

**LORETO COLLEGE**  
**Semester 03**  
**TIME PLAN 2019-2020**

**Name of the teacher: Druhi Dasgupta**  
**Initials: DDG**

**Teaching Objective:**

- To understand about International Refugee Law;
- To identify the challenges faced by refugees worldwide;
- To study about the human rights violations faced by refugees and stateless persons worldwide;
- To study about the human rights violations faced by specially disadvantaged sections such as women, children, disabled persons, elderly persons and so on.

**3<sup>rd</sup> Semester Topic-wise Time Plan**

<b>Topics</b>	<b>Hours allotted</b>	<b>Topics (as per curriculum)</b>	<b>Teaching method</b>	<b>Learning outcome (output)</b>	<b>Assessment</b>
1	10 hrs	International Refugee Law: 1. Problem of refugees and displaced persons through the ages;  2. The United Nations and the refugee problem	<ul style="list-style-type: none"> <li>• Lecture Method;</li> <li>• Assignment Method;</li> <li>• Discussion Method</li> </ul>	<ul style="list-style-type: none"> <li>• To identify who are refugees; stateless persons, internally displaced persons; and migrants;</li> <li>• To trace the emergence of refugees Post Second World War;</li> <li>• To identify the human rights</li> </ul>	<ul style="list-style-type: none"> <li>• Continuous Internal Assessment: Tutorial;</li> <li>• University Theoretical Examination</li> </ul>

				<p>violations faced by refugees and stateless persons;</p> <ul style="list-style-type: none"> <li>• To learn about the role of UNHCR.</li> </ul>	
2.	10 hrs	<p>International Refugee Law:</p> <ol style="list-style-type: none"> <li>1. Refugee Convention of 1951; its Optional Protocol;</li> <li>2. Convention on the Stateless Persons (1951);</li> <li>3. Core issues/principles ; right to seek and receive asylum; right of non-refoulement.</li> </ol>	<ul style="list-style-type: none"> <li>• Lecture Method;</li> <li>• Discussion Method;</li> <li>• Assignment Method</li> </ul>	<ul style="list-style-type: none"> <li>• To study about the Convention Relating to the Status of Refugees;</li> <li>• To study about the Convention on the Status of Stateless Persons;</li> <li>• To study about other human rights instruments focussing</li> </ul>	<ul style="list-style-type: none"> <li>• Continuous Internal Assessment: Tutorial</li> <li>• University Theoretical Examination</li> </ul>

				<p>on protecting the rights of refugees and stateless persons;</p> <ul style="list-style-type: none"> <li>• To learn about the core principles of International Refugee Law</li> </ul>	
3.	10 hrs	<p>International Refugee Law:</p> <ol style="list-style-type: none"> <li>1. Role of UN High Commissioner for Refugees</li> </ol>	<ul style="list-style-type: none"> <li>• Lecture Method;</li> <li>• Assignment Method</li> </ul>	<ul style="list-style-type: none"> <li>• To study about the role of UNHCR;</li> <li>• To study about the structure of UNHCR;</li> <li>• To learn about the main activities of UNHCR.</li> </ul>	<ul style="list-style-type: none"> <li>• Continuous Internal Assessment: Tutorial;</li> <li>• University Theoretical Examination</li> </ul>
4.	10 hrs	<p>Human Rights of Specially Disadvantaged Sections of Society in India:</p> <ol style="list-style-type: none"> <li>1. Women;</li> </ol>	<ul style="list-style-type: none"> <li>• Lecture Method;</li> <li>• Discussion Method;</li> <li>• Assignment</li> </ul>	<ul style="list-style-type: none"> <li>• To study about the human rights violations</li> </ul>	<ul style="list-style-type: none"> <li>• Continuous Internal Assessment: Tutorial;</li> </ul>

		2. Children; 3. Disabled Persons	t Method; <ul style="list-style-type: none"> <li>Case Study Method</li> </ul>	faced by women, children and disabled persons in India;  <ul style="list-style-type: none"> <li>To identify challenges and problems faced by women, children and disabled persons;</li> <li>To study about the legal framework (both national and international standards)</li> </ul>	<ul style="list-style-type: none"> <li>University Theoretical Examination</li> </ul>
5.	10 hrs	Human Rights of Specially Disadvantaged Sections of Society in India: 1. Scheduled Casts, Scheduled Tribes and Other Backward Classes; 2. Minorities	<ul style="list-style-type: none"> <li>Lecture Method;</li> <li>Discussion Method;</li> <li>Assignment Method;</li> <li>Case Study Method</li> </ul>	<ul style="list-style-type: none"> <li>To study about the human rights violations faced by minorities as well as Scheduled</li> </ul>	<ul style="list-style-type: none"> <li>Continuous Internal Assessment: Tutorial;</li> <li>University Theoretical Examination</li> </ul>

				<p>Castes, Scheduled Tribes and other Backward Classes;</p> <ul style="list-style-type: none"> <li>• To identify the challenges and problems faced;</li> <li>• To study about the existing legal framework (both national and international standards)</li> </ul>	
6.	10 hrs	<p>Human Rights of Specially Disadvantaged Sections of Society in India:</p> <p>1. The Elderly Persons and Human Rights</p>	<ul style="list-style-type: none"> <li>• Lecture Method;</li> <li>• Discussion Method;</li> <li>• Assignment Method;</li> <li>• Case Study Method</li> </ul>	<ul style="list-style-type: none"> <li>• To study about the human rights violations faced by Elderly Persons in India.</li> </ul>	<ul style="list-style-type: none"> <li>• Continuous Internal Assessment: Tutorial;</li> <li>• University Theoretical Examination</li> </ul>
7.	20 hrs	Practical on any choose topic	<ul style="list-style-type: none"> <li>• Project Method</li> </ul>	<ul style="list-style-type: none"> <li>• To undertake</li> </ul>	<ul style="list-style-type: none"> <li>• University Practical</li> </ul>

				research based on primary date and prepare a Project/Res earch Paper	Examination
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