



UNIVERSITY OF CALCUTTA

Notification No.CSR/140/2024

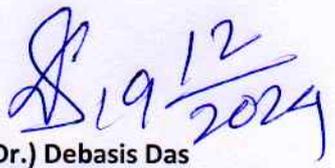
It is notified for information of all concerned that in terms of the provisions of Section 54 of the Calcutta University Act, 1979, (as amended), and, in the exercise of her powers under 9(6) of the said Act, the Vice-Chancellor has, by an order dated 11.11.2024, approved the new revised syllabus of Human Rights (4-year Honours & Honours with Research, 3-year MDC and Minor) under CCF.

The new CSR shall take effect from the Odd Semester Examinations, 2024 and onwards.

SENATE HOUSE

Kolkata-700073

19.12.2024


Prof.(Dr.) Debasis Das

Registrar

Structure of Human Rights Major Courses

Semester	Course/ Paper Code	Course Name
I.	HRT-H-CC-1-TH	Introduction to Human Rights
II.	HRT-H-CC-2-TH	Emerging Dimensions of Human Rights
III.	HRT-H-CC-3-TH	Statutory Mechanism for Enforcement of Human Rights in India
	HRT-H-CC-4-TH	Movements in India
IV.	HRT-H-CC-5-TH	Working Class, and Human Rights and Duties
	HRT-H-CC-6-TH	Human Rights and Criminal Justice system
	HRT-H-CC-7-TH	Human Rights Education, Teaching and Training
	HRT-H-CC-8-TH	Children and Human Rights
V.	HRT-H-CC-9-TH	History of Human Rights
	HRT-H-CC-10-TH	Research Methodology and Human Rights I
	HRT-H-CC-11-TH	Research Methodology and Human Rights II
VI.	HRT-H-CC-12-TH	Understanding Ambedkar- I
	HRT-H-CC-13-TH	Development, International Trade, Globalisation and Human Rights
	HRT-H-CC-14-TH	Environment, Human Rights and Duties
VII.	HRT-H-CC-15-TH	International Humanitarian and Refugee Laws
	HRT-H-CC-16-TH	Development, Globalisation and Human Rights
	HRT-H-CC-17-TH	International Approaches to Implementation and Promotion of Human Rights
	HRT-H-CC-18-TH	Societal Issues and Criminal Justice System of Human Rights in India
	HRT-H-CC-19-TH	Contemporary Human Rights Issue: Women and Gender
VIII.	HRT-H-CC-20-TH	Human Rights and Criminal Justice System
	HRT-H-CC-22-TH	Criminal Justice System and Prosecution of Human Rights

Candidates who will not be eligible to opt for Dissertation/Research work will take up the following three DSC/COR E Papers of 4 credits each	HRT-H-CC-22-TH	Constitutional Perspective and Constitutional Mechanism of Enforcement of Human Rights
	HRT-H-CC-23-TH	Documentation on a selected issue of Human Rights Violation
	HRT-H-CC-24-TH	Status Report on any one of the following: i) LGBTQIA+ ii) Beggars iii) Street Children iv) Animal Rights v) Prostitution vi) Trafficking vii) Child Labour viii) Child Protection ix) Convention on Elimination of all forms of Discrimination against Women (CEDAW) i) Protection of Children from Sexual Offences (POCSO)

Structure of Skill Enhancement Courses of Human Rights Major Courses

Semester	Course/ Paper Code	Course Name
I	HRT-SEC-1-TH	Overview of Specially Disadvantaged Sections of the Society
II	HRT-SEC-2-TH	Overview of Societal Problems and Human Rights in India
III	HRT-SEC-3-TH	Special laws and Institutional Mechanisms for Protection of SCs/STs and OBCs

Structure of Human Rights Minor Courses

Semester	Course/Paper Code	Course Name
I.	HRT-G-CC-1-TH	Introduction to Human Rights (M1)
II.	HRT-G-CC-2-TH	Emerging Dimensions of Human Rights (M1)
III.	HRT-G-CC-3-TH	Introduction To Human Rights(M2)
IV.	HRT-G-CC-4-TH	Emerging Dimensions of Human Rights(M2)
V.	HRT-G-CC-5-TH	Statutory Mechanism for Enforcement of Human Rights in India(M1/M2)
VI.	HRT-G-CC-6-TH	Human Rights and Criminal Justice system(M1/M2)

