

**Recommendations of  
National Human Rights Commission**

**HUMAN RIGHTS  
EDUCATION at  
THE UNIVERSITY AND  
COLLEGE LEVELS**



**NATIONAL HUMAN RIGHTS COMMISSION**



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the University and College Levels**

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## NATIONAL HUMAN RIGHTS COMMISSION

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## **Foreword**

The value of a nation is ascertained on the grounds of quality and character of its citizens. Education plays a very crucial role in shaping the character and quality of people. This is an undisputed fact. The commission has made an effort in the past to ensure that education at all levels does incorporate human rights issue, thereby inculcating and imbibing Human Rights values and setting up a culture of respect towards Human Rights in the society. This is one way by which an effort can be made in creating a sustainable development of the nation.

Any sustainable development has multi-layer approach, encompassing educational, economic, social, political, geopolitical and developmental dimensions. In order to achieve such goal, it is imperative to create a society with least differences at any continuum of life-scale. To achieve this and make our present society, which is going through a drastic social and political transformation, develop, there is a need to set in the dimension of Human Rights Education in regular university curriculum across the nation, which is far too diversified in terms of language, population and geographical boundaries. It is in this regard and in line with the mandate of the commission, that efforts have been made to bring about Human Rights Education module at various levels of Higher Education for introduction at the universities and colleges.

In fact, the efforts do not stop here, as it is observed that over the years the endeavour has been to introduce Human Rights Education in the formal education system, but so far it has not paid much dividend. The need is felt more along the lines of ensuring that the Human Rights Curriculum for higher education must have an element of practicability, besides the training leading to opening up of a new vista of knowledge and job opportunities in the present education not only for the marketability of the concept of Human Rights but also for helping to create a job opportunity in the changing scenario of globalization of education, in particular and in general, at the national as well as international level.

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This is a unique effort where Human Rights syllabus has been evolved, keeping in mind the trend towards Human Rights Education in the society as well as meeting the mandate of the Protection of Human Rights Act, 1993. Further, through this effort, an attempt has been made to create an opportunity for the future generation of youth in the area of human rights education giving the global contextual understanding and knowledge.

The curriculum formulated for human rights education has taken care of a plethora of issues of human rights concern, which would address the levels of the need of human rights by way of imbibing human rights culture in the young minds. Indeed, the approach used in this formulation of the recommendations speaks of the aerial views of the problems of human rights. For this purpose, we have been fortunate enough to have rich and comprehensive inputs from the members of the Task Force, eminent academics, legal experts and civil society. The combination of such group thus possesses a rare blend of specialisation and expertise, without which the formulation of this model curriculum in line with the changes taking place at the national and international level in the recent years would not have been possible. In addition, this model curriculum has been an effort to bridge the gaps which have emerged in the area of human rights education over the last five to six years, as well as the gaps which have been noticed in the human rights curriculum being followed in the universities and colleges in the country at the moment. Thus, the uniformity in human rights education curriculum will tune up as well as accelerate the process of human rights education in the university and college education across the country.

In this endeavour, the service rendered by all concerned are highly appreciated. It is a great pleasure to thank Justice Shri Y. Bhaskar Rao, Member, NHRC, Shri R.K. Bhargava, Secretary General, NHRC and Smt. Aruna Sharma, Joint Secretary for their committed and effective supervision during the course of the development of model curriculum. The logistics and the field management of the project have been handled in a most professional manner by the Research Division of NHRC.

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The National Human Rights Commission is of firm conviction and belief that the introduction of human rights education curriculum would go a long way in setting the human rights culture in Indian universities and colleges.



**Justice S. Rajendra Babu**  
*(Former Chief Justice of India)*  
CHAIRPERSON, NHRC





## **Preface**

**H**uman rights were born alongwith mankind. However, over the years, human rights concept as such has gone through a set of transformation. Needless to say, in the present times, human rights have become more and more relevant. There are various dimensions of human rights out of which only civil and political rights were focused upon for a long time. However, today the economic, social and cultural rights are also being given prominence. As such the human rights in the broader sense have paved the way to new laws, charters and covenants. Notwithstanding this, in the changing national and international context as a result of globalization, there has been a serious threat to human rights. One of the ways by which this threat could be met, is by bringing human rights education at all levels of education.

In fact, all along the endeavour of the Commission ever since its inception in the year 1993 has been to create an awareness of human rights which is also one of its functions under Section 12 (h) of the Protection of Human Rights Act, 1993. In this direction, the Commission had made an effort to develop and introduce human rights education curriculum through the University Grants Commission in the year 1999. The model on human rights education was developed and introduced by the University Grants Commission in the year 2001 in various universities and colleges. In fact, taking a lead from this model of human rights education, it is felt in the recent past that there is a need to relook into the model from the perspective of the changing global scenario. In this direction, the Commission first of all collected the syllabus of human rights education being taught at different universities and colleges across the country. It is found that very limited number of universities and colleges have introduced courses leading to various degrees in human rights. Of course, it is disheartening to note that in spite of more than 50 years after Universal Declaration of Human Rights by United Nations and after observance of UN Decade of Human Rights Education (1995 – 2004), the prevailing situation of human rights education at the educational system of the

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country is not satisfactory. Therefore, the Commission took further initiative to look at the human rights education model curriculum developed by the UGC from the point of view of changes taken place from the national and international perspective so as to ensure that the recent advancements made in the area of human rights and its perspective are adequately reflected in the human rights education curriculum. This will also make human rights education a lucrative area of study with high level of opening and credibility in the job market for the taker of the human rights education programme at the level of universities and colleges. Needless to say, that this vision would certainly make a dent and set a reasonable trend which would result in changing not only the attitude of people but also creating a human rights culture in the society at large.

To achieve this goal, the Commission constituted a Task Force consisting of eminent academicians and legal experts in the area drawn from various parts of the country. On the basis of the deliberations of the Task Force, the Commission organized five regional conferences at Goa, Cochin, Gandhinagar, Hyderabad and Jaipur to address the issue of human rights education leading to various levels of programmes at the universities and colleges. The Task Force besides taking into the consideration the recommendations made in the above mentioned conferences which were attended by experts in the field of human rights, academicians, scholars, legal experts and civil society also took the cognizance of UGC model curriculum on human rights and made the final recommendations in view of the changes taken place in the area of human rights at national and international levels which converged into model curriculum on human rights for various levels of programmes at the universities and colleges. In this model curriculum, there has been an appropriate focus especially on the local issues as well as on the field experiences which is regarded as a very vital component of human rights education not only in terms of giving an opportunity to the students to have real life experience but also to create an understanding besides sensitizing them towards the issue of human rights which would certainly ingrain human rights culture in the young minds.

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In the entire process of evolving the curriculum it has been our endeavour to prepare standard human rights curriculum for being taught in universities and colleges.

The National Human Rights Commission has been making all out efforts in fulfilling the obligations entrusted to it under the Section 12(h) of the Protection of Human Rights Act, 1993 to promote human rights literacy and awareness. It is the strong belief of the Commission that Human Rights Education to the youth of the country through our colleges and universities will go a long way and the present model curriculum is a small effort by the Commission in that direction.



**Justice Y. Bhaskar Rao**

*(Member)*

National Human Rights Commission

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## Prefatory Note

There is a great need for promoting human rights awareness at the present juncture. This is not only to equip the victims of human rights violations to seek effective redressal but also to make the redressal mechanisms themselves efficient and human rights friendly. Thus, marshalling of human rights knowledge into a single discipline of study will, it is hoped, open the path of activism for the sake of greater public good. On account of diversity of human rights issues, the task of their analysis, understanding and education is beset with multiple problems, the foremost task being locating human rights education to a single disciplinary bounds. Because human rights cut across traditional disciplines usually taught hitherto in Colleges and Universities, it makes it impossible to keep human rights education cabined within traditional boundaries. The nature and magnitude of the areas of study are such as it may become necessary to sponsor and promote independent departments of human rights education over a period of time. Furthermore, the multi-level inquiries inherent in human rights discipline also tend to create problems of nomenclature: whether the discipline ought to be desecrated as “Human Rights – Duties Education”, or “Human Values Education”, or simply “Human Rights Education”. Some clue to this can be found in the Protection of the Human Rights Act, 1993 itself, which under Section 12 has laid down a wide range of functions for the Commission under the relevant sub-clauses, thus :

- (g) undertake and promote research in the field of human rights;
  - (h) spread human rights literacy among various sections of society and promote awareness of the safeguards available for the protection of these rights through publications, media, seminars and other available means.
  - (i) encourage the efforts of non-governmental organizations and institutions working in the field of human rights and
  - (j) such other functions as it may consider necessary for the protection of human rights.
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It is in view of these functions the National Human Rights Commission had taken up the initiative of requesting the University Grants Commission, vide letter 1/10/99-PRP&P dated 18/10/1999 to constitute a committee headed by one of its former members to prepare a curriculum for human rights. The UGC, vide its letter No. 1-2/94(SU-II/HRE) constituted the Curriculum Development Committee on Human Rights and Duties Education. Six years have passed after the UGC curriculum on human rights and duties education was drawn. During this period certain significant developments have taken place in the field of human rights. Also certain new frontiers of human rights have opened up that necessitate revisiting of human rights curriculum both at the national as well as transnational levels.

The present attempt of the Task Force on Human Rights Education constituted by National Human Rights Commission, vide a meeting of Potential Partners of Human Rights Education on 7<sup>th</sup> June, 2006 was to devote its efforts to the following agenda:

1. to review the existing UGC syllabus on human rights and duties education in view of the Acts passed by the government in the recent years on the emerging issues pertaining to human rights in the fields of education, child labour, intellectual property rights and environment.
  2. to discuss the revision of syllabus in the light of various Protocols, Treaties and Conventions signed/ratified at international level.
  3. to discuss the changes in the syllabus in the light of the formation of Human Rights Council.
  4. to bring about the quality changes in the syllabus in order to attract foreign students to undertake human rights and duties education programme in India universities/institutions.
  5. to consider inclusion of local issues in the curriculum.
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As a sequel to the aforesaid mandate of the Task Force on Human Rights Education, five Regional Conferences were organized at Goa (29 & 30 October, 2006), Cochin (7 & 8 November, 2006), Gandhinagar (28 November, 2006), Hyderabad (12 January, 2007) and Jaipur (24 February, 2007).

Human Rights courses would initially be a joint venture in which Departments such as Law, Humanities, Social Sciences and Environmental Studies could be involved. The idea would be to bank on knowledge base of different disciplines to human rights issues with a view to ultimately developing human rights education as a distinct and fully blown discipline to be taught in the Human Rights Departments in not a too distant future.

The NHRC Task Force on Human Rights Education had detailed deliberations on UGC model curriculum prepared in 2001. These deliberations are the outcome of intensive interaction among conference participants drawn from over hundred colleges from different disciplines. The Task Force was thus enabled to fine tune the syllabi for various courses. Necessarily, the nodal funding institutions that oversee the courses will have to examine the various parameters of the syllabi on human rights education. A useful interaction is also necessary on the proposals between NHRC and the UGC, especially when the Task Force function was designed as to updating the UGC curriculum on human rights. Since the Foundation Course (Under Graduate and Post-Graduate), Certificate and Diploma courses would draw students from professional and non-professional institutions, the various funding and nodal agencies responsible for funding and overseeing these courses will have to be consulted before the Foundation Courses are introduced. The University Grants Commission being the nodal agency not only for funding, but also having a mandate to oversee the standards in general, are necessarily to be consulted before finalization of all the human rights courses.

## **Field/Practical Component**

Human rights education is not like any other branch of education that makes people critically aware of existential realities, including the societal responses to them. The human rights education, unlike other disciplines, requires a much closer examination

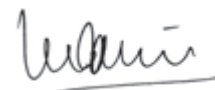
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and interrogation of the realities. This essentially makes human rights education a field-oriented discipline by its very nature. Thus, all the suggested human rights courses should have an essential field or practical component that require the teacher and taught to constantly interact with the ground realities, not only in classroom discourses but also in the course of Field Based Project work.

## **Academic Credits**

Every paper, whether it is for the Foundation Course, Certificate Course, Graduate Course, Post-Graduate Foundation Course, Post-Graduate Diploma and Degree Courses in human rights, carries 100 marks. Wherever practical component is envisaged, special mention is made in this report in relation to the assessment on the field work in addition to the other strategic methods such as seminars, workshops, reporting, interviews and conferences.

The conferences on different human rights courses have deliberated on the contents of the courses as well as on the strategies of putting across various disciplines.



**Dr. K.C. Pathak**

*Director (Research)*

National Human Rights Commission

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## **From the Editor's Desk**

The Commission since its inception has been concerned with the issue of human rights education. Section 12 (h) of the Protection of Human Rights Act, 1993 has clearly mandated the Commission to spread human rights literacy among the various sections of society. In the year 1999, the Commission suggested the University Grants Commission to evolve the curriculum on human rights education and to introduce the same in the universities and colleges across the country. In this vein, the University Grants Commission developed the model curriculum on Human Rights and Duties Education way back in the year 2001, which was subsequently introduced in the universities and colleges. However, it was noted that only a handful of universities and colleges across the country have introduced human rights education programme leading to Degree, Diploma and Certificate Courses. Through the analysis of the data collected along these lines, it has been realized that there was various stages of incorporating human rights education in the higher education institutions.

One of the key issues which has emerged in the analysis is that the human rights education programme could not make a dent in the education system largely owing to the programme being not marketable and, as such, hardly there is any taker of students/scholars who pursue human rights education. Besides this, the human rights education has been seen in a more compartmentalized manner. As a result, this programme has become more of law-discipline-centric rather than society - oriented, which is the focus of the humanities and social science disciplines. Further, by and large, if we look at the human rights education from generic point of view, this subject needs to be taught at all levels of education, irrespective of discipline of study. In order to facilitate human rights awareness and to nurture Human Rights values in the young minds, it is essential that the human rights education be made a part and parcel of the education programme right from primary to higher education.

While considering the issue of the human rights education, the Commission decided

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to look at it not only from the class room teaching perspective but towards a more practicable education, so as to produce a generation of students which is sensitized on human rights issues. In order to achieve this goal, the Commission constituted a Task Force having eminent academicians from across various disciplines of study. The Task Force consists of Prof. Ramma P. Dhokalia, Prof. P. Leelakrishnan, Prof. Ranbir Singh, Prof. B.B. Pande, Prof. V.S. Mani, Prof. M.J. Pinherio, Prof. Satish Shastri and Shri A.K. Dogra. This Task Force looked into the model curriculum on Human Rights & Duties Education developed by the University Grants Commission as a base document while formulating the model curriculum.

The Commission's recommendations on human rights education lead to under-graduate foundation course on human rights, certificate course on human rights, under-graduate degree course on human rights, post graduate foundation course on human rights, post-graduate diploma course on human rights, post-graduate degree course on human rights, including optional papers at the post-graduate level and research degree in human rights education (Identification of the New Areas for Research in the Field of Human Rights).

I take this opportunity to express our grateful thanks to Justice Shri S. Rajendra Babu, Hon'ble Chairperson, NHRC for inspiration and continuous guidance during the formulation of curriculum and the recommendations of the Commission. In this endeavour, I would like to thank Justice Shri Y. Bhaskar Rao, Hon'ble Member, NHRC for his initiation and valuable guidance throughout the course of the formulation of the recommendations on human rights education leading to various degree, diploma certificate and foundation courses on human rights education. Special mention is also due to Shri R.K. Bhargava, Secretary General, NHRC for his valuable suggestions and encouragement. We thankfully acknowledge the contribution, commitment and dedication of the members of the Task Force and also thank them for sparing invaluable time to accomplish the task of formulation of curriculum within the time frame. I further acknowledge the contribution of the participants of the various regional conferences held at various parts of the country. In addition, we are thankful to local conveners of regional conferences, namely Prof. M.J. Pinherio, Prof. P. Leelakrishnan, Prof. M. Sridhar,

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Prof. Srikrishna Deva Rao and Prof. Satish Shastri and their team for making arrangement for smooth conduct of the conference and also for providing the logistics.

Behind any successful team, there is an army of quiet and dedicated individuals whose efforts must be acknowledged. First and foremost, I would like to thank Dr. K.C. Pathak, Shri Nishith, Shri Mohammed Ahmed and other silent members of team of NHRC.

Finally, a comparative chart of the UGC model curriculum and the NHRC recommended curriculum on Human Rights Education has been drawn and is placed as an annexure.



**Aruna Sharma**

*(Joint Secretary)*

National Human Rights Commission

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# THE TASK FORCE



The Commission constituted a Task Force to review the existing curriculum on Human Rights and Duties Education leading to UG, PG degree, PG certificate and diploma, foundation course and also for Ph.D Programme, developed by the University Grants Commission, New Delhi, way back in the year 2001 and formulate a common syllabus on Human Rights Education. The Task Force consists of representatives of the University Grants Commission, New Delhi, Vice Chancellor/ Director of Law Schools and eminent educationists. Some of these were already involved in developing the curriculum under reference.

### **Constitution:**

- 1. Prof. P. Leela Krishnan**  
Emeritus Professor  
Deptt. of Law  
Cochin University of Science and Technology  
Cochin, Kerala.
  
- 2. Prof. B.B. Pande**  
Consultant (Research)  
NHRC, New Delhi
  
- 3. Prof. M.J. Pinherio**  
Principal  
V.M. Salgaonkar College of Law  
Meera Marg, Goa-403 001
  
- 4. Prof. V.S. Mani**  
Director  
Gujarat National Law University  
E-4, GIDC, Electronic Estate  
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Gandhinagar (Gujarat)



- 5. Prof. Dr. Ramma P. Dhokalia**  
Retired Professor of Law, BHU  
Former Secretary General  
Indian Academy of International Law  
C-31-D, Gangotri Enclave, Alaknanda  
New Delhi-110 019
  
- 6. Prof. Ranbir Singh**  
Vice Chancellor  
NALSAR University of Law  
Justice City, Shameerpet, Rangareddy district  
Hyderabad-500 014
  
- 7. Prof. Satish Shastri**  
Head of the Deptt. of Law,  
Rajasthan University,  
Jaipur
  
- 8. Shri A.K. Dogra**  
Joint Secretary,  
University Grants Commission,  
Bahadur Shah Zafar Marg,  
New Delhi-110 002

The first meeting of the Task Force constituted by the Commission was held on 8th September 2006. The Task Force deliberated on the issue of common and uncommon issues being a part of the human rights syllabus being followed at various universities and colleges, on inclusion of issues related to human rights and duties, human rights and values, non formal, formal and informal education as well as development of core syllabus on human rights, on live linkages with the realities of human rights and also on the issues concerning human rights course from applied point of view. Thus, it may be more popular course owing to its marketability and job prospects, provided it has an

essential component of field study and some financial inputs, besides looking into the existing UGC curriculum.

Similarly, it also deliberated upon the basic aspects of law concerning everyday life, the issue of evaluation assessment, complaint mechanism, media advocacy, psychological, sociological, legal and economic perspective that may reflect in the syllabus.

After having had due deliberations on the issues mentioned above, the Task Force recommended that there should be five regional workshops in order to deliberate on human rights concerns and evolve the syllabus concerning:

- a. Under-graduate Foundation Course
- b. Undergraduate Degree Course
- c. PG Course
- d. PG Diploma and Certificate Course
- e. Ph.d Programmes

## Terms of Reference

The Task Force was requested to review the existing curriculum on Human Rights and Duties Education leading to UG, PG degree, PG certificate and diploma, foundation course and also for Ph.D Programme developed by the University Grants Commission, New Delhi, way back in the year 2001 and to formulate a common syllabus on Human Rights Education.

## Regional Conferences

The following five regional conferences were organized:

Name of the Course	Place and Date of Conference	Regions Covered
Foundation Course	Goa 29 & 30 October 2006	Maharashtra, Goa, Karnataka
UG Degree	Cochin 7 & 8 November 2006	Tamil Nadu and Kerala
PG Diploma and Certificate	Gandhinagar, Gujarat 28 November 2006	Gujarat, MP, Chhatisgarh, UP, UA
PG Degree	Hyderabad 12 January 2007	Andhra Pradesh, West Bengal, North East States, Bihar, Jharkhand
Ph.D	Jaipur 24 February 2007	Rajasthan, Delhi, Punjab, Haryana, Himachal, J&K

During these regional conferences, the expert members deliberated on the human rights concerns and evolved courses right across various disciplines of study, which will have elements of human rights education. It was further observed that there is a lack of research element in human rights education, besides there being no element of case study/field study which is an important element of the human rights education. In addition, the experts stressed on the development of a core syllabus on human rights, which will have live linkages with the realities of human rights and also on the issues concerning human rights course from applied point of view, and hence make it more popular course owing to its market availability and job prospects.



# RECOMMENDATIONS



# Under-graduate Foundation Course on Human Rights

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## Objective

Foundation course, as its title suggests, aims to provide compulsory foundation at the undergraduate level across all disciplines.

To sensitize the students in the general principles and aspects of human rights, the seven units of instruction include the values of human rights and duties, philosophical and historical foundations, international human rights norms and mechanisms for implementation of human rights and duties in India. The course shall identify some societal problems and strive to examine, analyse and internalize them in the course of field work/project undertaken in addition to class room interactions.

The foundation course shall contain a practical component which will make it essential for the students to undergo a field work exercise as well.

The course carries total eight credits split into six credits for class room discussion and two credits for field work. In semester system, there shall be four credits in the first semester and two credits in the second semester for class room lecture and discussion and two credits for field work in the second semester. The field work strategies shall be formulated by the institution which conducts the course

## Paper – I: Human Rights: Basic Values

### Course Content:

- i. **Relevance of the study in Human Rights in India [5 hours]**
  1. Social aspects

2. Economic aspects

3. Political aspects

**ii. Evolution of Human Rights and Duties [5 hours]**

1. Inter-civilization approach to Human Rights

2. Theoretical perspectives

3. Developmental perspectives

4. Human Rights movements in India

**iii. Human Rights: International Norms [5 hours]**

1. Universal Declaration of Human Rights

2. Civil and political rights

3. Economic, social and cultural rights

4. Rights against torture, discrimination and forced Labour

5. Rights of the Child

**iv. Human Rights and Duties in India [10 hours]**

1. The preamble to the Constitution of India

2. Human Rights and Duties in the Constitution: Normative analysis

**v. Redressal Mechanisms for Human Rights Violations [7 hours]**

1. Judiciary
2. Government systems for Redressal
3. National Human Rights Commission and other Statutory Commissions
4. Media Advocacy
5. Creation of Human Rights Literacy and Awareness

**vi. Deprivation of Human Rights: the Core Issues [8 hours]**

1. Poverty, overpopulation, illiteracy
2. Problems of Unsustainable Development
3. Disadvantaged Groups
  - a. Women
  - b. Children
  - c. Scheduled Castes and Scheduled Tribes
  - d. Homeless and Slum Dwellers
  - e. Physically and Mentally Handicapped
  - f. Refugees and Internally Displaced Persons



**vii Good Governance [7 hours]**

1. Democracy
  - a. Guaranteed freedoms
  - b. People's participation
2. Rule of Law
  - a. Non-arbitrariness
  - b. Fairness in Criminal Justice Administration
  - c. Combating Corruption
3. Open and Transparent Governance
  - a. Right to information
  - b. Whistle Blowing: Public Exposure of Unfair Practices and Abuse of Public Authority.

## Suggested Readings

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13. NHRC, *Know Your Rights Series* (2005)
14. NHRC, *Human Rights Education for Beginners* (2005)
15. NHRC, *Discrimination Based on Sex, Caste, Religion and Disability* (2004)
16. Neera Burna, *Child Labour* (1994)
17. Human Rights Law Network, *Right to Food* (2004)
18. Human Rights Law Network, *Dalits and the Law* (2005)
19. Justice V.R. Krishana Iyer, *Social Justice* (Eastern Book Co., 1993)
20. C.B. Raju, *Social Justice and the Constitution of India* (Serials Pub., New Delhi, 2006)
21. *India – Unlocking Opportunities for Forest Dependent People* (The World Bank OUP, Delhi, 2006)
22. Polly Vizard, *Poverty and Human Rights* (OUP, 2006)

# **Certificate Course on Human Rights**

## **Objective**

The certificate course on human rights aims at sensitization of in-service functionaries to the human rights values with a view to ultimately strengthening the human rights culture in our society. The course may be offered to the teachers, doctors, lawyers, police and para-military officials, developmental bureaucracy and even NGO officials who are to deal with human rights issues at the ground level. The course could be structured for a short duration of 3 to 6 months so that in-service people can avail of it easily.

The course shall comprise two papers which focus on basic issues of Human rights and deal with the elements of good governance, duties of various state and non-state agencies in respect of Human Rights implementation.

## **Paper – I: Human Rights: National and International Perspective**

- i. Relevance of the study of Human Rights in India**
  - a. Social Aspects
  - b. Economic Aspects
  - c. Political Aspects
  
- ii. Evolution of Human Rights and Duties**
  - a. Inter civilization approach to human rights
  - b. Theoretical perspectives
  - c. Developmental perspectives

d. Human Rights movements

**iii. Human Rights: international Norms**

a. Universal Declaration of Human Rights

b. Civil and political rights

c. Economic, social and cultural rights

d. Rights against torture, discrimination and forced Labour

e. Rights of the child

**iv. Human Rights and duties in India**

a. The preamble to the Indian Constitution

b. Human Rights and duties in the Constitution

**Paper – II: Special Issues relating to Violation of Human Rights, Good Governance and Redressal Mechanism.**

**i. Deprivation of Human Rights: the Core Issues [8 hours]**

1. Poverty, overpopulation, illiteracy

2. Problems of Unsustainable Development

3. Disadvantaged Groups

a. Women

- b. Children
- c. Scheduled Castes and Scheduled Tribes
- d. Homeless and Slum Dwellers
- e. Physically and mentally Handicapped
- f. Refugees and Internally Displaced Persons

**ii. Good Governance [7 hours]**

- 1. Democracy
  - a. Guaranteed freedoms
  - b. People's participation
- 2. Rule of Law
  - a. Non-arbitrariness
  - b. Fairness in Criminal Justice Administration
  - c. Combating Corruption
- 3. Open and Transparent Governance
  - a. Right to information
  - b. Whistle Blowing: Public Exposure of Unfair Practices and Abuse of Public Authority.

