



**Rabindra Bharati University**

**Syllabus of MA under Choice-based Credit System  
(CBCS)**

**in**

**Human Rights and Human Development**

# RABINDRA BHARATI UNIVERSITY

## DEPARTMENT OF HUMAN RIGHTS AND HUMAN DEVELOPMENT

### SYLLABUS FOR MA IN HUMAN RIGHTS AND HUMAN DEVELOPMENT UNDER CBCS (2021-22 & onwards)

The syllabus for MA in Human Rights and Human Development under Choice Based Credit System (CBCS) was introduced in the session 2021-22. The syllabus is divided into four Semesters with 14 Core Courses (CC), 4 Compulsory Elective Courses (CEC) and 2 Open Elective Courses (OEC). In the first and second semesters, there are five core courses (papers) in each of the semesters; the third semester comprises 3 core courses and 2 compulsory elective courses while the fourth/final semester contains 1 core course, 2 compulsory elective courses and 2 open elective courses.

The structure of the M.A. Human Rights and Human Development syllabus and the tentative time-frame of for each semester in accordance with the academic calendar of the university, are given below.

First Semester : 5 Core courses of 50 marks each

Second Semester : 5 Core courses of 50 marks each

Third Semester : 3 Core courses and 2 Compulsory Elective Courses of 50 marks each

Fourth Semester : 1 Core course, 2 Compulsory Elective Courses and 2 open elective courses of 50 marks each

The semester schedule is as follows:

Semester	Broad Duration	Effective No of weeks
I	July-December	18 weeks
II	January-June	18 weeks
III	July-December	18 weeks
IV	January-June	18 weeks

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### Course Outline

Seme ster	Course Type (Core/Elective Course – CC/EC)	Course Title	Credit class	Credit – tutorial	Total
<b>1</b>	RAB/PG/HRDS/ CC1.1/HRHD	Meaning, Nature and Philosophical Foundations of Human Rights	4	1	5
<b>2</b>	RAB/PG/HRDS/ CC1.2/HRHD	Theories of Human Rights	4	1	5
<b>3</b>	RAB/PG/HRDS/ CC1.3/HRHD	Human Rights and Duties, Rule of Law , Democracy and Peace	4	1	5
<b>4</b>	RAB/PG/HRDS/ CC1.4/HRHD	Evolution and Historical Development of Human Rights	4	1	5
<b>5</b>	RAB/PG/HRDS/ CC1.5/HRHD	Concepts underlying Indian Evolution: <i>Dharma, Nyaya, Neeti, Ahimsa</i>	4	1	5
					<b>25</b>
<b>1</b>	RAB/PG/HRDS/ CC2.1/HRHD	Idea of Human Development	4	1	5
<b>2</b>	RAB/PG/HRDS/ CC2.2/HRHD	United Nations Charter and Universal Declaration of Human Rights (UDHR)	4	1	5
<b>3</b>	RAB/PG/HRDS/ CC2.3/HRHD	International Human Rights Treaties – ICCPR, ICESCR, ICERD, CEDAW, CAT, CRC, CMW, CRPD, CED	4	1	5
<b>4</b>	RAB/PG/HRDS/ CC2.4/HRHD	Human Rights and Human Development: Movements, Conferences and Declarations	4	1	5

5	RAB/PG/HRDS/ CC2.5/HRHD	International Humanitarian Law and Crime Tribunals. Regional Systems	4	1	5
<b>Total Credits of Semester-II</b>					<b>25</b>
1	RAB/PG/HRDS/ CC 3.1/HRHD	Constitution of India	4	1	5
2.	RAB/PG/HRDS/ CC 3.2 /HRHD	Vulnerable Groups and National Commissions: Protection of Human Rights Act 1993, National Commission for Women Act 1990, National Commission for Minorities Act 1992, National Commission for Scheduled Castes Scheduled Tribes Act 1999	4	1	5
3	RAB/PG/HRDS/ CC 3.3/HRHD	Research Methodology	4	1	5
4	RAB/PG/HRDS/ CEC 3.1/GHRE	Gender and Human Rights: Identity, Politics and Social Construct  or Children's Rights and Child Protection: Legislations, Policies and Programmes  or Refugee Protection and Forced Migration: International human rights and asylum regimes	4	1	5
5	RAB/PG/HRDS/ CEC 3.2/GHRE	Gender and Human Rights: International and National Legal Framework  or Children's Rights and Child Protection: Understanding Vulnerability and working with Children in need of Care and Protection  or Refugee Protection and Forced Migration: Refugee Camp Conundrum: Geopolitics, Liberal Democracy, and Protracted Refugee Situations	4	1	5
<b>Total Credits of Semester-III</b>					<b>25</b>
1	RAB/PG/HRDS/ CC 4.1/HRHD	Dissertation (Field based) & Viva-voce	4	1	5

<b>2</b>	RAB/PG/HRDS/ CEC 4.1/GHRE	Gender and Human Rights: Interplay of caste, class, communalism and ethnicity, poverty and development or Children's Rights and Child Protection: Skills and Techniques in working with children (Advocacy, Research and Documentation) Or Refugee Protection and Forced Migration: Institutional pillars: UNHCR's mandate and State Policy (domestic)	4	1	5
<b>3</b>	RAB/PG/HRDS/ CEC 4.2/GHRE	Gender and Human Rights: Field Report and Viva Voce or Children's Rights and Child Protection: Field Report and Viva Voce or Refugee Protection and Forced Migration: Field Report and Viva Voce	4	1	5
<b>4</b>	RAB/PG/HRDS/ OEC 4.1/CSLO	Corporate Social Responsibility or Development and Civil Society	4	1	5
<b>5</b>	RAB/PG/HRDS/ OEC4.2/CSLO	Corporate Social Responsibility: Project Report (Case studies) and Viva voce or Development and Civil Society: Project Report (Case studies) and Viva voce	4	1	5
<b>Total Credits of Semester-IV</b>					<b>25</b>
<b>Total Credits of the PG Academic Programme</b>					<b>100</b>

# Comprehensive Syllabus

## Semester- I

### COURSE: RAB/PG/HRDS/CC1.1/HRHD

#### Meaning, Nature and Philosophical Foundations of Human Rights

##### Course Objectives:

The objective of this course is to understand and analyse the meaning, nature and philosophical foundations of Human Rights, including interpretation of the normative issues, the 'generations' of Human Rights, and the discourse of universalism v. cultural Relativism.

##### Course Contents:

- Meaning and Nature of Human Rights
- Philosophical Foundations of Human Rights
- Generations of Human Rights
- Universalism v. Cultural Relativism

##### Course Learning Outcomes:

Upon completion of this course, students will understand the theoretical, conceptual, historical, philosophical aspects, as well as the applied aspects of Human Rights.

##### References:

- Alam, A. (2012). Human Rights in India. New Delhi: Raj Publications.
- Basu Ray Chaudhury, S. and Dey, I. (eds.). 2011. Sustainability of Rights after Globalisation. New Delhi: Sage Publications.
- Borgohain, B. (1999). Human Rights: Social Justice and Political Change. New Delhi: Kanistic Publication.
- Donnelly, J. (2013). Universal Human Rights in Theory and Practice. Ithaca and London: Cornell University Press.
- Hunt, L. (2008). Inventing Human Rights. New York: W. W. Norton&Company.
- Israel, J. (2011). Democratic Enlightenment. OxfordOxford University Press.
- Neier, A. (2012). The International Human Rights Movement. Princeton: Princeton University Press.
- Rai Chowdhury Dutt, P. (2015). Manob Odhikaar o Manob Unnoyon. Kolkata: Progressive Publishers.

## Semester-I

### COURSE: RAB/PG/HRDS/CC1.2/HRHD

### Theories of Human Rights and Duties

#### Course Objectives:

The objective of this course is to understand and distinguish the theories of Human Rights, viz., Natural Rights Theory, Legal/Positivist theory, Liberal Theory, Marxist Theory, Cultural Theory and Sociological Theories. The meaning, nature and types of Duties will be examined and a review of the theories on Duty by Kant and Laski will be undertaken besides an analysis of the relation between Rights and Duties.

#### Course Contents:

- Natural Rights Theory
- Legal/Positivist theory
- Liberal Theory
- Marxist Theory
- Cultural Theory
- Sociological Theories
- Duties and Responsibilities
- Duty - Meaning, Nature and Types
- Theories on Duty – Kant, Laski
- Relation between Rights and Duties

#### Course Learning Outcomes:

Upon completion of this course, students will understand the theoretical underpinnings of the nature and concept of Rights. They will also learn the political dynamics and the relationship between Rights and Duties.

#### References:

- Dijk, V. P. (2006). Theory and Practice of the European Convention on Human Rights. Oxford : Intersentia Antwerpen.
- Donnelly, J. (2013). Universal Human Rights in Theory and Practice. Ithaca: Cornell University Press.
- Rai Chowdhury Dutt, P. (2015). Manob Odhikaar o Manob Unnoyon. Kolkata : Progressive Publishers.
- Tuck, R. (1979). Natural Rights Theory. Cambridge: Cambridge University Press.
- Waldrom, J. (1984). Theories of Rights. USA: Oxford University Press.

## Semester - I

### Course: RAB/PG/HRDS/CC1.3/HRHD

### Democracy, Rule of Law and Peace

#### Course Objectives:

The objective of this course is to explore and describe the key dynamics of the concepts and philosophical foundations of Democracy, Rule of Law and Peace in the context of Rights and Development.

#### Course Contents:

- Democracy
  - What is Democracy?
  - Types of Democracy
- Rule of Law
  - Philosophical foundations
  - Dicey's view
  - English Jurists – William Blackstone, Edward Coke
- Peace
  - Concept of Peace
  - Approaches to Peace
  - Evolution of Peace Studies in South Asia
  - Theories of Democratic Peace

#### Course Learning Outcomes:

Upon completion of this course, students will understand various aspects of rights such as Democracy, Good Governance and Peace in the context of collective rights and real-world dynamics.