Structure of Human Rights Interdisciplinary Course

Semester	Course/Paper Code	Course Name
I.	IDC Course	Human Rights, IDC Course
II.	IDC Course	
III.	IDC Course	

MDC HUMAN RIGHTS

Structure of Core Courses in Human Rights for MDC

Semester	Course/ Paper Code (CC1/CC2)	Course Name
I.	HRT-G-CC-1-TH	Introduction to Human Rights
II.	HRT-G-CC-2-TH	Emerging Dimensions of Human Rights
III.	HRT-G-CC-3-TH	Statutory Mechanism for Enforcement of Human Rights in India
IV.	HRT-G-CC-4-TH	Human Rights and Criminal Justice system
IV.	HRT-G-CC-5-TH	Working Class, and Human Rights and Duties
V.	HRT-G-CC-6-TH	Movements in India
V.	HRT-G-CC-7-TH	Human Rights Education, Teaching and Training
VI.	HRT-G-CC-8-TH	Children and Human Rights

A candidate will study paper no.7 in Semester 5 if opted as CC1. A candidate will study paper no. 7 in Semester 6 if opted as CC2.

Structure of Minor Courses in Human Rights for MDC

Semester	Course/ Paper Code	Course Name
3	HRT-MD-CC-1-TH	Introduction to Human Rights
4	HRT-MD-CC2-TH	Emerging Dimensions of Human Rights
5	HRT-MD-CC3-TH	Statutory Mechanism for Enforcement of Human Rights in India
	HRT-MD-CC4-TH	Human Rights and Criminal Justice system
6	HRT-MD-CC5-TH	Working Class, and Human Rights and Duties
	HRT-MD-CC6-TH	Movements in India

Structure of Skill Enhancement Courses in Human Rights for MDC

Semester	Course/ Paper Code	Course Name
1/2/3	HRT-SEC-1-TH	Overview of Specially Disadvantaged Sections of the Society

Human Rights Course Structure

Semester	DSC/Core-Major	Minor	SEC
SEM 1	<p>COURSE 1 (1X4 credits) Introduction To Human Rights</p> <ul style="list-style-type: none"> • Human Rights: Norms Jurisprudence Standards and Mechanisms <ol style="list-style-type: none"> i) Philosophical and historical foundation of human rights and duties ii) Theories of rights iii) Concept and classifications of human rights and duties iv) Importance of internalizing human rights and duties: v) Evolution of human rights and duties on the international plane vi) The United Nations Charter and the development of human rights Provisions of the Charter, Universal Declaration of Human Rights 1948, International Covenant on Civil and Political Rights 1966 and International Covenant on Economic, Social and Cultural Rights 1966, and other major UN instruments on human rights (Conventions on Racial Discrimination, Women's Rights, Rights of the Child, Torture) • International Humanitarian Law <ol style="list-style-type: none"> i) Evolution of IHL since the mid-nineteenth century: IHL conventions 	<p>SAME AS Major COURSE 1 (1x4 credits)</p> <ul style="list-style-type: none"> • Human Rights: Norms Jurisprudence Standards and Mechanisms 	<p>SEC 1 (1x4 credits) Overview of Specially Disadvantaged Sections of the Society</p> <ol style="list-style-type: none"> i) Scheduled Castes/Scheduled Tribes and Other Backward Classes ii) Minorities iii) Women and Children iv) Disabled Individuals v) The Elderly and Oldest Old vi) Migrant workers vii) LGBTQIA+ viii) Indigenous communities

	<p>1864, 1899 1907, 1929, and 1949, 1977 Geneva Protocols II & I.</p> <p>ii) Basic principles: humanity, protection of civilians and civilian objects, humane treatment of prisoners and civilians under custody, prohibition of use of weapons and methods of warfare, causing superfluous injury and unnecessary suffering, prohibition of widespread, long-term and severe damage to natural environment.</p> <p>iii) Geneva Conventions Act 1949</p> <p>iv) Indian Red Cross Society</p> <p>v) The role of International Committee of Red Cross</p>		
SEM 2	<p>COURSE 2 (1x4 credits)</p> <ul style="list-style-type: none"> • Emerging Dimensions of Human Rights <p>i) National Sovereignty versus 'international enforcement' of human rights</p> <p>ii) International politics of human rights and selective application of international sanctions, Unilateral use of coercion and implementation of human rights</p> <p>iii) Human rights, and science and technology</p> <p>iv) Human rights violations by non-state entities such as corporations, other business entities, terrorists and other</p>	<p>SAME AS Major COURSE 2 (1x4 credits)</p> <ul style="list-style-type: none"> • Emerging Dimensions of Human Rights 	<p>SEC2</p> <p>Overview of Societal Problems and Human Rights in India (1x4 credits)</p> <p>i) Core problems: poverty, illiteracy, unemployment, socio-cultural-religious practices resulting in grave human rights deprivations</p> <p>ii) Domestic Violence and intimate Partner's violence</p> <p>iii) corruption</p> <p>iv) terrorism</p>

