights and Duties for the Aged and the Differently abled

Core Paper 11 – Research Methods

Core Paper 12 - The candidate has to opt for any **ONE** of the following optional papers

Optional Paper I (a) – Labour Welfare, Human Rights and Duties

Optional Paper I (b) - International Humanitarian and Refugee Laws

SEMESTER IV

Core Paper 13 – Rights of the Displaced People and their Rehabilitation

Core Paper 14 – Human Rights and Criminal Justice System

Core Paper 15 – Fieldwork Based Dissertation*

Core Paper 16 - The candidate has to opt for any ONE of the following optional papers

Optional Paper II (a) - Minorities, Human Rights and Duties

Optional Paper II (b) – Human Rights Advocacy Skills

*The students shall be required to write a dissertation on any aspect of a human rights and duties problem/situation. The student shall visit the problem area(s) and study the situation, causes, and solutions, people's responses and students' own experiences of human rights violations, if any. The student shall study the relevant literature and write a dissertation on the approved topic with the help of theoretical discussions on research methodology. The Field- Work based Dissertation will be in Semester IV and will be of 100 **marks**. Out of 100 marks, dissertation will carry **80 marks** and viva-voce examination will be of **20 marks**. The viva-voce examinations in the dissertation shall be held after the written examination of Semester IV and the students shall have to submit the dissertation before the end semester exams on the date specified by the Department. It is pertinent to mention the students will be allocated supervisors at the end of the 2nd Semester and will have to submit a synopsis by the end of 3rd Semester.

SEMESTER I

CORE PAPER 1: HISTORICAL, THEORETICAL AND PHILOSOPHICAL PERSPECTIVES ON HUMAN RIGHTS AND DUTIES

Max. Marks: 100
Theory : 80 Marks
Int. Ass. : 20 Marks
Time : 3 Hours

NOTE: The Paper carries 80 marks. There shall be 9 questions in the question paper and the candidate shall be required to attempt 5 questions in all. The first question shall be compulsory containing 15 short answer type questions spreading over the entire syllabus and to be answered in about 25 to 30 words. The candidate shall be required to attempt any 10 short answer type questions out of 15 questions asked. Each short answer type question shall be of 2 marks. Rest of the paper carrying 60 marks shall be divided into 4 units. Each unit shall have two questions and the candidate shall be given internal choice i.e. out of the two questions asked, the candidate shall attempt one question from each of the four units.

Course Objectives

This paper, introduces the student to the a) theoretical, conceptual, historical and other general aspects of human rights and duties, b) United Nations and human rights and c) international and regional concerns for human rights.

Course Contents

Unit I: Human Rights and Philosophical Perspectives

Meaning and Nature of Rights; Classification of Rights; Concept of Duties; Classification of Human Duties; Relationship between Rights and Duties; Universal Human Values: Liberty, Justice and Equality.

Unit II: Human Rights- Historical Perspectives

Magna Carta; British Bill of Rights; French Declaration; American Declaration; The UN Charter.

Unit III: Human Rights- International and Regional Mechanisms

International Bill of Rights: Universal Declaration of Human Rights, International Covenant on Civil and Political Rights and its Optional Protocols, International Covenant on Economic, Social and Cultural Rights and its Optional Protocol; Regional Mechanisms :European Convention, American Convention, African Charter and Arab Charter.

Unit IV: Human Rights- Theoretical Perspectives

Natural Rights theory; Liberal theory of rights; Legal/Positivist theory of Rights; Marxist theory of rights; Sociological theory of Rights; and Cultural Relativism.

References

Essential Readings:

Alston, Phillip (ed.) (1992), *The United Nations and Human Rights: A Critical Appraisal*, Oxford: Clarendon Press.

Baehr, Peter R. (1999), *Human Rights: Universality in Practice*, New York: Palgrave.

Baxi, Upendra (2002), *The Future of Human Rights*, New Delhi: Oxford University Press.

Bhagwati, P.N. (1987), *Dimensions of Human Rights*, Madurai: Society for Community Organization Trust.

Davidson, Scott (1993), *Human Rights*, Buckingham: Open University Press.

Donnelly, J. (2021). *Universal Human Rights in Theory and Practice* (4th ed.). Cornell University Press.

Donnelly, J., & Whelan, D. J. (2020). *International Human Rights*. Routledge.

Dube, M. P. and Neeta Bora (ed.)(2000), *Perspectives on Human Rights*, New Delhi: Anamika Publishers.

Freeman, Michael (2003), *Human Rights: An Interdisciplinary Approach*, Cambridge: Polity Press.

Hargopal, G. (1999), *Political Economy of Human Rights*, Hyderabad: Himalaya.

Jacobs, Francis G. and R.C.A. White (1996), *The European Convention on Human Rights*, Oxford: Clarendon University Press.

Kannabiran, K. G. (2003), *The Wages of Impunity: Power, Justice and Human Rights*, New Delhi: Orient Longman.

Langlois, A. J. (2019). *The Concept of Human Dignity in Human Rights Discourse*. Bloomsbury Publishing.

Neier, Aryeh (2012), *The International Human Rights Movement: A History*, New Jersey, Princeton University Press.

O'Byrne, D. (2014). *Human Rights: An introduction*. Routledge.

Somers, M. R., & Roberts, C. N. (2008). *Toward a new Sociology of Rights: A Genealogy Of "Buried Bodies" Of Citizenship And Human Rights*. *Annual Review of Law and Social Science*, 4, 385-425.

Whelan, Daniel J (2010), *Indivisible Human Rights: A History*, United States: University of Pennsylvania Press.

Further Readings:

Campbell, T. (2019). *Rights: A Critical Introduction*. Routledge.

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

Krasno, Jean A. (2005), *The United Nations*, New Delhi: Viva.

Langley, Winstone E. (1999), *Encyclopedia of Human Rights Issues since 1945*, London: Fitzroy Dearborn Publishers.

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

Morsink, Johannes (1999), *The Universal Declaration of Human Rights: Origins, Drafting and Intent*, Philadelphia: University of Pennsylvania Press.

Nickel, J. (2021). *Human Rights* (3rd ed.). Oxford University Press.

O'Byrne, Darren J. (2003), *Human Rights: An Introduction*, New Delhi: Pearson. Sanajaoba, N. (2000), *Human Rights in the New Millennium*, New Delhi: Manas Publications.

Tuck, R. (1979), *Natural Rights Theories*, Cambridge: Cambridge University Press.

UN Centre for Human Rights (1996), *International Human Rights Standards for Law Enforcement*, Geneva: World Campaign for Human Rights.

UN Centre for Human Rights (1990), *Special Issue on Implementation of International Human Rights Instruments*, New York.

Core Paper 2 : UNITED NATIONS HUMAN RIGHTS SYSTEM

Max. Marks: 100
Theory : 80 Marks
Int. Ass. : 20 Marks
Time : 3 Hours

NOTE: The Paper carries 80 marks. There shall be 9 questions in the question paper and the candidate shall be required to attempt 5 questions in all. The first question shall be compulsory containing 15 short answer type questions spreading over the entire syllabus and to be answered in about 25 to 30 words. The candidate shall be required to attempt any 10 short answer type questions out of 15 questions asked. Each short answer type question shall be of 2 marks. Rest of the paper carrying 60 marks, shall be divided into 4 units. Each unit shall have two questions and the candidate shall be given internal choice i.e, out of the two questions asked, the candidate shall attempt one question from each of the four units.

Objectives

The paper provides an overview of the United Nations human rights architecture and offers basic knowledge regarding the work of various UN human rights mechanisms. It focuses on how the Human Rights Council functions and the various functions taken by the Office of High Commissioner of Human Rights (OHCHR) for the promotion and protection of human rights. The Universal Periodic Review and India's role also forms a major component of this paper.

Unit I: UN Human Rights Charter & Treaty Bodies - UN Charter Based Bodies and

Human Rights: General Assembly; Security Council; Economic and Social Council (ECOSOC); The Secretariat; International Court of Justice.

Human Rights Treaty Based Bodies: State Reporting; General Comments; Inquiries; Complaint Procedures.

Unit II: Human Rights Council

1946-2006 : From the Commission on Human Rights to the Human Rights Council; Composition, Working Methods, and Mandate; Universal Periodic Review; Responses to Country Situations; Special Procedures; Complaint Procedure; Human Rights Council Advisory Committee.