**iii. Redressal Mechanisms against Human Rights Violations [7 hours]**

1. Judiciary
2. Government systems for Redressal
3. National Human Rights Commission and other Statutory Commissions
4. Media Advocacy
5. Creation of Human Rights Literacy and Awareness

## Suggested Readings

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

Bajwa, G.S. and D.K. Bajwa, *Human Rights in India: Implementation and Violations* (New Delhi : D.K. Publishers, 1996)

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

Chatrath, K. J.S., (ed.), *Education for Human Rights and Democracy* (Shimla: Indian Institute of Advanced Studies, 1998)

Jayapalan , N. *Human Rights* (New Delhi: Atlantic Publishers, 2000)

Kaushal, Rachna, *Women and Human Rights in India* (New Delhi: Kaveri Books, 2000)

Mani, V.S., *Human Rights in India: An Overview* (New Delhi: Institute for the World Congress on Human Rights, 1998)

Mohanti, M., *Human Rights Education* (New Delhi: Deep and Deep 2000)

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

Rehman, M.M. etal. (ed.), *Human Rights and Human Development: Concepts and Contexts* (New Delhi: Manak Publications, 2000)

Saxena, J.N. etal., (ed.), *United Nations for Better World* (New Delhi: Lancers Books, 1986)



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

Manoj K. Sinha, *Implementation of Basic Human Rights* (New Delhi: Manak Publications, 1999)

NHRC, *Know Your Rights Series* (2005)

NHRC, *Human Rights Education for Beginners* (2005)

NHRC, *Discrimination Based on Sex, Caste, Religion and Disability* (2004)

Neera Burna, *Child Labour* (1994)

Human Rights Law Network, *Right to Food* (2004)

Human Rights Law Network, *Dalits and the Law* (2005)

Justice V.R. Krishana Iyer, *Social Justice* (Eastern Book Co., 1993)

*India – Unlocking Opportunities for Forest Dependent People* (The World Bank OUP, Delhi, 2006)

Polly Vizard, *Poverty and Human Rights* (OUP, 2006)

N.K. Chakraborti, *Law and Child* (R. Cambray & Co., 2004)

R.B.S. Verma, H.S. Verma and Raj Kumar Singh, *Empowerment of the Weaker Sections in India* (Serial Pub., New Delhi, 2006)

Surender Singh and S.P. Srivastava, *Gender Equality through Women's Empowerment*, (Bharat Law Centre, Lucknow, 2001)

Andre Beteille (ed.), *Equality and Inequality : Theory and Practice* (OUP, 1983)

# Under Graduate Degree Course on Human Rights

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## Objective

The course is targeted for those who want to pursue a general graduate degree programme. The course may be offered to any student drawn from multiple disciplinary background after 10 + 2. This paper purports to deal with the general aspects of human rights, namely, human rights culture in our own communities; awareness of international norms, standards and mechanisms; regional human rights standards and mechanisms; right to development and emerging dimensions of human rights. The course is designed to have two papers that would provide necessary theoretical background to human rights issues and a third paper involving field work and dissertation on regional issues. The proposed under-graduate course shall constitute as one of the subjects in the graduate level curriculum. However, at some later stage the under-graduate course may be expanded to a full blown graduate course leading to an honours degree.

## Paper – I: Human Rights: International Dimensions

### i. Theoretical Aspects of Human Rights and Duties

- a. Philosophical foundation of human freedoms.
- b. Theories of rights
- c. Evolution of the concept of human rights and duties
- d. Natural, moral, civil and political, social and cultural rights.

### ii. International Norms and Mechanisms

1. Norms

- a. The United Nations Charter and the development of Human Rights
  - b. Universal Declaration of Human Rights, 1948
  - c. International Covenant on Civil and Political Rights, 1966
  - d. International Covenant on Economic, Social and Cultural Rights, 1966
  - e. Conventions on Racial Discrimination
  - f. Women's Rights
  - g. Rights of the Child
  - h. International convention on duties.
2. UN bodies involved in promotion of Human Rights
- a. Economic and Social Council
  - b. UN Commission on Human Rights and its sub-commissions on women, minorities, etc.
  - c. General Assembly
  - d. UN Council on Human Rights
  - e. Committees under the various conventions
  - f. ILO
  - g. UNESCO

h. WHO

i. FAO

**iii. Regional Human Rights Standards and Mechanisms**

- a. European Convention on the Protection of Human Rights, 1950 and institutions
- b. Latin American standards and mechanisms for protection of Human Rights
- c. African standards and mechanisms for protection of Human Rights.
- d. Developments in Asia.

**iv. Human Rights and Development**

- a. Right to Development.
- b. Globalization: Social, Cultural and Economic aspects.
- c. Inter-generational equity.
- d. Human Rights, and science and technology.

**Paper – II: Human Rights and Duties in India**

**Objective:**

This paper is an Indian perspective of human rights. It encompasses 8 units covering the evolution of the concept of Human Rights and Duties in India, the normative framework in India, the enforcement mechanisms and problems, Indian Human Rights

movements, the Indian criminal justice system, labour welfare in India, especially disadvantaged sections of the Indian society, and other societal problems of human rights in India.

**i. Evolution of the concept of Human Rights and Duties in India**

- a. Values of composite culture of India.
- b. Human Rights and Duties in contemporary India: Law, politics and society
- c. Social movements through the ages.

**ii. Normative framework of Human Rights and Duties in India**

Constitutional values: The Preamble–Fundamental Rights, Directive Principles, Fundamental Duties, and their interrelationships–Democracy, Rule of Law.

**iii. Implementation of Human Rights**

- a. Constitutional machinery
- b. Statutory machinery
  - 1. National Human Rights/ State Human Rights Commissions
  - 2. Other Commissions
  - 3. Judicial remedies
- c. Media
- d. Social auditing

**iv. Human Rights and Criminal Justice**

- a. Criminal justice system
  - 1. Rights of the accused
  - 2. Rights of the victim
  - 3. Orientation of police for HRs protection
- b. Children and crime
- c. Sentencing issues

**v. Human Rights of the Working Class**

- a. Labour welfare legislation
- b. Bonded labour
- c. Unorganised labour
- d. Problems of working women

**vi. Societal Problems**

- a. Corruption
- b. Open and transparent governance and right to information
- c. Terrorism
- d. Displaced persons

### **Paper – III: Field Work and Dissertation on Regional Issues**

Students will be required to select and study a regional Human Rights problem under the supervision of the teacher. He shall submit a dissertation after studying the various dimensions of the problem. The dissertation carries 100 marks out of which 25 marks will be for holding a seminar on the subject. The methodology of the field work shall be worked out by consultation between the teacher and the student.

# Suggested Readings

## **Paper – I**

1. Ian Brownlie, et al. (eds.), *Basic Documents on Human Rights* (2006), Oxford.
2. P.R.Gandhi (ed.), *Blackstone's International Human Rights Documents*, (2001), Universal, Delhi.
3. David Robertson, *A Dictionary of Human Rights*, (2004), Europa Publications, London.
4. Philip Alston (ed.), *The United Nations and Human Rights* (1996), Clarendon Press, Oxford.
5. Henry J. Steiner, et al., (eds.), *International Human Rights in Context*, (1996), Chapter 10, Clarendon Press, Oxford.
6. Brundland Report, *Our Common Future* (1986), Oxford.

## **Paper – II**

1. Amita Agarwal, *Human Rights for Survival of Civilization*, Kalinga Publications, Delhi (2004).
2. V.R. Krishna Iyer, *Human Rights–A Judge's Miscellany* (B.R. Publishing Corporation).
3. Satish C. Shastri (ed.), *Human Rights, Development and Environmental Law: An Anthology* (2006).



4. Kalpana Kannabiran, *Crafting Human Rights Cultures, NALSAR University of Law* (2006).
5. Right to Information Act, 2005, Protection of Human Rights Act 1993, National Commission for Women Act 1990, National Commission for Minorities Act, 1992 and Constitutional Amendment establishing National Commission for SC & ST.
6. NHRC, *The Human Rights and Adequate Housing and Land* (2006).
7. C.B. Raju, *Social Justice*, (Serial Pub., New Delhi 2006)
8. Chiranjivi J. Nirmal, *Human Rights in India: Historical, Social and Political Perspectives*, Oxford (2006).
9. R.C. Mishra, *Human Rights and Policing*, Authors Press, New Delhi (2005).
10. D.R. Kaarthikeyan, *Human Rights: Problems and Solutions*, Gyan Publishing House, New Delhi (2005).
11. Upendra Baxi, (ed.), *The Right to be Human*, Lancer International, New Delhi (1987).
12. NHRC, *Dalit Right* (2006)
13. NHRC, *Home based Workers* (2006)

# Post-graduate Foundation Course on Human Rights

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## Objective

In line with the Under-Graduate Foundation Course, the Post-Graduate Foundation Course can be availed of by candidates drawn from diverse disciplines. Since this course would be offered to students who have already completed any degree course, the level of this course would be a notch higher than the Under-Graduate Foundation Course. As a matter of fact, the candidates who have done the Under-Graduate Foundation Course would be welcome to pursue the Post-Graduate Foundation Course. Thus, the course would comprise two broad-based papers pertaining to foundational issues relating to human rights concepts, normative and operational realities pertaining to human rights. In addition to the two papers, the candidates would be required to undertake assigned field/practical work.

## Paper – I: Human Rights: Conceptual Issues and International Developments

1. **Concepts and Meaning of Human Rights**
2. **Evolution and Historical Perspective of Human Rights**
3. **Relationship between Human Rights and Constitutional and Statutory Rights**
4. **Classification of Human Rights**
5. **Role of the United Nations in Enforcement of Human Rights**
  - (a) Setting Human Rights Standards through Covenants and Conventions

- (b) Providing Human Rights Enforcement Mechanisms

## **6. European and African Initiatives in Human Rights Enforcement**

### **Paper – II: Human Rights in India**

- 1. Historical Developments of Human Rights in India – Pre-Colonial period, Colonial period and Post-Independence period**
  - 2. Social Movements and Human Rights**
  - 3. Constitutional Recognition to Human Rights**
    - (a) Fundamental Rights
    - (b) Directive Principles
    - (c) Fundamental Duties
  - 4. Enforcement Mechanism for Human Rights**
    - (a) Role of the Judiciary
    - (b) Role of the National Human Rights Commission/State Commissions and other Statutory Commissions
    - (c) Role of the NGOs
    - (d) Role of the Media
  - 5. Human Rights and Disadvantaged Groups**
    - (a) Human Rights of Children
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- (b) Human Rights of Women
- (c) Human Rights of Persons with Disabilities
- (d) Human Rights under the Criminal Justice System
- (e) Human Rights of the Indigenous People
- (f) Human Right to Environment

## **6. Ensuring Human Rights through Good Governance**

- (a) Democracy
  - Guaranteed Freedoms
  - People's Participation
- (b) Rule of Law
  - Non arbitrariness
  - Fairness in Justice Administration
  - Equal access to Justice
- (c) Open and Transparent Governance
  - Zero Tolerance of Corruption
  - Right to Information
  - Public Exposure of Unfair Practices



# Post Graduate Diploma Course on Human Rights

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## Objective

The course is open to any stream Graduate Degree holder. However, preference may be given to those who have undergone a Graduate Course or Foundation Course on Human Rights. The course shall comprise three papers devoted to human rights general issues, international perspectives on human rights and Indian perspectives on human rights.

The course shall be for one year's duration. In addition to the papers the candidates shall be required to complete the necessary field work assignment.

## Paper – I: Human Rights and Duties: The Conceptual Perspectives

### i Relevance of the study of Human Rights in India

- 1 Socio-Cultural aspect
- 2 Economic aspect
- 3 Political aspect

### ii Evolution of Human Rights and Duties

- 1 Inter-civilization approach to Human Rights
- 2 Developmental perspective
- 3 Human Rights movements

### **iii Good Governance**

#### **1 Democracy**

- a. Guaranteed freedoms
- b. Peoples participation

#### **2 Rule of law**

- a. non-arbitrariness
- b. fairness in criminal justice administration
- c. elimination of corruption

#### **3 Open and transparent governance**

- a. right to information
- b. whistle blowing: public exposure of unfair practices and abuse of public authority

## **Paper – II: International Perspectives on Human Rights**

### **i Human Rights: International Norms**

- 1 Universal Declaration of Human Rights
- 2 Civil and Political Rights
- 3 Economic, Social and Cultural Rights

4 Rights against Torture, Discrimination and Forced Labour

**ii. Duties and responsibilities**

1 Duty to respect the rights of others (Article 29 of Universal Declaration of Human Rights, 1948)

2 UNESCO Declaration of Human Rights, 1948

3 United Nations Declarations on the Rights and Responsibilities of 1999

**iii. Implementation of Human Rights at International level: Instrumental mechanism**

1 UN General Assembly

2 Economic and Social Council

3 Human Rights Council

4 UN Commissioners for Human Rights

5 Committees under international treaties

6 International Criminal Court

**iv. International responses to select problems**

1 Racial Discrimination:

a. International Convention on Elimination of All forms of Racial Discrimination, 1965



- b. UNESCO Declaration on Race and Racial Prejudice, 1978.
- 2 Freedom from Torture:
- a. Convention on the Prevention and Punishment of the Crime of Genocide, 1948
  - b. Convention on the protection of all persons from being subjected to torture and other cruel and inhuman or degrading treatment or punishment, 1984
- 3 Rights of Women and Children:
- a. Convention on Elimination of all forms of Discrimination against Women, 1979
  - b. Convention on the Rights of the Child, 1989
- 4 Human Rights in armed conflict and Rights of Refugees
- a. Geneva Conventions on International Humanitarian law, 1949
  - b. Geneva Protocols I & II to the Geneva Conventions, 1977
  - c. Convention on Protection of Refugees, 1951 and 1977 Protocol

### **Paper – III: Human Rights and Duties in India: Norms and Administration**

- i. **Human Rights and Duties in India**
  - a. The Preamble of the Indian Constitution
  - b. Human Rights and Duties in the Constitution: Norms

**ii. Deprivation of Human Rights: the core issues**

- 1 Poverty, overpopulation, illiteracy
- 2 Problems of development
- 3 Disadvantaged groups
  - Women
  - Children
  - Scheduled Castes and Scheduled Tribes
  - Homeless and slum dwellers
  - Physically and mentally handicapped
  - Refugees and internally displaced persons

**iii. Redressal mechanisms for human rights violations**

- a. Judiciary
- b. Government systems for redressal
- c. National Human Rights Commission and other statutory Commissions
- d. Media advocacy
- e. Role of NGOs and community

**iv. Some specific problems:**

- a. Communal and caste conflicts and tensions
- b. Discrimination and violence against women and children
- c. Custodial violence
- d. Problem of deficiency in health services and environmental protection.

## Suggested Readings

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1. Ian Brownlie, et al. (eds.), *Basic Documents on Human Rights* (2006), Oxford.
2. P.R. Gandhi (ed.), *Blackstone's International Human Rights Documents*, (2001), Universal, Delhi.
3. David Robertson, *A Dictionary of Human Rights*, (2004), Europa Publications, London.
4. Philip Alston (ed.), *The United Nations and Human Rights* (1996), Clarendon Press, Oxford.
5. Henry J. Steiner, et al., (eds.), *International Human Rights in Context*, (1996), Chapter 10, Clarendon Press, Oxford.
6. Brundland Report, *Our Common Future* (1986), Oxford.
7. Amita Agarwal, *Human Rights for Survival of Civilization*, Kalinga Publications, Delhi (2004).
8. V.R. Krishna Iyer, *Human Rights—A Judge's Miscellany* (B.R. Publishing Corporation).
9. Satish C. Shastri (ed.), *Human Rights, Development and Environmental Law: An Anthology* (2006).
10. Kalpana Annabiram, *Crafting Human Rights Cultures*, NALSAR University of Law (2006).

11. *Right to Information Act, 2005, Protection of Human Rights Act 1993, National Commission for Women Act 1990, National Commission for Minorities Act, 1992 and Constitutional Amendment establishing National Commission for SC & ST.*
12. NHRC, *The Human Rights and Adequate Housing and Land* (2006).
13. C.B. Raju, *Social Justice*, (Serial Pub., New Delhi 2006)
14. Chiranjivi J. Nirmal, *Human Rights in India: Historical, Social and Political Perspectives*, Oxford (2006).
15. R.C. Mishra, *Human Rights and Policing*, Authors Press, New Delhi (2005).
16. D.R. Kaarthikeyan, *Human Rights: Problems and Solutions*, Gyan Publishing House, New Delhi (2005).
17. Upendra Baxi, (ed.), *The Right to be Human*, Lancer International, New Delhi (1987).
18. NHRC, *Dalit Rights* (2006)
19. NHRC, *Home based Workers* (2006)

# Post Graduate Degree Course on Human Rights

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## Objective

As the Post-Graduate degree course, this is the most advanced and extensive course on human rights. The four core papers and the fifth paper are exclusively structured for giving necessary theoretical background to research methods and field based understanding of human rights issues. The course aims at giving a wide exposure to the candidates on theoretical, conceptual, historical, philosophical aspects, as well as the applied aspects of human rights. Since the Post-Graduate degree holders may constitute the future human rights teachers, the fifth paper may incorporate human rights teaching modules as well.

## Paper – I : Historical and Philosophical Perspectives of Human Rights and Duties

### Course Content

#### 1. Philosophical and Historical Foundations of Human Rights and Duties

- (i) Philosophical Foundations  
(Quest for Quality of Life, Human Ideals)
  - (a) Human society: man and society
  - (b) Human values: Universal, Cultural, Social and human dignity, Justice and Equality, Concept of justice, theories of justice, approaches of justice
  - (c) Moral and Ethical Traditions and Ideas,

- (d) Polity: Thought and Ideas
- (e) Needs of Humankind: material, spiritual
- (ii) Historical Development - History of human rights civilization, Magna Carta, British Bill of Rights, American Declaration of Independence, Declaration of Rights of Man and Citizen, International Bill of Rights

## **2. The Concept of Rights**

- (i) Meaning, nature and definition
- (ii) Classification of rights

## **3. Theories of Rights and Duties**

- (i) Natural rights theory
- (ii) Liberal theory of rights
- (iii) Legal/positive theory of rights
- (iv) Marxist theory of rights
- (v) Sociological theory of rights
- (vi) Cultural theory of rights

## **4. Global and Indian Perspectives on Human Rights**

- (i) Global Perspectives

- (ii) 'Third World' Perspectives
- (iii) Indian Perspectives on Human Rights

## **5. Rule of Law vs. Rule of Life**

- (i) Concept, origin and importance
- (ii) Rule of Law: Values of Rule of Law, Changing dimensions
- (iii) Values of Democracy
- (iv) Relation of human rights and good governance

## **6. Co-relationship of Rights and Duties**

- (i) Problem of human capabilities
- (ii) Relationship between obligations and responsibilities in relation to the state and society

## **7. Human Duties and Responsibilities**

- (i) Concept of Human Duties and Responsibilities
  - (a) Moral, ethical, social, economic, political and cultural
  - (b) Universal
  - (c) Traditional/modern
- (ii) Classification of Human Duties and Responsibilities



- (a) Individual (sound body)
- (b) Family
- (c) Community and society
- (d) Nation-State
- (e) Humankind and other living beings
- (f) Mother Earth

## **Paper – 2: Human Rights and Duties in International and Regional Perspectives**

### **Objective:**

The focus of this paper is on the development of international concern for human rights and of norms and institutional mechanisms at the international and regional levels. Through nine units, it deals with the emergence of international and regional concern for human rights; emergence of diverse international instruments on rights and duties; the role of the United Nations; some specific rights such as self-determination, freedom from discrimination, freedom from torture, rights of women, and rights of the child; European Convention; American Convention; African Charter and developments in Asian Region.

### **Course Content**

#### **1. International and Regional Concern for Human Rights**

- (i) Concern for protection of the individual in anti-slave trade treaties, humanitarian law treaties, International Labour Organization, League of Nations (mandate system, social and economic welfare), Nazism and Fascism, the

Holocaust, the war crimes trials, spread of nationalism in Asia and Africa and struggle against colonialism

- (ii) Regional Approaches to Human Rights - Relevance and factors contributing to regionalism in human rights

## **2. Human Rights, Duties and Responsibilities**

Universal Declaration of Human Rights, 1948, UN Article 29 of General Assembly Declaration on the Right and Responsibility of Individuals, Groups and Organs of Society to Promote and Protect Universally Recognized Human Rights and Fundamental Freedoms, 1999, UNESCO Declaration on the Responsibilities of the Present Generations Towards Future Generations, 1997

## **3. Human Rights and the International Institutions**

- (i) United Nations – General Assembly, the Economic and Social Council and its commissions and sub-commissions
- (ii) Other Institutions e.g. ILO

## **4. The International Bill of Rights**

- (i) Universal Declaration of Human Rights, 1948
- (ii) International Covenant on Economic, Social and Cultural Rights, 1966
- (iii) International Covenant on Civil and Political Rights, 1966

## **5. Some Specific Rights**

- (i) Right of the peoples and nations to self-determination:

Declaration on the Granting of Independence to Colonial Countries and Peoples 1960, Declaration of Principles of International Law Concerning Friendly Relations and Cooperation among States 1970 (fifth principle), Declaration on the Permanent Sovereignty over Natural Resources, 1962, Declaration of a New International Economic Order, 1974, Charter of Economic Rights and Duties, 1974

- (ii) Freedom from discrimination: Convention on Elimination of All Forms of Racial Discrimination, 1966, Convention on the Suppression and Punishment of the Crime of Apartheid, 1973 and Convention against Apartheid in Sports, 1985, UN Declaration on Elimination of all Forms of Intolerance and Discrimination based on Religion or Belief, 1981, UNESCO Declaration on Race and Racial Prejudice 1978, UNESCO Declaration of Principles on Tolerance, 1995
- (iii) Freedom from Torture: Convention on Prevention and Punishment of the Crime of Genocide, 1948, Convention on the Protection of All Persons from Being Subjected to Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment, 1984, Rome Statute of International Criminal Court, 1998
- (iv) Rights of Women: ILO Conventions on Equal Remuneration (1951) and Discrimination in Employment (1958), Convention on Elimination of All Forms of Discrimination against Women, 1979, Convention for the Suppression of the Traffic in Persons and of the exploitation of the Prostitution of Others, 1949
- (v) Rights of the Child: UN Convention on the Rights of the Child, 1989, ILO Convention on Child Labour, 1999
- (vi) Rights of indigenous people

## **6. European Convention on Human Rights**

- (i) History and normative developments since 1950
- (ii) Monitoring and Enforcement Machinery: European Court of Human Rights, European Commission of Human Rights, Council of Europe

## **7. American Convention on Human Rights, 1969**

- (i) History and development of court of Human Rights

## **8. African Charter on Human and People's Rights**

- (i) AU Constitution, 1988
- (ii) African Charter of Human and Peoples' Rights, 1981
- (iii) Mechanism of implementation: Role of African Commission and Court of Human and Peoples' Rights, with special reference to interrogating violations by the States

## **9. Developments in Asian Region**

- (i) SAARC
- (ii) Development in Other Regions, e.g., Arab League

## **Paper – 3: Societal issues of Human Rights in India**

### **Objective:**

Societal problems of human rights are sought to be dealt with through six units. They encompass concept and approaches, and a special focus on social, economic, political, health and cultural problems that underlie human rights deprivations in Indian society.

## **Course Content**

### **1. Concepts and Approaches**

- (i) Concept of societal problems and human rights
- (ii) Theoretical approaches to social problems and social changes
- (iii) Causes and types of social problems
- (iv) Societal problems and human rights

### **2. Social Issues**

- (i) Problems of social hierarchy
- (ii) Problems of Minorities
- (iii) Problems of Scheduled Castes and Scheduled Tribes
- (iv) Violence against women and children
- (v) Problems of aged and disabled

### **3. Economic Problems**

- (i) Poverty and Exploitation
- (ii) Privatization, liberalization and globalization, Right to property – issue of Special Economic Zones with reference to displacement of disadvantaged sections of society.
- (iii) Corruption and economic offences
- (iv) Problems of development

(v) Consumer Exploitation

**4. Political Problems**

(i) Regionalism

(ii) Terrorism

(iii) Exploitation of caste, religion and language

(iv) Criminalization of politics

(v) Abuse and misuse of democratic institutions.

**5. Health Security**

(i) Lack of Access and mismanagement

(ii) Lack of preventive and curative measures

(iii) Health and environment

**6. Cultural Issues**

(i) Pluralistic society and cultural tensions

**7. Field Work and Project Report: (30% of Total Marks for This Paper)**

**8. Psychological Problems – Id, Ego, Super Ego – Reason, Intention**

**9. Legal Problems – Law as Morality, Law as Authority, Law as Father**

**10. Victim's Right to Remedy, etc.**

## **Paper – 4 : Human Rights and Duties in India - Ideal and Reality**

### **Objective:**

This paper focuses on the normative and institutional aspects of human rights and duties against the backdrop of the politics and society in India. Divided into 5 units, it deals with the Constitution and human rights and duties, special laws for the protection of vulnerable sections of the people, implementation and enforcement mechanisms, problems of enforcement, state and society and human rights violations.

### **Course Content**

#### **1. The Constitution and Human Rights and Duties**

- (i) Constituent Assembly debates on the Fundamental Rights, Directive Principles and Fundamental Duties, Problems of choosing “Fundamental Rights”.
- (ii) Problem of defining reasonable restrictions on fundamental rights
- (iii) International human rights and the Indian Constitution
- (iv) Fundamental Duties of State and Citizen: problems of implementing Duties
- (v) Directive Principles of State Policy
- (v) Interrelationships and tensions inter se

#### **2. Special Laws for Protection of Specific Categories/ Vulnerable Sections of the people**

- (i) Reservations and the right to equality
- (ii) Protection of Minorities

- (iii) Protection of Women: in Private and Public domain
- (iv) Contract and unorganized workers; bonded labour
- (v) Children

### **3. Implementation Mechanisms**

- (i) Dispute Redressal Agencies:
  - (a) Judiciary, Use of PIL,
  - (b) ADR (Alternative Dispute Resolution),
  - (c) Consumer fora.
- (ii) National Institutions: SC/ST Commission, Minorities Commission, Women's Commission
- (iii) Human Rights Commissions: National and State
- (iv) Professional Councils, eg., Medical Council of India, Bar Council of India
- (v) NGO Social Movements and Pressure groups working through democratic institutions
- (vi) Media Advocacy, Press Council of India

### **4. Problems of Enforcement of Human Rights in India**

- (i) Poverty, illiteracy, inaccessibility of redress.
- (ii) Abuse and misuse of power, e.g., deaths and torture in police custody
- (iii) Adverse impact of Special Laws on Human Rights



- (iv) Lack of accountability and transparency in government functioning: Right to Information
- (v) Lack of People's Participation in Governance
  
- (vi) Social prejudices against caste, women, minorities, etc.