	<p>armed groups, militant religious groups, professional groups (doctors, lawyers, etc.)</p> <p>v) New rights: right to a future and rights of future generations, rights to peace (and disarmament), rights to clean environment</p> <p>• Overview of Human Rights and Duties in India</p> <p>i) Evolution of the composite culture of India, contribution of diverse religions</p> <p>ii) Concepts of human welfare, rights and duties, totality of the cosmology of universe with human beings as its intrinsic part</p> <p>iii) Human rights and duties in contemporary India: Law, politics and society</p> <p>iv) Social movements of the 19th and 20th centuries, independence movement, Gandhi, Nehru, Ambedkar etc.</p> <p>v) Making of the Constitution</p>		<p>v) Labour welfare legislation in India</p> <p>vi) Problems of bonded labour, exploitation of child labour and children in hazardous works and female labour</p> <p>vii) unorganized labour</p> <p>viii) Communal and caste conflicts and tensions</p> <p>ix) violence against women and children, both inside and outside homes</p> <p>x) Custodial violence</p>
SEM 3	<p>COURSE 3 (2x4 credits) Statutory Mechanism for Enforcement of Human Rights in India</p> <p>i) Constitutional perspective: Fundamental Rights, Directive Principles, Fundamental Duties, and their interrelationships</p> <p>ii) Statutory protection of human rights</p> <p>iii) Legislature, executive, and judiciary</p>	<p>SAME AS COURSE 3 (1x4 credits) Statutory Mechanism for Enforcement of Human Rights in India</p>	<p>SEC3 Special laws and Institutional Mechanisms for Protection of SCs/STs and OBCs (1x4 credits)</p> <p>vi) Protection of Civil Rights Act 1955</p> <p>vii) Scheduled Castes and Scheduled Tribes</p>

	<ul style="list-style-type: none"> iv) National Human Rights Commission, other commissions and committees v) Social, economic, political and administrative problems of enforcement <p>COURSE 4 Movements in India</p> <ul style="list-style-type: none"> i) National freedom movement ii) Social and political movements iii) Dalit movements iv) Women's movements v) Environmental movements vi) Consumer movements 		<p>Prevention of Atrocities Act 1989</p> <ul style="list-style-type: none"> viii) Employment of Manual Scavengers and Construction of Dry Latrines (Prohibition) Act 1999 ix) Other relevant legal provisions x) Policies of Government, reservations, quotas, special drives xi) Constitutional Mechanisms: Legislature, Executive, Judiciary xii) National Commissions, State Commissions xiii) Non-Governmental Organizations
SEM 4	<p>COURSE 5 (4x4 credits) Working Class, and Human Rights and Duties</p> <ul style="list-style-type: none"> i) Definition and Classification ii) Working class movement iii) From Lassies Faire to welfare state iv) Privatization, Liberalisation and Globalisation v) Association and assembly vi) Work with equality and dignity vii) Right to Education and Information Right to Strike 	<p>SAME AS COURSE 8 (1x4 credits) Children and Human Rights</p>	