Unit III : Office of the High Commissioner for Human Rights (OHCHR)

Structure & Functions : Technical Cooperation Activities; Human Rights Education and Information; Human Rights Components of Peacekeeping Operations; Human Rights Field Presences; Voluntary Funds; Human Rights and 2030 Agenda for Sustainable Development.

Unit IV : Universal Periodic Review (UPR) and India

Universal Periodic Review: Process & Procedure; Government of India's Submission for UPR; Role of Working Group on Human Rights in India (WGHR) and the UN.

References

Essential Readings:

Alston, P. & Goodman, R. (2012). *International Human Rights*. New York: Oxford University Press.

Alston, P. (2019). The UN Human Rights Council: a critique and early assessment. *Journal of Human Rights Practice*, 11(3), 439-450.

Bantekas, I., & Oette, L. (2020). *International Human Rights Law and Practice* (3rd ed.). Cambridge: Cambridge University Press. doi:10.1017/9781108612524

Bashir, M. (2020). *Human Rights and the United Nations*. Oxford University Press.

Freedman, R. (2013). *The United Nations Human Rights Council : A critique and early assessment*. London : Routledge.

Kalin, W & Kunzli, J. (2011). *The Law of International Human Rights Protection*. New York: Oxford University Press.

Moeckli, D. Shah, S. & Sivakumaran, S. (2013). *International Human Rights Law*. New York : Oxford University Press.

Ramcharan, B. (2013). *The UN Human Rights Council*. New York : Routledge.

Smith, R. (2015). *Textbook on International Human Rights*. New York: Oxford University Press.

United Nations. (2008). *The United Nations Human Rights System: How to make it Work for You*. New York: United Nations.

Further Readings

Sheeran, S. (2021). *The United Nations and the Politics of Human Rights*. Cambridge University Press.

Wu, D. (2022). The Role of Human Rights Education in promoting Human Rights. *Journal of Human Rights Practice*, 14(1), 115-129.

Universal Periodic Review Second Cycle -India Report
<http://www.ohchr.org/EN/HRBodies/UPR/Pages/INSession13.aspx>

WGHR. *Human Rights in India: Status Report 2012*. New Delhi: WGHR

CORE PAPER 3: HUMAN RIGHTS AND DUTIES IN INDIA

Max. Marks: 100
Theory : 80 Marks
Int. Ass. : 20 Marks
Time : 3 Hours

NOTE: The Paper carries 80 marks. There shall be 9 questions in the question paper and the candidate shall be required to attempt 5 questions in all. The first question shall be **compulsory** containing 15 short answer type questions spreading over the entire syllabus and to be answered in about 25 to 30 words. The candidate shall be required to attempt any 10 short answer type questions out of 15 questions asked. Each short answer type question shall be of 2 marks. Rest of the paper carrying 60 marks shall be divided into 4 units. Each unit shall have two questions and the candidate shall be given internal choice i.e. out of the two questions asked, the candidate shall attempt one question from each of the four units.

Course Objectives

This paper focuses on the normative and institutional aspects of human rights and duties against the backdrop of the politico-social reality in India. It offers insights on the Constitution and human rights and duties, implementation mechanisms, problems of enforcement of human rights and role of civil society in protecting, promoting and generating awareness about human rights violations.

Course Contents

Unit I: The Constitution and Human Rights and Duties

Preamble to the Constitution of India; Fundamental Rights; Directive Principles of State Policy; Fundamental Duties; Relationship between them; International Human Rights and the Indian Constitution.

Unit II: Implementation Mechanisms

Constitutional Mechanisms: Role of Judiciary, Use of Public Interest Litigation (PIL); **Statutory Mechanisms:** National Human Rights Commission (NHRC); Central Information Commission (CIC); National Consumer Disputes Redressal Commission (NCDRC).

Unit III: Problems of Enforcement of Human Rights in India

Abuse of executive power: deaths and torture in police custody; Adverse Impact of Special Laws such as Armed Forces Special Power Act (AFSPA) 1958 along with amendments and Unlawful Activities Prevention (Amendment) Act (UAPA) 2012.

Unit IV: Socio-Economic and Political Problems

- Poverty
- Unemployment
- Infringement of Consumer Rights

References

Essential Readings:

Alam, Aftab (ed.) (1999), *Human Rights in India: Issues and Challenges*, New Delhi: Raj Publications.

Arora, V. (2020). *Human Rights and Social Justice: A Critical Appraisal of the Indian Experience*. New Delhi: Sage Publications India Pvt Ltd.

Austin, Granville (2003), *Working a Democratic Constitution: The Indian Experience*, New Delhi: Oxford University Press.

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

Basu, D.D. (2009), *Introduction to the Constitution of India*, Nagpur, New Delhi, Nexus Lexis, Butterworths.

Bhatia, Gautam (2016), *Offend, Shock, Or Disturb: Free Speech Under the Indian Constitution*, New Delhi Oxford: University Press.

Begum, S.M. (ed.) (2000), *Human Rights in India: Issues and Perspectives*, New Delhi: APH Publishing Co.

Baxi, Upendra (2002), *The Future of Human Rights*, New Delhi: Oxford University Press.

Centre for Development and Human Rights (2004), *The Right to Development – A Primer*, New Delhi: Sage Pub.

Choudhry Sujit, Khosla Madhav, Mehta Pratap Bhanu Eds. (2016), *The Oxford Handbook of the Indian Constitution*, Oxford University Press.

Das. A.K. (2007), *Human Rights in India*, New Delhi, Sarup Book Publishers.

Fundamental Duties of citizens- India (1999), Ministry of Human Resource Development- Department of Education, New Delhi: Govt. of India.

Desai, A.R. (ed.) (1986), *Violations of Democratic Rights in India*, Bombay: PopularPrakashan.

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

Jha, R.C. (1995), *Resurrecting A Human Right in India*, New Delhi: SheridenBookCompany.

Kashyap, Subhash C. (1978), *Human Rights and Parliament*, Delhi: Metropolitan.

Kirpal, B. N. et al. (2004), *Supreme But Not Infallible*, New Delhi: OUP.

Mehta, P.L. and Neena Verma (1995), *Human Rights under the Indian Constitution*, New Delhi: Deep and Deep Publications.

Mishra, Pramod (ed.) (2000), *Human Rights in South Asia*, Delhi: Kalpaz Publications.

Mukherjee, D. (2019). *Human Rights, Law and Justice in India: Exploring Discourses and Practices*. New Delhi: Routledge.

Paul, R.C. (2000), *Situation of Human Rights in India*, New Delhi: CommonwealthPublishers.

Rao, Ashiwini (2010), *Status of Human Rights in India*, New Delhi, Pacific.

Ray, Arun (2004), *National Human Rights Commission in India: Formation, Functioning and Future Prospects*, New Delhi: Atlantic.

Sharma, Gokulesh, (2003) *Indianization of Rights and Duties*, New Delhi: Manas.

Singh, M.P, (2022) *Constitution of India* (Revised Ed.), Lucknow : Eastern Book Company.

Further Readings:

Debnath, M. (2020). *Human Rights, Marginality, and Discrimination: Perspectives from India*. New York: Palgrave Macmillan.

Kashyap Shaunak and Kashyap Subhash C. (2015), *Concise Encyclopedia of Indian Constitution*, Vision Books.

Nair, S. (2019). *Human Rights in India: Policies, Practices, and Challenges*. New York: Palgrave Macmillan.

Prasad, M. (2021). *Human Rights and Indian Constitution: A Comprehensive Study*. New Delhi: Atlantic Publishers and Distributors.

Puri, H. K. (2019). *Human Rights in India: An Overview*. New Delhi: Oxford University Press.

Ray, Aswani K. (1986) "Civil Rights Movement and Social Struggle in India," *Economic and Political Weekly*, Vol. XXXI, No.28, 12 July.

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

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

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

Sen, Sarbani (2007), *The Constitution of India: Popular Sovereignty and Democratic Transformations*, New Delhi: Oxford University Press.

Sengupta, S., & Sinha, S. (2019). *Human Rights and Gender Justice: Perspectives from India*. New Delhi: Sage Publications India Pvt Ltd.

Verma, R.S. (2000), *Human Rights: Burning Issues of the World*, Volumes I, II and III. Delhi: Radiant Publishers.