## **5. The State and Civil Society in India and Human Rights Violations**

- (i) Human Rights violations in private domain: within the family, by dominant castes, religious groups
  
- (ii) Human Rights violations in public domain: State, landlords, employers and political parties, etc.
  
- (iii) Inter-caste, inter-community tensions and violence in politics
  
- (iv) Inequitable access to natural and material resources

Explanation: Aspects of Unit 6 and 7 are covered by other units in different papers.

## **Paper – 5: Research Methodology and Dissertation/Field-based Project Work**

### **Objective:**

Human rights education at post-graduate level should include field work or acquisition of first hand knowledge of issues of human rights and duties, and some basic understanding of research methodology and techniques. Although sociological methods and techniques are dealt with here, the teachers must be well advised to stress the need to select methodologies and techniques appropriate for the investigation/reporting on the issue/problem selected.

## **Course Content**

### **1. General**

- (i) Nature and Scope of Social Research
- (ii) Formulation of Research Problem
- (iii) Survey and Social Research
- (iv) Research Design, Research methodology – relationship between theory and fact.

### **2. Methodology**

- (i) Methodological Orientation and logic of enquiry
- (ii) Dialectical Method
- (iii) Comparative Method
- (iv) Historical Method
- (v) Analytical Method
- (vi) Field Work
- (vii) Inductive and Deductive Methods
- (viii) Other research methods
- (ix) Various techniques
  - (a) Types
  - (b) sources

- (c) techniques of data collection
- (d) case study method
- (e) content analysis Data analysis: Classification, Tabulation, Graphic Representation, uni-variate, bi-variate and multi-variate, discrete and continuous variables

### **3. Statistical Base**

Measure of Central Tendency; Mean, Mode and Median, Measure of Dispersion, Range, Average Deviation and Standard Deviation, Z-test, Chi-square, Correlation test, Scaling Technique, Nominal, Ordinal & Rating Scale, Social Distance Scale

### **4. Use of Computer and Information Technology**

### **5. Project Report/Dissertation based on Field Work, and Viva-Voce**

The student shall be required to write a dissertation on any aspect of a human rights and duties, problem/situation under the supervision of a member of the faculty/department. He/ she shall visit the problem area(s) and study the situation, causes, and solutions, people's responses and his/her own experiences/ encounters of human rights violations, if any. He/she shall study the relevant literature and write dissertation on the approved topic with the help of theoretical discussions on research methodology. In the viva-voce examination the examiner shall judge the knowledge of the candidate in research methodology in relation to the subject of dissertation and his/her general knowledge in other areas of human rights and duties

Explanation: Techniques of data collection (Unit 3) is part of methodology Unit 2, which is expanded to include these aspects.

# Post Graduate Degree Optional Courses on Human Rights

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The areas suggested under the optional courses are only illustrative of the coverage. The individual faculties and Board of Studies are free to make suitable changes and additions in view of the fast changing human rights scenario at the national and international level. In the list of optional papers, a student of Post-Graduate Degree level may choose the prescribed number of Optional Papers, one from each group. The grouping of these papers (e.g. Papers 1 to 5 could form one Group, whereas Papers 6 to 11 a second Group and Papers 12 to 14 a third Group) and the number of optional papers to be selected by a student are best left to the individual universities/institutions to decide.

## Post-Graduate Degree Optional Paper 1

### Science and Technology, and Human Rights

#### Objective

The focus of this paper is the impact of developments in science and technology on human rights and duties. Through nine units, the paper deals with some conceptual aspects of impact of science and technology on human life and society, and some specific human rights issues identified on the basis of this impact, such as those relating to the right to human dignity, freedom from torture; freedom of information, thought and expression; and rights to food, health, development, clean environment and peace.

#### Course Content

1. Conceptual Perspective

- (i) Concept of science and technology as a tool for furtherance of human and social welfare, scientific temper
- (ii) Debates over 'development':
  - (a) 'Quality' of life: Spiritualism versus Materialism: the need for balancing of values
  - (b) Modernization, urbanization

## **2. Impact of Science and Technology**

- (i) Positive role of science and technology: material comforts, food, education, health and personal well-being
- (ii) Negative role of science and technology: neutral character of science and technology, the concept of 'dual use' technologies; Impact of unbridled use of natural resources; development of means and methods of violence and war, new torture methods, methods of rights deprivations

## **3. Right to Human Dignity: Some Ethical and Legal Issues**

- (i) Developments in biotechnology: human cloning, foeticide and abortion, in-vitro fertilization and surrogate parenthood, organ transplantation and sale of human organs, human performance augmenting drugs and technologies (e.g., use of steroids in sports, hormones, viagra-like drugs)
- (ii) Life sustaining technologies: artificial organs, kidney dialysis, life sustaining drugs
- (iii) Computer crimes, pornography online
- (iv) Right to die in dignity and peace: euthanasia

#### **4. Freedom from Torture**

- (i) New torture technologies such as electric shocks, trauma-inducing drugs and psychotropic substances
- (ii) Applicable legal norms:
  - (a) Article 21 of the Indian Constitution, other relevant laws prohibiting torture, or inhuman or degrading treatment or punishment of persons in custody
  - (b) Article 5 of Universal Declaration of Human Rights 1948; Article 7 of the International Covenant on Civil and Political Rights, 1966; Convention on Prevention and Punishment of Crime of Genocide, 1948; Convention on the Protection of All Persons from being subjected to Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment, 1984

#### **5. Freedom of Information, Thought and Expression**

- (i) Revolution in information technology
- (ii) Right to information, right to education, right to communication, freedom of the Press and other information media, right to entertainment
- (iii) Applicable legal norms:
  - (a) Articles 19, 41, 45, & 46 of the Indian Constitution – Information Technology Act, 1999, other Indian laws relating to the Media, information technology, satellite communications, Cinematograph Act, Official Secrets Act, 1926 and law relating to freedom of information, and other related laws

- (b) Convention on the International Right of Correction, 1952, UN Declaration on a New International Information and Communication Order, 1978, UNESCO Convention on Technical and Vocational Education, 1989, International Code of Conduct on the Transfer of Technology, 1993, other developments on the international plane

## **6. Right to Food**

- (i) Food Production: science and technology to improve and diversify food production and storage, and for food security
- (ii) Food Management and Storage: impact of bio-technology in agriculture, positive and negative, World Trade Organization and agriculture
- (iii) Applicable legal norms:
  - (a) Articles 21, 47 & 48 of the Indian Constitution
  - (b) Universal Declaration on the Eradication of Hunger and Malnutrition 1974 (World Food Conference 1974), FAO's World Food Security Compact 1985, U.N. Millennium Development Goals (2001)

## **7. Right to Health**

- (i) Improvement of individual and community health and hygiene
- (ii) Experiments on living beings
- (iii) Community Health as a public service industry: Shift in character as a commercial industry, role of multinationals, pharmaceutical industries, changing role of government

- (iv) Applicable legal norms:
  - (a) Articles 21, 47 & 41 of the Indian Constitution, Medical Termination of Pregnancy Act, 1971, and other enactments
  - (b) Article 7 (prohibition of experimentation on human person) of the International Covenant on Civil and Political Rights, 1966, Constitution of the World Health Organization, UN General Assembly Resolution 37/194 on Protection against Products Harmful to Health and the Environment, 1982, UNESCO Universal Declaration on the Human Genome and Human Rights 1997

## **8. Right to Development**

- (i) Development (spiritual and material) as both the objective as well as the catalyst for realization of human rights
- (ii) Science and technology as a tool of development, Declaration on the Right to Development, 1986
- (iii) Problems in access to technology: International monopolies/oligopolies versus international cooperation; The divide between the developing countries and the developed countries
- (iv) Applicable legal norms:
  - (a) Articles 14, 15, 19, 21, 38 & 39 of the Indian Constitution: laws relating to development of industries, agriculture and social and economic equality
  - (b) UN Declaration on the Right to Development, 1986, UN Declaration on Social Progress and Development, 1969 and the U.N Millennium Development Goals (2001)



## **9. Right to Clean Environment and Public Safety**

- (i) General issues of industrial pollution: prevention, rehabilitation
- (ii) Depletion of natural resources
- (iii) Safety aspects of new technologies such as chemical and nuclear technologies: issues of waste disposal, public concerns of safety, protection of the environment
- (iv) Issues of urbanization, rural migration into urban areas
- (v) Duty to preserve the earth's environment and sustain the natural resources and maintain peace and harmony for the present and future generations
- (vi) Applicable legal norms:
  - (a) Articles 51-A(g), Article 21, 24, 38 42, 48-A of the Indian Constitution, Environment (Protection) Act, 1986 and other laws relating to protection of the environment and prevention and control of pollution, Factories Act, 1948, forest laws, and other relevant Indian laws
  - (b) The Stockholm Declaration on Environment and Development, 1972, Agenda 21 and Convention on Bio-diversity and other documents of the Rio World Summit on Environment and Sustainable Development, 1992, other conventions on prevention of pollution and protection of environment

## **10. Right to Peace**

- (i) Disarmament, eventual destruction of all weapons, means and methods of warfare and violence, problems of dual use technologies

(ii) Applicable legal norms:

(a) Article 51 of the Indian Constitution

(b) UN Declaration on the Right of Peoples to Peace, 1984, Declaration on the Use of Scientific and Technological Progress in the Interest of Peace and for the Benefit of Mankind, 1975, Declaration on the Preparation of Societies for Life in Peace, 1978, UNESCO Declaration and Programme of Action on A Culture of Peace, 1999

## International Obligation to Protect Human Rights and Duties

### Objective

This paper seeks to give an exclusive international law focus on the nature of obligation to protect human rights and duties. The nine units of this paper deal with the concept of international obligations, international concern for human rights, emergence of an international obligation to protect human rights, subjects of the obligation, some issues of international accountability for breach of the obligation, possible international response to breaches of human rights obligations, regional regimes and the international obligation, and enforcement through domestic law.

### Course Content

#### 1. The Concept of International Obligations

- (i) Concept of obligations: legal, moral, social
- (ii) Obligations accepted by international community through international law: Sources of international law giving rise to international obligations (Article 38(1) of the Statute of the ICJ):
  - (a) Treaties and conventions to which states are parties;
  - (b) International custom as evidence of practice accepted as law, *jus cogens* (peremptory norms of international law), and other operative principles and rules of international customary law;
  - (c) General principles of law recognized by diverse national legal systems;

- (d) Judicial decisions and the teachings of the most highly qualified publicists of the various nations, as a subsidiary means for determination of the rules of law.
- (iii) Principle of good faith: Obligation to comply with a human rights obligation in good faith, Abuse of rights

## **2. International Concern for Protection of Human Rights**

- (i) Evolution of international concern for the protection of the individual: the Anti-slave trade treaties, emergence of international humanitarian law, Bolshevik Revolution of 1917, minority treaties, League of Nations and colonies: the concept of “sacred trust of civilization” (the Mandate System), ILO and labour welfare, refugees, Nazi and Fascist atrocities and totalitarianism, Second World War
- (ii) Crimes against peace, war crimes, crimes against humanitarian law, Nuremberg (London Charter of 1946) and Tokyo (General McArthur Decree of 1946) International Military Tribunals for trial of major war criminals, evolution of international criminal law (UN General Assembly Resolution of 1946 on the Nuremberg Principles)
- (iii) Drafting of the UN Charter provisions on human rights

## **3. The United Nations: From International Concern to International Obligation to Protect Human Rights**

- (i) UN Charter Provisions: Article 1(2) & (3), Article 13(1)(b), Articles 55, 56, 68, Chapters XI, XII, XIII
- (ii) International Bill of Rights: The Universal Declaration of Human Rights, International Covenant on Civil and Political Rights, 1966, International Covenant on Economic, Social and Cultural Rights, 1966

- (iii) International conventions and treaties on human rights establishing international obligations to protect human rights
- (iv) International customary law comprising consensual international decisions (resolutions, declarations, principles) on human rights, evidencing undertaking on the part of states to protect human rights
- (v) General principles of law of human rights in the diverse national legal systems
- (vi) Writings of publicists like Hersch Lauterpacht, and judicial decisions (like Barcelona Traction Company case, Nicaragua case, the South-West Africa-Namibia cases, advisory opinion in the Threat or Use of Nuclear Weapons in Armed Conflict)
- (vii) Human rights as *jus cogens*, and obligation to protect human rights as an international obligation *erga omnes* (owed to the international community)
- (viii) Duty to cooperate and assist in implementation of human rights:
  - (a) Principle of international cooperation
  - (b) Articles 1 and 56 of UN Charter
  - (c) Specific aspects:
    - (i) Duty to render material assistance (Charter of Economic Rights and Duties, 1974)
    - (ii) Duty to consult, to inform

#### 4. Subjects of International Obligation for Protection of Human Rights

- (i) Concept of subjects of international law: capacity to exercise rights and undertake and comply with obligations under international law, Functional test (as in domestic law): ICJ ruling in the Reparations for Injuries Suffered in the Services of the United Nations case (1949) and international responsibility of international persons,
- (ii) States as subjects of human rights obligations:
  - (a) Obligations flowing from treaties and conventions on human rights (to which they are parties),
  - (b) Obligations flowing from international customary law emerging from universal/ near universal participation in a human rights treaty, consensual declarations/ resolutions of international organizations/ conferences (ICJ ruling in the Nicaragua case, 1986), and generality of conduct of states in accepting the obligations.
- (iii) International organizations as subjects of obligations: Principle of Reparations for Injuries case (1949 ICJ): Subjects of rights must be subjects of corresponding obligations as well, Functionality test for subjecthood in respect of obligations,
- (iv) Other subjects of international law for attribution of human rights obligations:
  - (a) Juridical persons, such as multinational corporations (principles of code of conduct for transnational corporations, code of conduct for transfer of technology 1993);
  - (b) Individuals, groups of individuals (dictators, terrorists, militant religious groups, groups engaged in transnational organized crimes);

## **5. Issues of International Accountability for Breach of International Human Rights Obligations**

- (i) State sovereignty (domestic jurisdiction), principle of non-intervention: concept of international jurisdiction as distinct from existence of internal obligation
- (ii) Sovereign immunity from accountability: states, high functionaries of State, obedience to superior orders
- (iii) Rule of exhaustion of local (national) remedies, before international action
- (iv) Problems of cooperation between states in exercise of criminal jurisdiction: extradition, asylum (political offences), cooperation in respect of investigation, transfer of evidence, etc.

## **6. International Response to Breaches of Human Rights Obligations: Quest for International Jurisdiction**

- (i) General role of international organizations/agencies in monitoring/supervising Implementation of human rights obligations, examination of reports and recommendations thereon, complaints procedure, spot investigations, fact-finding, commissions of inquiry, conciliation, public discussion and criticism, catalyzing formation of international public opinion;
- (ii) International sanctions against gross and persistent violations of human rights, the issue of threshold point of what constitutes gross violations, what constitutes 'international' sanctions and who is competent to take them?
- (iii) The role of the UN Security Council: Chapters VI and VII of the UN Charter, relations between human rights violations and the determination by the Security Council of a "threat to peace, breach of peace and act of aggre-

ssion”, politics, selectivity, lack of impartiality, big power manipulation in international organizational actions,

- (iv) Case studies: Former racist regime in South Africa, Haiti, Yugoslavia (Bosnia, Kosovo), Rwanda, and others,
- (v) International sanctions by the UN and violation of human rights: cases of sanctions against Iraq, Yugoslavia.

## **7. International Criminal Tribunals**

- (i) Concepts of international crimes, and international criminal tribunals,
- (ii) Evolution of international criminal court,
- (iii) Rome Statute for the International Criminal Court, 1998: issues of jurisdiction, the dominant role for the Security Council, and relationship between the ICC and national courts,
- (iv) The UN War Crimes Tribunals for Yugoslavia and Rwanda.

## **8. International Obligations and Regional Human Rights Regimes**

- (i) Regional human rights norms and standards and their relationship to international obligation to protect human rights
- (ii) Regional regimes in operation:
  - (a) European
  - (b) Latin American
  - (c) African



## **9. Enforcement of International Obligation through Domestic Law**

- (i) Diversity of domestic legal systems and practices
- (ii) Indian legal system:
  - (a) Constitution of India: Articles 51 and 253 read with 246
  - (b) Survey of Indian Law incorporating international human rights obligations
  - (c) Role of Judiciary
- (iii) Domestic recognition and enforcement of “foreign” judgments and arbitral awards

## Development, Trade and Human Rights

### Objective

This paper is in six units. It seeks to highlight the impact of trade and development on human rights. The six units that it comprises deal with the role of human rights in development, general aspects of international trade and development, the role of TNCs, trade-related sanctions for human rights violations, trade, human rights and the question of sovereignty, and international trade and human rights perspective in India.

### Course Content

#### 1. Role of Human Rights in Development

- (i) Various theories of development
- (ii) Vision of the NIEO
- (iii) Development and trade off on Human Rights

#### 2. International Trade and Development

- (i) From ITO to WTO
- (ii) Unequal terms of trade imposed by the Uruguay Round of GATT negotiations
- (iii) Role of unfair terms of trade in human rights violations

#### 3. Role of Transnational Corporations in Trade/Development

- (i) TNCs and their functioning
- (ii) Destruction of environment by TNCs
- (iii) Monopolies and right to development
- (iv) Technology and workers' rights
- (v) From consumer rights to human rights

#### **4. Trade-related Sanctions for Human Rights Violations**

- (i) Debate on the social clause
- (ii) Sanctions imposed by unilateral/bilateral trade terms, blockade of Cuba, US sanctions on the Third World
- (iii) Trade related sanctions under the multilateral system

#### **5. Trade, Human Rights and the Question of Sovereignty**

- (i) National control over international trade
- (ii) Codes of conduct and TNCs
- (iii) Sovereign states and peoples' rights: issue of economic sovereignty
- (iv) Human Rights standards and international trade

#### **6. International Trade and Human Rights Perspective in India**

- (i) Regulation of TNCs
- (ii) Impact of GATT-WTO

## International Humanitarian and Refugee Laws

### Objective

This paper is in three units. The first unit seeks to highlight the humanitarian problems of armed conflict and refugees. The second elaborates the international humanitarian law, and the third, the international refugee law.

### Course Content

#### 1. Conceptual Perspective

Problems of international violence, civil wars and refugees

#### 2. International Humanitarian Law (IHL)

- (i) Origin and development of IHL
- (ii) Doctrine of military necessity versus the principles of humanity
- (iii) Role of IHL in non-international armed conflicts
- (iv) National perspectives on IHL
- (v) Role of International Red Cross and NGOs
- (vi) Implementation and Enforcement of IHL:
  - (a) Concept of Protecting Power
  - (b) United Nations

- (c) International Criminal Courts and Tribunals
- (d) Unilateralism: 'humanitarian' intervention versus state sovereignty
- (e) Humanitarian assistance
- (f) Geneva Convention, 1964
- (g) Special Protocol of 1977

### **3. International Refugee Law**

- (i) The History of International Refugee Law: Cold War Origins to Rights of People who are not Citizens
- (ii) Determination of Refugee Status under the Refugee Convention, 1951 and Protocol, 1967
  - (iii) Protection under International Law
    - (a) Right of non-refoulement
    - (b) Right to Asylum
    - (c) UNHCR and Refugee protection
    - (d) Special problems of protection of refugee women and children
  - (iv) Protection in India
    - (a) Indian critique of UNHCR and the Convention

- (b) Protection without legislation: case law
- (c) Status of refugees in India under UNHCR
- (v) Solution to Refugee Problem
  - (a) Resettlement in third country
  - (b) Repatriation: voluntary or forced
  - (c) Local assimilation
  - (d) International burden sharing
  - (e) Ultimate solution: tackling the root causes
- (vi) Internally Displaced Persons: UN Guiding Principles on Internal Displacement, 1998
- (vii) Relationship between IHL, Refugee Law and Human Rights

## Peoples' Right to Self-determination

### Objective

This paper is divided into four units. They comprise the conceptual perspective, the evolution of the concept of self-determination, evolution of ideas of nationalism, autonomy and self-government, independence and federalism in India, and self-determination in international relations.

### Course Content

#### 1. Conceptual Perspective

Normative issues relating to the operationality of the principle of self-determination: Conceptual problems of 'self' of whom and 'determination, of what

- (a) Meaning of self-determination: autonomy, democracy, governance, self determination as a process
- (b) Self-determination: external and internal, new dimensions and emerging debates

#### 2. Origins and Development of the Concept

- (i) Theories of self-governance, Kant, Locke, Rousseau, Marx and other socialist thinkers, proponents of pluralism like Mclver and Laski, Mahatma Gandhi, Issues of legitimacy of State and forms of governance
- (ii) The age of colonial empires and scramble for colonies, Papal Bull of 1492 dividing up the world between Spain and Portugal, Berlin Congress of 1885 dividing up the African Continent, Colonization of Asia, Nationalism and statehood

- (iii) Historical glimpses of national liberation movements in North America, France and Latin American countries and other movements in 19th and 20th centuries,
- (iv) Marxist theory of nationalities, Right of secession, Bolshevik revolution, Lenin and constitution-making in the former socialist countries,
- (vi) End of First World War, Woodrow Wilson's Fourteen Points including issues of self determination, redrawing of boundaries of former empires, League of Nations and the concept of 'sacred trust of civilization'.

### **3. Evolution of Ideas of Nationalism, Autonomy and Self-Government, Independence and Federalism in India**

- (i) National uprisings during colonial rule and 1857 quest for independence
- (ii) Emergence of the Indian National Congress, demands for self-determination: extremists and moderates, Mahatma Gandhi and self-determination (political and economic freedom, raja shakti and jana shakti, village republics),
- (iii) Milestones:
  - (a) Motilal Nehru Committee Report, 1928 and the demand for Purna Swaraj,
  - (b) Federalism under the Government of India Act, 1935,
  - (c) Federalism as envisaged in the Quit India Resolution of 8 August, 1942 with the largest measure of autonomy to units of the federation,
  - (d) Objectives Resolution of the Constituent Assembly (22 January, 1947) relevant to autonomous status for the units of the Union.



- (iv) The structure of federalism under the Constitution of India: The constitutional framework of Union-State relations, theory and practice
- (v) Problems and challenges:
  - (a) Problems relating to formation of States, including special relationship with the State of Jammu and Kashmir
  - (b) Problems of Union-State relations – Recommendations of the Rajamannar Commission and the Sarkaria Commission
  - (c) Challenges of diversity, development and separatism

#### **4. Self-determination in International Relations**

- (i) Emergence of the principle of self-determination on the international plane: League of Nations, Minority treaties, Atlantic Charter, 1941, UN Charter (Article 1(2), Articles 55-56, Chapters XI, XII and XIII) Framework and role of UN decolonization process, Debate between domestic jurisdiction and the people's right of self-determination, in the context of historical colonialism
- (ii) Normative developments:
  - (a) Common Article 1 of the International Covenant on Economic, Social and Cultural Rights, 1966 and the International Covenant on Civil and Political Rights, 1966 – Indian position
  - (b) Declaration on the Granting of Independence to Colonial Countries and Peoples: UN General Assembly Resolution 1514 (XV) of 1960
  - (c) Declaration of the Principles of International Law Concerning Friendly

Relations and Cooperation among States in accordance with the Charter of the United Nations: UN General Assembly Resolution 2625 (XXV) of 1970 (see formulation on the fifth principle)

- (d) Economic self-determination: Declaration on Permanent Sovereignty over Natural Resources: UN General Assembly Resolution 1803 (XXII) of 1962, Declaration on the Establishment of a New International Economic Order; UN General Assembly Resolution 3201 (S-VI) of 1974, Charter of Economic Rights and Duties of States: UN General Assembly Resolution 3281 (XXIX) of 1974 (For references, see General Bibliography)

## Women and Human Rights and Duties

### Objective

In six units, this paper elaborates the following aspects of Women's Rights and Duties: historical, philosophical and social perspectives, status of women in contemporary Indian society, international norms for protection of women, the status of women under the Indian Constitution, special laws and policies for protection of women in India, and institutional mechanisms for protection of women in India.

### Course Content

#### 1. Historical, Philosophical and Social Perspectives

#### 2. Status of Women in Contemporary Indian Society

- (i) Poverty, illiteracy, lack of independence, oppressive social customs and gender bias
- (ii) Violence against and abuse of women in public and private domains, such as trafficking, sexual harassment at workplace etc.