	<ul style="list-style-type: none"> viii) Right to Health ix) Social Security x) Collective bargaining xi) Workers' participation in management xii) Retrenchment, termination and displacement xiii) Constitutional protection xiv) National: State machinery, workers organisations xv) Workers' rights and duties <p>COURSE 6 Human Rights and Criminal Justice system</p> <ul style="list-style-type: none"> i) Concept of Crime and Criminal Liability ii) Offences Involving Human Rights iii) Role of Criminal Justice System iv) Administration of Criminal Justice and Reforms: Ordinary Courts, Special Courts, District Human Rights Courts vi) Police Atrocities and Accountability vii) Violence against Women and Children viii) Communal Violence ix) Caste and Class Conflicts x) Maintenance of Law and Order <p>COURSE 7 Human Rights Education, Teaching and Training</p> <ul style="list-style-type: none"> i) Human Rights Education ii) Tehran Conference 1968 iii) Vienna Conference 1993 		
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	<ul style="list-style-type: none"> iv) Role of the Central and State Governments in Promoting Human Rights Education UNESCO and Its Role in Human Rights Education for Social Change v) Human Rights Education in India and UN Decade for Human Rights Education (1995 - 2004) vi) Human Rights and Value Education vii) Role of Government and Non-Governmental Organisations viii) Human Rights Teaching at School, College and University Levels ix) Human Rights Education: The Legal Perspective x) Research Priorities in Human Rights xi) Peace Keeping and Training of International Civil Servants xii) Mandela Law (The World as it Could Be) <p>COURSE 8 Children and Human Rights</p> <ul style="list-style-type: none"> • STATUS OF CHILD IN CONTEMPORARY INDIAN SOCIETY <ul style="list-style-type: none"> i) Impact of problems of poverty and illiteracy ii) Social and cultural practices regarding girl child: foeticide, child marriage iii) Child labour (in informal sectors), forced labour, sale of children iv) Child abuse inside and outside homes, trafficking in children, children and 		
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	<p>custodial crimes</p> <p>v) Street children: child and crime</p> <ul style="list-style-type: none"> • INTERNATIONAL NORMS FOR PROTECTION OF THE CHILD <p>vi) ILO conventions on restrictions and prohibition on child labour including ILO Convention on Child Labour 1999</p> <p>vii) UN Convention on the Rights of the Child 1989, Optional Protocol on the Involvement of Children in Armed Conflict, and Optional Protocol on Sale of Children, Child Prostitution and Child Pornography 2000, Declaration of Social and Legal Principles relating to the Protection and Welfare of Children with Special Reference to Foster Placement and Adoption 1986</p> <p>viii) World Summit for Children: Declaration and Plan of Action</p> <ul style="list-style-type: none"> • INDIAN CONSTITUTION AND PROTECTION OF THE CHILD <p>i) Fundamental Rights and Directive Principles under the Indian Constitution</p> <p>ii) Special Protection for the child: Article 15(3), Article 24, Article 39 (e) & (f), Article 45</p> <ul style="list-style-type: none"> • SPECIAL LAWS AND POLICIES FOR PROTECTION OF THE CHILD 		
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	<p>(iii) Child Labour (Prohibition and Regulation) Act 1986, Children (Pledging of Labour) Act 1933, Young Persons (Harmful Publications) Act 1956, Child Marriage Restraint Act 1929, Pre-Natal Diagnostic Techniques (Regulation and Prevention of Misuse) Act 1956, Children's Act 1960, Orphanages and Other Charitable Homes (Supervision and Control) Act 1960, Juvenile Justice Acts 1986 and 2000</p> <p>(iv) Government Policies</p>		
SEM 5	<p>COURSE 9 (3x4 credits) History of Human Rights</p> <ul style="list-style-type: none"> • Pre-World War II Development <p>i) Antiquity: <i>Ius Naturale, Ius Civile</i> and Christianity; English Tradition: Bill of Rights (1689); The American (The contribution of Magna Carta) and French Revolutions Goal of Liberty, Equality and Fraternity); Universal Suffrage and Early Feminism; The Labour Movement, Marxism and Socialism; The League of Nations; Bill of Rights (U. K.), France, America, UDHR, and subsequent progress</p> <p>ii) Post-World War II Development</p> <p>iii) The Nuremberg Trial: Crime against Peace and Humanity; Anti-colonial Movements; Non-</p>	<p>SAME AS COURSE 9 (1x4 credits) History of Human Rights</p> <p>AND COURSE 10 Research Methodology and Human Rights I</p>	