#### References:

- Anne, M. B. (2011). Kant's Theory of Virtue. New York: Cambridge University Press.
- Joseph, A. S. (1942). Capitalism, Socialism and Democracy. New York and London: Herper & Brothers.
- Huppers, L. (2012). Aristotle and the Philosophy of Law: Theory, Practice and Justice. London: Springer.
- Norman J., Finkel M. and Fathali M. (2004). The Psychology of Rights and Duties. Washington: American Psychological Association (APA).
- Dahl, R.A. (1998). On Democracy. Connecticut, USA: Yale University Press.
- Kirk, R. (1997). Rights and Duties. New York: Fleet Publishing Corporation.
- Samaddar, R. (ed.) (2004). Peace Studies: An Introduction to the Concept, Scope, and Themes, South Asian Peace Studies I. New Delhi: Sage.
- Das, S. K. (ed.) (2005). Peace Processes and Peace Accords, South Asian Peace Studies II. New Delhi: Sage.
- Galtung, J. (1990): "Cultural Violence", in Journal of Peace Research , Vol. 27, No. 3, pp. 291- 305 (14pp).
- Stratton-Lake, P. (2004). Kant, Duty and Moral Worth. United Kingdom: Taylor Francis.



## Semester I

### Course: RAB/PG/HRDS/CC1.4/HRHD

#### Evolution and Historical Development of Human Rights

##### Course Objectives:

The objective of this course is to examine the origin and concept of Human Rights in ancient civilisations, and to interpret the evolution of Human Rights in the Indian context. Further, Human Rights in the world's major religions and historical documents for their promulgation will be elucidated.

##### Course Contents:

- Origin and Concept of Human Rights in Ancient Civilisations
- Evolution of Human Rights in the Indian context
- Human Rights and the World's major religions – Hinduism, Buddhism, Christianity and Islam
- Historical Documents on Human Rights – Magna Carta (1215), Bill of Rights (1689), Virginia Declaration of Rights (1776), French Declaration of the Rights of Man and of the Citizen (1789)

##### Course Learning Outcomes:

Upon completion of this course, students will understand the evolution of Human Rights across cultures and religions in the global context, seen in light of the landmark historical documents and norms of the world.

##### References:

- Baehr, P. R. (1999). Human Rights: Universality in Practice. New York: Palgrave.
- Baxi, U. (1987). Rights to be Human. New Delhi: Lancers Book.
- Donnelly, J. (1973). The Concept of Human Rights. London: Bodley Head.
- Donnelly, J. (1989). Universal Human Rights in Theory and Practice. Ithaca: Cornell University Press.
- Iyer, K. V.R (1996), Human Rights and Inhuman Wrongs. New Delhi: DK Publishers.
- O'Byrne, D. (2003). Human Rights: An Introduction. London, United Kingdom: Routledge

## Semester- I

### Course: RAB/PG/HRDS/CC1.5/HRHD

#### Concepts of 'Human Rights' in Indian Political Thought: Dharma, Nyaya, Neeti, Ahimsa

#### Course Objectives:

The objective of this course is to analyse and interpret the concepts of 'Human Rights' in Indian political thought, viz., Dharma, Nyaya, Neeti and Ahimsa.

#### Course Contents:

- Dharma
  - Asoka's Dhamma*
  - Dharma as a social ethic
- Nyaya
  - Principles of Justice
  - Human Rights and Justice
  - Good Governance
- Neeti
  - Raj Neeti (Politics)
  - Lok Neeti (Public Policy)
  - Danda Neeti (Penal Policy)
- Ahimsa
  - Ahimsa* in Hindu Dharma
  - Ahimsa* in Jainism
  - Ahimsa* in Buddhism
  - Gandhian Perspective on *Ahimsa*
  - Relevance of *Ahimsa* to Human Rights

#### Course Learning Outcomes:

Upon completion of this course, students will understand the different aspects of human rights under Indian political thought as well as the changing dimensions of Human Rights in the 21st century.

#### References:

- Bansal, S. (2015). Indian Polity. New Delhi: Unique Publisher India Private Limited.
- Gandhi, M. and Merton, T. (1965). Gandhi on Non-Violence. United States: New Directions Publishing Corporation.
- Guha, R. (2007). India After Gandhi: The History of the World's Largest Democracy. New York: HarperCollins.
- Keown, D. and Prebish, C. (1998). Buddhism and Human Rights. London: Curzon Press.
- Rathore, A. S. (2010). Indian Political Thought: A Reader. London, United Kingdom: Routledge.
- Rokeach, M. (2000). Understanding Human Values. Mumbai: Free Press.
- Sen, A. (2011). The Idea of Justice. Harvard: Harvard University Press.

- Sharma, A. (2004). *Hinduism and Human Rights: A Conceptual Approach*. Oxford: Oxford University Press.
- Tripathi, A.N. (2003). *Human Values*. New Delhi: New Age International Publishers.
- Unnithan, P. (2013). *Crime and Justice in India*. India: Sage Publications India Pvt. Ltd.
- Witte, J. and Green, M.C. (2011). *Religion and Human Rights: An Introduction*. USA: Oxford University Press.

## Teaching Methodology for Semester – I

The teaching methodology used towards imparting instruction in the different courses in the Semester I will, in particular, comprise a series of lectures given by the faculty members as well as invited talks by distinguished speakers.

Besides the lecture method, debates and discussions; seminars and panel discussions are a regular feature of the interactive coursework instruction at the Department. Students are encouraged to prepare and present individual and group projects in the students' seminars/group discussions that are organised around the different topics of the course curriculum. In addition, tutorial classes are utilised by faculty members in order to supplement regular class lectures and discuss students' concerns, esp. take-home assignments etc.

Periodic assignments comprise class tests, take-home assignments, and/or other innovative assessment exercise deemed suitable for gauging the expected learning outcome.

Amongst the commonly used teaching-learning resource materials for academic instruction, are the whiteboard, blackboard, wall magazine, books, journals, newspaper articles, and audio-visual aids such as an LCD projector and virtual teaching through internet and innovative online resources.

## Semester- II

### Course: RAB/PG/HRDS/CC2.1/HRHD

#### Idea of Human Development

##### Course Objectives:

The objective of this course is to understand the idea of Human Development by examining the different approaches to Human Development, in the contexts of gender, inequality, poverty and sustainable development.

##### Course Contents:

- **Approaches to Human Development**

- Basic Needs Approach to Development
- Capability Approach- Development as Freedom (Amartya Sen)
- Relationship between Human Rights and Development

- **Gender, Inequality and Human Development**

- Gender Discrimination
- Inequity - Domestic Violence, Rape, Prostitution, Trafficking
- Gender Inequality Index
- Gender Development Index

- **Poverty and Human Development**

- Poverty – Rural and Urban
- Unemployment – Nature and Forms
- Bonded Labour, Street Children and Child Labour
- Multidimensional Poverty Index

- **Sustainable Development**

- Human Development Index
- Inequality-adjusted Human Development Index
- HDI: National Level – Current Scenario, Reasons and Scope of Development
- Globalisation and Human Rights
- Human Rights and Sustainable Development

##### Course Learning Outcomes :

Upon completion of this course, students will understand Development as both the objective as well as the catalyst for realisation of Human Rights, the idea of Globalisation and Global Commons and interpret the issues of gender inequality, poverty and sustainable development.

## References:

- Alkire, S. and Foster, J. (2015). *Multidimensional Poverty Measurement and Analysis*. Oxford: Oxford University Press.
- Basu Ray Chaudhury, S. et al (2005). *Internal Displacement in South Asia: The Relevance of UN's Guiding Principles*. New Delhi: Sage Publications.
- Comim, F. (2008). *The Capability Approach: Concept, Measures, and Applications*. Cambridge: Cambridge University Press.
- Ghai, D. (1978). *The Basic-Needs Approach to Development*. New York: International Labour Organisation.
- Haq, Mahbub UI (2010). *Reflection on Human Development*. Oxford: Oxford University Press.
- Kuklys W. (2010). *Amartya Sen's Capability Approach*. Berlin: Springer-Verlag Berlin and Heidelberg GmbH & co.KG.
- Nussbaum, M. (2013). *Creating Capabilities: The Human Development Approach*. Harvard: Harvard University Press.
- Panda, P. K. (2014). *Human Development and Social Security in India*. New Delhi: New Century Publications.
- Rai Chowdhury Dutt, P. (2015). *Manob Odhikaar o Manob Unnoyon*. Kolkata: Progressive Publishers.
- Rai Gupta, K. (2005). *Poverty in India*. New Delhi: Atlantic Publishers & Distributions.
- Sachs, J. (2015). *The Age of Sustainable Development*. Columbia: Columbia University Press.
- Sen, S. (2006). *Gender and Development*. Hyderabad: ICFAI.
- Uvin, P. (2004). *Human Rights and Development*. Bloomfield,CT: Kumarian Press.

## Semester- II

### Course: RAB/PG/HRDS/CC2.2/HRHD

#### UN Charter and the Universal Declaration of Human Rights

##### Course Objectives:

The objective of this course is to illustrate and assess the evolution of international organisations, and critically inquire into the founding of the United Nations, the United Nations Charter, the organs and agencies of the United Nations and the Universal Declaration of Human Rights.

##### Course Contents:

- Evolution of International Organisations
- Founding of United Nations
- United Nations Charter - Nature and Provisions
- United Nations Charter and Human Rights
- Economic and Social Council - Human Rights Council
- Universal Declaration of Human Rights – Provisions and Assessment

##### Course Learning Outcomes:

Upon completion of this course, students will understand the UN system, national sovereignty versus international enforcement of human rights, international politics of human rights and selective application of international sanctions, as well as the issue of unilateral use of coercion and implementation of human rights.

##### References:

- Ahuja, R. (1992). Social Problem in India. Rajasthan: Rawat Publications.
- Baxi, P. (2014). Public Secrets of Law: Rape Trials in India. Oxford: Oxford University Press.
- Donnelly, J. (2003). Universal Human Rights in Theory and Practice. Ithaca: Cornell University Press.
- Flavia, A. (1999). Law and Gender Inequality: The Politics of Women's Rights in India. New Delhi: Oxford University Press.
- Freeman, M. (2002). Human Rights: An Interdisciplinary Approach. Cambridge: Polity Press.
- Glendon, M. A. (2001). A World Made New: Eleanor Roosevelt and the Universal Declaration of Human Rights. New York: Random House.
- Griffin, K.; Cullenberg, S. and Pattanaik, P. (2006). Human Development in the Era Of Globalization. United Kingdom, United States: Edward Elgar Publishing Limited.
- Ishay, M. R. (2008). The History of Human Rights: From Ancient Times to the Globalization Era. Berkeley, Calif: University of California Press.