#### 3. International Norms for Protection of Women

- (i) ILO conventions for protection of female labour
- (ii) UNESCO Convention against Discrimination in Education, 1960
- (iii) UN Convention on Political Rights of Women, 1952, Convention on Elimination of All Forms of Discrimination against Women, 1979, Convention on Nationality of Married Women, 1957, Convention on Consent to

Marriage, Minimum Age for Marriage and Registration of Marriages, 1962, Convention for the Suppression of the Traffic in Persons and of the Exploitation of the Prostitution of Others, 1949, Protocol, Declaration on the Elimination of Violence against Women, 1993

- (iv) Declaration on the Participation of Women in Promoting International Peace and Cooperation, 1982
- (v) Documents of the Four World Conferences on Women: Mexico 1975, Copenhagen 1980, Nairobi 1985, Beijing 1995
- (vi) Protection of women in armed conflicts
- (vii) Other relevant developments

#### **4. The Constitution of India and the Status of Women**

- (i) Fundamental Rights and Directive Principles under the Constitution
- (ii) Special provisions for the protection of women: Article 15(3), Article 39 (d) & (e), Article 42, Articles 243-D & 243-T

#### **5. Special Laws and Policies for Protection of Women**

- (i) Special Laws: Suppression of Immoral Traffic Act, 1956, Indecent Representation of Women (Prohibition) Act, 1986, Commission of Sati (Prevention) Act, 1982, Medical Termination of Pregnancy Act, 1971, Maternity Benefit Act, 1961, Equal Remuneration Act, 1976, Dowry Prohibition Act, 1961, Other laws having a direct bearing on protection of women "Protection of Women Against Domestic Violence (Prevention) Act, 2006"

- (iii) Women and public policy: Female health and family welfare, literacy programmes, female labour welfare; Issue of current public debate: political rights of women (reservations and protection of women), personal laws and status of women

## **6. Institutional Mechanisms for Protection of Women**

- (i) Constitutional mechanisms: Legislature, Executive and Judiciary (special contribution of judiciary)
- (ii) Statutory mechanism: National Commission for Women, National Human Rights Commission, State Commissions
- (iii) The Non-Governmental Organizations
- (iv) The information media
- (v) Role of education

## Children and Human Rights

### Objective

This paper comprises six units, encompassing historical, philosophical and social perspectives, status of the child in Indian society, international norms on the rights of the child, protection of the child under the Indian Constitution, special laws and policies in India, and the institutional mechanism for protection of the child.

### Course Content

#### 1. Historical, Philosophical and Social Perspectives

#### 2. Status of Child in Contemporary Indian Society

- (i) Impact of problems of poverty and illiteracy
- (ii) Social and cultural practices regarding girl child: foeticide, child marriage
- (iii) Child labour (in construction, carpet, glass, bangles, and other industries in unorganized sectors), forced labour, sale of children
- (iv) Child abuse inside and outside homes, trafficking in children, children and custodial crimes
- (v) Street children: child and crime
- (vi) The problems of Girl Child

#### 3. International Norms for Protection of the Child

- (i) ILO conventions on restrictions and prohibition on child labour including ILO Convention on Child Labour, 1999
- (ii) UN Convention on the Rights of the Child, 1989, Optional Protocol on the Involvement of Children in Armed Conflict, and Optional Protocol on Sale of Children, Child Prostitution and Child Pornography, 2000, Declaration of Social and Legal Principles relating to the Protection and Welfare of Children with Special Reference to Foster Placement and Adoption, 1986
- (iii) UNESCO: International Charter of Physical Education and Sports, 1978, Convention on Technical and Vocational Education, 1989, Convention and Recommendation against Discrimination in Education, 1960, Universal Declaration on the Human Genome and Human Rights, 1997, Declaration on the Responsibilities of the Present Generation towards Future Generations, 1997
- (iv) World Summit for Children: Declaration and Plan of Action
- (v) Other relevant developments

#### **4. Indian Constitution and Protection of the Child**

- (i) Fundamental Rights and Directive Principles under the Indian Constitution
- (ii) Special Protection for the child: Article 15(3), Article 21A, Article 24, Article 39 (e) and (f), Article 45 and 51A(k)

#### **5. Special Laws and Policies for Protection of the Child**

- (i) Child Labour (Prohibition and Regulation) Act, 1986, Children (Pledging of Labour) Act, 1933, Young Persons (Harmful Publications) Act, 1956, Child Marriage (Restraint) Act, 1929, Pre-Natal Diagnostic Techniques

(Regulation and Prevention of Misuse) Act 1956, Orphanages and Other Charitable Homes (Supervision and Control) Act, 1960, Juvenile Justice (Protection and Care) Act, 2000, The Commission for the Rights of Child Act, 2006

(ii) Gaps between international norms and the Indian law, if any

(iii) Government Policies

## **6. Institutional Mechanism for Protection of the Child**

(i) Constitutional Mechanisms: Legislature, Executive, Judiciary (Special contribution of judiciary)

(ii) National Human Rights Commission, National Commission for Rights of the Child

(iii) Non-Governmental Organizations

(iv) The Information Media

(v) Role of education



## The Aged and the Disabled: Human Rights

### Objective

The five units which this paper comprises deal with the conceptual perspective, historical, philosophical and social perspectives, protection of the aged and the disabled under the Indian legal system, institutional mechanism for such protection, and international norms on the rights of the aged and the disabled.

### Course Content

#### 1. Conceptual Perspective

- (i) Poverty, illiteracy, breakdown of old social and family institutions; Impact of improvements in health care on mortality
- (ii) Social taboos regarding the disabled; General problem of poverty

#### 2. Historical, Philosophical and Social Perspectives

#### 3. Protection of the Aged and the Disabled under the Indian Legal System

- (i) Constitutional Framework: Fundamental Rights, Directive Principles and Fundamental Duties
- (ii) Special Laws and Policies
  - (a) Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act
  - (b) Mental Health Act, 1987

- (c) Other relevant laws
- (d) Policies on the Aged and the Disabled
- (e) National Trust for Welfare of Persons with Autism, Cerebral Palsy, Retarded and Multiple Disabilities Act, 1999

#### **4. Institutional Mechanisms for Protection of the Aged and the Disabled**

- (i) Constitutional mechanisms: Legislature, Executive, Judiciary
- (ii) Mechanisms under the laws
- (iii) Non-Governmental Organizations
- (iv) The Information Media
- (v) Role of Education

#### **5. International Norms for Protection of the Aged and the Disabled**

UN General Assembly Declaration on the Rights of the Disabled Persons, 1975, Declaration on the Mentally Retarded Persons, 1971, Resolution on the Rights of the Disabled Persons adopted by the Coordinating Committee of National Institutions for the Promotion and Protection of Human Rights, 1993, World Assembly on the Ageing, 1982, Biwaka Millenium framework-2003-12, ILO Convention 111.

## **Socially/Economically Disadvantaged People and Human Rights**

### **Objective**

This paper focuses on the need for protection of the socially and/or economically disadvantaged sections of the Indian society such as the Scheduled Castes and Tribes, and other communities similarly placed. It comprises six units which encompass historical, philosophical and social perspectives, status in Indian society, constitutional protection, special laws and policies, institutional mechanisms for protection of SC/ST and OBCs, and relevant international standards.

### **Course Content**

- 1. Historical, Philosophical and Social Perspectives**
- 2. Status of Disadvantaged People in Contemporary Indian Society**
  - (i) Concept and Identification of a Disadvantaged Group; Feudalism, caste system and the socio-economic situation; Social and economic deprivations of the lower rungs of society through history; British rule and its impact on these communities
  - (ii) Issues of social and economic inequalities in Indian society; Role of social reformers: Gandhi, Ambedkar and others; Social and economic equality versus freedom from foreign rule
  - (iii) Status today: Issues of identification of Scheduled Castes/Scheduled Tribes, dalits and other backward classes: Deprivations and atrocities, Poverty, illiteracy and unemployment, Economic and social inequalities, Issues of land rights, rural indebtedness, impact of environment protection

laws including forest laws on tribal communities; Access to fruits of development; Bonded labour, exploitation, issues of human dignity; Caste wars; Politics of caste and class

### **3. Constitutional Protection**

- (i) Fundamental Rights and Directive Principles under the Constitution
- (ii) Special protection under Article 15 (4), Article 16 (4) & (4-A), Article 17, Article 29(1), Article 46, Articles 334, 335, 338, 339, 340, 341, & 342, Fifth and Sixth Schedules

### **4. Special Protection: Laws and Policies**

- (i) Special Laws: Protection of Civil Rights Act, 1955, Scheduled Castes and Scheduled Tribes (Prevention of Atrocities) Act, 1989, Employment of Manual Scavengers and Construction of Dry Latrines (Prohibition) Act, 1999
- (ii) Other relevant legal provisions
- (iii) Policies of Government: Reservations, quotas, special drives and schemes

### **5. Institutional Mechanisms for Protection of SC/ST, and OBCs**

- (i) Constitutional Mechanisms: Legislature, Executive, Judiciary
- (ii) National Commissions, State Commissions
- (iii) Non-Governmental Organizations
- (iv) The Information Media

(v) Role of education

(vi) The Abolition of Untouchability Act, 1955

**6. International Norms and Standards Relating to Tribal and other Indigenous Groups**

(i) UN Declaration on the Indigenous Peoples, 1995, UN Voluntary Fund for Indigenous Populations, 1985

(ii) ILO Convention No. 169 concerning Indigenous and Tribal Communities, 1989

## Working Class and Human Rights

### Objective

Labour welfare has for long been one of the crucial areas of human rights and duties. Divided into nine units, this paper deals with conceptual issues, status of the working class, workers rights and duties, emerging problems, conflicting rights, international standards, Indian framework, and enforcement agencies.

### Course Content

- 1. Working Class: Conceptual Issues**
    - (i) Definition
    - (ii) Classification
  
  - 2. State Ideology and Position of Working Class**
    - (i) Working class movement
    - (ii) From Laissez Faire to Welfare State
    - (iii) Privatization to Globalization
  
  - 3. Status of Working Class**
    - (i) Women
    - (ii) Children
-

- (iii) Casual Workers
- (iv) Bonded Labour
- (v) Agricultural Labour
- (vi) Migrant Workers

#### **4. Basic Rights and Duties: Their Content and Scope**

- (i) Association and Assembly
- (ii) Work with Equality and Dignity
- (iii) Education and Information
- (iv) Trade Unionism and its Development
- (v) Industrial Discipline
- (vi) Labour Safety

#### **5. Labour Welfare Problems**

- (i) Health Hazards:
  - (a) Accidents
  - (b) Occupational Diseases
- (ii) Social Security
- (iii) Collective Bargaining

- (iv) Workers' Participation in Management
- (v) Retrenchment, Termination and Displacement
- (vi) Work Culture and Welfare Measures
- (vii) Industrial Conflicts and Insecurity
- (vii) Impact of Technological Developments

## **6. Conflicting Rights : Worker's Benefit v. Employer's Inconvenience**

- (i) The right to strike
- (ii) Lockout and closure of Industry

## **7. International Standards**

- (i) ILO Labour Standards
- (ii) Debate on Social Clause and WTO
- (iii) Emerging Rights and Duties
- (iv) Code of International Industrial Discipline
- (v) Role of International Labour Agencies

## **8. Indian Framework**

- (i) Constitutional Protection
- (ii) Workers' Rights and Duties



(iii) Employers' Responsibilities and Duties

(iv) Dispute Settlement Mechanisms

**9. Institutional Framework for Promotion of Labour Welfare**

(i) National: State machinery, workers organizations

(ii) Role of International Labour Organization (ILO)

## Minorities and Human Rights

### Objective

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

### Course Content

#### 1. Conceptual Perspective

- (i) Minorities as a socio-economic-religious-linguistic concept, Regional minorities
- (ii) Role of Minorities in the development of human rights

#### 2. Historical, Philosophical and Social Perspectives

#### 3. Rights and Duties of Minorities under the Indian Legal System

- (i) Constitutional Framework
  - (a) Fundamental Rights, Directive Principles and Fundamental Duties
  - (b) Special provisions in Articles 26 to 30, 331, 333, 336, & 337 of the Constitution.
- (ii) Special Laws and Policies

- (a) National Commission for Minorities Act, 1992
- (b) Caste (Disabilities Removal) Act, 1950
- (c) Other relevant laws
- (d) Policy of secularism and politics of minorities

#### **4. Institutional Mechanisms for Protection of Minorities**

- (i) Constitutional mechanisms: Legislature, Executive and Judiciary
- (ii) National and State Commissions on Minorities
- (iii) Non-Governmental Organizations
- (iv) The Information Media
- (v) Role of Education

#### **5. International Protection of Minorities**

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

## Human Rights and Criminal Justice System

### Objective

Criminal justice system is one of the critical areas of human rights and duties where the legal system is tested on a continuous basis for preservation of peace and security in society on the one hand, and preservation of human dignity of both victims of crime and persons accused of it. This paper is in ten units which cover, besides the conceptual and other perspectives, the principal rights problems, rights of the accused, the rights of inmates of prisons and custodial homes, access to justice, right to compensation, punishments, administration of justice and international perspectives.

### Course Content

- 1. Historical, Philosophical and Social Perspectives**
- 2. Conceptual Perspective**
  - (i) Concept of crime and criminal liability
  - (ii) Offences involving Human Rights
  - (iii) Role of Criminal Justice System
- 3. Human Rights Problems**
  - (i) Police Atrocities and Accountability
  - (ii) Violence against women and children
  - (iii) Communal violence

- (iv) Caste and class conflicts
- (v) Maintenance of Law and Order
- (vi) Terrorism and Insurgency

#### **4. Rights of Accused**

- (i) Double Jeopardy
- (ii) Against self-incrimination
- (iii) Production before Magistrate
- (iv) Fair Trial
- (v) Speedy Trial
- (vi) Appeal

#### **5. Rights of Inmates of Prisons and Custodial Homes**

- (i) Protection Homes
- (ii) Reformatory and other institutions
- (iii) Prisons

#### **6. Right to Legal Aid, Access to Justice and Speedy Justice**

#### **7. Right to Compensation**

## **8. Punishments and Human Rights**

## **9. Administration of Criminal Justice**

- (i) Ordinary Courts
- (ii) Special Courts
- (iii) District Human Rights Courts
- (iv) Nyaya Panchyats
- (v) Human Rights Sensitization
- (vi) Threats to the System:
  - (a) Terrorism
  - (b) Abduction
  - (c) Others

## **10. International Perspectives**

- (i) International crimes
- (ii) International crime control and protection agencies, e.g. Interpol
- (iii) International co-operation in combating of transnational organized crimes and international terrorism – Palermo Convention on Transnational Organized Crime, 2000, Convention against Illicit Trafficking of Narcotic and Psychotropic Substances, 1988-90

- (iv) Extradition and mutual assistance in criminal proceedings
- (v) International Criminal Court – Rome Statute, 1998
- (vi) International norms on administration of criminal justice – UN General Assembly resolutions

Reference: Malimath Committee Report, 2003  
Soli Sorabjee Report, 2007

## Environment and Human Rights

### Objective

This paper focuses on the interrelationship between environment and human rights and duties. In ten units, it encompasses conceptual aspects, the right to clean environment, an international perspective, national regime, issues of environmental protection in developing countries, supplementary rights and duties, environment versus development, emerging concepts, and the threats to Indian environment.

### Course Content

#### 1. Environment

- (i) Its meaning
- (ii) Concern for Environment: Historical Perspective
- (iii) Pollution and its effects on environment and life on earth

#### 2. Right to Clean Environment

- (i) Its content and scope
- (ii) Right to Environment versus Right to Development
- (iii) Sustainable Development
- (iv) Culprits and Victims
- (v) Implementation and Enforcement of the right



(vi) Globalization of the Right: the planet earth and global commons

(vii) Stockholm Declaration, 1972

### **3. Rights and Duties: An International Perspective**

(From Stockholm to Johannesburg)

(i) UN Declaration on the Right to Development, 1986, International conventions on the protection of the environment, precautionary principle, Inter-generational Equity.

(ii) Debate on Social Clause and WTO

### **4. National Regime of Environmental Protection**

(i) Constitutional Rights, Duties and Obligation

(ii) Statutory Rights and Duties

(iii) Role of the Judiciary

(iv) National Environmental Policy, 2006

(v) Environmental Economics

(vi) Environment (Protection) Act, 1986

### **5. Issues of Environmental Protection in Developing Countries**

(i) Inter-generational Equity

(ii) Preservation of Natural Resources

- (iii) Indigenous People, Tribals and Forest Dwellers
- (iv) Poverty, Illiteracy and Environment
- (v) City Dwellers and Villagers
- (vi) Working Class
- (vii) Other living species

## **6. Supplementary Rights**

- (i) Education
- (ii) Information
- (iii) Public Participation: Environmental Democracy

## **7. Environment Versus Development**

- (i) Mega Projects
- (ii) Industrial Accidents
- (iii) Impact of emerging problems of Scientific and Technological Development
  - (a) Genetic Engineering
  - (b) Hazardous Waste Treatment
  - (c) Pollution Control Mechanism
  - (d) Dumping of Waste and Discarded Technology

- (iv) Governmental Planning:
  - (a) Industrial development
  - (b) Master Plans

## **8. Supervision and Enforcement**

- (i) Supervisory Mechanisms
  - (a) Commissions
  - (b) Committees
  - (c) International Reporting Delegations under various treaties
  - (d) NGOs
- (ii) Enforcement Agencies
  - (a) Issues of liability, insurance
  - (b) Courts: Process and Remedies
  - (c) Tribunal
  - (d) Arbitration and Conciliation

## **9. Emerging Concepts**

- (i) Common Concern of Humankind: Common Heritage Principle
- (ii) Public Trust

- (iii) Precautionary Principle
- (iv) Intergenerational Equity
- (v) Sovereign Equality
- (vi) Concern for Unborn, Animals and Plants: Right of Future Generations
- (vii) Code of Environmental Culture and Ethics
- (viii) Polluter Pays Principle

#### **10. Threats to Indian Environment**

- (i) Forest Denudation
- (ii) Pollution of River Systems
- (iii) Indiscriminate Industrial Explosion
- (iv) Depletion of Flora and Fauna

## **Social Movements and Human Rights in the Indian Context**

### **Objective**

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

### **Course Content**

#### **1. Conceptual Perspective**

- (i) Concept of social movement
- (ii) Types of movements
- (iii) Ideology, organization
- (iv) Mobilization leadership
- (v) Social Movements as promoter of social change and Human Rights

#### **2. Social and Religious Reforms Movements and Human Rights**

- (i) Brahmo Samaj
- (ii) Arya Samaj
- (iii) Dalit Movements

- (iv) Tribal Movements
- (vi) Women's Movements
- (vii) Other Movements

### **3. Political Movements and Human Rights**

- (i) Freedom Movements
- (ii) Peasant Movement
- (iii) Regional and Ethnic identity Movements  
(Separatist and Terrorist Movements)
- (iv) Sarvodaya Movement and Land Reform Movements
- (v) Trade Union Movements

### **4. Ecology and Human Rights**

- (i) Chipko Movement
- (ii) Narmada Bachao Andolan
- (iii) Role of State and Judiciary

### **5. International and National Institutions in Promoting Human Rights**

- (i) Role of the United Nations Human Rights Council
- (ii) Role of National Judiciary and Bar
- (iii) National and State Human Rights Commissions

(iv) NGOs and People Movements, PUCL, PUDR etc.

(v) Role of the Media

(vi) Human Rights Education

# General Suggested Readings for all the Courses

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(Following readings are common for all PG Courses and research)

1. Darren J O' Byrne, *Human Rights: An Introduction* (2005) Pearson Education Pte. Ltd. Singapore.
2. Joseph Wronka, *Human Rights and Social Policy in 21<sup>st</sup> Century: A History of the Idea of Human Rights and Comparison of the U.N. Declaration of Human Rights with U.S. Federal and States Constitutions* (1992) University Press of America.
3. Tim Dunne and Nicholas J., *Human Rights in Global Politics* (ed.) Cambridge University Press, Cambridge.
4. Hector Espiell, *Human Rights: 50th Anniversary of the Universal Declaration*, (1998), Oxford: Blackwell.
5. Carlos Santiago, *The Ethics of Human Rights* (1991) Oxford University Press, Oxford.
6. Louis Henkin, *International Bill of Rights: The Covenant on Civil and Political Rights*, (1981), Colombia University Press, New York.
7. Jonathan Power, *Amnesty International: The Human Rights Story*, (1985), Pergamon Press, Oxford.
8. Basil Duner (ed.), *An End to Torture: Strategies of its Eradication*, (1998), Zed Books, London.



9. Nigel Reedley, *The Treatment of Prisoners under International Law*, (1987), Oxford University Press, Oxford.
10. Stanley M. Elkins, *Slavery: A Problem in American Institutional and Intellectual Life*, University of Chicago Press, Chicago.
11. Andrew Bell-Faiklov, *Ethnic Cleansing* St. Martin's Press, New York.
12. Leo Kuper, *Genocide: It's Political Use in 20<sup>th</sup> Century*, Yale University Press, New Haven.
13. Hugo Stokke and Arne Tostensen (eds.), *Human Rights in Development Year Book 1999/2000: The Millennium Edition*, Nordic Human Rights Publications, Oslo.
14. Mieczyslaw Maneli, *Juridical Positivism and Human Rights*, Hippocrene Books, New York.
15. Katarina Tomasevski, *Women and Human Rights*, Zed Books, London.
16. Janusz Symonides (ed.), *Human Rights: New Dimensions and Challenges*, Dartmouth, Ashgate.
17. M. Cheriff Bassiouni (ed.), *The Protection of Human Rights in the Administration of Criminal Justice: A Compendium of United Nations Norms and Standards*, Centre for Human Rights, United Nations, Geneva, Transnational Publishers, Inc. Irvington-on-Hudson, New York.
18. Joshi K.C., *International Law and Human Rights*, Eastern Book Company, Lucknow.
19. Cancado Trindade A.A.A., *Environment and Development: Formulation and Implementation of the Right to Development as a Human Right*.

20. Ward E (ed.), *Indigenous People between Human Rights and Environmental Protection*, Danish Centre for Human Rights, Copenhagen.
21. Meron T, *Human Rights Law-Making in United Nations*, (1986), Oxford University Press, Oxford.
22. Fitzpatrick Joan, *Human Rights in Conflict: The International System for Protecting Human Rights during states of Emergency*, University of Pennsylvania Press, Philadelphia.
23. Oraa Jaime, *Human Rights in States of Emergency in International Law* Oxford University Press, Oxford.
24. Goonatilake S, Joan Gussow and Omawale, *Food as a Human Right* United Nations University Press, Tokyo.
25. Weeramantry C. G., *The Slumbering Sentinels: Law and Human Rights in the Wake of Technology*, Harmondsworth, Penguin.
26. Weeramantry C. G., *Impact of Science on Human Rights: Global Case Studies*, United Nations University Press, Tokyo.
27. Agrawal J.C., *Education for Values, Environment and Human Rights*, Shipra Publications, Delhi.
28. A Subbian, *Human Rights: The Unending Quest*, Human Rights and Peace Centre, Chidambaram.
29. Ernest B Haas, *Human Rights and International Action*, Stanford University Press, Stanford.
30. M Tardu, *The International Petition System*, Oceana Publications.

31. Jorge Rhenan Segura, *The Inter-American System for the Promotion and Protection of Human Rights*, Human Rights Notebooks, Geneva.
32. Leonid Brezhnev, *Socialism, Democracy and Human Rights*, Pergamon Press, New York.
33. Robert Stenvension Clark, *A U.N. Commissioner for Human Rights for Human Rights*, Hague.
34. Antonio Cassese, *International Criminal Law*, Oxford University Press, Oxford.
35. D Mac Godrick, *The Human Rights Committee: Its role in Development of the International Covenant on Civil and Political Rights*, Oxford University Press.
36. Jaiswal Jaishree, *Human Rights of Accused and Juveniles*, Kalpaz Publications, New Delhi.
37. Humphrey John, *The International Law of Human Rights*, UNSECO Publishing Corporation, Delhi.
38. Bhatt Umesh, *Religious Fundamentalism and Human Rights*, Vista International Publishing House, Delhi.
39. Rouner Leroy, *Human Rights and the World's Religions*, University of Notre Dame Press, Notre Dame.
40. John Finnis, *Natural Law and Natural Rights*, Clarendon Press, Oxford.
41. A.H. Robertson and J G Merrills, *Human Rights in the World: An Introduction*

*to the Study of the International protection of Human Rights*, Manchester University Press, Manchester.

42. Claire Palley, *The United Kingdom and Human Rights*, Sweet and Maxwell, London.
43. Barbara Hocking, *International Law and Aboriginal Human Rights*, Law Book Co., Sydney.
44. J E S Fawcett, *The Application of the European Convention on Human Rights*, Clarendon Press, Oxford.
45. Vitit Muntarbhorn, *The Status of Refugees in Asia*, Clarendon Press, Oxford.
46. Guy S Goodwin-Gill, *The Refugee in International Law*, Clarendon Press, Oxford.
47. Jean-Philippe Lavoyer (ed.), *Internally Displaced Persons*, International Committee of the Red Cross, Geneva.
48. Annual Report, *National Implementation of International Humanitarian Law*, International Committee of the Red Cross, Geneva.
49. Carlo von Flue and Jacques de Maio (eds.), *Human Rights and Humanitarian Organizations*, International Committee of the Red Cross, Geneva.
50. Rajeev Dhavan, *Refugee Law and Policy in India*, PILSARC, New Delhi.
51. Rebecca Wallace, *International Human Rights (Text and Materials)* Sweet and Maxwell, London.

52. Cook R. J, *Human Rights of Women: National and International Perspectives*, University of Pennsylvania Press, Philadelphia.
53. Shastri, Satish (ed.): *Human Rights, Development and Environmental Law*.
54. Shastri, Satish : *Special Issue on Human Rights and Duties*. The Journal of Legal Studies Vol. XXXVII (2006-07).
55. Amartya Sen, *Inequalities Re-examined*, O.U.P., 2001
56. Prof. Mani, *Humanitarian Law*, Indian Society for International Law, 2007.
57. Prof. Chimni B.S., *Problems of Refugees*.
58. Prof. Leelakirshnan, *Environmental Law in India*, Lexis Nexis, New Delhi, 2005.
59. Prof. Leelakirshnan, *Environmental Case Book*, Lexis Nexis, New Delhi, 2006.
60. Prof. Satish Shastri, *Environmental Law*, Easter, 2005.
61. Shyam Diwan & Rosencranz, *Cases and Material on Environmental Law*, Oxford, 2006.
62. Upendra Baxi, *Future of Human Rights*, Oxford, 2004.
63. Indian Institute of Human Rights, 4C.1. *Child and Human Rights*.
64. D.D. Basu, *Human Rights in Constitutional Law*, 1994, Prentice Hall of India, New Delhi.