CORE PAPER 4: CHILDREN AND HUMAN RIGHTS

Max. Marks: 100
Theory : 80 Marks
Int. Ass. : 20 Marks
Time : 3 Hours

NOTE: The Paper carries 80 marks. There shall be 9 questions in the question paper and the candidate shall be required to attempt 5 questions in all. The first question shall be compulsory containing 15 short answer type questions spreading over the entire syllabus and to be answered in about 25 to 30 words. The candidate shall be required to attempt any 10 short answer type questions out of 15 questions asked. Each short answer type question shall be of 2 marks. Rest of the paper carrying 60 marks, shall be divided into 4 units. Each unit shall have two questions and the candidate shall be given internal choice i.e, out of the two questions asked, the candidate shall attempt one question from each of the four units.

Course Objectives

The paper discusses the status of the children in Indian society, international norms on the rights of the child, protection of children under the Indian Constitution, special laws and policies in India, and the institutional mechanisms for the protection of children.

Unit I: Status of Child in Contemporary Indian Set-Up

Social and cultural practices against children: Foeticide, Infanticide, Child marriage; Child labour, Child abuse inside and outside homes, Trafficking in children, Street children .

Constitutional Provisions on Child Rights: Fundamental Rights, Directive Principles of State Policy and Fundamental Duties

Unit II : Key Legislations on Child Rights in India

The Commission for Protection of Child Rights Act, 2005
The Right of Children to Free and Compulsory Education (RTE) Act , 2009
The Protection of Children from Sexual Offences (POCSO) Act , 2012
The Juvenile Justice (Care and Protection of Children) Act, 2015

Unit III: International Norms& Mechanisms for Protection of the Child

UN and Child Rights: Historical Evolution of Child Rights
Convention on the Rights of the Child, 1989 and its Optional Protocols
Child Rights Committee (under CRC, 1989);
United Nations Children's Fund (UNICEF).

Unit IV: Protection of Child Rights in India : Institutional Mechanisms and Schemes

National Commission for Protection of Child Rights (NCPCR);
Ministry of Women and Child Development :Child Protection Schemes – Mission Vatsalya :
Integrated Child Protection Scheme (ICPS), Central Adoption Resource Authority

References

Essential Readings :

Bajpai, A. (2006). *Child Rights in India : Law, Policy and Practice*. New Delhi : OUP India.

Banerjee, S. (2020). *Child Rights in India: Law, Policy, and Practice*. Springer.

Chopra, G. (2021). *Child Rights in India : Challenges and Social Action*. Jaipur : Rawat.

Emidio A. Desouza, P.&Andryusha, D.P , (2021), *Child Abuse- Law, Practise and Prevention*. Lucknow : Eastern Book Company.

Ganguly, E. (2011). *Every Right for Every Child: Governance and Accountability*. New Delhi: Routledge India.

Gupta, A. (2021). *Human Rights and Children: A Study of Juvenile Justice in India*. Cambridge University Press.

Lalli, U. (2017). *Child Protection : Rights and Law*. Chandigarh : Social Action Foundation for Equity.

Malik, P.S. (2016). *A Complete Guide to Protection of Children from Sexual Offences Act (POCSO)*. New Delhi : Universal Law.

Pandey, R. (2020). *Children's Rights in India: Law, Policy, and Practice*. Oxford University Press.

Parackal, S. & Panicker, R. (2022). *Children And Crime in India: Causes, Narratives and Interventions*. Rawat : Jaipur.

Rao, M. (2014). *Law Relating to Women and Children*. Lucknow: Eastern Book Company.

UNICEF. (2008). *Protecting the World's Children : Impact of the Convention on the Rights of the Child in Diverse Legal Systems*. New York : Cambridge University Press.

Virani, P. (2014). *Bitter Chocolate: Child Sexual Abuse in India*. New Delhi: Penguin.

Further Readings:

Nowak, M., & Spitzer, M. (2019). *UN Convention on the Rights of the Child: A Commentary*. Springer.

Pepper, M., & de Beco, G. (2019). *The UN Convention on the Rights of the Child: Taking Stock after 30 Years and Looking Ahead*. Routledge.

The Integrated Child Development Scheme (ICDS), 1976.

The Commission for Protection of Child Rights Act, 2005.

Ministry of Women and Child Development, Government of India. (2007). *Study on Child Abuse: India 2007*. New Delhi: Ministry of Women and Child Development, Government of India.

The Integrated Child Protection Scheme (ICPS), 2009.

CRC 20 BS Collective. (2012). *India Shadow Report: Third and Fourth Combined Report on the UN Convention on the Rights of the Child*. New Delhi: HAQ Centre for Child Rights.

The Right of Children to Free and Compulsory Education (RTE) Act , 2009.

The Protection of Children from Sexual Offences (POCSO) Act , 2012.

National Institute of Public Cooperation and Child Development (NIPPCD). (2015). *Training Manual on Protection of Children from Sexual Offences (POCSO) Act & Rules, 2012 for Counsellors, Social Workers, and Special Educators*. New Delhi: NIPPCD.

The Juvenile Justice (Care and Protection of Children) Act, 2015.

SEMESTER II

CORE PAPER 5: DEVELOPMENT, GLOBALIZATION AND HUMAN RIGHTS

Max. Marks: 100
Theory : 80 Marks
Int. Ass. : 20
Time : 3 Hours

NOTE: The Paper carries 80 marks. There shall be 9 questions in the question paper and the candidate shall be required to attempt 5 questions in all. The first question shall be compulsory containing 15 short answer type questions spreading over the entire syllabus and to be answered in about 25 to 30 words. The candidate shall be required to attempt any 10 short answer type questions out of 15 questions asked. Each short answer type question shall be of 2 marks. Rest of the paper carrying 60 marks, shall be divided into 4 units. Each unit shall have two questions and the candidate shall be given internal choice i.e. out of the two questions asked, the candidate shall attempt one question from each of the four units.

Course Objectives

This paper seeks to highlight the impact of globalization and development on human rights. It deals with the role of human rights in development, general aspects of international trade and development, the role of Transnational Corporations, trade related sanctions for human rights violations, trade, human rights and the question of sovereignty, and international trade and human rights perspective in India.

Course Contents

Unit I: Rights Based Approach to Development

Connotations of Development: Modernization and Dependency approaches; Vision of NIEO; integrating the human rights approach in development; Right to Development.

Unit II: International Trade and Human Rights

International Trade and Development: WTO; Unequal terms of trade imposed by the Uruguay Round of GATT negotiations with special reference to India.

Unit III: Globalization and Human Rights

Globalization: Meaning, voices for and voices against Globalization and Convergence between consumer rights and human rights; Globalization and its impact on agriculture, labor, women, environment, culture.

Unit IV: Human Rights and the Question of Sovereignty

Transnational Corporations (TNCs) and Human Rights violations; National control over international trade; Codes of Conduct and TNCs; Human Rights Standards and international trade; International Trade and Human Rights Perspective in India – Regulation of TNCs and Corporate Social Responsibility (CSR) with special reference to the Companies Act 2013.

References

Essential Readings:

Baxi, Upendra (1983) “The New International Economic Order, Basic Needs and Rights: Notes towards Development of the Right to Development”, *Indian Journal of International Law*, Vol.23, pp.225-45.

Baxi, Upendra (1998) “The Development of the Right to Development”, in JanuszSymonides, (ed.), *Human Rights: New Dimensions and Challenges*, Sydney: UNESCO, pp. 99-114.

Bhattacharya, C.B. Sankar Sen, Daniel Korschun (2011), *Leveraging Corporate Responsibility: The Stakeholder Route to Maximizing Business and Social Value*, Cambridge University Press.

Bhaumik, K. (2004) *WTO: A Discordant Orchestra*, New Delhi: Sage Publications.

Centre for Development and Human Rights (2004), *The Right to Development – A Primer*, New Delhi: Sage Publications.

Chakraborty, Debashish and Khan, Ullah Amir (2008), *WTO Deadlocked: Understanding the Dynamics of International Trade*, New Delhi: Sage Publications.

Chatterjee, P. (2020). *Capital and Its Discontents: Small Industry in Global India*. Duke University Press.

Cheria, Anita et al. (2004), *Human Rights Approach to Development: Resource Book*, Bangalore: Books for Change.

Das, R., & Khan, A. (Eds.). (2019). *Globalization and Human Rights in India: A Perspective*. Springer.

De Feyter, K., & Gomez, F. (Eds.). (2021). *Globalization and Human Rights: Challenges and Opportunities in the 21st century*. Routledge.