	<p>Violent-Freedom Movement in India; The UN Universal Declaration of Human Rights and responsibilities (Helsinki Declaration); The UN: Fundamental Rights, Civil and Political Rights, Social and Cultural; Rights -Collective Rights; The Helsinki Process -Regional Human Rights Systems Non-Governmental Organizations</p> <p>iv) Human Rights Duties and Responsibilities in family, society, nation state, Mother Earth; co relationship between rights and duties.</p> <p>COURSE 10 Research Methodology and Human Rights I</p> <ul style="list-style-type: none"> • Social Science Methodology <ul style="list-style-type: none"> i) Human Rights as an ‘Object of Inquiry’ (Absence of Agreed Philosophical Foundations; Contestation over the Meaning of Human Rights; Applicability of the Social Sciences) ii) Overview of the research; Definition and research process; Exploration, inquiry, identification, research problem; Reviewing the literature; Research methods; Ethical issues in research; Logic and argument; conceptual frameworks and hypotheses; writing a research proposal iii) Methods in Social Science: Dimensions of Social Science Research; Quantitative, Qualitative and Mixed Research/Method; Quantitative and Qualitative Evidence iv) Basic theory of statistics for research, the utilization of packaged program, computer 		
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	<p>system and Internet as well as applied program for the management and searching of data relating to human rights; Sampling/Selection; collecting and analysing quantitative and qualitative data; Displaying analysed data; Writing; Methodological approaches to legal research</p> <p>v) Critical Research, Emancipatory Approach, Action Research, participatory approaches, techniques (e.g. Campaign building, advocacy and networking)</p> <ul style="list-style-type: none"> • Statistical Techniques <ul style="list-style-type: none"> i) Statistics: Definition, uses, importance and limitations of Statistics in Social Sciences ii) Diagrammatic Representation – Uses and Limitations of diagrams iii) Measures of Central Tendency and Dispersion – The Mean, Median and Mode; Standard Deviation iv) Correlation v) Tests of Significance: Chi-Square test, F-Ratio, ‘T’test • Methods in Legal Human Rights Research <ul style="list-style-type: none"> i) Research Question(s) and Method; Empirical Research; Questionnaire, Interviews, Observation; Interviewees and Observed; normative, conceptual, and critical analysis and argument. • The Need for Evidence-Based Human Rights Research and Its Critique <ul style="list-style-type: none"> i) The Sources of Human Rights Research 		
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	<p>ii) Empowerment and Making Claims; Checklists, Group Lists, Baseline List, Brainstorming, Participatory Approach, Human Rights Based Analysis Chart; The Synergistic Approach, Measuring Human Rights</p> <ul style="list-style-type: none"> • Methods of Philosophical Research on Human Rights <ul style="list-style-type: none"> i) Amartya Sen ii) Charles Beitz iii) The Method of Reflective Equilibrium iv) The Method of Reflective Equilibrium applied: Sen and Beitz <p>COURSE 11 Research Methodology and Human Rights II</p> <ul style="list-style-type: none"> • Brief Introduction to Research <ul style="list-style-type: none"> i) Meaning ii) Research Questions iii) Objective iv) Hypothesis; Tools & Techniques of Research Methodology – Data Processing, Interpretation of data, Findings of Research, Report writing. • Research Methodology: An Introduction to types of research <ul style="list-style-type: none"> i) Social Research ii) Socio Legal Research. iii) Doctrinal and non-doctrinal iv) Empirical research 		
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	<p>v) Design Research vi) Market Research vii) Induction, deduction and reproduction</p> <ul style="list-style-type: none"> • Approaches to Research Critical Research, Emancipatory Approach, Action Research, participatory approaches, techniques (e.g. Campaign building, advocacy and networking) • Models of Research: Evolutive and Evaluative Identificatory and Impact studies; Projective and Predictive; Collative; Historical; Comparative • Computer & Internet: Its Role in Research <p>Methods in Legal Human Rights Research</p> <p>i) Research Question(s) and Method ii) Empirical Research iii) Questionnaire, Interviews, Observation; Interviewees and Observed; normative, conceptual, and critical analysis and argument. iv) Quantitative Research (e. g., basics of statistical methods) v) Qualitative research (e.g. Ethnography, Case study, Narrative, grounded theory and Phenomenological)</p> <ul style="list-style-type: none"> • The Need for Evidence-Based Human Rights Research and Its Critique <p>i) The Sources of Human Rights Research ii) Empowerment and Making Claims</p>		
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	<p>iii) Checklists, Group Lists, Baseline List, Brainstorming, Participatory Approach, Human Rights Based Analysis Chart</p> <p>iv) The Synergistic Approach, Measuring Human Rights</p> <ul style="list-style-type: none"> • Literature Review and Identification of the research problem, question/s and objective/s <p>i) Sources of Information and Review of Concepts, Theories and findings</p> <p>ii) Research problem, Identification of the research problem through</p> <p>iii) Survey of available literature and bibliographical research.</p> <p>iv) Legislative materials including subordinate legislation, notifications and policy statements.</p> <p>v) Decisional materials including foreign decisions: methods of discovering the “rule of the case.”</p> <p>vi) Tracing the history of important cases to verify and validate your review.</p> <p>vii) Discovering judicial conflict in the area pertaining to the research problem and the reasons thereof.</p> <p>viii) Juristic writings – a survey of juristic literature relevant to select problems in India and foreign periodicals.</p> <p>ix) Compilation of list of reports or special studies conducted relevant to the problem.</p> <p>x) Formulation of the Research problem.</p>		
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	<ul style="list-style-type: none"> • Devising tools and techniques for collection and analysis of data: Methodology. i) Methods for the collection of statutory and case materials and juristic literature. ii) Sampling and / or selection. iii) Use of historical and comparative research materials. iv) Use of observation studies. v) Observational methods in case of empirical study. vi) Use of questionnaires /interview. vii) Use of scaling techniques. viii) Jurimetrics, Statistical analysis. ix) Coding and thematic analysis x) Research Ethics (e.g. Procedural, Situational, Anti-Plagiarism) <p>Learning how to write</p> <ul style="list-style-type: none"> i) Article, Essay, Research Project, Research Paper, Research Proposal, Research Report Writing structures, Research Presentation Techniques, Dissertation, Thesis, Judgment Writing, Legislation Drafting, Book Review; Case Review, Book ii) Citation Methods: Text Note- Footnote-End Note-Bibliography iii) Citation Rules (e.g. Blue Book, OSCOLA, Chicago, Harvard, MLA, APA) 		
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<p>(SUMMER INTERNSHIP 1X2credits)</p>			
<p>SEM 6</p>	<p>COURSE 12 (3x4 credits) Understanding Ambedkar- I i) Introducing Ambedkar Approach to Study Polity, History, Economy, Religion and Society</p>	<p>SAME AS (2x4 credits) COURSE 13</p>	