# Identification of the New Areas for Research in the Field of Human Rights

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The following are some of the areas for research as suggested by academicians in the human rights conferences held in different parts of the country. The areas are to be treated as illustrative:

1. Human Rights: Meaning, Nature, Conceptual Development, Scope.
2. Balancing different values/ideals in formation of the concept of human rights.
3. Teaching methodology for human rights.
4. Structure, material and preparation required for human rights education.
5. Human Rights shaping in United Nations: Great political and academic adventures witnessed between 1946-1966.
6. Human rights abuses and challenges in the contemporary world.
7. Human Rights and Political Behaviour.
8. Human Rights and Administrative Behaviour.
9. Human Rights and Judicial Behaviour.
10. Human Rights and Behaviour of N.G.Os/social workers.
11. Human Rights and Legislative Behaviour.
12. International Protection to Human Rights.
13. Arbitrary Arrest, Detention or Exile and Custodial Justice.

14. Classification: International Human Rights Regime.
15. Slavery, Servitude and *Begar*.
16. Torture, Cruel, Inhuman and Degrading Treatment and Punishment.
18. Equality and non-discrimination.
19. Fair Trial and Access to Justice.
20. Presumption of Innocence and Protection against Ex-post-facto-Law.
21. Privacy.
22. Asylum.
23. Nationality Questions and Human Rights.
24. Freedom of Thought, Conscience and Religion.
25. Freedom of Expression and Opinion.
26. Freedom of Assembly and Association.
27. Equal access to Public Service, Periodic and Genuine Election.
28. Human Rights and Human Needs.
29. Economic Rights and Development.
30. Specialized Economic Agencies and Realization of Economic Rights.
31. Social Welfare Rights and Development.
32. Effects of New approach of Development on International Social Welfare Law.

33. International Social Welfare Law, Right to Work and Basic Needs.
34. Right to Work.
35. W.H.O. and Right to Health: Economic Covenant and their Implementation.
36. U.N. Development Policy and Social Welfare.
37. U.N. Human Rights Council.
38. U.N. Sub-Commission on Prevention of Discrimination and Protection of Minorities.
39. U.N. Human Rights Committee and Council.
40. U.N. Committee on Elimination of All Forms of Racial Discrimination.
41. International Labour Organization.
42. UNESCO and Human Rights.
43. European Commission of Human Rights.
44. European Court of Human Rights.
45. Inter-American Commission on Human Rights and Inter-American Court of Human Rights.
46. African System to Protect Human Rights.
47. Arabian System to Protect Human Rights.
48. Court of Justice to the European Communities.
49. Role of International Committee of the Red Cross.



50. Comparison of the Regional Systems.
51. Human Rights: International Administration of Criminal Justice.
52. Punishment and Sentencing by National Courts.
53. The Impact of International Law on the National Legislation and Human Rights.
54. International Cooperation in Combating Transnational Organized Crimes.
55. Extradition and Mutual Assistance in Criminal Proceedings.
56. International Criminal Court.
57. Human Rights during War: International Humanitarian Laws.
58. IHL and the role of the ICRC & N.G.Os.
59. Human Rights of Refugee(s) and Internally Displaced Person.
60. Refugee: History, Definition and Description.
61. Protection of Refugee under International Law.
62. Refugee Protection in India.
64. International Law and Internally Displaced Persons.
63. The Status of Refugees in Asia.
64. Dichotomy of developmental goals: human rights and duties.
65. Vanishing welfare systems and importance of human rights.
66. Right to water and human rights.

67. Human Rights: changing concepts of property rights.
68. Accountability of governments to the human rights.
69. Right to water—shift in emphasis from rights to duties.
70. Widening horizons of fundamental duties and human rights.
71. Domestic violence: the challenges before the legal systems.
72. Concepts of duties and rights against practical values.
73. Perspectives of the victims of HR violations.
74. Cultural Values and Human Rights—the problem of co-ordination.
75. Genesis of human rights—theology, positivism, sociological approach and Marxism.
76. Responsibility of people in the effective implementation of human rights.
77. Human rights and right to education.
78. Right to information and human rights.
79. Human rights and political, civil and social rights.
80. Differential impact of legal systems on human rights.
81. Legal system—the common law.
82. Legal system—the Islamic world.
83. Legal system—the Proletarian system.
84. Legal system—the Hindu jurisprudence.

85. Women in Islamic countries.
86. The Nature and human rights.
87. Rights of the Nature and right to environment.
88. Human rights and liberalization, globalization and privatization.
89. Monolithic state and its disintegration: impact of new ideas.
90. Legal ordering and its impact on subaltern approaches.
91. Human rights and tribal people.
92. Science, Technology and Human Rights.
93. Right to information and information technology.
94. Uniform Civil Code and Human Rights.
95. Right to work: women's rights.
96. Conflict in democracies: political and social rights of women.
97. Unorganized labour: the problem of fair and minimum wages.
98. Equal pay for equal work for both men and women: the contradictions.
99. Tribal woman labour.
100. Rights in statute versus ground realities.
101. Human rights and good governance approach.
102. Problems of the mentally and physically challenged.

103. Human rights and values: the religious and social, economic context.
104. Structural conflicts in the enforcement of human rights.
105. Abolition of child labour and attendant problems.
106. Terrorism and human rights.
107. Terrorism and the right of the victims of terrorism.
108. Rehabilitation of bonded labourers
109. Ecological integration and right to employment.
110. Empowerment of the media.
111. Judicial delay and human rights.
112. Social responsibility of entrepreneurs and socially relevant investment.
113. Human rights and children.
114. Human rights and destitutes.
115. Human rights of prisoners.
116. Human rights of forest dependent people.
117. Gender justice.
118. Custodial Justice.
119. Health and human rights.
120. Environment and human rights.

121. Review of international instruments and treaties.
122. Human rights literacy and education.
123. Bonded Labour.
124. Status of the disabled/aged.
125. Role of NGOs in the protection of human rights.
126. Caste clashes and impact on Human Rights.
127. Special problems faced by religious minorities.
128. Impact of globalization/liberalization on the poor/women/children.
129. Role of non-state actors in engendering human rights violations (private companies/MNCs /armed groups/underworld/religious leaders).
130. Sexual harassment of women at the workplace.
131. Trafficking in women and children.

## A Comparative Chart of Existing UGC Model Curriculum and NHRC Recommended Curriculum on Human Rights Education

### Foundation Course on Human Rights

UGC Syllabus (2001)	Recommendations of NHRC (2007)
<p><b>Objective:</b></p> <p>Foundation Course, as its title suggests, aims to impart to the undergraduate students a general idea of the principal aspects of human rights and duties in a broad sweep. The aspects addressed by 6 units of instructions include the values of human rights and duties, philosophical and historical foundations, basic international human rights norms, the normative and institutional mechanism of human rights and duties in India, and Indian societal problems. The Committee also realized the importance of highlighting the need for internalizing Human Rights and Duties values. And, therefore, it felt that it was necessary not only to sensitize the students of Human Rights and Duties but also to ensure that both teachers and</p>	<p><b>Objective:</b></p> <p>Foundation course as its title suggests aims to provide compulsory foundation at the undergraduate level across all disciplines.</p> <p>To sensitize the students in the general principles and aspects of human rights. The seven units of instruction include the values of human rights and duties, philosophical and historical foundations, international human rights norms and mechanisms for implementation of human rights and duties in India. The course shall identify some societal problems and strive to examine, analyse and internalize them in the course of field work/project undertaken in addition to class room interactions.</p>

<p>the taught practise and cherish the values of Rights and Duties and make all endeavours to live up to those ideals.</p> <p>The duration of the course and the number of classes allocated to cover the course will determine how intensively/ extensively the teacher can impart instructions on these aspects of human rights and duties.</p>	<p>The foundation course shall contain a practical component which makes it essential for the students to undergo a field work.</p> <p>The course carries total eight credits split into six credits for class room discussion and two credits for field work. In semester system, there shall be four credits in the first semester and two credits in the second semester for class room lecture and discussion and two credits for field work in the second semester. The field work strategies shall be formulated by the institution which conducts the course</p>
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### Paper I: Human Rights: Basic Values

Course Content:	Course Content:
<p>1. Conceptual Background of Human Rights and Duties</p> <p>(i) Rights: inherent, inalienable, universal, indivisible</p> <p>(ii) Values: dignity, liberty, equality, justice, unity in diversity</p> <p>(iii) Need for balance between Rights and Duties, Freedom and Responsibility</p>	<p>i. Relevance of the study in Human Rights in India [5 hours]</p> <p>1. Social aspects</p> <p>2. Economic aspects</p> <p>3. Political aspects</p>

<p>2. Philosophical and Historical Perspectives</p> <p>(i) Theories of human rights</p> <p>(ii) History of human rights civilization</p> <p>(iii) Human rights movements</p>	<p>ii. Evolution of Human Rights and Duties [5 hours]</p> <p>1. Inter civilization approach to Human Rights</p> <p>2. Theoretical perspectives</p> <p>3. Developmental perspectives</p> <p>4. Human Rights movements in India</p>
<p>3. International Human Rights Standards</p> <p>(i) Universal Declaration of Human Rights, 1948</p> <p>(ii) International Covenant on Civil and Political Rights, 1966</p> <p>(iii) International Covenant on Economic, Social and Cultural Rights, 1966</p>	<p>iii. Human Rights: International Norms [5 hours]</p> <p>1. Universal Declaration of Human Rights</p> <p>2. Civil and political rights</p> <p>3. Economic, social and cultural rights</p> <p>4. Rights against torture, discrimination and forced Labour</p> <p>5. Rights of the Child</p>
<p>4. Human Rights and Duties in India</p> <p>(i) Evolution: Independence movement, making of the Constitution</p>	<p>iv. Human Rights and Duties in India [10 hours]</p>



<ul style="list-style-type: none"> <li>(ii) Indian Constitution: <ul style="list-style-type: none"> <li>(a) Fundamental Rights</li> <li>(b) Directive Principles</li> <li>(c) Fundamental duties</li> <li>(d) Their Interrelationship</li> </ul> </li> <li>(iii) Enforcement and protection mechanism of human rights in India <ul style="list-style-type: none"> <li>(a) Judiciary</li> <li>(b) National Human Rights Commission and other Commissions and Committees</li> <li>(c) Non-governmental organizations</li> <li>(d) Information Media</li> <li>(e) Education</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>1. The preamble to the Constitution of India</li> <li>2. Human Rights and Duties in the Constitution: Normative analysis</li> </ul>
<p>5. Societal Problems Core Problems:</p>	<p>v. Redressal Mechanisms for Human Rights Violations [ 7 hours]</p>

<p>(a) Poverty, underdevelopment and illiteracy</p> <p>(b) Women, children and the disadvantaged groups</p>	<ol style="list-style-type: none"> <li>1. Judiciary</li> <li>2. Government systems for Redressal</li> <li>3. National Human Rights Commission and other Statutory Commissions</li> <li>4. Media Advocacy</li> <li>5. Creation of Human Rights Literacy and Awareness</li> </ol>
<p>6. Importance of Internalizing Human Rights and Duties</p> <p>Importance of internalizing Human Rights Values - Urgent need for not only sensitizing others of human rights and duties, but of practising oneself those values: self-inculcation, endeavour to live up to those ideals – Duty to respect others' rights, respect each other's human dignity.</p>	<p>vi. Deprivation of Human Rights: the Core Issues [8 hours]</p> <ol style="list-style-type: none"> <li>1. Poverty, overpopulation, illiteracy</li> <li>2. Problems of Unsustainable Development</li> <li>3. Disadvantaged Groups <ol style="list-style-type: none"> <li>a. Women</li> <li>b. Children</li> <li>c. Scheduled Castes and Scheduled Tribes</li> <li>d. Homeless and Slum Dwellers</li> </ol> </li> </ol>

	<ul style="list-style-type: none"> <li>e. Physically and mentally Handicapped</li> <li>f. Refugees and Internally Displaced Persons</li> </ul>
	<ul style="list-style-type: none"> <li>vii Good Governance [7 hours] <ul style="list-style-type: none"> <li>1. Democracy <ul style="list-style-type: none"> <li>a. Guaranteed freedoms</li> <li>b. People's participation</li> </ul> </li> <li>2. Rule of Law <ul style="list-style-type: none"> <li>a. Non-arbitrariness</li> <li>b. Fairness in Criminal Justice Administration</li> <li>c. Combating Corruption</li> </ul> </li> <li>3. Open and Transparent Governance <ul style="list-style-type: none"> <li>a. Right to information</li> <li>b. Whistle Blowing: Public Exposure of Unfair Practices and Abuse of Public Authority.</li> </ul> </li> </ul> </li> </ul>

## Certificate Course on Human Rights

UGC Syllabus (2001)	Recommendations of NHRC (2007)
<p><b>Objective:</b></p> <p>As suggested in the UGC IXth plan approach to promotion of human rights education in universities and colleges, 1998 (paragraph 5.4.2 at 12) the certificate course in human rights and duties is for a short duration of 3 to 6 months. It aims to orient teachers, law enforcement personnel, those working or associated with NGOs and others directly engaged in the promotion of human rights and duties.</p> <p>Being a short duration orientation course, the course content, through its 6 units, encompasses principal aspects of the concept; historical, philosophical and social perspectives; the normative and institutional mechanisms of the UN and a focus on India and its human rights problems. Finally it stresses the need for internalizing the human rights and duties culture.</p>	<p><b>Objective:</b></p> <p>The certificate course on human rights aims at sensitization of in-service functionaries to the human rights values with a view to ultimately strengthening the human rights culture in our society. The course may be offered to the teachers, doctors, lawyers, police and para-military officials, developmental bureaucracy and even NGO officials who are to deal with human rights issues at the ground level. The course could be structured for a short duration of 3 to 6 months so that in-service people can avail it easily.</p> <p>The course shall comprise of two papers which focus on basic issues of Human rights and deal with the elements of good governance, duties of various state and non-state agencies in respect of Human Rights implementation.</p>
<b>Paper I: Human Rights: National and International Perspective</b>	
Course content	Course content
<p>1. Concept of Human Rights and Duties</p>	<p>i. Relevance of the study of human rights in India</p>

<ul style="list-style-type: none"> <li>(i) Values: dignity, liberty, equality, justice, unity in diversity</li> <li>(ii) Inherent, inalienable, universal and indivisible</li> <li>(iii) Classification of rights</li> <li>(iv) Classification of duties</li> <li>(v) Correlation of rights and duties</li> <li>2. Historical, Philosophical and Social Perspectives <ul style="list-style-type: none"> <li>(i) Changing dimensions of human rights and duties</li> <li>(ii) Theories of human rights</li> <li>(iii) Social movements</li> </ul> </li> <li>3. United Nations and Human Rights and Duties <ul style="list-style-type: none"> <li>(i) UN system and human rights <ul style="list-style-type: none"> <li>(a) Universal declaration of human rights, 1948</li> <li>(b) International covenant on</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>a. Social Aspects</li> <li>b. Economic Aspects</li> <li>c. Political Aspects</li> <li>ii. Evolution of human rights and duties <ul style="list-style-type: none"> <li>a. Inter-civilization approach to human rights</li> <li>b. Theoretical perspectives</li> <li>c. Developmental perspectives</li> <li>d. Human Rights movements</li> </ul> </li> <li>iii. Human Rights: international Norms <ul style="list-style-type: none"> <li>a. Universal Declaration of Human Rights</li> <li>b. Civil and political rights</li> <li>c. Economic, social and cultural rights</li> <li>d. Rights against torture, discrimination and forced labour</li> <li>e. Rights of the child</li> </ul> </li> </ul>
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<p>civil and political rights, 1966</p> <p>(c) International covenant on economic, social and cultural rights, 1966</p> <p>(d) Convention on elimination of all forms of racial discrimination, 1965</p> <p>(e) Convention on elimination of all forms of discrimination against women, 1979</p> <p>(f) Convention on the rights of the child, 1989</p> <p>(g) UN declaration on duties and responsibilities of individuals, 1997</p> <p>(ii) UN agencies to monitor compliance such as UN high commission for human rights and the committees under the various conventions.</p> <p>4. Human Rights and Duties in India</p> <p>(i) Evolution</p>	<p>iv. Human rights and duties in India</p> <p>a. The preamble to the Indian Constitution</p> <p>b. Human rights and duties in the Constitution</p> <p style="text-align: center;"><b>Paper II: Special Issues relating to Violation of Human Rights, Good Governance and Redressal Mechanism.</b></p> <p>i. Deprivation of Human Rights: the Core Issues [8 hours]</p> <p>1. Poverty, overpopulation, illiteracy</p> <p>2. Problems of Unsustainable Development</p> <p>3. Disadvantaged Groups</p> <p>a. Women</p> <p>b. Children</p> <p>c. Scheduled Castes and Scheduled Tribes</p>
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<ul style="list-style-type: none"> <li>(ii) Fundamental rights (part III)</li> <li>(iii) Directive principles of state policy(part IV)</li> <li>(iv) Fundamental duties(part IVA)</li> <li>(v) Their inter-relationship</li> <li>(vi) Protection and enforcement of human rights and duties <ul style="list-style-type: none"> <li>(a) Judiciary</li> <li>(b) National and state human rights commissions and other grievance redressal mechanisms</li> <li>(c) NGOs, social movements and pressure groups</li> <li>(d) information media</li> </ul> </li> </ul> <p>5. Societal Problems in Private and Public Domains</p> <ul style="list-style-type: none"> <li>(i) Core problems: Poverty, under development and illiteracy</li> <li>(ii) Some specific problems:</li> </ul>	<ul style="list-style-type: none"> <li>d. Homeless and Slum Dwellers</li> <li>e. Physically and mentally Handicapped</li> <li>f. Refugees and Internally Displaced Persons</li> </ul> <p>ii. Good Governance [7 hours]</p> <ul style="list-style-type: none"> <li>1. Democracy <ul style="list-style-type: none"> <li>a. Guaranteed freedoms</li> <li>b. People's participation</li> </ul> </li> <li>2. Rule of Law <ul style="list-style-type: none"> <li>a. Non-arbitrariness</li> <li>b. Fairness in Criminal Justice Administration</li> <li>c. Combating Corruption</li> </ul> </li> <li>3. Open and Transparent Governance <ul style="list-style-type: none"> <li>a. Right to information</li> </ul> </li> </ul>
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<p>(a) Communal and caste conflicts and tensions</p> <p>(b) Discrimination and violence against women and children, sexual violence, trafficking, child Labour, bonded Labour and others</p> <p>(c) Custodial violence</p> <p>(d) Problems of health and environmental protection.</p> <p>6. Importance of Internalizing of Human Rights and Duties</p> <p>Urgent need for not only sensitizing others of human rights and duties, but of practicing oneself those values: self-inculcation, endeavour to live up to those ideals – duty to respect others’ rights, respect each other’s human dignity.</p>	<p>b. Whistle Blowing: Public Exposure of Unfair Practices and Abuse of Public Authority.</p> <p>iii. Redressal Mechanisms against Human Rights Violations [ 7 hours]</p> <ol style="list-style-type: none"> <li>1. Judiciary</li> <li>2. Government systems for Redressal</li> <li>3. National Human Rights Commission and other Statutory Commissions</li> <li>4. Media Advocacy</li> <li>5. Creation of Human Rights Literacy and Awareness</li> </ol>
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## Post-Graduate Diploma Course on Human Rights

UGC Syllabus (2001)	Recommendations of NHRC (2007)
	<p><b>Objective:</b></p> <p>The course is open to any stream Graduate Degree holder. However, preference may be given to those who have undergone a Graduate Course or Foundation Course on Human Rights. The course shall comprise of three papers devoted to human rights general issues, international perspectives on human rights and Indian perspectives on human rights.</p> <p>The course shall be for one year's duration. In addition to the papers the candidates shall be required to complete the necessary field work assignment.</p>
Paper I: Human Rights and Duties: The Conceptual Perspectives	
<p><b>Objective:</b></p> <p>The paper seeks to elaborate the conceptual, philosophical, theoretical and historical aspects of human rights and duties. It is in eight units, namely historical and philosophical duties, understanding of the concepts, diverse theories, and human rights movements,</p>	

<p>classification of rights and duties, human rights problems and the importance of internalizing the values of human rights and duties.</p>	
<p><b>Course Content:</b></p>	
<p>1. Historical and Philosophical Perspectives</p> <p>2. Understanding of the Concept of Rights and Duties</p> <p>3. Different Theories of Rights</p> <p style="padding-left: 20px;">(i) Natural rights theory</p> <p style="padding-left: 20px;">(ii) Legal positivist theory</p> <p style="padding-left: 20px;">(iii) Liberal theory</p> <p style="padding-left: 20px;">(iv) Marxist theory</p> <p style="padding-left: 20px;">(v) Sociological theories</p> <p style="padding-left: 20px;">(vi) Indian perspectives such as gandhian</p> <p>4. Human Rights Movements</p> <p style="padding-left: 20px;">(i) International</p>	<p>i Relevance of the study of Human rights in India</p> <p style="padding-left: 20px;">1 Socio-cultural aspect</p> <p style="padding-left: 20px;">2 Economic aspect</p> <p style="padding-left: 20px;">3 Political aspect</p> <p>ii Evolution of Human rights and Duties</p> <p style="padding-left: 20px;">1 Inter-civilization approach to Human Rights</p> <p style="padding-left: 20px;">2 Developmental perspective</p> <p style="padding-left: 20px;">3 Human Rights movements</p> <p>iii Good Governance</p> <p style="padding-left: 20px;">1 Democracy</p> <p style="padding-left: 40px;">a. Guaranteed freedoms</p>

<p>(ii) National</p> <p>5. Classification of Rights and Duties</p> <p>Moral, Social, Cultural, Economic, Civil and Political</p> <p>6. Human Duties And Responsibilities</p> <p>(i) Concepts of humanism, duties and responsibilities</p> <p>(ii) Identification of human duties and responsibilities: Duties towards self, family, community, society, nation/state, humankind and other beings and mother earth.</p> <p>(iii) Interrelationship of rights and duties: areas of harmony and conflicts</p> <p>7. General Problems of Human Rights</p> <p>Poverty, illiteracy, discrimination and sustainable development</p> <p>8. Importance of Internalizing the Values of Human Rights and Duties</p>	<p>b. Peoples participation</p> <p>2 Rule of law</p> <p>a. non-arbitrariness</p> <p>b. fairness in criminal justice administration</p> <p>c. elimination of corruption</p> <p>3 Open and transparent governance</p> <p>a. right to information</p> <p>b. whistle blowing: public exposure of unfair practices and abuse public of authority</p>
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<p>Urgent need for not only sensitizing others of human rights and duties, but of practising oneself those values: self inculcation, endeavour to live up to those ideals, duty to respect others' rights, respect for each other's human dignity.</p>	
<p><b>Paper II: International and Regional Perspectives on Human Rights and Duties</b></p>	<p><b>Paper II: International Perspectives on Human Rights</b></p>
<p><b>Objective:</b></p> <p>This paper focuses on international and regional norms and institutional mechanisms of human rights. It is in five units: emergence of international concern for human rights, international norms and standards; regional human rights instruments, protection and enforcement at international and regional levels, and international responses to some problems such as racial discrimination, freedom from torture, rights of women and children, and human rights in armed conflict and rights of refugees.</p>	
<p><b>Course Content:</b></p>	
<p>1. International Concern for and Reor-</p>	<p>i Human Rights: International Norms</p>

<p>ganization of Human Rights</p> <p>2. International Norms and Standards</p> <p>(i) United nations charter</p> <p>(ii) Universal declaration of human rights, 1948</p> <p>(iii) International covenant on economic, social and cultural rights, 1966</p> <p>(iv) International covenant on civil and political rights, 1966</p> <p>(v) Fundamental duties and responsibilities: Duty to respect the rights of others (Article 29 of the universal declaration of human rights, 1948 un declaration on the rights and responsibility of individuals, groups and organs of society to promote and protect universally recognized human rights and fundamental freedom, 1999, UNESCO declaration on the responsibilities of the present generations towards future generations, 1997)</p>	<p>1 Universal Declaration of Human Rights</p> <p>2 Civil and Political Rights</p> <p>3 Economic, Social and Cultural Rights</p> <p>4 Rights against Torture, Discrimination and Forced Labour</p> <p>ii. Duties and responsibilities</p> <p>1 Duty to respect the rights of others (Article 29 of Universal Declaration of Human Rights, 1948)</p> <p>2 UNESCO Declaration of Human Rights 1948</p> <p>3 United Nations Declarations on the Rights and Responsibilities of 1999</p> <p>iii. Implementation of Human Rights at International level: Instrumental mechanism</p> <p>1 UN General Assembly</p>
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<p>3. Regional Human Rights Instruments</p> <ul style="list-style-type: none"> <li>(i) European convention on human rights, 1950</li> <li>(ii) African charter of human and people's rights, 1981</li> <li>(iii) American convention on human rights, 1969</li> </ul> <p>4. Protection and Enforcement of Human Rights at the International and Regional Levels</p> <ul style="list-style-type: none"> <li>(i) International level: UN general assembly, economic and social council, human rights commission, UN high commissioner for human rights, committees under the international covenants and conventions.</li> <li>(ii) Regional Level: <ul style="list-style-type: none"> <li>(a) European Commission on Human Rights and the Court of Human Rights</li> <li>(b) American Commission of Human Rights and Court of Human Rights</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>2 Economic and Social Council</li> <li>3 Human Rights Council</li> <li>4 UN Commissioners for Human Rights</li> <li>5 Committees under international treaties</li> <li>6 International Criminal Court</li> </ul> <p>iv. International responses to select problems</p> <ul style="list-style-type: none"> <li>1 Racial Discrimination: <ul style="list-style-type: none"> <li>a. International Convention on Elimination of All forms of Racial Discrimination, 1965</li> <li>b. UNESCO Declaration on Race and Racial Prejudice, 1978.</li> </ul> </li> <li>2 Freedom from Torture: <ul style="list-style-type: none"> <li>a. Convention for the prevention and punishment of the crime of genocide, 1948</li> </ul> </li> </ul>
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<p>(c) African Commission of Human Rights and Court of Human Rights</p> <p>5. International Response to Some Problems</p> <p>(i) Racial discrimination:</p> <p>(a) International convention on the elimination of all forms of racial discrimination, 1965</p> <p>(b) UNESCO Declaration on Race and Racial Prejudice, 1978</p> <p>(ii) Freedom from Torture:</p> <p>(a) Convention for Prevention and Punishment of the Crime of Genocide, 1948</p> <p>(b) Convention on the Protection of All Persons from being Subjected to Torture and other Cruel and Inhuman or Degrading Treatment or Punishment , 1984</p> <p>(iii) Rights of Women and Children</p>	<p>b. Convention on the protection of all persons from being subjected to torture and other cruel and inhuman or degrading treatment or punishment, 1984</p> <p>3 Rights of Women and Children:</p> <p>a. Convention on Elimination of all forms of Discrimination against Women, 1979</p> <p>b. Convention on the Rights of the Child, 1989</p> <p>4 Human Rights in armed conflict and Rights of Refugees</p> <p>a. Geneva Conventions on International Humanitarian law, 1949</p> <p>b. Geneva Protocols I and II to the Geneva Conventions, 1977</p> <p>c. Convention on Protection of Refugees, 1951 and 1977 Protocol</p>
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<ul style="list-style-type: none"> <li>(a) Convention on Elimination of All Forms of Discrimination against Women, 1979</li> <li>(b) Convention on the Rights of the Child, 1989</li> <li>(iv) Human Rights in Armed Conflict and Rights of Refugees <ul style="list-style-type: none"> <li>(a) Geneva Conventions on International Humanitarian Law, 1949</li> <li>(b) Geneva Protocols I and II to the Geneva Conventions, 1977</li> <li>(c) Convention on Protection of Refugees, 1951 and 1977 Protocol</li> </ul> </li> </ul>	
<b>Paper III: Human Rights and Duties in India</b>	<b>Paper III: Human Rights and Duties in India : Norms and Administration</b>
<p><b>Objective:</b></p> <p>This paper aims to acquaint the students with the state of human rights and duties in India. Through four units, it encom-</p>	