Gibney, J Mathew (2003), *Globalizing Rights: Oxford Amnesty Lectures 1999*, Oxford, OUP.

Glenn John (2013), *Globalization : North South Perspectives*, London: Routledge

Held David and Anthony McGrew, eds (2007), *Globalization Theory: Approaches and Controversies*, Oxford: Polity.

Hoda, Anwarul and Gulati Ashok (2008), *WTO Negotiations on Agriculture and Developing Countries*: New Delhi, OUP.

Howeld Geraint, Iain Ramsay and Thomas Wichelmsson with David Kraft (2010), *Handbook of Research on International Consumer Law*; Cheltenham U.K. Northampton, U.S.: Edward Elgar.

Jodhka, S. S., & Eswaran, M. (2021). *Globalization, Development and Human Rights in India*. Routledge

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CORE PAPER 6 : WOMEN AND HUMAN RIGHTS

Max. Marks: 100
Theory : 80 Marks
Int. Ass. : 20
Time : 3 Hours

NOTE: The Paper carries 80 marks. There shall be 9 questions in the question paper and the candidate shall be required to attempt 5 questions in all. The first question shall be compulsory containing 15 short answer type questions spreading over the entire syllabus and to be answered in about 25 to 30 words. The candidate shall be required to attempt any 10 short answer type questions out of 15 questions asked. Each short answer type question shall be of 2 marks. Rest of the paper carrying 60 marks, shall be divided into 4 units. Each unit shall have two questions and the candidate shall be given internal choice i.e, out of the two questions asked, the candidate shall attempt one question from each of the four units.

Course Objectives

This paper elaborates the status of women in contemporary Indian society, the status of women under the Indian Constitution, international norms for protection of women, special laws and policies for protection of women in India, and institutional mechanisms for protection of women in India.

Unit – I : Status of Women in India

Provisions in the Constitution of India for Protection of Women (Fundamental Rights; Directive Principles of State Policy and Fundamental Duties)

Emerging Issues: NRI Marriages; Marital Rape; Honour Crimes; Acid Attacks; Debate on Uniform Civil Code; Reservation for Women in the Parliament; Gender Budgeting

Unit II : Protective Laws on Violence against Women in the Private and Public domains

Pre-Conception and Pre-Natal Diagnostic Techniques (Regulation and Prevention) Act, 1994 as amended in 2004;

The Protection of Women from Domestic Violence Act, 2005;

The Sexual Harassment at Workplace (Prevention, Prohibition, and Redressal) Act, 2013;

The Criminal Law (Amendment) Act, 2013.

Unit -III: Promotion of Women's Human Rights at the International level

UN World Conferences on Women (Mexico, Copenhagen, Nairobi and Beijing);

Significance of Vienna World Conference on Human Rights in recognition of Women's Rights as Human Rights;

The Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW) and Optional Protocol to CEDAW (OP-CEDAW);

Unit-IV: Implementation Machinery : National and International

National Commission for Women;

Ministry of Woman and Child Development : Mandate & Policy Initiatives of MWCD;

Schemes : Mission Shakti & Poshan 2.0;

UN Women; Commission on Status of Women

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CORE PAPER 7: ENVIRONMENT, HUMAN RIGHTS AND DUTIES

Max. Marks: 100

Theory : 80 Marks

Int. Ass. : 20 Marks

Time : 3 Hours

NOTE: The Paper carries 80 marks. There shall be 9 questions in the question paper and the candidate shall be required to attempt 5 questions in all. The first question shall be compulsory containing 15 short answer type questions spreading over the entire syllabus and to be answered in about 25 to 30 words. The candidate shall be required to attempt any 10 short answer type questions out of 15 questions asked. Each short answer type question shall be of 2 marks. Rest of the paper carrying 60 marks, shall be divided into 4 units. Each unit shall have two questions and the candidate shall be given internal choice i.e. out of the two questions asked, the candidate shall attempt one question from each of the four units.

Course Objectives

This paper focuses on the interrelationship between environment and human rights and duties. It covers the topics of conceptual aspects, the right to clean environment, an international perspective, issues of environmental protection in developing countries, supplementary rights and duties, environment versus development, emerging concepts, and the threats to Indian environment.

Course Contents

Unit I: Environmental Concerns

Evolutionary Perspective: Stockholm to Rio and Beyond; Right to Clean Environment: Content and Scope; Environment versus Right to Development; Culprits and Victims of Development and Mega Projects; Hazardous Waste Management

Unit II: Issues of Environmental Protection in Developing Countries

Interface with Natural Resources: Tribal and Forest dwellers; Gender and Environment; Dumping of Waste and Discarded Technology; Environmental Education; Environmental Ethics; Public Participation: Environmental Democracy.

Unit III: Environment and the Indian Scenario

Pollution Control Mechanisms in India; Role of NGT; Role of NGOs; Courts: Process and Remedies; Threats to Indian Environment: Forest Denudation, Pollution of River Systems, Indiscriminate Industrial Explosion, Bio-diversity Imbalances.

Unit IV: Emerging Concepts

Sovereign Equality; Common Heritage Principle; Intergenerational Equity; Public Trust; 'Polluter Pays' Principle; Precautionary Principle; Common but Differentiated Responsibilities and Respective Capabilities; Sustainable Development Goals 2030.

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CORE PAPER 8: HUMAN RIGHTS MOVEMENTS IN INDIA

Max. Marks: 100
Theory : 80 Marks
Int. Ass. : 20 Marks
Time : 3 Hours

NOTE: The Paper carries 80 marks. There shall be 9 questions in the question paper and the candidate shall be required to attempt 5 questions in all. The first question shall be compulsory containing 15 short answer type questions spreading over the entire M.A.syllabus and to be answered in about 25 to 30 words. The candidate shall be required to attempt any 10 short answer type questions out of 15 questions asked. Each short answer type question shall be of 2 marks. Rest of the paper carrying 60 marks, shall be divided into 4 units. Each unit shall have two questions and the candidate shall be given internal choice i.e., out of the two questions asked, the candidate shall attempt one question from each of the four units.

Course Objectives

This paper aims at a sociological study of human rights and duties in India. It encompasses a conceptual perspective, impact of social and religious reforms movements and human rights, political and ecological movements and human rights, and the role of international and national institutions in promoting human rights.

Course Contents

Unit I: Conceptual Perspectives

Civil Society and Social Movements: Concepts, Typology, Ideology, Organization and role; Mobilization leadership; Social Movements as promoters of social change and Human Rights.

Unit II: Social and Religious Reform Movements and Human Rights

Reformist Movement in Colonial India, Dalit Movements; Tribal Movements; Women's Movements; Student Movements, **Me Too Movement, LGBTQI+ Movement in India**

Unit III: Political and Environment Movements and Human Rights

Political Movements – Freedom Movements; Peasant Movement; **Farmers Movement 2020 in India; Anti-CAA movement** ;Regional and Ethnic Identity Movements ; Sarvodaya Movement and Land Reform Movements; Ecological Movements – Chipko Movement; Narmada BachaoAndolan.

Unit IV: Human Rights Movements in India: Role of Civil Society Organizations

PIL Movement in India; Role of NGOs : People's Union for Civil Liberties (PUCL); Peoples Union for Democratic Rights (PUDR); Mazdoor Kisan Shakti Sangathan (MKSS); Human Rights Law Network (HRLN); Commonwealth Human Rights Initiative (CHRI); National Alliance for People's Movement (NAPM);**Centre for Science and Environment (CSE); Navdanya ; Self-Employed Women's Association (SEWA); BachpanBachaoAndolan; Barefoot College (Tilonia) ; Jagori ; Samyukta Kisan Morcha (SKM).**

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SEMESTER III

Core Paper 9: SCIENCE AND TECHNOLOGY, HUMAN RIGHTS AND DUTIES

Max. Marks: 100

Theory : 80 Marks

Int. Ass. : 20 Marks

Time : 3 Hours

NOTE: The Paper carries 80 marks. There shall be 9 questions in the question paper and the candidate shall be required to 5 questions in all. The first question shall be compulsory containing 15 short answer type questions spreading over the entire syllabus and to be answered in about 25 to 30 words. The candidate shall be required to attempt any 10 short answer type questions out of 15 questions asked. Each short answer type question shall be of 2 marks. Rest of the paper carrying 60 marks, shall be divided into 4 units. Each unit shall have two questions and the candidate shall be given internal choice i.e., out of the two questions asked, the candidate shall attempt one question from each of the four units.