- Kara, S. (2014). *Bonded Labour: Tackling the System of Slavery in South Asia*. Columbia: Columbia University Press.
- Narayan, L. (2014). *Urbanization, Urban Poverty and Slums in India*. Germany: Lap Lambert Academic Publishing.
- Rai Chowdhury, P. (2015). *Manabdhikar O Manabunnoyon*. Kolkata: Progressive Publishers.
- Shelley, L. (2010). *Human Trafficking: A Global Perspective*. Cambridge: Cambridge University Press.
- Thompson, S. (2012). *Homelessness, Poverty and Unemployment. Social Issues, Justice and Status*. Hauppauge, N.Y: Nova Science Publishers.
- Tiwari, R. (2011). *Human Rights and Law: Bonded Labour in India*. New Delhi: Foundation Books.



## Semester- II

### Course: RAB/PG/HRDS/CC2.3/HRHD

#### International Human Rights Treaties– ICCPR, ICESCR, ICERD, CEDAW, CAT, CRC, CMW, CRPD, CED

#### Course Objectives:

The objective of this course is to demonstrate and evaluate the concept, genesis, core provisions, working methods, implementation and monitoring of the core international human rights treaties esp. International Covenant on Civil and Political Rights (ICCPR), International Covenant on Economic Social and Cultural Rights (ICESCR), International Convention on the Elimination of All Forms of Racial Discrimination (ICERD), Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), Convention against Torture and All Other Forms of Cruel, Inhuman or Degrading Treatment or Punishment (CAT), Convention on the Rights of Child (CRC), Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families (CMW), Convention on the Rights of Persons with Disabilities (CRPD), Convention for the Protection of All Persons from Enforced Disappearance (CED).

#### Course Contents:

- **International Human Rights Treaties I**
  - Concept
  - Difference between 'Treaty' and 'Convention'
  - Signature, Accession and Ratification
  - Human Rights Monitoring Bodies – Core International Human Rights Treaties, Special Procedures of the Human Rights Council, Complaint Procedures
- **International Human Rights Treaties II**
  - Genesis
  - Core Provisions
  - Protocols
  - Working Methods and Implementation

#### Course Learning Outcomes:

Upon completion of this course,, students will be able to understand the diverse international instruments on Human Rights and will also learn about the enforcement of International Human Rights instruments as well as the specialised bodies under different instruments.

## References:

- Bertrand, R. (2011). *The Fundamentals of International Human Rights Treaty Law*. Netherlands: Brill.
- Craven, M. C.R (1998). *The International Covenant on Economic, Social and Cultural Rights: A Perspective on its Development*. Oxford: Clarendon Press.
- Detrick, S. (1999). *A Commentary on the United Nations Convention on the Rights of the Child*. Netherlands: Martinus Nijhoff Publishers.
- Diaconu, I. (2011). *Racial Discrimination*. Netherlands: Eleven International Publishing.
- Hellebrandt, A. and Aasen, H. S. (2013). *Women's Human Rights: CEDAW in International, Regional and National Law (Studies on Human Rights Conventions)*. Cambridge, United Kingdom: Cambridge University Press.
- Joseph, S.; Castan, E. and Shearer, I. (2004). *The International Covenant on Civil and Political Rights: Cases, Materials and Commentary*. Oxford: Oxford University Press.
- Kaime, T. (2011). *The Convention on the Rights of the Child*. Netherlands: Europa Law Publishing.
- Office of the High Commissioner for Human Rights (2007). *The Core International Human Rights Treaties United Nations*. New York: United Nations.
- Office of the High Commissioner for Human (2007). *The New Core International Human Rights Treaties*. United Nations. New York: United Nations.
- Rai Chowdhury, P. (2015). *Manabadhikar O Manabunnoyon*. Kolkata: Progressive Publishers.
- Saul, B. ; Kinley, D.; Mawbray, J. (2016). *The International Covenant on Economic, Social and Cultural Rights: Commentary, Cases and Materials*. Netherlands: Oxford University Press.
- Scovazzi, Tullio and Citroni (2007). *The Struggle Against Enforced Disappearance and the 2007 United Nations Convention*. Netherlands: Martinus Nijhoff Publishers.
- Vermeulen, M. L. (2011). *Enforced Disappearance*. Cambridge: Intersentia.

## Semester II

### Course: RAB/PG/HRDS/CC2.4/HRHD

## Human Rights and Development: Movements, Conferences and Declarations

### Course Objectives:

The objective of this course is to interpret the different human rights movements, viz., Anti-Slavery movement, Civil Rights movement, Feminist movement, Disability rights movement, Environmental movement, LGBTQ Rights movement. It will also examine the significant Human Rights Conferences and Declarations and their impact for social change.

### Course Contents:

- **Movements**

- Anti-Slavery movement
- Civil Rights movement
- Feminist movement
- Disability rights movement
- Environmental movement
- LGBTQ Rights movement

- **Conferences**

- First International Conference on Human Rights, Teheran (1968)
- Second International Conference on Human Rights, Vienna (1993)
- World Conference on Women, Beijing (1995) and Beijing +5
- United Nations Conference on Environment and Development, the Earth Summit, Rio (1992)
- United Nations Conference on Human Environment, Stockholm (1995)

- **Declarations**

- Declaration on the Right to Development (UN, 1986)
- Declaration of Human Duties and Responsibilities (UNESCO, 1998)
- Universal Declaration on Cultural Diversity (UNESCO, 2001)
- Declaration on the Rights of Indigenous Peoples (UN, 2007)
- Declaration on Sexual Orientation and Gender Identity (UN, 2008)
- Convention Relating to the Status of Refugees (UN, 1951) and Protocol Relating to the Status of Refugees (UN, 1967)
- Convention on the Reduction of Statelessness (UN, 1961)

### Course Learning Outcomes:

Upon completion of this course,, students will understand the role of diverse international movements such as Anti-Slavery movement , Civil Rights movement, Feminist movement, Disability rights movement, Environmental movement and the LGBTQ Rights movement as well as the significance and role of international conferences for social change.

## **References:**

- Alston, P. and Goodman, R. (2007). International Human Rights. Netherlands: Martinus Nijhoff Publishers.
- Agarwal, H. O. (2006). International Law and Human Rights. Allahabad: Central Law Publications.
- Banerjee, P.; Basu Ray Chaudhury, S. and Das, S. K. (2009). Internal Displacement in South Asia. Sage Publishing.
- Donnelly, J. (2013). Universal Human Rights in Theory and Practice. New York: Cornell University Press.
- Rai Chowdhury, P. (2015). Manabadhikar O Manabunnoyon. Kolkata: Progressive Publishers.
- Vijapur, A. P. (1996). The United Nations at Fifty; Studies in Human Rights. New Delhi: South Asian Publishers.

## Semester- II

### Course: RAB/PG/HRDS/CC2.5/HRHD

#### International Humanitarian Law, International Crime Tribunals and Regional Systems

##### Course Objectives:

The objective of this course is to outline the concept, principles and rules of International Humanitarian Law. Further, the concept of international crimes and international crime tribunals, along with regional human rights systems are to be examined.

##### Course Contents:

- International Humanitarian Law
  - Concept, Principle, Rule
  - Geneva Conventions 1949 and Additional Protocols
  - Hague Conventions 1899 and 1907
- International Crime Tribunals
  - Concept of International Crimes
  - International Criminal Court: Concept, Organs and Functions
  - International Court of Justice: Historical Background, Concept, Organs, Functions
  - UN War Crimes Tribunals for Yugoslavia and Rwanda (ICTY & ICTR)
- Regional Systems
  - Regional Human Rights norms and standards
  - Relationship to 'Responsibility to Protect'
  - Regional Regimes in Operation

##### Course Learning Outcomes :

After completion of this course, students will be able to understand the evolution of International Humanitarian Law (IHL) since the mid-nineteenth century and basic principles of humanity, protection of civilians and civilian objects, humane treatment of prisoners and civilians under custody, prohibition of use of weapons and methods of warfare, prohibition of widespread, long-term and severe damage to natural environment.

##### References:

- Bennett, A. (2006). The Geneva Convention: The Hidden Origins of the Red Cross. United Kingdom: The History Press.
- Christoffersen, J. and Madsen, M. R. (2011). The European Court of Human Rights between Law and Politics. Oxford: Oxford University Press.
- Clapham, A. and Gaeta, P. (2009). The Oxford Handbook of International Law in Armed Conflict (Oxford Handbooks in Law). Oxford and Portland: Hart Publishing.
- Crowe, J. and Weston-Scheuber, K. (2016). Principles of International Humanitarian Law. Cambridge: Cambridge United Law.

- Davis, J. (2013). *Seeking Human Rights Justice in Latin America*. Cambridge: Cambridge University Press.
- Dinstein, Y. (2014). *Non-International Armed Conflicts in International Law*. Cambridge: Cambridge University Press.
- Dunant, H. (2010). *Geneva Convention*. New York: Kaplan Publishing.
- Fleck, D. (1999). *The Handbook of International Humanitarian Law*. New York: Transnational Publishers.
- Forsythe D. and Rieffer – Flanagan, B.A. (2007). *The International Committee of the Red Cross: A Neutral Humanitarian Actor (Global Institutions)*. United Kingdom: Taylor and Francis.
- Grover, S.C. (2014). *The European Court of Human Rights as a Pathway to Impunity for International Crimes*. United Kingdom: Springer.
- Kolb, R. and Perry, A. (2013). *The International Court of Justice*. Oxford: Hart Publishing.
- Kolb, R. (2015). *Advanced Introduction to International Humanitarian Law*. United Kingdom: Edward Elgar Publishing Ltd.
- Morris, V. and Scharf, M. (1998). *The International Criminal Tribunal for Rwanda*. New York: Transnational Publishers.
- Schabas, A. W. (2017). *An Introduction to the International Criminal Court*. Cambridge: Cambridge University Press.
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## Teaching Methodology for Semester – II

The teaching methodology used towards imparting instruction in the different courses in the Semester II will, in particular, comprise a series of lectures given by the faculty members as well as invited talks by distinguished speakers.

Besides the lecture method, debates and discussions; seminars and panel discussions are a regular feature of the interactive coursework instruction at the Department. Students are encouraged to prepare and present individual and group projects in the students' seminars/group discussions that are organised around the different topics of the course curriculum. In addition, tutorial classes are utilised by faculty members in order to supplement regular class lectures and discuss students' concerns, esp. take-home assignments etc.

Periodic assignments comprise class tests, take-home assignments, and/or other innovative assessment exercise deemed suitable for gauging the expected learning outcome.

Amongst the commonly used teaching-learning resource materials for academic instruction, are the whiteboard, blackboard, wall magazine, books, journals, newspaper articles, and audio-visual aids such as an LCD projector and virtual teaching through internet and innovative online resources.