<p>passes the evolution of the concept of human rights and duties in India, India's constitutional and legal frame work (both normative as well as institutional) and the mechanism for protection and enforcement. It also highlights some specific human rights problems in India.</p>	
<p><b>Course Content:</b></p>	
<p>1. Evolution of the Concept of Human Rights and Duties In India</p> <p>(i) Evolution of the composite culture of India, contribution of diverse religions</p> <p>(ii) Concepts of human welfare, rights and duties, the cosmology of universe with human beings as its intrinsic part</p> <p>(iii) Human rights and duties in contemporary India: law, politics and society</p> <p>(iv) Social movements of the 19<sup>th</sup> and 20<sup>th</sup> centuries, independence movement, Gandhi, Nehru. Ambedkar, etc.</p>	<p>i. Human Rights and Duties in India</p> <p>a. The Preamble of the Indian Constitution</p> <p>b. Human Rights and Duties in the Constitution: Norms</p> <p>ii. Deprivation of human rights: the core issues</p> <p>1 Poverty, overpopulation, illiteracy</p> <p>2 Problems of development</p> <p>3 Disadvantaged groups Women Children, Scheduled Castes and scheduled tribes Homeless and slum dwellers Physically and mentally</p>

<p>(v) Making of the constitution</p> <p>2. Normative Framework of Human Rights and Duties In India</p> <p>(i) Constitutional perspective: fundamental rights, directive principles, fundamental duties, and their interrelationship</p> <p>(ii) Statutory protection of human rights: special laws</p> <p>3. Enforcement of Human Rights: Constitution Statutory Mechanism</p> <p>(i) Legislature, executive and judiciary</p> <p>(ii) National human rights commission, other commissions and committees, central and state</p> <p>(iii) NGOs and human rights movements</p> <p>(iv) Information media and education</p> <p>(v) Social, economic, political and administrative problems of enforcement</p>	<p>handicapped, Refugees and internally displaced persons</p> <p>iii. Redressal mechanisms for human rights violations</p> <p>a. Judiciary</p> <p>b. government systems for redressal</p> <p>c. National Human Rights Commission and other statutory Commissions</p> <p>d. media advocacy</p> <p>e. role of NGOs and community</p> <p>iv. Some specific problems – Communal and caste conflicts and tensions. Discrimination and violence against women and children, Custodial violence, Problems of health and environmental protection.</p>
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<p>4. Some Specific Problems</p> <ul style="list-style-type: none"><li>(i) Communal and caste conflicts and tensions</li><li>(ii) Discrimination and violence against women and children</li><li>(iii) Custodial violence</li><li>(iv) Problems of health and environmental protection</li></ul>	
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## Under Graduate Degree Course on Human Rights

UGC Syllabus (2001)	Recommendations of NHRC (2007)
<p><b>Paper – I: International Human Rights and Duties: Standards and Mechanisms</b></p> <p><b>Objective:</b></p> <p>This paper purports to deal with the general aspects of human rights and duties, namely, the jurisprudence of human rights and duties; international norms, standards and mechanisms; regional human rights standards and mechanisms; international humanitarian law and refugee law; right to development and freedom of trade; and emerging dimensions of human rights, including issues of inter-generational equity. This is sought to be taught through 6 units.</p>	<p><b>Paper – I: Human Rights: International Dimensions</b></p> <p><b>Objective:</b></p> <p>The course is targeted for those who want to pursue a general graduate degree programme. The course may be offered to any student drawn from multiple disciplinary background after 10 + 2. This paper purports to deal with the general aspects of human rights, namely, human rights culture in our own communities; awareness of international norms, standards and mechanisms; regional human rights standards and mechanisms; right to development and emerging dimensions of human rights. The course is designed to have two papers that would provide necessary theoretical background to human rights issues.</p> <p>The proposed under-graduate course shall constitute as one of the subjects in the graduate level curriculum. However, at some later stage the under-</p>

	graduate course may be expanded to a full blown graduate course leading to an honours degree.
<b>Course Content</b>	<b>Course Content</b>
<p>1. Human Rights and Duties Jurisprudence</p> <p>(i) Philosophical and historical foundation of human rights and duties</p> <p>(ii) Theories of rights</p> <p>(iii) Concept and classifications of human rights and duties</p> <p>(iv) Human rights and duties</p> <p>(a) Correlationship of rights and duties/responsibilities</p> <p>(b) Tensions between rights <i>inter se</i>, duties <i>inter se</i>, and rights and duties</p> <p>(v) Importance of internalizing human rights and duties: Urgent need for not only sensitizing others of human rights and du-</p>	<p>i. Theoretical Aspects of Human Rights and Duties</p> <p>(a) Philosophical foundation of human freedoms.</p> <p>(b) Theories of rights</p> <p>(c) Evolution of the concept of human rights and duties</p> <p>(d) Natural, moral, civil and political, social and cultural rights.</p>

<p>ties, but of practising oneself those values: self-inculcation, endeavour to live up to those ideals – Duty to respect others’ rights, respect each other’s human dignity.</p>	
<p>2. International Human Rights Norms, Standards and Mechanisms</p> <p>(i) Evolution of human rights and duties on the international plane</p> <p>(ii) The United Nations Charter and the development of human rights Provisions of the Charter, Universal Declaration of Human Rights, 1948, International Covenant on Civil and Political Rights, 1966 and International Covenant on Economic, Social and Cultural Rights, 1966, and other major UN instruments on human rights (Conventions on Racial Discrimination, Women’s Rights, Rights of the Child, Torture).</p> <p>(iii) UN bodies involved in promotion of human rights – Economic and Social Council, UN Com-</p>	<p>ii. International Norms and Mechanisms</p> <p>1. Norms</p> <p>a. The United Nations Charter and the development of human rights</p> <p>b. Universal Declaration of Human Rights, 1948</p> <p>c. International Covenant on Civil and Political Rights 1966</p> <p>d. International Covenant on Economic, Social and Cultural Rights, 1966</p> <p>e. Conventions on Racial Discrimination</p> <p>f. Women’s Rights</p>

<p>mission on Human Rights and its sub-commissions on women, minorities etc. General Assembly, Human Rights Committee and other committees under the various conventions, ILO, UNESCO, WHO, FAO.</p>	<ul style="list-style-type: none"> <li>g. Rights of the Child</li> <li>h. International convention on duties.</li> </ul> <p>2. UN bodies involved in promotion of human rights –</p> <ul style="list-style-type: none"> <li>a. Economic and Social Council</li> <li>b. UN Commission on Human Rights and its sub-commissions on women, minorities, etc.</li> <li>c. General Assembly</li> <li>d. UN Council on Human Rights</li> <li>e. Committees under the various conventions</li> <li>f. ILO</li> <li>g. UNESCO</li> <li>h. WHO</li> <li>i. FAO</li> </ul>
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<p>3. Regional Human Rights Standards and Mechanisms</p> <ul style="list-style-type: none"> <li>i. European Convention on the Protection of Human Rights 1950 and institutions</li> <li>ii. Latin American standards and mechanisms for protection of human rights</li> <li>iii. African standards and mechanisms for protection of human rights.</li> </ul>	<p>iii. Regional Human Rights Standards and Mechanisms</p> <ul style="list-style-type: none"> <li>a. European Convention on the Protection of Human Rights, 1950 and institutions</li> <li>b. Latin American standards and mechanisms for protection of human rights</li> <li>c. African standards and mechanisms for protection of human rights.</li> <li>d. Developments in Asia.</li> </ul>
<p>4. International Humanitarian Law and Refugee Law</p> <ul style="list-style-type: none"> <li>(i) International Humanitarian Law (IHL) <ul style="list-style-type: none"> <li>(a) Evolution of IHL since the mid-nineteenth century: IHL conventions 1864, 1899, 1907, 1929 and 1949, 1977 Geneva Protocols II &amp; I.</li> <li>(b) Basic principles: humanity, protection of civilians and</li> </ul> </li> </ul>	<p>iv. Human Rights And Development</p> <ul style="list-style-type: none"> <li>(a) Right to Development.</li> <li>(b) Globalization: Social, Cultural and Economic aspects.</li> <li>(c) Inter-generational equity.</li> <li>(d) Human rights, and science and technology.</li> </ul>



civilian objects, humane treatment of prisoners and civilians under custody, prohibition of use of weapons and methods of warfare, causing superfluous injury and unnecessary suffering, prohibition of widespread, long-term and severe damage to natural environment.

(c) Indian Geneva Conventions Act, 1960: Indian Red Cross Society.

(d) The role of International Committee of Red Cross.

(ii) International Refugee Law

(a) Problem of refugees and displaced persons through the ages.

(b) The United Nations and the refugee problem

(c) Refugee Convention 1951, Protocol 1967, Convention on the Stateless Persons 1951 – The core issues of

the 'right' to seek and receive asylum, right of *non-refoulement* (non-return).

(d) Role of UN High Commissioner for Refugees.

5. Development, International Trade and Human Rights

(i) Right to development: Issues of international equity and justice, equitable sharing of sharable resources and common amenities, equitable access to benefits of science and technology.

(ii) Freedom of international trade, most-favoured nation treatment (equality of treatment) versus special treatment of the developing countries, access to international markets, equitable pricing of raw materials.

6. Emerging Dimensions of Human Rights

(i) National Sovereignty versus 'inter-

<p>national enforcement' of human rights, International politics of human rights and selective application of international sanctions, Unilateral use of coercion and implementation of human rights.</p> <p>(ii) Human rights, and science and technology.</p> <p>(iii) Human rights violations by non-state entities such as corporations, other business entities, terrorists and other armed groups, militant religious groups, professional groups (doctors, lawyers, etc.)</p> <p>(iv) New rights: right to a future and rights of future generations, rights to peace (and disarmament), rights to clean environment.</p>	
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**Paper – II: Human Rights and Duties in India**

<p><b>Objective:</b></p>	<p><b>Objective:</b></p>
<p>This paper is an Indian perspective of human rights. It encompasses 8 units covering the evolution of the concept of human rights and duties in India, the</p>	<p>This paper is an Indian perspective of human rights. It encompasses 8 units covering the evolution of the concept of human rights and duties in India, the</p>

<p>normative framework in India, the enforcement mechanisms and problems, Indian human rights movements, the Indian criminal justice system, labour welfare in India, specially disadvantaged sections of the Indian society, and the societal problems of human rights in India.</p>	<p>normative framework in India, the enforcement mechanisms and problems, Indian human rights movements, the Indian criminal justice system, labour welfare in India, especially disadvantaged sections of the Indian society, and other societal problems of human rights in India.</p>
<p><b>Course Content</b></p>	<p><b>Course Content</b></p>
<p>1. Evolution of the Concept of Human Rights and Duties in India</p> <ul style="list-style-type: none"> <li>(i) Evolution of the composite culture of India, contribution of diverse religions</li> <li>(ii) Concepts of human welfare, rights and duties, totality of the cosmology of universe with human beings as its intrinsic part.</li> <li>(iii) Human rights and duties in contemporary India: Law, politics and society</li> <li>(iv) Social movements of the 19<sup>th</sup> and 20<sup>th</sup> centuries, independence movement, Gandhi, Nehru, Ambedkar, etc.</li> </ul>	<p>i. Evolution of the Concept of Human Rights and Duties in India</p> <ul style="list-style-type: none"> <li>(a) Values of composite culture of India.</li> <li>(b) Human rights and duties in contemporary India: Law, politics and society</li> <li>(c) Social movements through the ages.</li> </ul>

<p>(v) Making of the Constitution</p>	
<p>2. Normative Framework of Human Rights and Duties in India</p> <p>(i) Constitutional perspective: Fundamental Rights, Directive Principles, Fundamental Duties, and their interrelationships</p> <p>(ii) Statutory protection of human rights</p>	<p>ii. Normative Framework of Human Rights and Duties in India</p> <p>Constitutional values: The Preamble –Fundamental Rights, Directive Principles, Fundamental Duties, and their interrelationships–Democracy, Rule of Law.</p>
<p>3. Enforcement of Human Rights: Constitution and Statutory Mechanisms</p> <p>(i) Legislature, executive and judiciary</p> <p>(ii) National Human Rights Commission, other commissions and committees</p> <p>(iii) Social, economic, political and administrative problems of enforcement</p>	<p>iii. Implementation of Human Rights</p> <p>a. Constitutional machinery</p> <p>b. Statutory machinery</p> <p>1. National Human Rights/ State Human Rights Commissions</p> <p>2. Other Commissions</p> <p>3. Judicial remedies</p> <p>c. Media</p> <p>d. Social auditing</p>

<p>4. Human Rights Movements in India</p> <ul style="list-style-type: none"> <li>(i) National freedom movement</li> <li>(ii) Social and political movements</li> <li>(iii) Dalit movements</li> <li>(iv) Women's movements</li> <li>(v) Environmental movements</li> </ul>	<p>iv. Human Rights and Criminal Justice</p> <ul style="list-style-type: none"> <li>a. Criminal justice system <ul style="list-style-type: none"> <li>1. Rights of the accused</li> <li>2. Rights of the victim</li> <li>3. Orientation of police for HRs protection</li> </ul> </li> <li>b. Children and crime</li> <li>c. Sentencing issues</li> </ul>
<p>5. Human Rights and Criminal Justice System</p> <ul style="list-style-type: none"> <li>(i) Criminal justice system and protection of human rights: treatment of individuals in situations of crime.</li> <li>(ii) Human rights of the accused</li> <li>(iii) Legal aid</li> <li>(iv) Police, criminal investigation, custodial crimes</li> <li>(v) Crimes (including custodial</li> </ul>	<p>v. Human Rights of the Working Class</p> <ul style="list-style-type: none"> <li>a. Labour welfare legislation</li> <li>b. Bonded labour</li> <li>c. Unorganised labour</li> <li>d. Problems of working women</li> </ul>

<p>crimes) against women and children</p> <p>(vi) Reform in jails/juvenile homes</p>	
<p>6. Human Rights of the Working Class</p> <p>(i) Labour welfare legislation in India</p> <p>(ii) Problems of bonded labour, exploitation of child labour, female labour and unorganized labour</p>	<p>vi. Societal Problems</p> <p>a. Corruption</p> <p>b. Open and transparent governance and right to information</p> <p>c. Terrorism</p> <p>d. Displaced persons</p>
<p>7. Human Rights of Specially Disadvantaged Sections of Society</p> <p>(i) Scheduled Castes/Scheduled Tribes and other Backward Classes.</p> <p>(ii) Minorities</p> <p>(iii) Women and Children</p>	
<p>8. Societal Problems of Human Rights in India</p> <p>(i) Some specific problems:</p>	

<p>(a) violence against women and children, both inside and outside homes</p> <p>(b) corruption</p> <p>(c) terrorism</p> <p>(ii) Core problems: poverty, illiteracy, unemployment, socio-cultural-religious practices resulting in grave human rights deprivations.</p>	
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**Paper – III: Field Work and Dissertation on Regional Issues**

	<p>Students will be required to select and study a regional Human Rights problem under the supervision of the teacher. He shall submit a dissertation after studying the various dimensions of the problem. The dissertation carries 100 marks out of which 25 marks will be for holding a seminar on the subject. The methodology of the field work shall be worked out by consultation between the teacher and the student.</p>
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## Post Graduate Degree Course on Human Rights

UGC Syllabus (2001)	Recommendations of NHRC (2007)
<p><b>Paper – I: Historical and Philosophical Perspectives of Human Rights and Duties</b></p> <p><b>Objective:</b></p> <p>This paper, through its 7 units, proposes to provide instruction on theoretical, conceptual, historical and other general aspects of human rights and duties. It encompasses philosophical and historical foundations, concept of rights and duties, theories of rights and duties, global and Indian perspectives, concept of the rule of law, co-relationships of rights and duties, and concept and classification of human duties and responsibilities.</p>	<p><b>Paper – I: Historical and Philosophical Perspectives of Human Rights and Duties</b></p> <p><b>Objective:</b></p> <p>As the Post-Graduate degree course this is the most advanced and extensive course on human rights. The four core papers and the fifth paper are exclusively structured for giving necessary theoretical background to research methods and field based understanding of human rights issues. The course aims at giving a wide exposure to the candidates on theoretical, conceptual, historical, philosophical aspects, as well as the applied aspects of human rights. Since the Post-Graduate degree holders may constitute the future human rights teachers, the fifth paper may incorporate human rights teaching modules as well.</p>
Course Content	Course Content
<p>1. Philosophical and Historical Foundations of Human Rights and Duties</p>	<p>1. Philosophical and Historical Foundations of Human Rights and Duties</p>

<p>(i) Philosophical Foundations (Quest for Quality of Life, Human Ideals)</p> <p>(a) Human society: man and society</p> <p>(b) Human Values: Universal, Cultural, Social Dignity, Justice and Equality</p> <p>(c) Moral and Ethical Traditions and Ideas</p> <p>(d) Polity: Thought and Ideas</p> <p>(e) Needs of Humankind: mate- rial, spiritual</p> <p>(ii) Historical Development History of human rights civilization, Magna Carta, British Bill of Rights, French and American Declarations, International Bill of Rights</p>	<p>(i) Philosophical Foundations (Quest for Quality of Life, Human Ideals)</p> <p>(a) Human society: man and society</p> <p>(b) Human values: Universal, Cultural, Social and human dignity, Justice and Equality, Concept of Justice, Theo- ries of Justice, Approaches of Justice</p> <p>(c) Moral and Ethical Traditions and Ideas,</p> <p>(d) Polity: Thought and Ideas</p> <p>(e) Needs of Humankind: mate- rial, spiritual</p> <p>(ii) Historical Development History of human rights civilization, Magna Carta, British Bill of Rights, Ameri- can Declaration of Inde- pendence, Declaration of Rights of Man and Citizen, International Bill of Rights</p>
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<p>2. The Concept of Rights</p> <p>(i) Meaning, nature and definition</p> <p>(ii) Classification of rights</p>	<p>2. The Concept of Rights</p> <p>(i) Meaning, nature and definition</p> <p>(ii) Classification of rights</p>
<p>3. Theories of Rights and Duties</p> <p>(i) Natural rights theory</p> <p>(ii) Liberal theory of rights</p> <p>(iii) Legal/positive theory of rights</p> <p>(iv) Marxist theory of rights</p> <p>(v) Sociological theory of rights</p> <p>(vi) Cultural theory of rights</p>	<p>3. Theories of Rights and Duties</p> <p>(i) Natural rights theory</p> <p>(ii) Liberal theory of rights</p> <p>(iii) Legal/positive theory of rights</p> <p>(iv) Marxist theory of rights</p> <p>(v) Sociological theory of rights</p> <p>(vi) Cultural theory of rights</p>
<p>4. Global and Indian Perspectives on Human Rights</p> <p>(i) Global Perspectives</p> <p>(ii) 'Third World' Perspectives</p> <p>(iii) Indian Perspectives on Human Rights</p>	<p>4. Global and Indian Perspectives on Human Rights</p> <p>(i) Global Perspectives</p> <p>(ii) 'Third World' Perspectives</p> <p>(iii) Indian Perspectives on Human Rights</p>
<p>5. Rule of Law</p>	<p>5. Rule of Law vs. Rule of Life</p>

<ul style="list-style-type: none"> <li>(i) Concept, origin and importance</li> <li>(ii) Patterns of rule of law in society</li> <li>(iii) Relation of human rights and good governance</li> </ul>	<ul style="list-style-type: none"> <li>(i) Concept, origin and importance</li> <li>(ii) Rule of Law: Values of Rule of Law, Changing dimensions</li> <li>(iii) Values of Democracy</li> <li>(iv) Relation of human rights and good governance</li> </ul>
<p>6. Co-relationship of Rights and Duties</p> <ul style="list-style-type: none"> <li>(i) Relationship between rights and duties</li> <li>(ii) Relationship between obligations and responsibilities in relation to the state and society</li> </ul>	<p>6. Co-relationship of Rights and Duties</p> <ul style="list-style-type: none"> <li>(i) Problem of human capabilities</li> <li>(ii) Relationship between obligations and responsibilities in relation to the state and society</li> </ul>
<p>7. Human Duties and Responsibilities</p> <ul style="list-style-type: none"> <li>(i) Concept of Human Duties and Responsibilities <ul style="list-style-type: none"> <li>(a) Moral, ethical, social, economic, political and cultural</li> <li>(b) Universal</li> <li>(c) Traditional/modern</li> </ul> </li> </ul>	<p>7. Human Duties and Responsibilities</p> <ul style="list-style-type: none"> <li>(i) Concept of Human Duties and Responsibilities <ul style="list-style-type: none"> <li>(a) Moral, ethical, social, economic, political and cultural</li> <li>(b) Universal</li> <li>(c) Traditional/modern</li> </ul> </li> </ul>

<p>(ii) Classification of Human Duties and Responsibilities</p> <p>(a) Sound Body and Mind</p> <p>(b) Family</p> <p>(c) Community and society</p> <p>(d) Nation-State</p> <p>(e) Humankind and other living beings</p> <p>(f) Mother Earth</p>	<p>(ii) Classification of Human Duties and Responsibilities</p> <p>(a) Individual (sound body)</p> <p>(b) Family</p> <p>(c) Community and society</p> <p>(d) Nation-State</p> <p>(e) Humankind and other living beings</p> <p>(f) Mother Earth</p>
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**Paper – 2: Human Rights and Duties  
in International and Regional Perspectives**

<b>Objective:</b>	<b>Objective:</b>
<p>The focus of this paper is on the development of international concern for human rights and of norms and institutional mechanisms at the international and regional levels. Through nine units, it deals with the emergence of international and regional concern for human rights; emergence of diverse international instruments on rights and duties; the role of the United Nations;</p>	<p>The focus of this paper is on the development of international concern for human rights and of norms and institutional mechanisms at the international and regional levels. Through nine units, it deals with the emergence of international and regional concern for human rights; emergence of diverse international instruments on rights and duties; the role of the United Nations;</p>

<p>some specific rights such as self-determination, freedom from discrimination, freedom from torture, rights of women, and rights of the child; European Convention; American Convention; African Charter and developments in Asian Region.</p>	<p>some specific rights such as self-determination, freedom from discrimination, freedom from torture, rights of women, and rights of the child; European Convention; American Convention; African Charter and developments in Asian Region.</p>
<p><b>Course Content</b></p>	<p><b>Course Content</b></p>
<p>1. International and Regional Concern for Human Rights</p> <p>(i) Concern for protection of the individual in anti-slave trade treaties, humanitarian law treaties, International Labour Organization, League of Nations (mandate system, social and economic welfare), Nazism and Fascism, the Holocaust, the war crimes trials, spread of nationalism in Asia and Africa and struggle against colonialism</p> <p>(ii) Regional Approaches to Human Rights – Relevance and factors contributing to regionalism in human rights</p>	<p>1. International and Regional Concern for Human Rights</p> <p>(i) Concern for protection of the individual in anti-slave trade treaties, humanitarian law treaties, International Labour Organization, League of Nations (mandate system, social and economic welfare), Nazism and Fascism, the Holocaust, the war crimes trials, spread of nationalism in Asia and Africa and struggle against colonialism</p> <p>(ii) Regional Approaches to Human Rights – Relevance and factors contributing to regionalism in human rights</p>

<p>2. Human Rights, Duties and Responsibilities</p> <p>Universal Declaration of Human Rights 1948, UN Article 29 of General Assembly Declaration on the Right and Responsibility of Individuals, Groups and Organs of Society to Promote and Protect Universally Recognized Human Rights and Fundamental Freedoms 1999, UNESCO Declaration on the Responsibilities of the Present Generations Towards Future Generations, 1997</p>	<p>2. Human Rights, Duties and Responsibilities</p> <p>Universal Declaration of Human Rights, 1948, UN Article 29 of General Assembly Declaration on the Right and Responsibility of Individuals, Groups and Organs of Society to Promote and Protect Universally Recognized Human Rights and Fundamental Freedoms 1999, UNESCO Declaration on the Responsibilities of the Present Generations Towards Future Generations, 1997</p>
<p>3. Human Rights and the United Nations</p> <p>Normative and institutional framework of the United Nations: Role of the UN General Assembly, the Economic and Social Council and its commissions and sub-commissions</p>	<p>3. Human Rights and the International Institutions</p> <p>(i) United Nations – General Assembly, the Economic and Social Council and its commissions and sub-commissions</p> <p>(ii) Other Institutions e.g. ILO</p>
<p>4. The International Bill of Rights</p> <p>(i) Universal Declaration of Human Rights, 1948</p>	<p>4. The International Bill of Rights</p> <p>(i) Universal Declaration of Human Rights, 1948</p>