Course Objectives

This paper discusses the impact of developments in science and technology on human rights and duties. It contains some conceptual aspects of impact of science and technology on human life and society and also focuses on certain specific human rights issues identified on the basis of this impact, such as those relating to the right to human dignity, freedom of information, thought and expression; and rights to food, health, development, clean environment and peace.

Course Contents

Unit I: Concepts and Perspectives on Science and Technology

Concepts: Science and Technology, Scientific Temper, Biotechnology, Bio-Ethics; Intellectual Property Rights in Technological Society;
Impact of Science and Technology on Society;
International Perspective on Science and Technology, Human Rights & Duties;
Indian Perspective on Science and Technology, Human Rights and Duties.

Unit II: Technology and the Different Rights – I

Right to Adequate Food – Agricultural Biotechnology: Impact of Biotechnology on Agriculture, Food Biotechnology: Issues of Food Safety;
Right to Freedom of Information & Expression – Rights in Cyberspace
Right to Health – Emerging Health Technologies, Application of Biotechnology in Medicine, Clinical Trials, Doping in Sports

Unit III: Technology and the Different Rights – II

Right to Clean Environment – Impact of unbridled use of natural resources, Environmental Biotechnology.

Right to Peace & Disarmament – Weapons of Mass Destruction (WMDs) and Issue of Dual Use Technologies.

Right to Die in Dignity and Peace –Euthanasia.

Unit IV: Bio –Ethics & Human Rights & Duties: Ethical, Legal & Social Issues

Assisted Reproductive Technologies;

Stem Cell Research;

Cloning – Animal and Human Cloning;

Artificial Intelligence

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CORE PAPER 10: HUMAN RIGHTS AND DUTIES FOR THE AGED AND THE DIFFERENTLY ABLED

Max. Marks: 100

Theory: 80 Marks

Int. Ass.: 20 Marks

Time: 3 Hours

NOTE: The Paper carries 80 marks. There shall be 9 questions in the question paper and the candidate shall be required to attempt 5 questions in all. The first question shall be compulsory containing 15 short answer type questions spreading over the entire syllabus and to be answered in about 25 to 30 words. The candidate shall be required to attempt any 10 short answer type questions out of 15 questions asked. Each short answer type question shall be of 2 marks. Rest of the paper carrying 60 marks, shall be divided into 4 units. Each unit shall have two questions and the candidate shall be given internal choice i.e. out of the two questions asked, the candidate shall attempt one question from each of the four units.

Course Objectives

This paper deals with the topics of conceptual perspectives, international norms on the rights of the aged and the differently abled, protection of the aged and the differently abled under the Indian legal system and institutional mechanisms for such protection.

Course Contents

Unit I: Aging and Ageism: Conceptual Perspective

Aging-Definition, Problems of the aged: medical, economic, social, psychological; Theoretical Perspectives: disengagement, activity, human development, continuity, social exchange, symbolic interactionism; Ageism- definition and cross-cultural scenario; Causes: Breakdown of old social and family institutions; the economics of aging.

Unit II: Differently Abled – Conceptual Perspective

Definitions and causes; Approaches to differently Abled: Charity Model, Bio-Centric Model, Functional Mode, Human Rights Model, Social Inclusion Model. Social taboos Against differently abled.

Unit III: Protective International Norms and Institutional Mechanisms

World Assembly on the Ageing 1982 and 2002; Declaration on the Mentally Retarded Persons 1971; UN General Assembly Declaration on the Rights of the Disabled Persons 1975; United Nations Convention on the Rights of Persons with Disabilities, 2006.

Unit IV: Protective Arrangements for the Aged and the Differently Abled in India

Laws and Policies for Aged and Differently abled in India: National Policy for Differently Abled, 2007; National Policy for Senior Citizens, 2011; Maintenance and Welfare of Parents and Senior Citizens Act, 2007; **The Mental Health Care Act, 2017**; Rights of Persons with Disabilities Act, 2016.

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Core Paper 11: RESEARCH METHODS

Max. Marks: 100
Theory : 80 Marks
Int. Ass. : 20
Time : 3 Hours

NOTE: The Paper carries 80 marks. There shall be 9 questions in the question paper and the candidate shall be required to attempt 5 questions in all. The first question shall be compulsory containing 15 short answer type questions spreading over the entire syllabus and to be answered in about 25 to 30 words. The candidate shall be required to attempt any 10 short answer type questions out of 15 questions asked. Each short

answer type question shall be of 2 marks. Rest of the paper carrying 60 marks shall be divided into 4 units. Each unit shall have two questions and the candidate shall be given internal choice i.e., out of the two questions asked, the candidate shall attempt one question from each of the four units.

Course Objectives

Human rights education at post-graduate level includes fieldwork or acquisition of first-hand knowledge of issues of human rights and duties for which some basic understanding of research methodology and techniques is essential. The paper stresses the need to select relevant methodologies and techniques for appropriate investigation/reporting on the issue/problem selected for field-based dissertation.

Course Contents

Unit I: Fundamental of Social Research Meaning and Objectives of Social Research

Types of Research /Approaches: Fundamental/Basics: Applied; Evaluative; Quantitative and Qualitative Research; Mixed Method;
Reliability and Validity
Concepts and Theory; Variables units of Measurement and Analysis

Unit II: Key Elements of Research

Research Design: Definition and Types- Exploratory, Descriptive, Cross- Sectional, Longitudinal; Experimental
Identification and Formulation of Research Problem; Research Questions
Review of Literature: Purpose, Sources, Format
Hypothesis Definition: Features and Types Formulation and Testing

Unit III: Data Collection tools and Statistics

Types of Data Primary and Secondary
Sampling Probability and Non-Probability Methods.

Data Collection Tools: Interview Method Questionnaire, Observation; FGDs; Ethnography; Case Study
Statistics: Descriptive and Explanatory, Measures of Central Tendency; Measures of Dispersion; Correlation and Regression

Unit IV: Data Processing, Presentation and Report Writing

Data Processing: Graphic and Tabular Representation of Data

Research Ethics;

Elements of Effective Research Writing including understanding of Referencing and Plagiarism tools

Use of computer software/statistical packages for data processing and analysis (overview of SPSS and R)

References

Essential Readings:

Ahuja, Ram (2011), *Social Survey and Research*, Rawat Publication: Jaipur

Ahuja, Ram (2010), *Social Research*, Rawat Publication: Jaipur

Bernard, H. Russell (2000), *Social Research Methods – Qualitative and Quantitative Approaches*, New Delhi: Sage.

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Kumar, Ranjit (2019), *Research Methodology: a step-by-step guide for beginners*, SAGE: New Delhi.

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Miles, M. B., Huberman, A. M., &Saldaña, J. (2020). *Qualitative Data Analysis: A Methods Sourcebook*. SAGE Publications.

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UN (1991), *Centre for Human Rights: A Manual of Human Rights Reporting*, New York: World Campaign for Human Rights

Core Paper 12: The candidate has to opt for any ONE of the following Optional Papers

Optional Paper I (a): LABOUR WELFARE, HUMAN RIGHTS AND DUTIES

Max. Marks : 100
Theory : 80 Marks
Int. Ass. : 20 Marks
Time : 3 Hours

NOTE: The Paper carries 80 marks. There shall be 9 questions in the question paper and the candidate shall be required to attempt 5 questions in all. The first question shall be compulsory containing 15 short answer type questions spreading over the entire syllabus and to be answered in about 25 to 30 words. The candidate shall be required to attempt any 10 short answer type questions out of 15 questions asked. Each short answer type question shall be of 2 marks. Rest of the paper carrying 60 marks, shall be divided into 4 units. Each unit shall have two questions and the candidate shall be given internal choice i.e. out of the two questions asked, the candidate shall attempt one question from each of the four units.

Course Objectives

Labor welfare has for long been one of the crucial areas of human rights and duties. The objectives of the paper is to familiarize students with historical background of labour welfare, status and classification of labor, workers' rights and duties, emerging problems, conflicting rights of workers and employers, international standards and the Indian framework across four units.

Course Contents

Unit I: Labour: Historical Perspective

Definition, Status and Classification of Labour: Women; Children; Casual Workers: Agricultural Labour and Migrant Workers; Bonded Labour. Working Class Movement from Laissez Faire through Welfare State to Globalizing State; Trade Unionism and its Development.