## Semester III

### Course: RAB/PG/HRDS/CC 3.1/HRHD

### Constitution of India

#### Course Objectives:

The objective of this course is to elucidate the Constitution of India beginning with the Preamble, discussing the relation of the Union and State, the concept of Citizenship, Fundamental Rights, Directive Principles of State Policy, Fundamental Duties and finally the Government.

#### Course Contents:

- Preamble
- The Union and State
- Citizenship
- Fundamental Rights
- Directive Principles of State Policy
- Fundamental Duties
- The Union Government

#### Course Learning Outcomes :

Upon completion of this course, students will be able to understand Human Rights from constitutional perspective along with its co-relations with Fundamental Duties and Directive Principles. They will also understand the role of Legislature, Executive and Judiciary in the enforcement of human rights.

#### References:

- Bakshi, P.M. (2018). The Constitution of India. India: Universal Law Publishing.
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- Granville, A. (2000). The Indian Constitution: Cornerstone of a Nation. USA: Oxford University Press.
- Gupta, D.N. and Singh, C. (2003). Human Rights, Acts, Statutes and Constitutional Provisions. Kalpaz Publications .
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## Semester III

### Course: RAB/PG/HRDS/CC 3.2 /HRHD

#### National and State Commissions and the Vulnerable Groups

##### Course Objectives:

The objective of this course is to critically examine the composition, functions and powers of the National and State Commissions for Human Rights, Minorities, Women, Scheduled Castes, and Scheduled Tribes. This course also inquires into vulnerable groups and assesses the substantive and procedural aspects of violations faced by them.

##### Course Contents:

###### **I. The National and State Commissions**

- The Protection of Human Rights Act, 1993 and amendment 2019
  - National and State Commissions for Women
  - National and State Commissions for Children
  - National and State Commissions for Minorities
  - National Commission for Scheduled Castes and Scheduled Tribes

###### **II. The Vulnerable Groups (this list is indicative)**

- Women
- Children
- Elderly
- Persons with Disabilities
  - Indigenous People
  - Dalits
  - Sexual Minorities
  - Religious and Linguistic Minorities
  - Refugees, IDPS and the Stateless Persons

##### Course Learning Outcomes:

Upon completion of this course, students will be able to understand the role of NHRC and SHRCs as well as the role of various national and state commissions in the enforcement of human rights. The students will also learn the issues and challenges of specially disadvantaged sections of society in India and protection mechanisms in securing human rights for all.

##### References:

- The Protection of Human Rights Act, 1993 and amendment 2019. Gazette of India.
- National Commission for Women Act, 1990. Gazette of India.

- National Commission for Minorities Act, 1992. Gazette of India.
- National Commission for Scheduled Castes and Scheduled Tribes Act, 1995. Gazette of India.
- Baxi, U. (1994). Inhuman Wrongs and Human Rights. New Delhi: Harnand Publications.
- Iyer, V.R.K. (1984). Human Rights and the Law. Indore: Vedpal Law House.
- Banerjee, P.; Basu Ray Chaudhury, S. ; Das, S.K. and Adhikari, B. (2005). Internal Displacement in South Asia: The Relevance of the UN's Guiding Principles. India: Sage Publications.
- Dasgupta, K.R. (2017). Digital Queer Cultures in India: Politics, Intimacies and Belonging. London: Taylor and Francis.
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- Khanna, S.K. (1998). Children and the Human Rights. New Delhi: Commonwealth Publishers.
- Pachauri, S.K. (1999). Women and Human Rights. New Delhi: APH Publications.
- Rai Chowdhury, P. (2015). Manabadhikar O Manabunnoyon. Kolkata: Progressive Publishers.
- UN High Commissioner for Human Rights (1998). Internally Displaced Persons: Compilation and Analysis of Legal Norms. New York: United Nations.
- Vanita, R. (2008). Same-Sex Love in India. UK: Penguin.

## Semester III

### Course: RAB/PG/HRDS/CC 3.3/HRHD

#### Research Methodology

##### Course Objectives:

The objective of this course is to elucidate upon the fundamentals of research methodology and equip the students to use the tools employed in Social Research research to collect data (both quantitative and qualitative) for in-depth scientific inquiry into social issues.

##### Course Contents:

- Philosophical Foundations of Social Science Research
- Basic Components of Social Science Research
  - Sampling: Probability and Non-probability
  - Techniques of Data Collection: Observation, Interview, Questionnaire
  - Variables: Independent, Dependent and Extraneous
- Formulation and Testing of Hypothesis
- Research Design: Concept & Types
- Review of Literature
- Qualitative Research
  - Historical Research
  - Oral History
  - Ethnography
  - Content Analysis
- Quantitative Research
- Parametric Method
- Non-Parametric Methods
- Dissertation Writing and Use of Tools for Research
- Research Ethics

## **Course Learning Outcomes:**

Upon completion of this course, students will be able to understand the concept and idea of Research Methodology through examination of the philosophical foundations of social science research, research ethics, formulation and testing of a Hypothesis, and formulating a research design; thereby exhibiting a research orientation that is essential to the carrying out of research in any specialised branch of study.

## **References:**

- Bailey, C. (1996). A Guide to Field Research. Newbury Park: Thousand Oaks CA, Pine Forge Press.
- Blaxter, L.; Hughes, C. and Tight, M. (2001). How to Research. Buckingham: Open University Press.
- Bryman, A. (2001). Social Research Methods. Oxford: Oxford University Press.
- Bryman, A. and Burgess, R. (1994). Qualitative Research. London: Sage.
- Burgess, R. (1984). In the Field. London: Allen & Unwin.
- Chatterji, R. (1979). Methods of Political Inquiry. University of Michigan: World Press.
- Denscombe, M. (1998). The Good Research Guide. Buckingham: Open University Press.
- Denscombe, M. (2002). Ground Rules for Good Research. Buckingham: Open University Press.
- Flick, U. (1998). An Introduction to Qualitative Research. London: Sage.
- Gillham, B. (2000). Developing a Questionnaire. London: Continuum.
- Gorard, S. (2003). Quantitative Methods in Social Science Research. London: Continuum.
- Hammersley, M. and Atkinson, P. (1995). Ethnography. London: Routledge.
- Kvale, S. (1996). Interviews. Newbury Park CA: Sage.
- Rubin, H. and Rubin, I. (1995). Qualitative Interviewing. Newbury Park CA: Sage.
- Singh, A.K. (2011). Tests, Measurements and Research Methods in Behavioural Sciences. New Delhi: Bharati Bhawan.
- Therese, L.B. (1994). Doing Social Research. Bombay: McGraw-Hill.
- Walliman, N. S. R. (2000). Your Research Project. London: Sage.

## Semester III

### Course: RAB/PG/HRDS/CEC 3.1/GHRE

#### Gender and Human Rights: An Introduction

##### Course Objectives:

The objective of this course is to explicate the social construction of Gender, Gender roles and Gender stereotyping. This course will highlight the role of social institutions in the socialisation process, particularly in the context of social reform and the emergence of nationalist feminisms.

##### Course Contents:

- Concepts and Contexts

  - Patriarchy

  - Sex- Gender

  - Sexism and Androcentrism

  - Understanding Patriarchy

  - Theories of Patriarchy, Private – Public Dichotomy, Sexual Division of Work Gender shaping Institutions, Theories of Gender Construction

- Waves of Feminism

  - Liberal Feminism, Radical Feminism, Marxist Feminism, Socialist Feminism, Cultural Feminism, Eco-Feminism, Post Colonial Feminism, Post Modern Feminism, Queer Activism, Post Structural Feminism

- Gender and Violence – Feminist Perspectives

  - Public/Private Divide and Understanding Violence

  - Structural Inequalities and Violence – Racism, Classicism, Heterosexism, Sexism Gendered Theories of Masculinity and Violence

- Gender and Human Rights Movements

  - The Socio-Economic conditions of women during the Industrial Revolution The Seneca Falls Convention and the Call for Women's Rights 1848. Women's Rights Movement 1848-1920, Suffrage Movement, Working Women issues Social Reform and the Emergence of Nationalist Feminisms (India, Egypt)

  - Women in Peasant Movements (India, China)

  - Women, Migration and Family. Protest Campaigns. (India and the West Indies)

  - Women in Resource Resistance (South Africa)

  - Socialist Feminists and the Struggles of Women Workers

## Women and Trade Unions

- Queer Perspective

Understanding Queer Movement

LGBTQA

Third Gender Activism

### **Course Learning Outcomes:**

Upon completion of this course, the students will understand the concepts of patriarchy, sex- gender, sexism and androcentrism, gender shaping Institutions, sexual division of work, as well as examine different theories, viz, theories of Patriarchy and theories of Gender Construction. Further, they will comprehend the different waves of Feminism, Feminist perspectives on Gender and Violence, Gender and Human Rights Movements and the Queer Perspective.

### **References:**

- Agnes, F (2001). Law and Gender Inequality: The Politics of Women's Rights in India. Oxford: Oxford University Press.
- Banerjee, P. (2008). Women and Peace Politics. New Delhi: Sage Publications.
- Friedan, B. (1963). The Feminine Mystique. New York: Norton.
- Judith B. (1990). Gender Trouble. Oxford: Routledge.
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- Mohanty, C. and Alexander, M.J.(1997). Genealogies of Struggle.London: Routledge.
- Murthy,M .L .et al .(2007). Towards Gender Equality. New Delhi: India`s Experience Serial Publications.
- Pamelas,M. and Maline, M .F.(2007). Women Politics and Power : a Global Perspective. California: Pine Forge Press.

## Semester III

### Course: RAB/PG/HRDS/CEC 3.1/CRCE

### Children's Rights and Child Protection: Legislations, Policies and Programmes

#### Course Objectives:

The objective of this course is to understand the concepts of Child and Child Development, besides gaining knowledge of the U.N. Convention on the Rights of the Child (1989), and other international and regional instruments designed for protecting children. The present condition of children at the global level will also be analysed along with evaluation of the role of NGOs in upholding Child Rights.