	<ul style="list-style-type: none"> ii) Caste and Religion Caste, Untouchability and Critique of Hindu Social Order Religion and Conversion iii) Women's Question Rise and Fall of Hindu Women Hindu Code Bill iv) Political Vision Nation and Nationalism Democracy and Citizenship v) Constitutionalism Rights and Representations Constitution as an Instrument of Social Transformation vi) Economy and Class Question Planning and Development Land and Labor <p>COURSE 13 Development, International Trade, Globalisation and Human Rights</p> <ul style="list-style-type: none"> i) Right to development: Issues of international equity and justice, equitable sharing of sharable resources and common amenities, equitable access to benefits of science and technology ii) Freedom of international trade, most-favoured nation treatment (equality of treatment) versus special treatment of the developing countries, access to international markets, equitable pricing of raw materials 	<p>Development, International Trade, Globalisation and Human Rights</p> <p>COURSE 14 Environment, Human Rights and Duties</p>	
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	<p>iii) Global Concerns of the Right iv) Stockholm Declaration. v) Rio-Declaration vi) The Planet Earth and Global Commons</p> <p>COURSE 14 Environment, Human Rights and Duties</p> <ul style="list-style-type: none"> • Environment, Concern and Rights <ul style="list-style-type: none"> i) Meaning, Contexts and Scop ii) Concern: Historical Perspective iii) Pollution and its effects on the environment, human society and life on earth. iv) Rights: Right to Environment v) Right to Life and Right to Development. vi) Sustainable Development. vii) Threats to Environment viii) Forest Denudation ix) Pollution of Rivers x) Indiscriminate Industrial Explosion xi) Depletion of Rare Species xii) Threats to Biodiversity • National Regime and Environmental Protection <ul style="list-style-type: none"> i) Constitutional Safeguards. ii) Statutory Rights and Duties 		
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	<ul style="list-style-type: none"> iii) Legislative Provisions. iv) Judicial Approach to Environment. v) Committees, Commissions and Pollution Control Boards both national and state governments. 		
SEM 7	<p>COURSE 15 (5x4 credits) International Humanitarian and Refugee Laws</p> <ul style="list-style-type: none"> • International Refugee Law <ul style="list-style-type: none"> i) The History of International Refugee Law: Cold War Origins to Rights of People who are not Citizens. ii) Relationship between IHL, Refugee Law and Human Rights iii) Determination of Refugee Status iv) Under the Refugee Convention 1951 and Protocol 1967 v) Problem of Refugees in non-armed conflict situations (economic, environmental, natural disasters) • Protection under International law <ul style="list-style-type: none"> i) Right of non-refoulement ii) Right to Asylum iii) UNHCR and Refugee protection iv) Special problems of protection of Refugee women and children v) International law and Internally Displaced Persons: UN Guiding Principles on Internal Displacement 1998 vi) Protection in India 		