Unit II: Labor Welfare Problems and Issues

Health Hazards: Accidents, Occupational Diseases; Social Security; Collective Bargaining; Workers' Participation in Management; Industrial Discipline, Retrenchment, Termination and Displacement; Labor Safety, Work Culture and Welfare Measures; Industrial Conflicts

and Insecurity; Impact of Technological Developments; Conflicting Rights of Workers and Employers: The Right to Strike, Lockout and Closure of Industry.

Unit III: Labour Welfare: International Framework

International Labor Organization (ILO): Origin and Structures; International Labor Standards (An overview of Introduction, Creation and Use); Debate on Social Clause and WTO; Code of International Industrial Discipline.

Unit IV: Labour Welfare Measures in India

Constitutional Protection; Specific Legislative Measures and Schemes: Industrial Disputes Act, 1947, Unorganized Workers Social Security Act, 2008; Bonded Labour (Abolition) Act, 1976, Central Sector Scheme for Rehabilitation of Bonded Labourer, 2016. Role of Institutional Framework for Promotion of Labour Welfare: Labour Commission; Labour Bureau.

References

Essential Readings:

A Galgatti, B.B. (2008), *Labour Welfare and Industrial Hygiene*, Pune: Nirali Prakashan.

Giri, A. K. (2021). *Social Security and Labor Welfare in India: Challenges and Opportunities*. Routledge.

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Jaiswal, V., & Jha, N. (2022). *Labour Welfare and Social Justice in India*. Sage.

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Shaw, T. (2019). *The ILO: 100 Years of Working for Social Justice*. Edward Elgar Publishing.

Smith, R. (2022). *The Politics of International Labor Standards: Understanding Changes in Global Labor Regulation*. Routledge.

OPTIONAL PAPER I (b): INTERNATIONAL HUMANITARIAN AND REFUGEE LAWS

Max. Marks : 100
Theory : 80 Marks
Int. Ass. : 20 Marks
Time : 3 Hours

NOTE: The Paper carries 80 marks. There shall be 9 questions in the question paper and the candidate shall be required to attempt 5 questions in all. The first question shall be compulsory containing 15 short answer type questions spreading over the entire syllabus and to be answered in about 25 to 30 words. The candidate shall be required to attempt any 10 short answer type questions out of 15 questions asked. Each short answer type question shall be of 2 marks. Rest of the paper carrying 60 marks, shall be divided into 4 units. Each unit shall have two questions and the candidate shall be given internal choice i.e. out of the two questions asked, the candidate shall attempt one question from each of the four units.

Course Objectives

This paper is in four units, which seeks to highlight the conceptual and substantive aspects of humanitarian problems of armed conflict and refugees. It also focuses on the international humanitarian law and the international refugee law.

Course Contents

Unit I: Development and Sources of International Humanitarian Law (IHL)

Origin sources and development of IHL: Doctrine of military necessity versus the principle of humanity; Hague Conventions (1899 and 1907) and Geneva Conventions (1949, and Protocols of 1977 and 2005); The Non-International Armed Conflicts: Common Article 3 and the Additional Protocol-II; Humanitarian Intervention versus State Sovereignty National perspective on IHL.

Unit II: Implementation of International Humanitarian Law (IHL)

Enforcement of IHL – International Fact Finding Commission; Role of International Committee of Red Cross and NGOs; Concept of Protecting Power, Role of United Nations, International Criminal Court and Tribunals(ICTY and ICTR).

Unit III: International Refugee Law

Origin, Development and History of International Refugee Law; Determination of Refugee Status under the Refugee Convention 1951 and Protocol 1967; Protection under

International Law: Right of Non-Refoulement, Right to Asylum; UNHCR and Refugee Protection; Special Problems of Vulnerable Groups: Women, Children and Victims of torture; Solutions to Refugee Problem; Relationship between IHL, Refugee Law and Human Rights Law.

Unit IV: Protection of Refugees and Internally Displaced Persons (IDPs) in India

Refugees in India : Mandate and Non-Mandate Refugees in India ; Laws Relating to Refugees in India; Indian critique of UNHCR and the Convention – Protection without legislation: Case Law, Status of refugees in India under UNHCR; Internally Displaced Persons: UN Guiding Principles on Internal Displacement 1998 with reference to India.

References

Essential Readings:

Akande, D., & Gilmore, E. (Eds.). (2019). *The Oxford handbook of International Law in Armed Conflict*. Oxford University Press.

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Corinne Lewis, (2012). *UNHCR and International Refugee Law: From Treaties to innovation*, New York, Routledge-Taylor and Francis Publications.

Das, S.K. (2008), *Blisters on their Feet: A tale of Internally Displaced Persons in India's North-East*, New Delhi : Sage.

Dominice, Christinians (1982), "The Implementation of Humanitarian Law", in Karel Vasak, (ed.), *The International Dimensions of Human Rights*. Vol. I Paris: UNESCO, pp.427-43.

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Gill, Goodwin (1996), *The Refugee in International Law*, Oxford: Oxford University Press.

Gillard, E. (2019). *The Oxford Handbook of International Humanitarian Law*. Oxford University Press.

Grahl-Madsen Atle (1972), *The Status of Refugees in International Law*, Leiden: A.W. Sijthoff.

Hathaway, James C. (1991), *The Law of Refugee Status*, Toronto: Butterworths. Hingorani, R.C. (ed.) (1991), *Humanitarian Law*, New Delhi: Oxford and IBH Publishing Co.

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Further Readings:

(2016): "GRID 2016: Global Report on Internal Displacement," Internal Displacement Monitoring Centre, Geneva, Switzerland, viewed on 12 August, <http://www.internal-displacement.org/globalreport2016/>. - See more at: <http://www.epw.in/journal/2016/40/commentary/counting-conflict-induced-internally-displaced-persons>

Dijkstra, H. (2021). *The Non-Refoulement Obligation in International Law*. Brill Nijhoff.

Hathaway, J. C. (2019). *The Rights of Refugees under International Law*. Cambridge University Press.

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Mani, V.S. (1993), "Humanitarian Intervention and International Law", *Indian Journal of International Law*, Vol.33, pp.1-26.

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SEMESTER IV

Core Paper 13: RIGHTS OF THE DISPLACED PEOPLE AND THEIR REHABILITATION

Max. Marks: 100
Theory : 80 Marks
Int. Ass. : 20 Marks
Time : 3 Hours

NOTE: The Paper carries 80 marks. There shall be 9 questions in the question paper and the candidate shall be required to attempt 5 questions in all. The first question shall be compulsory containing 15 short answer type questions spreading over the entire syllabus and to be answered in about 25 to 30 words. The candidate shall be required to attempt any 10 short answer type questions out of 15 questions asked. Each short answer type question shall be of 2 marks. Rest of the paper carrying 60 marks, shall be divided into 4 units. Each unit shall have two questions and the candidate shall be given internal choice i.e. out of the two questions asked, the candidate shall attempt one question from each of the four units.

Course Objectives

This paper deals with the very relevant issue of the project of development being pursued by contemporary societies and the problems that ensue from it. Specifically, it focuses on the phenomena of displacement and rehabilitation and the role played by the UN, the state and the NGO sector in dealing with these issues.

Course Contents

Unit I: Development and Displacement

Development Induced Displacement: Meaning and consequences – physical, environmental, economic, social, cultural, psychological; Place of Displacement in the paradigm of induced development; Dynamics of Rehabilitation and Resettlement Process.

Unit II: Resettlement Principles and Standards

UN Guiding Principles on Internal Displacement; Inter-Agency Standing Committee Policy Paper; The World Bank; OECD Aid Agencies; World Commission on Dam.

Unit III: Analysis of Large-scale Hydropower Project

Egypt (Aswan); India (Narmada Sardar Sarovar); India (Bhakra); China (Three Gorges); Brazil (Belo Monte); Turkey (Ilisu).

Unit IV: Resettlement Mechanism in India

Land Acquisition Act, 1894; The Right to Fair Compensation and Transparency in Land Acquisition, Rehabilitation and Resettlement Act, 2013; Role of Judiciary and Civil Society Organizations.

References

Essential Readings:

Adeola, R. (2020). *Development-Induced Displacement And Human Rights In Africa: The Kampala Convention*. Routledge.

Bisht, T. C. (2009). Development-induced displacement and women: The case of the Tehri Dam, India. *The Asia Pacific Journal of Anthropology*, 10(4), 301-317.