#### Course Contents:

- Concepts of Child, Childhood, Child Development
- Stages of Growth in Childhood: Early Childhood, Middle Childhood and Adolescence Why Children Require Rights and Protection?
- U.N. Convention on the Rights of the Child (1989) and the three Optional Protocols
- Overview of Special Provisions for Children in other International and Regional Instruments:

##### International -

Declaration on the Rights of the Child (1959)

Minimum Age Convention (1973)

##### Regional -

African Charter on the Rights and Welfare of the Child (1990)

European Convention on the Exercise of Children's Rights (1996)

Child Protection and Placement Agreements

Convention on Jurisdiction, Applicable Law and Recognition of Decrees relating to Adoptions (1985)

Hague Convention on the Civil Aspects of International Child Abduction (1980),

Hague Convention on Parental Responsibility and Protection of Children (1996)

Worst Forms of Child Labour Convention (1999)

- Present condition of Children at the Global level through Analysis with special reference to the role of UNICEF ; "Global Study on Child Poverty and Disparities" with example of Bangladesh; Progress in securing Children's Rights with respect to Millennium Development Goals and Sustainable Development Goals
- Role of NGOs in Child Rights and Child Protection: Child Rights Connect, Save the Children, Child Rights and You (CRY) and Terre des hommes

## **Course Learning Outcomes:**

Upon completion of the course, the students will understand and interpret concepts of Child and Child Development in the context of protection and care, in appreciation of the significance of the U.N. Convention on the Rights of the Child (1989) and other international and regional Instruments designed for protecting children.

## **References:**

- Bajpai, A. (2003). Child Rights in India: Law, Policy and Practice. India: Oxford University Press.
- Khan, N.P. (2016). Child Rights and the Law. New Delhi: Universal Law Publishing.
- Liefwaard, T. and Doek, J.E. (2016). Litigating the Rights of the Child: The UN Convention on the Rights of the Child in Domestic and International Jurisprudence. London: Springer International Publishing.
- United Nations General Assembly, 1989. Convention on the Rights of the Child. Geneva, Switzerland: Office of the United Nations High Commissioner for Human Rights (OHCHR) • Westra, L. (2014). Child Law: Children's Rights and Collective Obligations. London: Springer International Publishing.
- Woodhead, M. and Montgomery, H. 2002. Understanding Childhood: An Interdisciplinary Approach. New Jersey, U.S.A.: Wiley



## Semester III

### Course: RAB/PG/HRDS/CEC 3.1/FMRE

#### Forced Migration and Refugee Protection: Concept, Typology and Trends

##### Course Objectives:

The objective of this course is to define and interpret the concept, typology and trends in Forced Migration and Refugee Protection, and understanding Refugee definition and persecution paradigms, the issue of 'well-founded fear' standard and forced repatriation.

##### Course Contents:

- History of Population Movements: Migrants, Immigrants, Internally Displaced Persons and Refugees
  - The Concepts
  - The Theories
  - Population Movements in the Past and Present
- Understanding Refugee Definition and Persecution Paradigms
  - The Definition of Refugee; Conceptualizing Refugees, the Distinction between Refugees and other Migrants, UNHCR Viewpoint: "Refugee" or "Migrant"- Which is right? Alienage, Outside the Country of Nationality, Owing to Fear or Is Unable or Unwilling to avail himself of Protection of Country of Nationality, Dual or Multiple Nationality and Statelessness.
- The Central Concepts
  - Persecution; Well-founded Fear of Persecution
  - Subjective v. Objective Criteria of Fear
  - International Convergence on the Standard of Proof
  - Acts of Persecution; Agents of Persecution; Five Grounds of Persecution: Race, Religion, Nationality, Membership of a Particular Social Group (MSG), Political Opinion (Gender related Persecution, Child Specific Forms of Persecution, Persecution in Civil War Situations, Draft Deserters and Evaders)
  - The Refugee Groups with Special Needs: Women, Children, Elderly.
  - The Specific Cases of Granting Refugee Status
- Exclusion and Cessation of Refugee Status
  - Refugee Status Exclusion Clauses, Refugee Protection and Measures Against Terrorism, Withdrawal, Cancellation and Revocation of Refugee Status, Cessation Clauses of Refugee Status, Internal Protection Alternative, Reception, Detention, Recognition as a Refugee, Procedures, Establishing the Facts, Standards of Proof, Credibility

## **Course Learning Outcomes:**

Upon completion of this course, students will understand the global, regional and national perspectives on protection on refugees. They will also learn to differentiate between various categories of refugees, migrants, immigrants, internally displaced persons and the specific issues and challenges of international protection for each.

## **References:**

- Banerjee, P. and Samaddar, R. (ed.) (2010). Migration and Circles of Insecurities. New Delhi: Rupa.
- Basu Ray Chaudhury, S. and Samaddar, R. (ed.) (2018). The Rohingya in South Asia: The People without A State. Abingdon: Routledge.
- Carlier, J. Y., et al. (1997). Who is a Refugee? A Comparative Case Law Study. The Hague: Kluwer Law International.
- Chimni, B.S. (2000). International Refugee Law: A Reader. New Delhi: Sage Publications.
- Fiddian-Qasmiyeh, E.; Loescher, G.; Long, K. and Sigona, N. (2014). The Oxford Handbook of Refugee and Forced Migration Studies. Oxford: Oxford University Press.
- Foster, M. (2003). Membership of a Particular Group International Journal of Refugee Law, Vol.15, pp.477-491.
- Kelley, N. (2002). The Convention Refugee Definition and Gender Based Persecution: A Decade's Progress, International Journal of Refugee Law, Vol.13, pp.559-568.
- Kneebone, S. (2005). Women Within the Refugee Construct: 'Exclusionary Inclusion' in Policy and Practice the Australian Experience, International Journal of Refugee Law, Vol.17, pp.7-42.
- Mcadam, J. (2008). Forced Migration, Human Rights and Security (Studies in International Law). Oxford: Hart Publishing.
- Procaccini, K. C. (2009). Constructing the "Right Not to Be Made a Refugee" at the European and Inter-American Courts of Human Rights" Harvard Human Rights Journal, Vol. 22, pp. 271-292.

## Semester III

### Course: RAB/PG/HRDS/CEC 3.2/GHRE

#### Gender and Human Rights: International and National Legal Framework

#### Course Objectives:

The objective of this course is to assess the international and national normative framework related to Gender in the context of globalisation, industrial growth and class-gender violence, gender institutions and gender mainstreaming in Development process.

#### Course Contents:

##### **International Legal Framework**

##### **• Conventions**

Universal Declaration of Human Rights (1948)

Convention on the Political Rights of Women (1952)

Declaration on the Elimination of All Forms of Discrimination against Women (1967)

Declaration on the Protection of Women and Children in Emergency and Armed Conflict (1974)

Convention on the Elimination of All Forms of Discrimination against Women

(1979) Declaration on the Elimination of Violence against Women (1993)

Inter-American Convention for the Prevention, Punishment and Elimination of Violence against Women (Belém do Pará Convention) (1995)

Optional Protocol to the Convention on the Elimination of All Forms of Discrimination against Women (1999).

Convention on the Consent of Marriage, Minimum Age of Marriage, and Registration of Marriages (1964)

Convention on Preventing and Combating Violence against Women and Domestic Violence (Istanbul Convention) (2014).

##### **• Conferences and Agreements**

First World Conference on Women (1975), Mexico

Second World Conference on Women (1980), Copenhagen

Third World Conference on Women (1985), Nairobi

Fourth World Conference on Women (1995), Beijing

The Paris Agreement (under the United Nations Framework Convention on Climate Change)

## National Legal Framework

- **Constitutional Guarantees**

- **Law, State and Gender**

The Personal Laws

Debates on Equality and Protection/Freedom of Religion and Rights of Oppressed Social groups; Personal Laws and the 'Uniform Civil Code'

- **State Violence on Women and Laws and Procedures**

Custodial Violence and Rape—Laws

Violence including Rape in Conflict areas – Naxalite movement, Kashmir, North East India, Debate over the Armed Forces Special Powers Act.

Class, Caste, Communalism and Rape and Sexual Violence on Women

Colonial and Post-Independent India: Caste Violence and 'Honour' Killings – Reign of Khap Panchayats

- **Globalisation, Industrial Growth and Class-Gender Violence**

Development, Eviction and Violence on Women

Domestic Violence and Intimate Partner Violence – including Dowry, Marital Rape, Sexual Assault/ Harassment

Sexual Harassment at Workplace, Rape Laws

Trafficking of Women and Children – Laws and helpline

Child Marriage Prohibition Act 2006

Indecent Representation of Women Act, 1986.

- **Institutions**

Legal Aid Cells and Centers, Family Courts, Mahila Courts, National and State Commissions for Women

- **Empowerment- Gender Mainstreaming in Development Process** Family and Marriage Laws (Special Marriage Act 1954), Registration of Marriages, Minimum age at marriage, Judicial Separation and Divorce Laws Maintenance Laws, Property Rights including Right to Succession and Inheritance (with reference to Hindu and Muslim Laws)

- **Acts of Employment**

Factories Act 1948, Minimum Wages Act, Trade Unions Act 1948, Indian Mines Act 1926, Maternity Benefit Act 2017

Debate regarding Political Representation of Women: Reservation of Women in the Parliament, Local Bodies and Panchayats .

## Course Learning Outcomes:

Upon completion of this course, the students will understand the scope and ambit of state-based guarantees in relation to Gender besides gaining knowledge into the concept of Empowerment in the context of globalisation, industrial growth and class-gender violence and gender movement and environment particularly in the context of India.

## References:

- Agnes, F. (1999). *Law and Gender Inequality: The Politics of Women's Rights in India*. New Delhi: Oxford University Press .
- Banerjee, P. (2010). *Borders, Histories and Existences: Gender and Beyond*. New Delhi: Sage Publications.
- Bora, P. "Between the Human, the Citizen and the Tribal", *International Feminist Journal of Politics*, 12 (3-4), 2012, pp. 341-360.
- Branche, R.V.F. (eds.), (2012). *Rape in Wartime*. London: Palgrave.
- Dobhal, H. (ed.). (2011). *Writings on Human Rights, Law and Society in India: A Combat Law Anthology*. New Delhi: Human Rights Law Network.
- Gangoli, G. (2007). *Indian Feminisms: Law, Patriarchies and Violence in India*. Ashgate: Aldershot-Hampshire.
- John, E. Mary (ed.) (2008). *Women's Studies in India; A Reader*. New Delhi: Penguin Books.
- Kannabiran, K. (ed.). (2005). *The Violence of Normal Times*. Delhi: Women Unlimited.
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- Mukhopadhyay, M. (1998). *Legally Dispossessed*. Kolkata: Stree.
- Pickup F.; Williams S.; and Sweetman C. (eds.). (2001). *Ending Violence Against Women: A Challenge for Development and Humanitarian Work*. London: Oxfam.
- Sen, S. et al. (2011) . *Intimate Others*. Kolkata : Stree .