	<p>vii) Indian critique of UNHCR and the Convention</p> <p>viii) Protection without legislation: Case Law</p> <p>ix) Status of refugees in India under UNHCR</p> <ul style="list-style-type: none"> • Solution to Refugee problem <p>i) Resettlement in third country</p> <p>ii) Repatriation: Voluntary or Forced</p> <p>iii) Local Assimilation</p> <p>iv) Protective Zones</p> <p>v) Rights and Duties of the International Community</p> <p>vi) Concept of burden sharing</p> <p>vii) Finding durable solutions: roots of refugee problem</p> <p>COURSE 16 Development, Globalisation and Human Rights</p> <p>i) World Trade organization: Implication for human Rights Impact on Developing countries with special reference to India, DSM (Dispute Settlement Mechanism)</p> <p>ii) Intellectual Property Rights: Patent Laws, bio-diversity convention, Agenda 21, Trade related intellectual property rights(TRIPRs), trade related international Investment Measure (TRIMs), General Agreement on trade in Services (GATS), Agreement on Agriculture (AOA)</p>		
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	<ul style="list-style-type: none"> iii) Transnational Corporation (TNCs) and Human Rights Situation in developing countries iv) Conventions and Standards for human Rights and Quality of Life v) Human Rights situations in South Asia vi) Consumer Rights vii) Business and Human Rights viii) Forced Evictions in the POSCO-India Project ix) Communication and Human Rights x) Psychology and Human Rights xi) Right to Information xii) Assertion of the Identity of Ethnic Groups xiii) Honour Killing xiv) Retreat of the nation -State xv) International Political Economy xvi) Free Trade, Protectionism and Economic Globalisation; World Trade Organisation (WTO); Patents and Human Rights; World Bank, International Monetary Fund (IMF) and the Third World Debt; Foreign Direct Investment (FDI), Disinvestment xvii) Underdevelopment and Human Rights xviii) Sustainable development and Issues of Human Rights xix) Right to Diversity xx) Bioethics and Human Rights <p>COURSE 17</p>		
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	<p>INTERNATIONAL APPROACHES TO IMPLEMENTATION AND PROMOTION OF HUMAN RIGHTS</p> <p style="text-align: center;">Credit 4</p> <ul style="list-style-type: none"> • States and International Relations The Nationalizing Revolution, Civilizing States or Cleaning Up after Them: Humanitarian Law ; Power, Sovereignty and Non-intervention; Liberalism, Realism and World-system Theory; States and Protection of Human Rights; Human Rights and Foreign Policy • Emphasis on some specific rights: Right to self-determination, Autonomous Movements, freedom from discrimination, torture and all forms of degrading treatment, to treat life with dignity as inalienable right; • Regional Concerns: European Union, American Charter, African Charter, Asia region: comparison and appraisal • International Human Rights Law Regime: <p>i) Innovation of instruments - a great leap in building up various tools to protect all aspects of human rights – declaration, covenant, convention, optional, protocol; limitations – reservation system and "claw back clause"</p>		
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	<p>ii) Humanitarian Laws and its practices in international and internal conflicts – application of Common Article 3 – Recent trends in intervention in the name of humanitarian aid and assistance – debates around it –writings of Noam Chomsky and other</p> <p>iii) Thematic mechanisms – special rapporteurs, mission, fact finding, Universal Periodical report and role of NGOs in preparation of alternative report</p> <p>iv) International Court of Justice, formation of International Criminal Court- a long journey from Nuremberg to the Hague in dealing with war crimes, genocide, crimes against humanity</p> <p>v) Temporary tribunals, transitional justice and issue of reconciliation and reparation: South Africa, Nepal, Ireland</p> <p>COURSE 18 Societal Issues and Criminal Justice System of Human Rights in India</p> <ul style="list-style-type: none"> • Concepts and Theoretical Approaches: Societal Problems, Social Change and Human Rights <p>Violence against women and children</p>		
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	<ul style="list-style-type: none"> i) Domestic Violence and intimate Partner’s violence ii) Terrorism iii) Problems of defining a “terrorist” iv) Insurgency, Anti-terrorist laws and human rights v) Regional and Ethnic Identity Movements <p>• Societal Problems: Causes and Types</p> <ul style="list-style-type: none"> i) Problems of poverty, illiteracy, unemployment, socio-cultural-religious practices resulting in human rights deprivations ii) Problems of Hierarchy. Problems of Minorities, Scheduled Caste and Scheduled Tribes; Population Explosion; iii) Problems of Aged and Disabled; and Problems of Women <p>COURSE 19 Contemporary Human Rights Issue: Women and Gender</p> <ul style="list-style-type: none"> i) Feminist critique of UDHR; Vienna and Beijing Conference and CEDAW ii) Varieties of feminisms – types and waves in western countries; black feminist consciousness iii) Assault on patriarchy and demand for wages against homework by wives 		
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	<ul style="list-style-type: none"> iv) Domestic violence, and other abuses-child marriage, killing of girl child, dowry deaths v) Sexual harassment in workplace vi) Stalking, voyeurism, sexual violence, acid attack, rape and other forms of violence against women vii) Indian laws in dealing with such violence; appraisal of Verma Commission report; role of Indian judiciary, Women's movements in India viii) Gender Relations and Human Rights 		
SEM 8	<p>COURSE 20 (2x4 credits) Human Rights and Criminal Justice System</p> <ul style="list-style-type: none"> • Conceptual Perspective <ul style="list-style-type: none"> i) Concept of Crime and Criminal Liability ii) Offences Involving Human Rights iii) Role of Criminal Justice System iv) Administration of Criminal Justice and Reforms: Ordinary Courts, Special Courts, District Human Rights Courts • Human Rights Problems <ul style="list-style-type: none"> i) Police Atrocities and Accountability ii) Violence against Women and Children iii) Communal Violence iv) Caste and Class Conflicts v) Maintenance of Law and Order <p>COURSE 21</p>		