<p>(ii) International Covenant on Economic, Social and Cultural Rights, 1966</p> <p>(iii) International Covenant on Civil and Political Rights, 1966</p>	<p>(ii) International Covenant on Economic, Social and Cultural Rights, 1966</p> <p>(iii) International Covenant on Civil and Political Rights, 1966</p>
<p>5. Some Specific Rights</p> <p>(i) Right of the peoples and nations to self-determination: Declaration on the Granting of Independence to Colonial Countries and Peoples, 1960, Declaration of Principles of International Law Concerning Friendly Relations and Cooperation among States, 1970 (fifth principle), Declaration on the Permanent Sovereignty over Natural Resources, 1962, Declaration of a New International Economic Order 1974, Charter of Economic Rights and Duties, 1974</p> <p>(ii) Freedom from discrimination: Convention on Elimination of All Forms of Racial Discrimination 1965, Convention on the Suppression and Punishment of the</p>	<p>5. Some Specific Rights</p> <p>(i) Right of the peoples and nations to self-determination: Declaration on the Granting of Independence to Colonial Countries and Peoples 1960, Declaration of Principles of International Law Concerning Friendly Relations and Cooperation among States 1970 (fifth principle), Declaration on the Permanent Sovereignty over Natural Resources 1962, Declaration of a New International Economic Order 1974, Charter of Economic Rights and Duties 1974</p> <p>(ii) Freedom from discrimination: Convention on Elimination of All Forms of Racial Discrimination 1966, Convention on the Suppression and Punishment of the</p>



<p>Crime of Apartheid 1972 and Convention against Apartheid in Sports, 1985, UN Declaration on Elimination of all Forms of Intolerance and Discrimination based on Religion or Belief 1987, UNESCO Declaration on Race and Racial Prejudice, 1978, UNESCO Declaration of Principles on Tolerance, 1995</p> <p>(iii) Freedom from Torture Convention on Prevention and Punishment of the Crime of Genocide 1948, Convention on the Protection of All Persons from Being Subjected to Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment 1984</p> <p>(iv) Rights of Women ILO Conventions on Equal Remuneration (1951) and Discrimination in Employment (1958), Convention on Elimination of All Forms of Discrimination against Women 1979, Convention for</p>	<p>Crime of Apartheid, 1973 and Convention against Apartheid in Sports, 1985, UN Declaration on Elimination of all Forms of Intolerance and Discrimination based on Religion or Belief 1981, UNESCO Declaration on Race and Racial Prejudice, 1978, UNESCO Declaration of Principles on Tolerance, 1995</p> <p>(iii) Freedom from Torture Convention on Prevention and Punishment of the Crime of Genocide, 1948, Convention on the Protection of All Persons from Being Subjected to Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment, 1984, Rome Statute of International Criminal Court, 1998</p> <p>(iv) Rights of Women, ILO Conventions on Equal Remuneration (1951) and Discrimination in Employment (1958), Convention on Elimination of All Forms of Discrimination against Women, 1979, Convention for</p>
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<p>the Suppression of the Traffic in Persons and of the exploitation of the Prostitution of Others 1949</p> <p>(v) Rights of the Child: UN Convention on the Rights of the Child 1989, ILO Convention on Child Labour 1999</p>	<p>the Suppression of the Traffic in Persons and of the exploitation of the Prostitution of Others 1949</p> <p>(v) Rights of the Child: UN Convention on the Rights of the Child, 1989, ILO Convention on Child Labour, 1999</p> <p>(vi) Rights of indigenous people</p>
<p>6. European Convention on Human Rights</p> <p>(i) History and normative developments since 1950</p> <p>(ii) Monitoring and Enforcement Machinery: European Court of Human Rights, European Commission of Human Rights, Council of Europe</p>	<p>6. European Convention on Human Rights</p> <p>(i) History and normative developments since 1950</p> <p>(ii) Monitoring and Enforcement Machinery: European Court of Human Rights, European Commission of Human Rights, Council of Europe</p>
<p>7. American Convention on Human Rights, 1969</p> <p>(i) History and development of human rights institutions in Latin America</p>	<p>7. American Convention on Human Rights, 1969</p> <p>(i) History and development of human rights institutions in Latin America</p>

(ii) American Commission and Court of Human Rights	(ii) American Commission and Court of Human Rights
<p>8. African Charter on Human and People's Rights</p> <p>(i) OAU Charter 1963</p> <p>(ii) African Charter of Human and Peoples' Rights 1981</p> <p>(iii) Mechanism of implementation: African Commission and Court of Human and Peoples' Rights</p>	<p>8. African Charter on Human and People's Rights</p> <p>(i) AU Constitution, 1988</p> <p>(ii) African Charter of Human and Peoples' Rights, 1981</p> <p>(iii) Mechanism of implementation: Role of African Commission and Court of Human and Peoples' Rights, with special reference to interrogating violations by the States</p>
<p>9. Developments in Asian Region (For references, see General Bibliography)</p>	<p>9. Developments in Asian Region</p> <p>(i) SAARC</p> <p>(ii) Development in Other Regions, e.g., Arab League</p>
<b>Paper 3: Societal Issues of Human Rights in India</b>	
<b>Objective:</b>	<b>Objective:</b>
Societal problems of human rights are	Societal problems of human rights are

<p>sought to be dealt with through six units. They encompass concept and approaches, and a special focus on social, economic, political, health and cultural problems that underlie human rights deprivations in Indian society.</p>	<p>sought to be dealt with through six units. They encompass concept and approaches, and a special focus on social, economic, political, health and cultural problems that underlie human rights deprivations in Indian society.</p>
<p><b>Course Content</b></p>	<p><b>Course Content</b></p>
<p>1. Concepts and Approaches</p> <ul style="list-style-type: none"> <li>(i) Concept of societal problems and human rights</li> <li>(ii) Theoretical approaches to social problems and social changes</li> <li>(iii) Causes and types of social problems</li> <li>(iv) Societal problems and human rights</li> </ul>	<p>1. Concepts and Approaches</p> <ul style="list-style-type: none"> <li>(i) Concept of societal problems and human rights</li> <li>(ii) Theoretical approaches to social problems and social changes</li> <li>(iii) Causes and types of social problems</li> <li>(iv) Societal problems and human rights</li> </ul>
<p>2. Social Problems</p> <ul style="list-style-type: none"> <li>(i) Problems of hierarchy</li> <li>(ii) Problems of minorities, scheduled caste and scheduled tribes</li> </ul>	<p>2. Social Issues</p> <ul style="list-style-type: none"> <li>(i) Problems of social hierarchy</li> <li>(ii) Problems of Minorities</li> </ul>

<ul style="list-style-type: none"> <li>(iii) Population explosion</li> <li>(iv) Violence against women and children</li> <li>(v) Problems of aged and disabled</li> </ul>	<ul style="list-style-type: none"> <li>(iii) Problems of Scheduled Castes and Scheduled Tribes</li> <li>(iv) Violence against women and children</li> <li>(v) Problems of aged and disabled</li> </ul>
<p>3. Economic Problems</p> <ul style="list-style-type: none"> <li>(i) Poverty and unemployment</li> <li>(ii) Privatization, liberalization and globalization</li> <li>(iii) Corruption, consumer rights</li> <li>(iv) Problems of sustainable development</li> </ul>	<p>3. Economic Problems</p> <ul style="list-style-type: none"> <li>(i) Poverty and exploitation</li> <li>(ii) Privatization, liberalization and globalization, Right to property – issue of Special Economic Zones with reference to displacement of disadvantaged sections of society.</li> <li>(iii) Corruption and economic offences</li> <li>(iv) Problems of development</li> <li>(v) Consumer Exploitation</li> </ul>
<p>4. Political Problems</p> <ul style="list-style-type: none"> <li>(i) Regionalism, terrorism</li> <li>(ii) Assaults on democracy</li> </ul>	<p>4. Political Problems</p> <ul style="list-style-type: none"> <li>(i) Regionalism</li> <li>(ii) Terrorism</li> </ul>

	<ul style="list-style-type: none"> <li>(iii) Exploitation of caste, religion and language</li> <li>(iv) Criminalization of politics</li> <li>(v) Abuse and misuse of democratic institutions.</li> </ul>
<p>5. Health Problems</p> <p>Negligence, mis-management and lack of access to public health care, environmental degradation</p>	<p>5. (i) Health Security – Lack of Access and mis-management</p> <p>(ii) lack of preventive and curative measures</p> <p>(iii) Health and environment</p>
<p>6. Cultural Problems</p> <ul style="list-style-type: none"> <li>(i) Lack of cultural humanist values in education, cultural relativism</li> <li>(ii) National and universal cultural conflicts and tensions</li> <li>(iii) Problems of composite culture</li> </ul>	<p>6. Cultural Issues</p> <ul style="list-style-type: none"> <li>(i) Pluralistic society and cultural tensions</li> </ul>
	<p>7. Field Work and Project Report: (30% of total marks for this paper)</p>
	<p>8. Psychological problems – ID, ego, super ego – reason, intention</p>

	9. Legal problems – law as morality, law as authority, law as father
	10. Victim's right to remedy etc.
<b>Paper 4: Human Rights and Duties in India: Law, Politics and Society and Importance of Internalizing Human Rights and Duties</b>	<b>Paper 4: Human Rights and Duties in India – Ideal and Reality</b>
<b>Objective:</b>	<b>Objective:</b>
This paper focuses on the normative and institutional aspects of human rights and duties against the backdrop of the politics and society in India. Divided into 7 units, it deals with the Constitution and human rights and duties, special laws for the protection of vulnerable sections of the people, implementation and enforcement mechanisms, problems of enforcement, state and society and human rights violations, Indian politics and human rights violations, and the importance of internalizing human rights and duties.	This paper focuses on the normative and institutional aspects of human rights and duties against the backdrop of the politics and society in India. Divided into 5 units, it deals with the Constitution and human rights and duties, special laws for the protection of vulnerable sections of the people, implementation and enforcement mechanisms, problems of enforcement, state and society and human rights violations.
<b>Course Content</b>	<b>Course Content</b>
1. The Constitution and Human Rights and Duties	1. The Constitution and Human Rights and Duties

<ul style="list-style-type: none"> <li>(i) Constituent Assembly debates on the Fundamental Rights, Directive Principles and Fundamental Duties, Problems of choosing “Fundamental Rights”.</li> <li>(ii) Problem of defining reasonable restrictions on fundamental rights</li> <li>(iii) International human rights and the Indian Constitution</li> <li>(iv) Fundamental Duties of State and Citizen: problems of implementing Duties</li> <li>(v) Directive Principles of State Policy</li> <li>(v) Interrelationships and tensions <i>inter se</i></li> </ul>	<ul style="list-style-type: none"> <li>(i) Constituent Assembly debates on the Fundamental Rights, Directive Principles and Fundamental Duties, Problems of choosing “Fundamental Rights”.</li> <li>(ii) Problem of defining reasonable restrictions on fundamental rights</li> <li>(iii) International human rights and the Indian Constitution</li> <li>(iv) Fundamental Duties of State and Citizen: problems of implementing Duties</li> <li>(v) Directive Principles of State Policy</li> <li>(v) Interrelationships and tensions <i>inter se</i></li> </ul>
<p>2. Special Laws for Protection of Specific Categories/ Vulnerable Sections of the People</p> <ul style="list-style-type: none"> <li>(i) Reservations and the right to equality</li> <li>(ii) Protection of Minorities</li> </ul>	<p>2. Special Laws for Protection of Specific Categories/ Vulnerable Sections of the People</p> <ul style="list-style-type: none"> <li>(i) Reservations and the right to equality</li> <li>(ii) Protection of Minorities</li> </ul>



<ul style="list-style-type: none"> <li>(iii) Protection of Women: in Private and Public domain</li> <li>(iv) Contract and unorganized workers; bonded labour</li> <li>(v) Children</li> </ul>	<ul style="list-style-type: none"> <li>(iii) Protection of Women: in Private and Public domain</li> <li>(iv) Contract and unorganized workers; bonded labour</li> <li>(v) Children</li> </ul>
<p>3. Implementation and Enforcement Mechanisms</p> <ul style="list-style-type: none"> <li>(i) Judiciary</li> <li>(ii) National Institutions: SC/ST Commission, Minorities Commission, Women's Commission</li> <li>(iii) Human Rights Commissions: National and State</li> <li>(iv) Professional Councils : Press, Medical, Bar</li> <li>(v) Consumer Courts</li> </ul>	<p>3. Implementation Mechanisms</p> <ul style="list-style-type: none"> <li>(i) Dispute Redressal Agencies – <ul style="list-style-type: none"> <li>(a) Judiciary, Use of PIL,</li> <li>(b) ADR (Alternative Dispute Resolution),</li> <li>(c) Consumer fora</li> </ul> </li> <li>(ii) National Institutions: SC/ST Commission, Minorities Commission, Women's Commission</li> <li>(iii) Human Rights Commissions: National and State</li> <li>(iv) Professional Councils, e.g., Medical Council of India, Bar Council of India</li> <li>(v) NGO Social Movements and</li> </ul>

<p>(vi) NGOs, Social movements and pressure groups working through democratic institutions such as lobbying MPs, Information Media</p>	<p>Pressure groups working through democratic institutions</p> <p>(vi) Media Advocacy, Press Council of India,</p>
<p>4. Problems of Enforcement of Human Rights in India</p> <p>(i) Poverty and inaccessibility of legal redress</p> <p>(ii) Abuse of executive power: deaths and torture in police custody, etc.</p> <p>(iii) Special Laws violative of human rights</p> <p>(iv) Lack of accountability and transparency in government functioning and the right to information</p> <p>(v) Inadequate functioning of democratic institutions and democratic deficit</p> <p>(vi) Social prejudices against caste, women, minorities etc.</p>	<p>4. Problems of Enforcement of Human Rights in India</p> <p>(i) Poverty, illiteracy, inaccessibility of redress.</p> <p>(ii) Abuse and misuse of power, e.g., deaths and torture in police custody</p> <p>(iii) Adverse impact of Special Laws on Human Rights</p> <p>(iv) Lack of accountability and transparency in government functioning: Right to Information</p> <p>(v) Lack of People's Participation in Governance</p> <p>(vi) Social prejudices against caste, women, minorities, etc.</p>

<p>5. The State and Civil Society in India and Human Rights Violations</p> <ul style="list-style-type: none"> <li>(i) Human Rights violations in private domain: within the family, by dominant castes, religious groups</li> <li>(ii) Human Rights violations in public domain: State, landlords, employers, etc. Riots and violence in connection with inter-community tensions</li> <li>(iii) Unequal access to natural resources</li> <li>(iv) Impact of development policies on human rights</li> </ul>	<p>5. The State and Civil Society in India and Human Rights Violations</p> <ul style="list-style-type: none"> <li>(i) Human Rights violations in private domain: within the family, by dominant castes, religious groups</li> <li>(ii) Human Rights violations in public domain: State, landlords, employers and political parties, etc.</li> <li>(iii) Inter-caste, inter-community tensions and violence in politics</li> <li>(iv) Inequitable access to natural and material resources</li> </ul>
<p>6. Indian Politics and Human Rights Violations</p> <ul style="list-style-type: none"> <li>(i) Impact of colonialism on Indian society and polity</li> <li>(ii) Assaults on Indian democracy</li> </ul>	

<p>7. Importance of Internalizing Human Rights and Duties</p> <p>Urgent need for not only sensitizing others of human rights and duties, but of practicing oneself those values: self-inculcation, endeavour to live up to those ideals: Duty to respect others' rights, respect each other's human dignity</p> <p>(For references, see General Bibliography)</p>	
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**Paper 5: Research Methodology and Dissertation/Field-based Project Work**

<p><b>Objective:</b></p>	<p><b>Objective:</b></p>
<p>Human rights education at post-graduate level should include field work or acquisition of first hand knowledge of issues of human rights and duties, and some basic understanding of research methodology and techniques. Although sociological methods and techniques are dealt with here, the teachers must be well advised to stress the need to select methodologies and techniques appropriate for the investigation/reporting on the issue/problem selected.</p>	<p>Human rights education at post-graduate level should include field work or acquisition of first hand knowledge of issues of human rights and duties, and some basic understanding of research methodology and techniques. Although sociological methods and techniques are dealt with here, the teachers must be well advised to stress the need to select methodologies and techniques appropriate for the investigation/reporting on the issue/problem selected.</p>

Course Content	Course Content
<p>1. General</p> <ul style="list-style-type: none"> <li>(i) Nature and Scope of Social Research</li> <li>(ii) Formulation of Research Problem</li> <li>(iii) Survey and Social Research</li> <li>(iv) Research Design: Facts and Hypothesis, Problem of Objective</li> </ul>	<p>1. General</p> <ul style="list-style-type: none"> <li>(i) Nature and Scope of Social Research</li> <li>(ii) Formulation of Research Problem</li> <li>(iii) Survey and Social Research</li> <li>(iv) Research Design, Research methodology – relationship between theory and fact.</li> </ul>
<p>2. Methodology</p> <ul style="list-style-type: none"> <li>(i) Methodological Orientation and logic of enquiry</li> <li>(ii) Dialectic Materialism</li> <li>(iii) Comparative Method</li> <li>(iv) Historical Method</li> <li>(v) Analytical Method</li> <li>(vi) Field Work</li> </ul>	<p>2. Methodology</p> <ul style="list-style-type: none"> <li>(i) Methodological Orientation and logic of enquiry</li> <li>(ii) Dialectical Method</li> <li>(iii) Comparative Method</li> <li>(iv) Historical Method</li> <li>(v) Analytical Method</li> <li>(vi) Field Work</li> </ul>

<p>(vii) Inductive and Deductive Methods</p> <p>(viii) Other research methods</p>	<p>(vii) Inductive and Deductive Methods</p> <p>(viii) Other research methods</p> <p>(ix) Various techniques</p> <ul style="list-style-type: none"> <li>a) Types</li> <li>b) sources</li> <li>c) techniques of data collection</li> <li>d) case study method</li> <li>e) content analysis Data analysis: Classification, Tabulation, Graphic Representation, uni-variate, bi-variate and multi-variate, discrete and continuous variables</li> </ul>
<p>3. Techniques of Data Collection</p> <ul style="list-style-type: none"> <li>(i) Types</li> <li>(ii) Sources</li> <li>(iii) Techniques of Data Collection:</li> </ul>	

<p>Observation, interview, questionnaire, interview schedule</p> <p>(iv) Case study method</p> <p>(v) Content analysis</p> <p>(vi) Data analysis: Classification, Tabulation, Graphic representation, Uni-variate, Bivariate and Multi-variate, discrete and continuous variables</p>	
<p>4. Statistical Base</p> <p>Measure of Central Tendency; Mean, Mode and Median, Measure of Dispersion, Range, Average Deviation and Standard Deviation, Z-test, Chi-square, Co-relation test, Scaling Technique, Nominal, Ordinal and Rating Scale, Social Distance Scale</p>	<p>3. Statistical Base</p> <p>Measure of Central Tendency; Mean, Mode and Median, Measure of Dispersion, Range, Average Deviation and Standard Deviation, Z-test, Chi-square, Co-relation test, Scaling Technique, Nominal, Ordinal and Rating Scale, Social Distance Scale</p>
<p>5. Use of Computer and Information Technology</p>	<p>4. Use of Computer and Information Technology</p>
<p>6. Project Report/Dissertation based on Field Work, and Viva-Voce</p> <p>The student shall be required to write a dissertation on any aspect</p>	<p>5. Project Report/Dissertation based on Field Work, and Viva-Voce</p> <p>The student shall be required to write a dissertation on any aspect</p>

of a human rights and duties problem/situation under the supervision of a member of the faculty/department. He/ she shall visit the problem area(s) and study the situation, causes, and solutions, people's responses and his/her own experiences/encounters of human rights violations, if any. He/ she shall study the relevant literature and write dissertation on the approved topic with the help of theoretical discussions on research methodology. In the viva-voce examination the examiner shall judge the knowledge of the candidate in research methodology in relation to the subject of dissertation and his/her general knowledge in other areas of human rights and duties

of a human rights and duties problem/situation under the supervision of a member of the faculty/department. He/ she shall visit the problem area(s) and study the situation, causes, and solutions, people's responses and his/her own experiences/encounters of human rights violations, if any. He/ she shall study the relevant literature and write dissertation on the approved topic with the help of theoretical discussions on research methodology. In the viva-voce examination the examiner shall judge the knowledge of the candidate in research methodology in relation to the subject of dissertation and his/her general knowledge in other areas of human rights and duties



## Optional Papers on Human Rights

UGC Curriculum (2001)	Recommendations of NHRC (2007)
<p><b>Optional Paper 1: Science and Technology, and Human Rights and Duties</b></p> <p><b>Objective:</b></p> <p>The focus of this paper is the impact of developments in science and technology on human rights and duties. Through nine units, the paper deals with some conceptual aspects of impact of science and technology on human life and society, and some specific human rights issues identified on the basis of this impact, such as those relating to the right to human dignity, freedom from torture; freedom of information, thought and expression; and rights to food, health, development, clean environment and peace.</p>	<p><b>Optional Paper 1: Science and Technology, and Human Rights</b></p> <p><b>Objective:</b></p> <p>The focus of this paper is the impact of developments in science and technology on human rights and duties. Through nine units, the paper deals with some conceptual aspects of impact of science and technology on human life and society, and some specific human rights issues identified on the basis of this impact, such as those relating to the right to human dignity, freedom from torture; freedom of information, thought and expression; and rights to food, health, development, clean environment and peace.</p>
Course Content	Course Content
<p>1. Conceptual Perspective</p> <p style="padding-left: 40px;">(i) Concept of science and technology as a tool for furtherance of human and social welfare, scientific temper</p>	<p>1. Conceptual Perspective</p> <p style="padding-left: 40px;">(i) Concept of science and technology as a tool for furtherance of human and social welfare, scientific temper</p>

<p>(ii) Debates over 'development':</p> <p>(a) 'Quality' of life: Spiritualism versus Materialism: the need for balancing of values</p> <p>(b) Modernization, urbanization</p>	<p>(ii) Debates over 'development':</p> <p>(a) 'Quality' of life: Spiritualism versus Materialism: the need for balancing of values</p> <p>(b) Modernization, urbanization</p>
<p>2. Impact of Science and Technology</p> <p>(i) Positive role of science and technology: material comforts, food, education, health and personal well-being</p> <p>(ii) Negative role of science and technology: neutral character of science and technology, the concept of 'dual use' technologies, Impact of unbridled use of natural resources; development of means and methods of violence and war, new torture methods, methods of rights deprivations</p>	<p>2. Impact of Science and Technology</p> <p>(i) Positive role of science and technology: material comforts, food, education, health and personal well-being</p> <p>(ii) Negative role of science and technology: neutral character of science and technology, the concept of 'dual use' technologies; Impact of unbridled use of natural resources; development of means and methods of violence and war, new torture methods, methods of rights deprivations</p>
<p>3. Right to Human Dignity: Some Ethical and Legal Issues</p> <p>(i) Developments in biotechnology: human cloning, foeticide and</p>	<p>3. Right to Human Dignity: Some Ethical and Legal Issues</p> <p>(i) Developments in biotechnology: human cloning, foeticide and</p>

<p>abortion, in-vitro fertilization and surrogate parenthood, organ transplantation and sale of human organs, human performance augmenting drugs and technologies (e.g., use of steroids in sports, hormones, viagra-like drugs)</p> <p>(ii) Life sustaining technologies: artificial organs, kidney dialysis, life sustaining drugs</p> <p>(iii) Computer crimes, pornography online</p> <p>(iv) Right to die in dignity and peace: euthanasia.</p>	<p>abortion, in-vitro fertilization and surrogate parenthood, organ transplantation and sale of human organs, human performance augmenting drugs and technologies (e.g., use of steroids in sports, hormones, viagra-like drugs)</p> <p>(ii) Life sustaining technologies: artificial organs, kidney dialysis, life sustaining drugs</p> <p>(iii) Computer crimes, pornography online</p> <p>(iv) Right to die in dignity and peace: euthanasia</p>
<p>4. Freedom from Torture</p> <p>(i) New torture technologies such as electric shocks, trauma-inducing drugs and psychotropic substances.</p> <p>(ii) Applicable legal norms:</p> <p>(a) Article 21 of the Indian Constitution, other relevant laws prohibiting torture, or</p>	<p>4. Freedom from Torture</p> <p>(i) New torture technologies such as electric shocks, trauma-inducing drugs and psychotropic substances</p> <p>(ii) Applicable legal norms:</p> <p>(a) Article 21 of the Indian Constitution, other relevant laws prohibiting torture, or</p>

<p>inhuman or degrading treatment or punishment of persons in custody.</p> <p>(b) Article 5 of Universal Declaration of Human Rights, 1948; Article 7 of the International Covenant on Civil and Political Rights, 1966; Convention on Prevention and Punishment of Crime of Genocide, 1948; Convention on the Protection of All Persons from being subjected to Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment, 1984</p>	<p>inhuman or degrading treatment or punishment of persons in custody</p> <p>(b) Article 5 of Universal Declaration of Human Rights, 1948; Article 7 of the International Covenant on Civil and Political Rights, 1966; Convention on Prevention and Punishment of Crime of Genocide, 1948; Convention on the Protection of All Persons from being subjected to Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment, 1984</p>
<p>5. Freedom of Information, Thought and Expression</p> <p>(i) Revolution in information technology</p> <p>(ii) Right to information, right to education, right to communication, freedom of the Press and other information media, right to entertainment</p>	<p>5. Freedom of Information, Thought and Expression</p> <p>(i) Revolution in information technology</p> <p>(ii) Right to information, right to education, right to communication, freedom of the Press and other information media, right to entertainment</p>