## Semester III

### Course: RAB/PG/HRDS/CEC 3.2/CRCE

### Children's Rights and Child Protection

#### Course Objectives:

The objective of this course is to identify and examine the incidence and nature of child vulnerabilities in the context of exploitation, abuse, violence, neglect and even parents' vulnerability and responding through institutional mechanism for protection of the child.

#### Course Contents:

##### **Vulnerabilities and Responses**

- Definition of Child Vulnerability
- Frameworks of Vulnerability
  - Identifying patterns of Vulnerability in Children
  - Safeguarding concerns
  - Health and/or disability
  - Economic circumstances
  - Family circumstances/characteristics
  - Educational engagement
  - Involvement in offensive/anti-social behaviour
  - Experience of abuse/exploitation
  - Missing and absence
  - Minority populations
- Responding to Children's Vulnerability with respect to Exploitation, Abuse, Violence, Neglect and Parents' vulnerability

## **Course Learning Outcomes:**

Upon completion of the course, students will understand the concept of child vulnerability in contemporary society, as well as mechanism for response to the child in need of care and protection.

## **References:**

- Bright, C. (2017). Defining Child Vulnerability: Definitions, Frameworks and Groups, Technical Paper 2 in Children's Commissioner Project on Vulnerable Children. London, England: Children's Commissioner for England .
- John T. P. (2006). Children's Rights: Policy and Practice in *Haworth Social Work Practice with Children and Families*. United Kingdom: Psychology Press .
- Johnson, D. J., Agbényiga, D. L., and Hitchcock, R. K. (eds). (2013). *Vulnerable Children: Global Challenges in Education, Health, Well-Being and Child Rights*. United States: Springer.
- State of Victoria.(2007). *The Best Interests Framework for Vulnerable Children and Youth. Best Interests Series*. Melbourne, Australia: Department of Human Services, Victorian Government.
- World Health Organisation. (2017). *Responding to children and adolescents who have been sexually abused: WHO clinical guidelines*. Geneva, Switzerland: World Health Organisation.
- Mitcheles, B. and James, H. (2001). *Child Care Protection Law and Practice*. Oxford: Routledge.

## Semester III

### Course: RAB/PG/HRDS/CEC 3.1/FMRE

### Forced Migration and Refugee Protection: Human Rights and International Regimes

#### Course Objectives:

The objective of this course is to identify and determine the international regimes in the context of Forced Migration and Refugee Protection, viz., the main sources of international refugee law, legal and institutional framework for refugee protection, alternative Refugee definitions and principles of Refugee Protection.

#### Course Contents:

- **The Legal and Institutional Framework for Refugee Protection**
  - The Evolution of the International Refugee Regime
  - The Universal Standard: The 1951 Geneva Convention
  - Refugee Definition and the Statute of the UNHCR
  - Prior Definitions: Group Specific: Geographically and Temporarily Limited
  - 1951 Geneva Convention: Universal Applicability: Optional Geographical and Temporal Limits
  - Expansion by the 1967 Protocol
  
- **Main Sources of International Refugee Law**
  - Nansen Passport (League of Nations)
  - UN Charter and UDHR, International Bill of Rights
  - Statute and Role of the UNHCR and ICRC, UNDTA
  
  - International Refugee Law and its Relationship with International Human Rights Law (IHRL)
  
- **Contemporary Alternative Refugee Definitions**
  - Africa - The 1969 OAU Convention Governing the Specific Aspects of Refugee Problems in Africa
  - Latin America - The 1984 Cartagena Declaration in Latin America, Bangkok Principles and Asian African Legal Consultative Organization (AALCO) and Contemporary Alternative Refugee Definitions



Europe - Protection of Refugees through Regional Instruments, The Council of Europe Legal and Policy Framework for Refugee Protection, The European Convention on Human Rights and Fundamental Freedoms, The European Union, The Evolving EU *Acquis* on Asylum, European Integration and Asylum. European Refugee Protection: Practices and Policies; Access to Territory, Visas, Carrier Sanctions, Interception and Rescue at Sea, Extraterritorial Immigration Control. UNHCR and Other Actors Relevant to International Asylum Law

#### • Principles and Concepts of Refugee Protection

The Rights of Refugees under International Refugee Law Definition of Asylum in the Context of International Refugee Law *Non-refoulement*, Non-discrimination, Gender and Securitization. The Principle of Family Unity and the Right to Family Reunification. Defending Refugee Rights in Administrative and Judicial Institutions. Durable Solutions and International Cooperation

### **Course Learning Outcomes:**

After completion of the course, students will understand the global perspective regarding protection of Refugees including international standards and procedures. They will also learn the regional and national perspectives on Refugees as well as the fundamental ideas of protection, persecution and asylum in a global context.

### **References:**

- 1950 UN Statute of the Office of the United Nations High Commissioner for Refugees
- 1951 UN Convention Relating to the Status of Refugees
- 1967 UN Additional Protocol UN Convention Relating to the Status of Refugees, 1951
- Banerjee, P. and Basu Ray Chaudhury, S. (2011). *Women in Indian Borderlands*. New Delhi: Sage Publications.
- Chimni, B.S. (2000). *International Refugee Law: A Reader*. New Delhi: Sage Publications.
- Das, S. K. (ed.) (2018). *Migrations, Identities and Democratic Practices in India*. Milton Park/New Delhi: Routledge.
- Dauvergne, C. (2008). *Making People Illegal: What Globalization Means for Migration and Law*. New York: Cambridge University Press.
- David, W. (2008). *Refugees-The Human Rights of Non-citizens*. Oxford: Oxford University Press.
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- Islam, M. R. and Bhuiyan, Md. J. H. (2013). *An Introduction to International Refugee Law*. London: Martinus Nijhoff Publishers.
- Bertrand G. R. (2011). *The Fundamentals of International Human Rights Treaty Law*. London: Martinus Nijhoff, Publishers.
- Lauren, P. G. (2003). *The Evolution of International Human Rights: Visions Seen*. Pennsylvania: University of Pennsylvania Press.
- Janmyr, M. (2013). *Protecting Civilians in Refugee Camps: Unable and Unwilling States, UNHCR and International Responsibilities*. London: Martinus Nijhoff Publishers.

## Teaching Methodology for Semester – III

The teaching methodology used towards imparting instruction in the different courses in the Semester III will, in particular, comprise a series of lectures given by the faculty members as well as invited talks by distinguished speakers.

Besides the lecture method, debates and discussions; seminars and panel discussions are a regular feature of the interactive coursework instruction at the Department. Students are encouraged to prepare and present individual and group projects in the students' seminars/group discussions that are organised around the different topics of the course curriculum. In addition, tutorial classes are utilised by faculty members in order to supplement regular class lectures and discuss students' concerns, esp. take-home assignments etc.

Periodic assignments comprise class tests, take-home assignments, and/or other innovative assessment exercise deemed suitable for gauging the expected learning outcome.

Amongst the commonly used teaching-learning resource materials for academic instruction, are the whiteboard, blackboard, wall magazine, books, journals, newspaper articles, and audio-visual aids such as an LCD projector and virtual teaching through internet and innovative online resources.

## Semester IV

### Course: RAB/PG/HRDS/CC 4.1/HRHD

#### Dissertation & Viva-voce

#### Course Objectives:

The objective of this course is to demonstrate and assess the application of the theoretical knowledge in the discipline of Human Rights and Human Development to a common field-based experience to identify issues and problems relating to realisation of human rights, thereby strengthening the ability to conduct field research and write a research report regarding a human rights and human development issue or 'problem'.

#### Course Contents:

Students are expected to collectively go to a field environment (for example, a primary school in a nearby district, an urban slum, a non-governmental organisation, a government healthcare facility or the West Bengal State Human Rights Commission office - as in previous years) for a minimum period of 5 days under the guidance of a faculty member to study and submit a Dissertation for viva voce in the final semester.

#### Course Learning Outcomes:

After completion of the course, students will understand the social settings through empirical research fieldwork with the guidance of a teacher. The student will also exhibit the ability to review the relevant field background, undertake in-depth observation, identify the issues and problems and use the available resources in order to analyse and interpret data and prepare the research report (Dissertation).

## Semester IV

### Course: RAB/PG/HRDS/CEC 4.1/GHRE

#### Gender and Human Rights in India

#### Course Objectives:

The objective of this course is to demonstrate and assess Gender and Human Rights in India, viz., the gender movement in colonial India, gender issues in contemporary India in the backdrop of public-private discourse, globalisation and environment.

#### Course Contents:

##### **I. Gender Movement in Colonial India**

- Gender in Colonial India and Nationalist Responses  
Women's Representation in Karachi Congress Resolution, National Movement and the Genesis of Feminism, AIWC, Quit India Movement
  
- Women's Movements in Post-Independence India  
Tebhaga Movement and Telengana Movement  
Autonomous Women's Movement  
Roop Kanwar incident and Anti-*Sati* agitation  
Movements for Uniform Civil Code and Shah Bano case  
Dalit women and the question of double marginality

##### **II. Gender Issues in India**

- Problems of The Girl Child  
Child Abuse, Child Labour, Child Marriage, Female Foeticide and Infanticide, Equal access to Education Health and Health Care Services.
- Nutrition, Adolescent Health Reproductive Health and Safe Motherhood
- Critical issues in Mental Health
- Disability
- HIV/AIDS

### III. Gender and Environment

- Nature and Feminine Principle – Women’s dependency on the Eco system
- Care and management of natural resources – sustainable development
- Rise of Eco – feminism in India and women’s resistance to environmental destruction (*Chipko Movement and Narmada Bachao Andolan*)

#### Course Learning Outcomes:

Upon completion of the course, the students will understand the concepts of Gender and issues related to gender in the context of India, besides gaining knowledge of the gender movement and environment in India.

#### References:

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- Basu, A. and Rau, B. (1996). Women’s Struggle. New Delhi: Manohar.
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- Wykes, V. and Welsh, K. (2009). Violence, Gender and Justice. London: Sage.

## Semester IV

### Course: RAB/PG/HRDS/CEC 4.1/CRCE

## Children's Rights and Child Protection in India

### Course Objectives:

The objective of this course is to identify and evaluate children's rights and child protection in India, viz., state protection of child rights in India including the role of the state ministry with special reference to National Commission for Protection of Child Rights as well as the child welfare targeted schemes and programmes in India.