<p>COURSE 22, 23, and 24 DISSERTATION</p>	<p>Criminal Justice System and Prosecution of Human Rights</p> <ul style="list-style-type: none"> • Rights of Inmates of Prisons and Custodial Homes <ol style="list-style-type: none"> i) Protection Homes ii) Reformative and other Institutions iii) Prisons iv) Reforms of Police and Jails/juvenile homes • Right to Legal Aid and Access to Justice and Speedy Justice <ol style="list-style-type: none"> i) Right to Legal Aid ii) Right to Compensation iii) Ordinary Courts iv) Special Courts v) District Human Rights Courts vi) Nyaya Panchayats vii) Human Rights Sensitization • Rights of the Accused <p>Double Jeopardy</p> <ol style="list-style-type: none"> i) Against Self-incrimination ii) Production before Magistrate iii) Fair Trial iv) Speedy Trial v) Appeal <ul style="list-style-type: none"> • Restorative Justice <p>*Candidates who will not be eligible to opt for Dissertation/Research work will take up</p>		
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<p>(1X12=12credits)*</p>	<p>the following three DSC/CORE Papers of 4 credits each</p> <p>COURSE 22 Constitutional Perspective and Constitutional Mechanism of Enforcement of Human Rights</p> <ul style="list-style-type: none"> • Constitutional perspective: Fundamental Rights, Directive Principles, Fundamental Duties, and their interrelationships <ol style="list-style-type: none"> i) The Preamble ii) The Fundamental rights iii) The Directive Principles of State Policy iv) The Fundamental Duties v) The interrelationships of the above <ul style="list-style-type: none"> • Constitutional Mechanism for Enforcement of Human Rights <ol style="list-style-type: none"> i) Legislature, executive, and judiciary ii) Public Interest Litigation (PIL) iii) Judicial Activism and Landmark Judgments iv) Constitutional amendments <p>COURSE 23</p>		
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	<p>Documentation on a selected issue of Human Rights Violation</p> <p>COURSE 24</p> <p>Status Report on any one of the following:</p> <ul style="list-style-type: none">i) LGBTQIA+ii) Beggarsiii) Street Childreniv) Animal Rightsv) Prostitutionvi) Traffickingvii) Child Labourviii) Child Protectionix) Convention on Elimination of all forms of Discrimination against Women (CEDAW)ix) Protection of Children from Sexual Offences (POCSO)		
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