Cheria, Anita et al. (2004), *Human Rights Approach to Development: Resource Book*, Bangalore: Books for Change.

Dharmadhikary, Shripad (2004); "Unravelling Bhakra", Badwani (India): Manthan Adhyayan Kendra.

Gong, Y., Yao, K., Zhang, R., Liu, B., & Wang, F. (2021). Rethinking Livelihood Resilience After Development-Induced Displacement And Resettlement: A Case Study Of Qian Ping Reservoir. *International Journal of Water Resources Development*, 37(5), 841-864.

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Terminski, Bogumil, (2015), *Development-Induced Displacement and Resettlement Causes, Consequences, and Socio-Legal Context*, Ibidem Press.

Further Readings:

McAdam, J. (2020). *Climate Change and Displacement: Multidisciplinary Perspectives*. Oxford University Press.

Sanajaoba, N. (2000), *Human Rights in the New Millennium*, New Delhi: Manas Publications.

Sen Shankar (1998), *Human Rights in a Developing Society*, New Delhi: A.P.H. Publishing.

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Shepherd, George W. and Ved Nanda (eds.) (1985), *Human Rights and Third World Developments*, Westport: Greenwood Press.

CORE PAPER 14: HUMAN RIGHTS AND CRIMINAL JUSTICE SYSTEM

Max Marks : 100
Theory : 80 Marks
Int. Ass. : 20 Marks
Time : 3 hours

NOTE: The Paper carries 80 marks. There shall be 9 questions in the question paper and the candidate shall be required to attempt 5 questions in all. The first question shall be compulsory containing 15 short answer type questions spreading over the entire syllabus and to be answered in about 25 to 30 words. The candidate shall be required to attempt any 10 short answer type questions out of 15 questions asked. Each short answer type question shall be of 2 marks. Rest of the paper carrying 60 marks, shall be divided into 4 units. Each unit shall have two questions and the candidate shall be given internal choice i.e. out of the two questions asked, the candidate shall attempt one question from each of the four units.

COURSE OBJECTIVES

Criminal Justice system is one of the critical areas of human rights and duties where the legal system is tested on a continuous basis for preservation of peace and security in society on the one hand, and human dignity of both victims of crime and persons accused of it on the other. This Paper covers, besides the conceptual perspectives, the evolution of criminal justice system in India, administration of justice and international perspectives.

Course Contents

Unit- I: Conceptual Perspective

Concepts of Criminal Justice System; Crime, Punishment and Criminal Liability; Theories and Kinds of Punishment; Classification of Offences including Offences involving Violation of Human Rights.

Unit-III: Criminal Justice System in India

Evolution of Criminal Justice System in India; Components of Criminal Justice System: Police, Courts: Hierarchy of Criminal Courts and Correctional Institutions; Victims, Witnesses and their rights.

Unit-II: Police and Prison System in India

Policing in India: An Overview; Police Atrocities and Accountability; Police Reforms: Legislative Trends and Judicial Approaches.

Prison System in India: An Overview; Types of Prisons; Problems of Prisons; Prisoners' Rights; Prison Reforms; Prison Dynamism: Parole and Probation.

Unit IV: International Crime Control Scenario

International Crime Control and Protection Agency - Interpol; Role of Extradition and Mutual Assistance in Criminal proceedings; Palermo Convention on Transnational Organized Crime 2000, Convention against Illicit Trafficking of Narcotic and Psychotropic Substances 1988-90; International Norms on Administration of Criminal Justice – UN General Assembly Resolutions.

References

Essential Readings:

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Baxi, Upendra (1988), "Clemency, Extradition and Death: The Judicial Discourse in Kehar Singh", *Journal of Indian Law Institute*, Vol.30, No.4, Oct.-Dec., pp.501-86.

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Sethi, H. (2019). *Human Rights in the Indian Criminal Justice System*. New Delhi: Sage Publications.

Shukla,G.(2013), *Criminology: Crime Causation, Sentencing and Rehabilitation of Victims*, New Delhi : Lexis Nexis.

Further Readings:

Ahmed, S. (2021). *Human Rights and the Indian Judiciary: Role and Challenges*. New Delhi: Springer.

Andreopoulos, G. (ed) (2013), *Policing Across Borders: Law Enforcement Networks and Challenges of Crime Control*, New York: Springer.

Basu, A. (2022). *The Indian Penal Code and Human Rights: A Critical Perspective*. New Delhi: Cambridge University Press.

Bedi, K. (2005), *Its Always Possible: Transforming One of the Largest Prisons in the World*, New Delhi : Sterling.

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Ministry of Home Affairs, GOI. (2016), *Model Prison Manual*, New Delhi: Ministry of Home Affairs, GOI.

Vadackumchery, James (1991), *The Police and Delinquency in India*, New Delhi: APH Publishing Corporation.

Vibhute, K.I. (1990), "Compensating Victims of Crimes in India: An Appraisal", *Journal of Indian Law Institute*, Vol.32, No.1, pp.68-81.

Vibhute, K.I. (2004), *Criminal Justice: A Human Rights Perspective of the Criminal Justice Process in India*, Lucknow Eastern Book Company.

Core Paper 15: FIELDWORK BASED DISSERTATION

Dissertation Guidelines: Kindly read the note on page 4.

Domain of Research: To be decided in consultation with the supervisor.

Nature of Research: Based on primary data. In exceptional cases such as public health emergency or national emergency declared by the Government of India, research based on secondary data may be undertaken after taking prior permission from competent authority

Time -Line

Identification of Issue and Development of Proposal	July-September (III Semester)
Literature Review and Tool Development including Pre-Testing as well as submission of Synopsis	October-November (III Semester)
Data Collection	Winter Vacation
Data Analysis	January-February (IV Semester)
Report Writing & Submission	April (IV Semester)
Viva-Voce	End of IV Semester- One week after the last final exam

Note: APA Referencing Style to be followed for dissertation writing.

References

Essential Readings:

Creswell, J. W. (2018). *Research design: Qualitative, Quantitative, and Mixed methods approaches (5th ed.)*. SAGE Publications.

Greenberg, J. B. (2020). *How to write a Dissertation Proposal: Goals, Questions, and Hypothesis*. Springer.

Murray, R. (2020). *Writing for academic success: A Postgraduate Guide*. SAGE Publications Ltd.

Rudestam, K. E., & Newton, R. R. (2019). *Surviving your dissertation: A comprehensive guide to content and process (5th ed.)*. SAGE Publications.

Further Readings:

American Psychological Association. (2019). *Publication Manual of the American Psychological Association (7th ed.)*.

CORE PAPER 16: THE CANDIDATE HAS TO OPT FOR ANY ONE OF THE FOLLOWING OPTIONAL PAPERS

Optional Paper II (a) - Minorities, Human Rights and Duties

Optional Paper II (b) – Human Rights Advocacy Skills

OPTIONAL PAPER II (a): MINORITIES, HUMAN RIGHTS AND DUTIES

Max. Marks: 100
Theory : 80 Marks
Int. Ass. : 20 Marks
Time : 3 Hours

NOTE: The Paper carries 80 marks. There shall be 9 questions in the question paper and the candidate shall be required to attempt 5 questions in all. The first question shall be compulsory containing 15 short answer type questions spreading over the entire syllabus and to be answered in about 25 to 30 words. The candidate shall be required to attempt any 10 short answer type questions out of 15 questions asked. Each short answer type question shall be of 2 marks. Rest of the paper carrying 60 marks, shall be divided into 4 units. Each unit shall have two questions and the candidate shall be given internal choice i.e., out of the two questions asked, the candidate shall attempt one question from each of the four units.

Course Objectives

Concern for minority rights has been the hallmark of the twentieth century with a bearing on the twenty first century. This paper, through its four units, deals with conceptual, historical, philosophical and social perspectives, the rights and duties under the Indian legal system and institutional mechanism, and international protection of minorities.

Course Contents

Unit I: Conceptual, Historical, Philosophical and Social Perspectives

Minorities as socio-economic; religious-linguistic; Regional minorities; Role of Minorities in the development of human rights

Unit II: Minorities under the Indian Legal System

Constitutional Framework: Fundamental Rights, Directive Principles and Fundamental Duties; Special provisions in Articles 26 to 30, 333, 336, & 337 of the Constitution. Special Laws Relating to Minorities; Institutional Mechanisms for Protection of Minorities: National Commission for Minorities Act 1992 as amended in 1995.