### Course Contents:

- **State Protection of Child Rights in India**

Overview of Constitutional Rights, Child Related Schemes and Programmes Child Labour in India and Child Labour (Prohibition and Regulation) Act, 1986 and its amendment in 2016

Juvenile Justice (Care and Protection of Children) Act 2000, its amendment in 2006 and 2015, and Juvenile Justice Rules, 2016

Child Marriage in India and Prohibition of Child Marriage Act, 2006

The Right of Children to Free and Compulsory Education Act, 2009

Protection of Children from Sexual Offences Act, 2012

National Policy for Children, 2013

- **Role of Ministry of Women and Child Development in India with special reference to National Commission for Protection of Child Rights**

Child Targeted Schemes and Programmes in India with special reference to Mid-day Meal Scheme, Integrated Child Development Scheme, CHILDLINE services and Integrated Child Protection Scheme

Adoption in India: Role of Central Adoption Resource Authority (CARA), CARA Guidelines, State Adoption Resource Agency (SARA), Specialised Adoption Agencies (SAA)

### Course Learning Outcomes :

Upon completion of the course, the students will understand the role of government and NGOs in ChildRights' Protection, the programs and interventions for child protection; and institutional services and family strengthening non-institutional alternative care. Besides, they will gain knowledge of children rights advocacy, activism and networking with allied systems in India.

## **References:**

- Bajpai, A. ( 2006). Child Rights in India: Law, Policy and Practice. New Delhi, India: Oxford University Press.
- Bhakhry, S. ( 2006). Children in India and their Rights. New Delhi, India: National Human Rights Commission.
- Chopra, G. (2015). Child Rights in India: Challenges and Social Action. New Delhi, India: Springer India.
  - Mahajan, S. (2008). MVF and Child Labour. New Delhi: National BK Trust.

## Semester IV

### Course: RAB/PG/HRDS/CEC 4.1/SRPE

#### State Institutions and Refugee Protection in India

##### Course Objectives:

The objective of this course is to locate India on the Asian Refugee protection map, national framework for refugee protection in India, security concerns relating to refugees in India, non-governmental organisations and UNHCR in India as well as landmark refugee case law.

##### Course Contents:

###### • **Locating India on the Asian Refugee Protection Map**

Identifying Refugee Populations in South Asia

Asian Approaches to the Present Refugee Regime

States Not Party to the 1951 Refugee Convention: Bangladesh, India, Nepal, Pakistan, Thailand

Geo-Strategic Manipulation of Refugees in South Asia

Regionalization of the 1951 UN Convention

Child Refugees and Children of Refugees

Concerns & Responses of Refugees, Future of Refugees (Cessation Clause)

Progressive Development and Codification of IRL under the SAARC

SAARC Model Refugee Law [The South Asia Declaration on Refugees-2004

Ratification of International Human Rights Instruments by India and their Impact on Refugee Protection in India

Impact of the Bangkok Principles

Asian African Legal Consultative Organisation and Indian Obligations to Provide Refugee Protection

###### • **National Framework for Refugee Protection in India**

Relevant Provisions of the Constitution of India

Foreigner Act, 1946

Relevant provisions of the IPC

Problem of Detention of Refugees/Arrests/discharge/ Surety etc.

Role Played by the Judiciary, NHRC and Other Institutions including the Role of the Informal Consultations on Status of Refugees and Migratory Movements in South Asia. Issues relating to the Accession to the Refugee Conventions



- **Security Concerns Relating to the Refugees in India**

Ascertainment of Refugee Status as per 1951 Convention

Refugee Status Determination in India

Burden Sharing, UNHCR Intervention with Internally Displaced Persons, Problems of Statelessness, Concept of Temporary Refugees, Irregular Movement of Refugees, Internal Flight Alternative

- **Non Governmental Organizations and UNHCR in India**

Ara Legal Initiative

Burma Assist

Indo Global Social Service Society

Jesuit Refugee Service

South Asia Human Rights Documentation Centre

Public Interest Legal Support and Research Centre

SANLAAP

The Other Media

- **Landmark Refugee Case law**

Peoples' Union for Civil Liberties [PUCL] v. Union of India and Another, AIR 1997 SC 568 D.K Basu v. State of West Bengal, AIR 1997 SC 610

Prem Shankar Shukla v. Delhi Administration, 1980 SCC 526

Citizens for Democracy v. State of Assam, 1995 SCC 743

National Human Rights Commission v. State of Arunachal Pradesh & Another, 1996 AIR 1234, 1996 SCC (1) 742

National Legal Services Authority v. Union of India and others, Writ Petition (Civil) No. 400 of 2012, India: Supreme Court, 15 April 2014,

Suresh Kumar Koushal and another v. NAZ Foundation and others, Civil Appeal No.10972 of 2013, India: Supreme Court, 11 December 2013,

Servai v. State of Tamil Nadu, Criminal Appeal No. 958 of 2011, India: Supreme Court, 19 April 2011

Sarbananda Sonowal v. Union of India, Writ Petition (civil) 117 of 2006, India: Supreme Court, 5 December 2006

National Human Rights Commission v. State of Arunachal Pradesh and Another, 1996 SCC (1) 742; Writ Petition (C) No. 720 of 1995, India: Supreme Court, 9 January 1996

State of Arunachal Pradesh v. Khudiram Chakma; Khudiram Chakma v. State of Arunachal Pradesh and Others, 1994 Sup (1) Supreme Court Cases 615; Civil Appeal Nos. 2182 and 2181 of 1993,, India: Supreme Court, 27 April 1993,

Nilabati Behera v. State of Orissa and Others, (1993) 2 Supreme Court Cases 746; Writ Petition (Civil) No. 488 of 1988, India: Supreme Court, 24 March 1993,

Malavika Karlekar v. Union of India and Another, Writ Petition (Criminal No) 583 of 1992, India: Supreme Court, 25 September 1992

Louis De Raedt v. Union of India and Others; B.E. Getter v. Union of India and Others; S.G. Getter v. Union of India, (1991) 3 Supreme Court Cases 554; Writ petition (Civil) Nos. 1410 and 1372 of 1987 and Writ Petition (criminal) No. 528 of 1987, India: Supreme Court, 24 July 1991

### **Course Learning Outcomes:**

Upon completion of this course, the students will understand India's local stand with regard to the Refugee issue in the backdrop of the historical and current Asian approaches and be able to gauge the geo-strategic manipulation of refugees in South Asia in the context of regional and international legal and political dynamics.

### **References:**

- Balakrishnan, R. (2003). *International Law from Below. Development, Social Movements and Third World Resistance*. Cambridge: Cambridge University Press.
- Banerjee, P., Basu Ray Chaudhury, S. and Das, S. K. (eds.). 2005. *Internal Displacement in South Asia*. New Delhi: Sage
- Basu Ray Chaudhury, S. and Samaddar, R. (ed.) (2018). *The Rohingya in South Asia: People without a State*. New Delhi: Sage.
- Carlier, Jean Yves, et. al. (1997). *Who is a Refugee? A Comparative Case Law Study*. The Hague: Kluwer Law International.
- Chimni, B. S. (2000). *International Refugee Law: A Reader*. New Delhi: Sage Publications.
- Das, S. K. (ed.) (2005). *Peace Processes and Peace Accords, South Asian Peace Studies II*. New Delhi: Sage.
- Debbas, G. V. (1995). *The Problem of the Refugees in the Light of Contemporary International Law Issues*. London: Martinus Nijhoff.
- Harris, D. J., et al. (1995). *Law of the European Convention on Human Rights*. London: Butterworths.
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- Mishra, O. (ed.) (2004). *Forced Migration in the South Asian Region*. Delhi: Manak Publications, Pvt. Ltd.
- Singh, N. (1994). *The Role and Record of the UN High Commissioner for Refugees*. New Delhi: Macmillan.
- Trakroo, R. et al. (2005). *Refugee and the Law*. New Delhi: Human Rights Law Network and Socio Legal Information Centre.

## Semester IV

### Course: RAB/PG/HRDS/CEC 4.2/CRCE

#### Field Report and Viva Voce

Gender and Human Rights

or

Children's Rights and Child Protection

or

Refugee Protection and Forced Migration

#### **Course Objectives:**

The objective of this course is to understand a human rights and human development issue of choice through the application of social science research principles in a field setting with the guidance of a member of faculty towards identifying an issue and scientifically inquiring into it, thereby strengthening the ability to conduct field research and write a field report regarding an 'issue' of choice.

#### **Course Contents:**

Students are expected to choose any research project from three options of 'Gender and Human Rights' or 'Children's Rights and Child Protection' or 'Refugee Protection and Forced Migration' under the guidance of a faculty member and prepare and submit a Field Report for viva voce in the final semester.

#### **Course Learning Outcomes :**

Upon completion of the course, the students will understand and exhibit the ability to identify a real-world issue, review relevant literature, formulate the research question, choose appropriate methodology, develop data collection tools, analyse and interpret data and write the Field report for viva voce.

## Semester IV

### Course: RAB/PG/HRDS/OEC 4.1/CSLO

### Corporate Social Responsibility (CSR): Rights, Livelihood and Sustainability

#### Course Objectives:

The objective of this course is to illustrate and analyse Rights, Livelihood and Sustainability issues with respect to Corporate Social Responsibility (CSR), viz., theory and philosophy of Corporate Social Responsibility, international laws/standards and regional pacts towards CSR, as well as implementation in India.

#### Course Contents:

##### • **Theory and Philosophy of Corporate Social Responsibility (CSR)**

What is Corporate Social Responsibility (CSR)?

Immanuel Kant - Theory of Transcendental Idealism

Hans Kelsen - Formalistic Legal Theory

Moral discourses – Ethical theory, Utilitarian theory, Theories of Right and Theories of Justice

Ancient Indian perspective

Evolution of CSR

Fundamental Principles Behind CSR

Core Issues of Social Responsibility: Emergent Themes

Challenges of CSR

##### • **International Laws/Standards and Regional Pacts towards CSR**

The United Nations Global Compact (UNGC) (2005) - Principles, UNGC Objectives, UNGC governance structure

How UNGC Works, Process by which a Business joins the UNGC

United Nations Guiding Principles on Business and Human Rights

OECD Guidelines for Multinational Corporations (2009)

International Labour Organization Helpdesk on CSR (2009)

ISO 26000 Guidance on Social Responsibility (2010)

- **CSR and Livelihood**

- Defining Livelihood

- Sustainable Livelihood Approach (SLA)

- Livelihood Strategy and Outcome

- Role of CSR in Livelihood Generation

- Impact of CSR towards Women Empowerment

- **CSR and Sustainability**

- Defining Sustainability?