Unit III: Schemes for Welfare of Minorities

Educational Empowerment -Scholarship Schemes : Pre-Matric, Post-Matric, Merit-cum-means

Economic Empowerment – Seekho Aur Kamao , USTTAD , Nai Manzil , NMDFC

Infrastructure Development - Pradhan Mantri Jan Vikas Karyakram

Special Needs Schemes – Nai Roshni, HamariDharohar, Jiyo Parsi, Waqf Management

Unit IV: International Protection of Minorities

Declaration on the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities 1992, Human Rights Covenants 1966, Racial Discrimination Convention 1965; UN Commission on Human Rights, Sub-commission on Minorities, Committees under the Human Rights Covenants and Racial Discrimination Convention

References

Essential Readings:

Barten, Ulrike (2015), *Minorities, Minority Rights and Internal Self-Determination*, Switzerland: Springer International.

Bhargava, G.S. and R.M.Pal (eds.) (2000) *Human Rights of Dalits: Societal Violation*. New Delhi: Gyan Publishing House.

Brolmann, C. et al. (eds.) (1993), *Peoples and Minorities in International Law*, Dordrecht: MartinusNijhoff.

Castellino, J & Redondo, E.D. (2006), *Minority Rights in Asia: A Comparative Legal Analysis*, New York:Oxford University Press.

Choedon, Yeshi (1994), “Ethnic, Social and Religions Conflicts: Rights of Minorities”,inK.P.Saksena, (ed.), *Human Rights: Perspective and Challenges*, New Delhi: Lancers Books, pp.282-90.

Jagan Karade (ed.) (2022). *Caste and Marginal Communities*. New Delhi; Rawat Publications.

Kaviraj, S., &Khilnani, S. (Eds.). (2020). *Minorities and Representation in Indian Politics: Quota politics*. Oxford University Press.

Khan, N. (2022). *The Idea of India and the Rights of Minorities*. Harvard University Press.

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Narang, A.S. (1999), "Debate on Minority Rights", in A.P.Vijapur and Kumar Suresh, (eds.), *Perspectives on Human Rights*, New Delhi: Manak Publications, pp.163-73.

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Further Readings:

Fazal, Tanweer (2015), *Nation-state and Minority Rights in India: Comparative Perspectives on Muslim and Sikh Identities*, New York: Routledge.

Nair, J. (2021). *The Minorities Question in India*. Cambridge University Press.

Reddy, Jagmohan (1981), *Minorities and the Constitution*, Bombay: Bombay University Press.

Saxena, J.N. (1983), "International Protection of Minorities and Individual Human Rights", *Indian Journal of International Law*, Vol.23, pp.38-55.

Sheth, D. L. and Gurpreet Mahajan (eds.) (1999), *Minority Identities and the Nation State*, New Delhi: Oxford University Press.

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Thamilmaran, V.T., K.P.Saksena (ed.) (1994), "Ethnic, Social and Religious Conflicts: Rights of Minorities", *Human Rights: Perspectives and Challenges*, New Delhi: Lancers Books, pp.274-81.

Thornberry, Patrick (1991), *International Law and the Rights of the Minorities*. Oxford: Clarendon Press.

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Singh, G. (2019). *Minority Rights in India: A Constitutional Perspective*. Oxford University Press.

OPTIONAL Paper II (b): HUMAN RIGHTS ADVOCACY SKILLS

Max. Marks : 100

Theory : 80 Marks

Practical Intervention : 20 Marks

Time : 3 Hours

NOTE: The Paper carries 80 marks. The remaining 20 marks in lieu of Internal Assessment will be allocated to writing and presenting a report on practical intervention. Practical Intervention Report will be based on Unit IV. There shall be 9 questions in the question paper and the candidate shall be required to attempt 5 questions in all. The first question shall be compulsory containing 15 short answer type questions spreading over the entire syllabus and to be answered in about 25 to 30 words. The candidate shall be required to attempt any 10 short answer type questions out of 15 questions asked. Each short answer type question shall be of 2 marks. Rest of the paper carrying 60 marks, shall be divided into 4 units. Each unit shall have two questions and the candidate shall be given internal choice i.e. out of the two questions asked, the candidate shall attempt one question from each of the four units. Questions from Unit IV will be based on hypothetical or actual cases from the chosen area.

Course Objectives

Objectives of the paper are to equip students with practical advocacy skills in human rights in the background of theoretical knowledge on the subject. The paper shall prepare students to apply their learning to seek redress and generate awareness about issues of public interest with a bearing on human rights.

Course Contents

Unit I :Human Rights Advocacy Process

Defining Advocacy Goals; Developing Advocacy Strategy; Types of Human Rights Advocacy: Public Education, Media Advocacy, Lobbying and Legislative Advocacy, Litigation

and Legal Aid, Domestic Human Rights Complaints and Administrative Remedies, Advocacy at International Human Rights Mechanisms.

Victim Centered Counseling: Types of Counseling to overcome Discrimination, Violence, Stigma, Trauma etc.

Unit II :Human Rights Advocacy for Redress

Accessing Quasi Judicial Bodies (Human Rights Commissions, Consumer Disputes Redressal Commissions): Procedure of Filing Complaints, Learning to Draft Complaints

Legal Aid & Alternate Dispute Resolution (ADR) Mechanism: Understanding the Role of State Legal Services Authority; ADR Processes, practices and significance.

Learning to Access law enforcement agencies: Basics of lodging First Information Report (FIR) and Domestic Incident Report (DIR)

Learning to Draft Public Interest Litigation (PIL)

Unit III : Learning to Draft RTI and Conduct Social Auditing

Drafting RTI Applications: Basics of RTI Act, 2005; Information Gathering through RTI application on important social justice issues such as Right to Food, Right to Health, Right to clean Drinking Water and Rights of Women and Children etc.

Concept and Practice of Social Auditing: Practical Exercise of Social Auditing under MNREGA Act, 2005 and other laws and schemes

Unit IV :Human Rights Advocacy: Practical Intervention

Identifying an Urban or Rural Area: to monitor human rights situation on various social justice issues using strategies learnt in aforementioned Unit.

Organizing Awareness Camp on Social Justice Issues

Developing Human Rights Campaign using crowd funding platforms, to generate and promote human rights culture;

Documentation and Audio-Visual Advocacy: Report Writing and Making Documentary on Intervention Area.

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Essential Readings:

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- Bashir,I.&Banze,R. (2020), *Crowd Funding : The Story of People*, Project Nile 20 : Mumbai.
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- Dobhal,H.&Jacob,M. (eds) (2012). *Rugged Road to Justice : A Social Audit of State Human Rights Commissions in India (Volume I)* . New Delhi : Human Rights Law Network.
- Gray Rob, Bebbington Jon and Walters (1993), *Accounting for the Environment*, London Paul Chapman Publishing.
- Hafner-Burton, E. M. (2020). *Human Rights Advocacy in the Digital Age*. Princeton University Press.
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- Rao, M. (2015). *Public Interest Litigation: Legal Aid and Lok Adalats*. Lucknow : Eastern Book Company.
- Richard Welford and Starkey Richard (2007), *Business and the Environment*, University Press.
- Shankar, S. &Gaiha, R. (2013). *Battling Corruption: Has NREGA reached India's Rural Poor* New Delhi: Oxford University Press.
- Shrivastava, A.K., 2003: *Environment Auditing*. APH Publishing, New Delhi.
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Thomas, P.N. (2011). *Negotiating Communication Rights : Case Studies from India*. New Delhi : Sage.

Vasek, L. (2023). *The Ethics of Human Rights Advocacy: Balancing Responsibility and Effectiveness*. Palgrave Macmillan.

Further Readings:

Carroll, C., & Kidder, T. (2019). *Reflections on Human Rights Advocacy: Past, Present, and Future*. Cambridge University Press.

Durbach, A., & Garkawe, S. (2022). *Human Rights Advocacy and the History of International Law*. Cambridge University Press.

Lee, S. M., & Lee, S. M. (2020). Crowdfunding success factors for social enterprises: A cross-national analysis. *Journal of Business Research*, 117, 190-201.

A Handbook for Trainees (2006), *The Right to Information Act, 2005*, NIA, GOI and UNDP Initiative Hyderabad: Centre for Good Governance.

Right to Information (2008), *Training Manual for Trainees and Activists*, New Delhi, Priya.

Web Resources for Video Advocacy

<https://www.videovolunteers.org/>

<https://www.witness.org/>