- Sustainable Development Agenda for 2030

- Role of Organisations in eliminating unsustainable negative impacts and promoting sustainable forms of development

- **CSR Policy and Implementation in India**

- Introduction of CSR Law in India

- CSR provisions under section 135 read with Schedule Provisions of Companies (CSR) Rules, 2014

- Application, Financial Criteria, Amount to be spent, Surplus Generated from CSR Activities

- Role of CSR Committee and Board of the Company

- CSR Expenditure and Modes of Implementation, Permissible CSR Activities as per Schedule VII Collaboration with other Corporates

- Penalty for non-compliance. When Company ceases to qualify under CSR criteria

- Norms and Drafting of CSR Policy, CSR reporting and Disclosures,

- Penalties for CSR Non- Compliance

- CSR Guidelines from Ministry of Corporate Affairs, Government of India

- Role of NGOs in CSR

- Triple Bottom Line Approach of CSR: Economic, Social, Environmental

### **Course Learning Outcomes :**

Upon completion of the course, the students will understand the concept of corporate social responsibility and its far-reaching consequences on the development sector in India. They will be provided an experiential, integrative, substantive, and high quality experience surrounding issues of Corporate Social Responsibility along with a truly unique curriculum inclusive of field practicum.

## References:

- Beal, B. D. (2014). *Corporate Social Responsibility: Definition, Core Issues and Recent Developments*. Los Angeles: Sage.
- Chakrabarty, B. (2011) *Corporate Social Responsibility in India*. Oxford: Routledge.
- Fleming, P. and Jones, M. (2013). *The End of Corporate Social Responsibility. Crisis and Critique*. Los Angeles: Sage.
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- Michael, H. (2017) *CSR and Sustainability: From the Margins to the Mainstream: A Textbook*. Oxford: Routledge.
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- Jeremy, M. (2014). *Corporate Social Responsibility: A Very Short Introduction*, Oxford: Oxford University Press.
- Nolan, J. and Dorothee, B. (eds.) (2016). *Business and Human Rights: From Principles to Practice*. Oxford: Routledge.
- Prasetijo, A., Budimanta, A. and Rudito, B. (2003). *Corporate Social Responsibility: Jawabanbagi Model*. Indonesia: ICSD Press.
- Scoones, I. (1998). *Sustainable Rural Livelihoods: A Framework for Analysis*, IDS Working Paper 72. England: Institute of Development Studies.
- United Nations (2011) *Guiding Principles on Business and Human Rights: Implementing the United Nations “Protect, Respect and Remedy” Framework*. Geneva: Office of the High Commissioner of Human Rights.
- Walker-Said, C. and Kelly, J. D. (eds.) (2015). *Corporate Social Responsibility? Human Rights in the New Global Economy*. Chicago: University of Chicago Press.

## Semester IV

### Course: RAB/PG/HRDS/OEC 4.1/IDCO

#### Impact of Development and Civil Society Action

##### Course Objectives:

The objective of this course is to explore and elucidate the impact of Development and Civil Society action through contemporary Development approaches, role and relevance and scope of Information Technology in Development, ecological and social impact of Development, globalisation and natural disasters as well as social movements and social change both at the global and national levels.

##### Course Contents:

###### **Development**

- **Concept, History and Theories of Development**

Concept and Meaning of Development - Introduction to Development: definitions and interpretations of Development, various dimensions, key aspects, milestones in developmental thinking.

History of Development & Development Policy - Origin, evolution (from Development Economics to Development Studies), and trends; Development Studies as a Social Science, the hybrid nature of this Social Science, and is there a common thread running through it all?

Common Characteristics of Developing Nations: Defining the Developing world, the structural similarity and diversity of Developing countries.

Theories: - Classic Theories of Growth and Development: Balanced and Unbalanced Growth, Rostow's Stages of Growth, Harrod-Domar Growth Model, The Lewis Theory of Development, Slow Model, Endogenous Growth Theories

Law and Development – (i) Cartagena Protocol on Biosafety to the Convention on Biological Diversity (ii) Kyoto Protocol to the United Nations Framework Convention on Climate Change

###### **Development Politics**

Contemporary Development Approaches: Modern critique of development theories, search for micro-solutions, recent innovations in development thinking

Sustainable Human Development (Concept, Indicators (HDI, GDI, GEM) and Millennium Development Goals)

Role, relevance and scope of Information Technology in Development - E-governance

Ecological and Social Impact of Development - Impact of Human Activities on Environment and Development. Classification of Resources.

Globalization and Development: Nature, Issues, Argument, Problems and Challenges

Disasters and Development – Sustainable Development and Environmental Conservation: Concept and relevance. Gandhian Concept and its scope in the emerging scenario

### **Developmental Issues in India**

Basics of Planning Concept; Five Year Plans. Development Issues in India with particular reference to Regional Imbalances.

Problems of social and economic development - Agrarian change, land reform, rural labour - Anti-poverty programmes including food security and employment programmes - Social exclusion, caste discrimination, gender issues

### **Civil Society Actions**

**Meaning and Concept of Civil Society** - Key concepts in the understanding of society: Community, Association, Social Processes, Social Interaction, Social Control, Heredity and Environment. Relevance of Social Development.

### **Theoretical Approaches on Civil Society:**

- Coterminous with government and the Rule of Law;
- Associated with *bourgeois* society and a by-product of capitalism; - Identified with a pluralistic sphere of democratic and civic values; - Identified with active citizenship and a “third sphere” of the voluntary non-profit sector

### **Social Action, Advocacy and Movements**

Social Action – Modality (Litigation, Negotiation, Mediation, Advocacy, Campaign) – Example - Greenpeace International  
Importance of Environmental Impact Assessment and Social Impact Assessment

### **Social Movements and Social Change**

#### **Case Studies – Global level**



*Deepwater Horizon* oil spill (2010)

*Fukushima Daiichi* nuclear disaster (2011)

### **Case Studies in India**

*Chipko* Movement (1973)

*Silent Valley* Movement (1980s)

*Neora Valley* Movement (1980s)

*Narmada Bachao Andolan* (1989)

*Bhopal Gas Tragedy* (1984)

*Tehri Dam protests* (2002)

Kudankulam Nuclear Power Plant protests (2002)

*Mass protests against Genetically Modified (GM) Crops* (2008)

*Kodaikanal Mercury Poisoning* (2015)

Niyamgiri protests against Vedanta Resources (2017)

Recent Protests: Pancheshwar Dam protest (2017); Adani Enterprises' proposed Carmichael coal mine (2018)

### **Course Learning Outcomes:**

Upon completion of the course, the students will understand the concept of Right to Development and its various dimensions; debate around inclusive growth; issues of international equity and justice, equitable sharing of sharable resources and common amenities, equitable access to benefits of science and technology. They will have a unique learning experience overview of the development issues and civil society actions through a case studies approach in the context of the recent innovations in development thinking.

### **References:**

- Ashcroft B., Griffiths G. and Tiffin H. (2004). *Key Concepts in Post-Colonial Studies*. London and New York: Routledge.
- Bardhan, P. and Udry, C. (1999), *Development Microeconomics*. Oxford: Oxford University Press.
- Colman, D. and Nixon, F. (1994), *Economics of Change in Less Developed Countries*. London: Harvester.
- Dreze, J. and Sen, A. (2013). *Hunger and Public Action*. Gloucestershire: Clarendon Press.
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- Ghatak, S. (2003). *An Introduction to Development Economics*. London and New York: Routledge.
- Gillis, M. et al (1996). *Economics of Development*. New York: Norton.
- Haque, M.S. (1999). *Restructuring Development Theories and Policies: A Critical Study*. Albany: State University of New York Press.

- Robinson, J. (1979). Aspects of Development and Underdevelopment. London: Cambridge University Press.
- Schech, S. and Haggis , J. (2001). Culture and Development: A Critical Introduction. Oxford: Blackwell Publishers.
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- Thirwall, A.P.(1999). Growth and Development. New York: Macmillan.
- Thorat, S. (2009). Dalits in India: Search for a Common Destiny. New Delhi: Sage.
- Willis, K. (2006). Theories and Practices of Development. London and New York: Routledge.

## Semester IV

### Course: RAB/PG/HRDS/OEC 4.2/IDCO

### Project Report (case studies) and Viva voce

Corporate Social Responsibility (CSR)

or

Impact of Development and Civil Society Action

#### **Course Objectives:**

The objective of this course is to understand the issues and challenges of implementation in the context of Corporate Social Responsibility (CSR) or Impact of Development and Civil Society Action through the application of social science research principles in a fieldwork setting with the guidance of a member of faculty towards identifying an issue and scientifically inquiring into it, thereby strengthening the ability to conduct research and write a project report in an organisation/company/institution of choice.

#### **Course Contents:**

Students are expected to choose any research project pertaining to either 'Corporate Social Responsibility (CSR)' or 'Impact of Development and Civil Society Action' with the guidance of a faculty member to prepare and submit a **Project Report** for viva voce in the final semester.

#### **Course Learning Outcomes :**

Upon completion of the course, the students will become acquainted with the professional environment of the discipline locally, regionally and nationally through their practical work at the company/organisation/institution. Students will be equipped to express themselves (through viva voce presentation of the case studies) critically and clearly in their area of specialisation, demonstrating both depth of knowledge in chosen area of specialisation as well as the ability to undertake independent and original research or work.

## Teaching Methodology for the Semester – IV

The teaching methodology used towards imparting instruction in the different courses in the Semester IV will, in particular, comprise a series of lectures given by the faculty members as well as invited talks by distinguished speakers and include a field practicum as well.

Besides the lecture method, debates and discussions, seminars and panel discussions are a regular feature of the interactive coursework instruction at the Department. Students are encouraged to prepare and present individual and group projects in the Students' seminars/Group Discussions that are organised according to the different topics of the semester course curriculum. In addition, tutorial classes are utilised by faculty members in order to supplement regular class lectures and discuss students' concerns, esp. take-home assignments etc.

Periodic assignments comprise class tests, take-home assignments, and/or other innovative assessment exercise deemed suitable for gauging the expected learning outcome.

As part of the final semester coursework, students undertake guided research programmes (Dissertation, Field Report and Project Report) on select Human Rights and/or Human Development issues, applying theory and social science research principles in a field setting with the guidance of a faculty. The practical teaching component aims to acquaint the student with the professional environment of the discipline locally, regionally and nationally through their practical work at the company/organisation/institution.

Amongst the commonly used teaching-learning resource materials for academic instruction, are the whiteboard, blackboard, wall magazine, books, journals, newspaper articles, and audio-visual aids such as an LCD projector, and virtual teaching through internet and online resources.