<p>(iii) Applicable legal norms:</p> <p>(a) Articles 19, 41, 45, and 46 of the Indian Constitution – Information Technology Act 1999, other Indian laws relating to the Media, information technology, satellite communications, Cinematograph Act, Official Secrets Act, 1923, and law relating to freedom of information, and other related laws.</p> <p>(b) Convention on the International Right of Correction 1952, UN Declaration on a New International Information and Communication Order, 1978, UNESCO Convention on Technical and Vocational Education, 1989, International Code of Conduct on the Transfer of Technology, 1993, other developments on the international plane</p>	<p>(iii) Applicable legal norms:</p> <p>(a) Articles 19, 41, 45, and 46 of the Indian Constitution – Information Technology Act, 1999, other Indian laws relating to the Media, information technology, satellite communications, Cinematograph Act, Official Secrets Act 1923 and law relating to freedom of information, and other related laws</p> <p>(b) Convention on the International Right of Correction 1952, UN Declaration on a New International Information and Communication Order, 1978, UNESCO Convention on Technical and Vocational Education, 1989, International Code of Conduct on the Transfer of Technology, 1993, other developments on the international plane</p>
<p>6. Right to Food</p> <p>(i) Food Production: science and</p>	<p>6. Right to Food</p> <p>(i) Food Production: science and</p>

<p>technology to improve and diversify food production and storage, and for food security</p> <p>(ii) Food Management and Storage: impact of bio-technology in agriculture, positive and negative, World Trade Organization and agriculture</p> <p>(iii) Applicable legal norms:</p> <p>(a) Articles 21, 47 and 48 of the Indian Constitution</p> <p>(b) Universal Declaration on the Eradication of Hunger and Malnutrition 1974 (World Food Conference 1974), FAO's World Food Security Compact, 1985</p>	<p>technology to improve and diversify food production and storage, and for food security</p> <p>(ii) Food Management and Storage: impact of bio-technology in agriculture, positive and negative, World Trade Organization and agriculture</p> <p>(iii) Applicable legal norms:</p> <p>(a) Articles 21, 47 and 48 of the Indian Constitution</p> <p>(b) Universal Declaration on the Eradication of Hunger and Malnutrition 1974 (World Food Conference 1974), FAO's World Food Security Compact 1985, U.N. Millennium Development Goals (2001)</p>
<p>7. Right to Health:</p> <p>(i) Improvement of individual and community health and hygiene</p> <p>(ii) Experiments on living beings.</p>	<p>7. Right to Health:</p> <p>(i) Improvement of individual and community health and hygiene</p> <p>(ii) Experiments on living beings</p>

<p>(iii) Community Health as a public service industry: Shift in character as a commercial industry, role of multinationals, pharmaceutical industries, changing role of government</p> <p>(iv) Applicable legal norms:</p> <p>(a) Articles 21,47 and 41 of the Indian Constitution, Medical Termination of Pregnancy Act, 1971, and other enactments</p> <p>(b) Article 7 (prohibition of experimentation on human person)of the International Covenant on Civil and Political Rights 1966, Constitution of the World Health Organization, UN General Assembly Resolution 37/194 on Protection against Products Harmful to Health and the Environment, 1982, UNESCO Universal Declaration on the Human Genome and Human Rights, 1997</p>	<p>(iii) Community Health as a public service industry: Shift in character as a commercial industry, role of multinationals, pharmaceutical industries, changing role of government</p> <p>(iv) Applicable legal norms:</p> <p>(a) Articles 21, 47 and 41 of the Indian Constitution, Medical Termination of Pregnancy Act, 1971, and other enactments</p> <p>(b) Article 7 (prohibition of experimentation on human person) of the International Covenant on Civil and Political Rights 1966, Constitution of the World Health Organization, UN General Assembly Resolution 37/194 on Protection against Products Harmful to Health and the Environment, 1982, UNESCO Universal Declaration on the Human Genome and Human Rights, 1997</p>
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<p>8. Right to Development</p> <p>(i) Development (spiritual and material) as both the objective as well as the catalyst for realization of human rights</p> <p>(ii) Science and technology as a tool of development, Declaration on the Right to Development, 1986</p> <p>(iii) Problems in access to technology: International monopolies/oligopolies versus international cooperation; The divide between the developing countries and the developed countries</p> <p>(iv) Applicable legal norms:</p> <p>(a) Articles 14,15,19,21,38 and 39 of the Indian Constitution: laws relating to development of industries, agriculture and social and economic equality</p> <p>(b) UN Declaration on the Right to Development 1986, UN Declaration on</p>	<p>8. Right to Development</p> <p>(i) Development (spiritual and material) as both the objective as well as the catalyst for realization of human rights</p> <p>(ii) Science and technology as a tool of development, Declaration on the Right to Development, 1986</p> <p>(iii) Problems in access to technology: International monopolies/oligopolies versus international cooperation; The divide between the developing countries and the developed countries</p> <p>(iv) Applicable legal norms:</p> <p>(a) Articles 14, 15, 19, 21, 38 and 39 of the Indian Constitution: laws relating to development of industries, agriculture and social and economic equality</p> <p>(b) UN Declaration on the Right to Development, 1986, UN Declaration on</p>
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<p style="text-align: center;">Social Progress and Development, 1969</p>	<p style="text-align: center;">Social Progress and Development, 1969 and the U.N Millennium Development Goals (2001)</p>
<p>9. Right to Clean Environment and Public Safety</p> <ul style="list-style-type: none"> <li>(i) General issues of industrial pollution: prevention, rehabilitation</li> <li>(ii) Depletion of natural resources</li> <li>(iii) Safety aspects of new technologies such as chemical and nuclear technologies: issues of waste disposal, public concerns of safety, protection of the environment</li> <li>(iv) Issues of urbanization, rural migration into urban areas</li> <li>(v) Duty to preserve the earth's environment and sustain the natural resources and maintain peace and harmony for the present and future generations</li> <li>(vi) Applicable legal norms:</li> </ul>	<p>9. Right to Clean Environment and Public Safety</p> <ul style="list-style-type: none"> <li>(i) General issues of industrial pollution: prevention, rehabilitation</li> <li>(ii) Depletion of natural resources</li> <li>(iii) Safety aspects of new technologies such as chemical and nuclear technologies: issues of waste disposal, public concerns of safety, protection of the environment</li> <li>(iv) Issues of urbanization, rural migration into urban areas</li> <li>(v) Duty to preserve the earth's environment and sustain the natural resources and maintain peace and harmony for the present and future generations</li> <li>(vi) Applicable legal norms:</li> </ul>

<p>(a) Articles 51-A(g), Article 21, 24, 38, 42, 48-A of the Indian Constitution, Environment (Protection) Act, 1986 and other laws relating to protection of the environment and prevention and control of pollution, Factories Act, 1948, forest laws, and other relevant Indian laws</p> <p>(b) The Stockholm Declaration on Environment and Development, 1972, Agenda 21 and Convention on Biodiversity and other documents of the Rio World Summit on Environment and Sustainable Development 1992, other conventions on prevention of pollution and protection of environment</p>	<p>(a) Articles 51-A(g), Article 21, 24, 38, 42, 48-A of the Indian Constitution, Environment (Protection) Act, 1986 and other laws relating to protection of the environment and prevention and control of pollution, Factories Act, 1948, forest laws, and other relevant Indian laws</p> <p>(b) The Stockholm Declaration on Environment and Development 1972, Agenda 21 and Convention on Biodiversity and other documents of the Rio World Summit on Environment and Sustainable Development, 1992, other conventions on prevention of pollution and protection of environment</p>
<p>10. Right to Peace</p> <p>(i) Disarmament, eventual destruction of all weapons, means and methods of warfare and violence, problems of dual use technologies</p>	<p>10. Right to Peace</p> <p>(i) Disarmament, eventual destruction of all weapons, means and methods of warfare and violence, problems of dual use technologies</p>

<p>(ii) Applicable legal norms:</p> <p>(a) Article 51 of the Indian Constitution</p> <p>(b) UN Declaration on the Right of Peoples to Peace, 1984, Declaration on the Use of Scientific and Technological Progress in the Interest of Peace and for the Benefit of Mankind, 1975, Declaration on the Preparation of Societies for Life in Peace, 1978, UNESCO Declaration and Programme of Action on A Culture of Peace, 1999</p>	<p>(ii) Applicable legal norms:</p> <p>(a) Article 51 of the Indian Constitution</p> <p>(b) UN Declaration on the Right of Peoples to Peace, 1984, Declaration on the Use of Scientific and Technological Progress in the Interest of Peace and for the Benefit of Mankind, 1975, Declaration on the Preparation of Societies for Life in Peace, 1978, UNESCO Declaration and Programme of Action on A Culture of Peace, 1999</p>
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**Optional Paper 2: International Obligation to Protect Human Rights and Duties**

<p><b>Objective:</b></p>	<p><b>Objective:</b></p>
<p>This paper seeks to give an exclusive international law focus on the nature of obligation to protect human rights and duties. The nine units of this paper deal with the concept of international obligations, international concern for</p>	<p>This paper seeks to give an exclusive international law focus on the nature of obligation to protect human rights and duties. The nine units of this paper deal with the concept of international obligations, international concern for</p>

<p>human rights, emergence of an international obligation to protect human rights, subjects of the obligation, some issues of international accountability for breach of the obligation, possible international response to breaches of human rights obligations, regional regimes and the international obligation, and enforcement through domestic law.</p>	<p>human rights, emergence of an international obligation to protect human rights, subjects of the obligation, some issues of international accountability for breach of the obligation, possible international response to breaches of human rights obligations, regional regimes and the international obligation, and enforcement through domestic law.</p>
<p><b>Course Content</b></p>	<p><b>Course Content</b></p>
<p>1. The Concept of International Obligations</p> <p>(i) Concept of obligations: legal, moral, social</p> <p>(ii) Obligations accepted by international community through international law: Sources of international law giving rise to international obligations (Article 38(1) of the Statute of the ICJ):</p> <p>(a) Treaties and conventions to which states are parties</p> <p>(b) International custom as evidence of practice accepted as law, <i>jus cogens</i></p>	<p>1. The Concept of International Obligations</p> <p>(i) Concept of obligations: legal, moral, social</p> <p>(ii) Obligations accepted by international community through international law: Sources of international law giving rise to international obligations (Article 38(1) of the Statute of the ICJ):</p> <p>(a) Treaties and conventions to which states are parties</p> <p>(b) International custom as evidence of practice accepted as law, <i>jus cogens</i></p>

<p>(peremptory norms of international law), and other operative principles and rules of international customary law</p> <p>(c) General principles of law recognized by diverse national legal systems</p> <p>(d) Judicial decisions and the teachings of the most highly qualified publicists of the various nations, as a subsidiary means for determination of the rules of law</p> <p>(iii) Principle of good faith: Obligation to comply with a human rights obligation in good faith, Abuse of rights</p>	<p>(peremptory norms of international law), and other operative principles and rules of international customary law</p> <p>(c) General principles of law recognized by diverse national legal systems</p> <p>(d) Judicial decisions and the teachings of the most highly qualified publicists of the various nations, as a subsidiary means for determination of the rules of law</p> <p>(iii) Principle of good faith: Obligation to comply with a human rights obligation in good faith, Abuse of rights</p>
<p>2. International Concern for Protection of Human Rights</p> <p>(i) Evolution of international concern for the protection of the individual: the Anti-slave trade treaties, emergence of international humanitarian law,</p>	<p>2. International Concern for Protection of Human Rights</p> <p>(i) Evolution of international concern for the protection of the individual: the Anti-slave trade treaties, emergence of international humanitarian law,</p>

<p>Bolshevik Revolution of 1917, minority treaties, League of Nations and colonies: the concept of “sacred trust of civilization” (the Mandate System), ILO and labour welfare, refugees, Nazi and Fascist atrocities and totalitarianism, Second World War</p> <p>(ii) Crimes against peace, war crimes, crimes against humanitarian law, Nuremberg (London Charter of 1946) and Tokyo (General McArthur Decree of 1946) International Military Tribunals for trial of major war criminals, evolution of international criminal law (UN General Assembly Resolution of 1946 on the Nuremberg Principles)</p> <p>(iii) Drafting of the UN Charter provisions on human rights</p>	<p>Bolshevik Revolution of 1917, minority treaties, League of Nations and colonies: the concept of “sacred trust of civilization” (the Mandate System), ILO and labour welfare, refugees, Nazi and Fascist atrocities and totalitarianism, Second World War</p> <p>(ii) Crimes against peace, war crimes, crimes against humanitarian law, Nuremberg (London Charter of 1946) and Tokyo (General McArthur Decree of 1946) International Military Tribunals for trial of major war criminals, evolution of international criminal law (UN General Assembly Resolution of 1946 on the Nuremberg Principles)</p> <p>(iii) Drafting of the UN Charter provisions on human rights</p>
<p>3. The United Nations: From International Concern to International Obligation to Protect Human Rights</p>	<p>3. The United Nations: From International Concern to International Obligation to Protect Human Rights</p>

<ul style="list-style-type: none"> <li>(i) UN Charter Provisions: Article 1 (2) &amp; (3), Article 13 (1) (b), Articles 55, 56, 68, Chapters XI, XII, XIII</li> <li>(ii) International Bill of Rights: The Universal Declaration of Human Rights, International Covenant on Civil and Political Rights, 1966, International Covenant on Economic, Social and Cultural Rights, 1966</li> <li>(iii) International conventions and treaties on human rights establishing international obligations to protect human rights</li> <li>(iv) International customary law comprising consensual international decisions (resolutions, declarations, principles) on human rights, evidencing undertaking on the part of states to protect human rights</li> <li>(v) General principles of law of human rights in the diverse national legal systems</li> </ul>	<ul style="list-style-type: none"> <li>(i) UN Charter Provisions: Article 1(2) &amp; (3), Article 13 (1) (b), Articles 55, 56, 68, Chapters XI, XII, XIII</li> <li>(ii) International Bill of Rights: The Universal Declaration of Human Rights, International Covenant on Civil and Political Rights, 1966, International Covenant on Economic, Social and Cultural Rights, 1966</li> <li>(iii) International conventions and treaties on human rights establishing international obligations to protect human rights</li> <li>(iv) International customary law comprising consensual international decisions (resolutions, declarations, principles) on human rights, evidencing undertaking on the part of states to protect human rights</li> <li>(v) General principles of law of human rights in the diverse national legal systems</li> </ul>
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<p>(vi) Writings of publicists like Hersch Lauterpacht, and judicial decisions (like Barcelona Traction Company case, Nicaragua case, the South-West Africa-Namibia cases, advisory opinion in the Threat or Use of Nuclear Weapons in Armed Conflict)</p> <p>(vii) Human rights as <i>jus cogens</i>, and obligation to protect human rights as an international obligation <i>erga omnes</i> (owed to the international community)</p> <p>(viii) Duty to cooperate and assist in implementation of human rights:</p> <p>(a) Principle of international cooperation</p> <p>(b) Articles 1 and 56 of UN Charter</p> <p>(c) Specific aspects:</p> <p>(i) Duty to render material assistance (Charter of</p>	<p>(vi) Writings of publicists like Hersch Lauterpacht, and judicial decisions (like Barcelona Traction Company case, Nicaragua case, the South-West Africa-Namibia cases, advisory opinion in the Threat or Use of Nuclear Weapons in Armed Conflict)</p> <p>(vii) Human rights as <i>jus cogens</i>, and obligation to protect human rights as an international obligation <i>erga omnes</i> (owed to the international community)</p> <p>(viii) Duty to cooperate and assist in implementation of human rights:</p> <p>(a) Principle of international cooperation</p> <p>(b) Articles 1 and 56 of UN Charter</p> <p>(c) Specific aspects:</p> <p>(i) Duty to render material assistance (Charter of</p>
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<p style="text-align: center;">Economic Rights and Duties, 1974)</p> <p style="text-align: center;">(ii) Duty to consult, to inform</p>	<p style="text-align: center;">Economic Rights and Duties, 1974)</p> <p style="text-align: center;">(ii) Duty to consult, to inform</p>
<p>4. Subjects of International Obligation for Protection of Human Rights</p> <p>(i) Concept of subjects of international law: capacity to exercise rights and undertake and comply with obligations under international law, Functional test (as in domestic law): ICJ ruling in the Reparations for Injuries Suffered in the Services of the United Nations case (1949) and international responsibility of international persons</p> <p>(ii) States as subjects of human rights obligations:</p> <p>(a) Obligations flowing from treaties and conventions on human rights (to which they are parties)</p> <p>(b) Obligations flowing from international customary law</p>	<p>4. Subjects of International Obligation for Protection of Human Rights</p> <p>(i) Concept of subjects of international law: capacity to exercise rights and undertake and comply with obligations under international law, Functional test (as in domestic law): ICJ ruling in the Reparations for Injuries Suffered in the Services of the United Nations case (1949) and international responsibility of international persons</p> <p>(ii) States as subjects of human rights obligations:</p> <p>(a) Obligations flowing from treaties and conventions on human rights (to which they are parties)</p> <p>(b) Obligations flowing from international customary law</p>

<p>emerging from universal/ near universal participation in a human rights treaty, consensual declarations/ resolutions of international organizations/conferences (ICJ ruling in the Nicaragua case, 1986), and generality of conduct of states in accepting the obligations</p> <p>(iii) International organizations as subjects of obligations: Principle of Reparations for Injuries case (1949 ICJ): Subjects of rights must be subjects of corresponding obligations as well, Functionality test for subjecthood in respect of obligations</p> <p>(iv) Other subjects of international law for attribution of human rights obligations:</p> <p>(a) Juridical persons, such as multinational corporations (principles of code of conduct for transnational corporations, code of con-</p>	<p>emerging from universal/ near universal participation in a human rights treaty, consensual declarations/ resolutions of international organizations/ conferences (ICJ ruling in the Nicaragua case, 1986), and generality of conduct of states in accepting the obligations</p> <p>(iii) International organizations as subjects of obligations: Principle of Reparations for Injuries case (1949 ICJ): Subjects of rights must be subjects of corresponding obligations as well, Functionality test for subjecthood in respect of obligations</p> <p>(iv) Other subjects of international law for attribution of human rights obligations:</p> <p>(a) Juridical persons, such as multinational corporations (principles of code of conduct for transnational corporations, code of con-</p>
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<p style="text-align: center;">duct for transfer of technology, 1993)</p> <p>(b) Individuals, groups of individuals (dictators, terrorists, militant religious groups, groups engaged in transnational organized crimes)</p>	<p style="text-align: center;">duct for transfer of technology, 1993)</p> <p>(b) Individuals, groups of individuals (dictators, terrorists, militant religious groups, groups engaged in transnational organized crimes)</p>
<p>5. Issues of International Accountability for Breach of International Human Rights Obligations</p> <p>(i) State sovereignty (domestic jurisdiction), principle of non-intervention: concept of international jurisdiction as distinct from existence of internal obligation</p> <p>(ii) Sovereign immunity from accountability: states, high functionaries of State, obedience to superior orders</p> <p>(iii) Rule of exhaustion of local (national) remedies, before international action</p>	<p>5. Issues of International Accountability for Breach of International Human Rights Obligations</p> <p>(i) State sovereignty (domestic jurisdiction), principle of non-intervention: concept of international jurisdiction as distinct from existence of internal obligation</p> <p>(ii) Sovereign immunity from accountability: states, high functionaries of State, obedience to superior orders</p> <p>(iii) Rule of exhaustion of local (national) remedies, before international action</p>

<p>(iv) Problems of cooperation between states in exercise of criminal jurisdiction: extradition, asylum (political offences), cooperation in respect of investigation, transfer of evidence, etc.</p>	<p>(iv) Problems of cooperation between states in exercise of criminal jurisdiction: extradition, asylum (political offences), cooperation in respect of investigation, transfer of evidence, etc.</p>
<p>6. International Response to Breaches of Human Rights Obligations: Quest for International Jurisdiction</p> <p>(i) General role of international organizations/ agencies in monitoring/supervising implementation of human rights obligations, examination of reports and recommendations thereon, complaints procedure, spot investigations, fact-finding, commissions of inquiry, conciliation, public discussion and criticism, catalyzing formation of international public opinion</p> <p>(ii) International sanctions against gross and persistent violations of human rights, the issue of threshold point of what constitutes gross violations,</p>	<p>6. International Response to Breaches of Human Rights Obligations: Quest for International Jurisdiction</p> <p>(i) General role of international organizations/ agencies in monitoring/supervising Implementation of human rights obligations, examination of reports and recommendations thereon, complaints procedure, spot investigations, fact-finding, commissions of inquiry, conciliation, public discussion and criticism, catalyzing formation of international public opinion</p> <p>(ii) International sanctions against gross and persistent violations of human rights, the issue of threshold point of what constitutes gross violations,</p>

<p>what constitutes 'international' sanctions and who is competent to take them?</p> <p>(iii) The role of the UN Security Council : Chapters VI and VII of the UN Charter, relations between human rights violations and the determination by the Security Council of a "threat to peace, breach of peace and act of aggression", politics, selectivity, lack of impartiality, big power manipulation in international organizational actions</p> <p>(iv) Case studies: Former racist regime in South Africa, Haiti, Yugoslavia (Bosnia, Kosovo), Rwanda, and others</p> <p>(v) International sanctions by the UN and violation of human rights: cases of sanctions against Iraq, Yugoslavia</p>	<p>what constitutes 'international' sanctions and who is competent to take them?</p> <p>(iii) The role of the UN Security Council : Chapters VI and VII of the UN Charter, relations between human rights violations and the determination by the Security Council of a "threat to peace, breach of peace and act of aggression", politics, selectivity, lack of impartiality, big power manipulation in international organizational actions</p> <p>(iv) Case studies: Former racist regime in South Africa, Haiti, Yugoslavia (Bosnia, Kosovo), Rwanda, and others</p> <p>(v) International sanctions by the UN and violation of human rights: cases of sanctions against Iraq, Yugoslavia</p>
<p>7. International Criminal Tribunals</p> <p>(i) Concepts of international crimes, and international criminal tribunals</p>	<p>7. International Criminal Tribunals</p> <p>(i) Concepts of international crimes, and international criminal tribunals</p>

<ul style="list-style-type: none"> <li>(ii) Evolution of international criminal court</li> <li>(iii) Rome Statute for the International Criminal Court, 1998: issues of jurisdiction, the dominant role for the Security Council, and relationship between the ICC and national courts</li> <li>(iv) The UN War Crimes Tribunals for Yugoslavia and Rwanda</li> </ul>	<ul style="list-style-type: none"> <li>(ii) Evolution of international criminal court</li> <li>(iii) Rome Statute for the International Criminal Court, 1998: issues of jurisdiction, the dominant role for the Security Council, and relationship between the ICC and national courts</li> <li>(iv) The UN War Crimes Tribunals for Yugoslavia and Rwanda</li> </ul>
<p>8. International Obligations and Regional Human Rights Regimes</p> <ul style="list-style-type: none"> <li>(i) Regional human rights norms and standards and their relationship to international obligation to protect human rights</li> <li>(ii) Regional regimes in operation: <ul style="list-style-type: none"> <li>(a) European</li> <li>(b) Latin American</li> <li>(c) African</li> </ul> </li> </ul>	<p>8. International Obligations and Regional Human Rights Regimes</p> <ul style="list-style-type: none"> <li>(i) Regional human rights norms and standards and their relationship to international obligation to protect human rights</li> <li>(ii) Regional regimes in operation: <ul style="list-style-type: none"> <li>(a) European</li> <li>(b) Latin American</li> <li>(c) African</li> </ul> </li> </ul>

<p>9. Enforcement of International Obligation Through Domestic Law</p> <p>(i) Diversity of domestic legal systems and practices</p> <p>(ii) Indian legal system:</p> <p>(a) Constitution of India: Articles 51 and 253 read with 246</p> <p>(b) Survey of Indian Law incorporating international human rights obligations</p> <p>(c) Role of Judiciary</p> <p>(iii) Domestic recognition and enforcement of “foreign” judgments and arbitral awards</p>	<p>9. Enforcement of International Obligation Through Domestic Law</p> <p>(i) Diversity of domestic legal systems and practices</p> <p>(ii) Indian legal system:</p> <p>(a) Constitution of India: Articles 51 and 253 read with 246</p> <p>(b) Survey of Indian Law incorporating international human rights obligations</p> <p>(c) Role of Judiciary</p> <p>(iii) Domestic recognition and enforcement of “foreign” judgments and arbitral awards</p>
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**Optional Paper 3:  
Development, Trade And Human Rights**

<p><b>Objective:</b></p>	<p><b>Objective:</b></p>
<p>This paper is in six units. It seeks to highlight the impact of trade and development on human rights. The six units that it comprises deal with the role of human</p>	<p>This paper is in six units. It seeks to highlight the impact of trade and development on human rights. The six units that it comprises deal with the role of human</p>

<p>rights in development, general aspects of international trade and development, the role of TNCs, trade-related sanctions for human rights violations, trade, human rights and the question of sovereignty, and international trade and human rights perspective in India.</p>	<p>rights in development, general aspects of international trade and development, the role of TNCs, trade-related sanctions for human rights violations, trade, human rights and the question of sovereignty, and international trade and human rights perspective in India.</p>
<p><b>Course Content</b></p>	<p><b>Course Content</b></p>
<p>1. Role of Human Rights in Development</p> <ul style="list-style-type: none"> <li>(i) Various theories of development</li> <li>(ii) Vision of the NIEO</li> <li>(iii) Development and trade off on Human Rights</li> </ul>	<p>1. Role of Human Rights in Development</p> <ul style="list-style-type: none"> <li>(i) Various theories of development</li> <li>(ii) Vision of the NIEO</li> <li>(iii) Development and trade off on Human Rights</li> </ul>
<p>2. International Trade and Development</p> <ul style="list-style-type: none"> <li>(i) From ITO to WTO</li> <li>(ii) Unequal terms of trade imposed by the Uruguay Round of GATT negotiations</li> <li>(iii) Role of unfair terms of trade in human rights violations</li> </ul>	<p>2. International Trade and Development</p> <ul style="list-style-type: none"> <li>(i) From ITO to WTO</li> <li>(ii) Unequal terms of trade imposed by the Uruguay Round of GATT negotiations</li> <li>(iii) Role of unfair terms of trade in human rights violations</li> </ul>



<p>3. Role of Transnational Corporations in Trade/Development</p> <ul style="list-style-type: none"> <li>(i) TNCs and their functioning</li> <li>(ii) Destruction of environment by TNCs</li> <li>(iii) Monopolies and right to development</li> <li>(iv) Technology and workers' rights</li> <li>(v) From consumer rights to human rights</li> </ul>	<p>3. Role of Transnational Corporations In Trade/Development</p> <ul style="list-style-type: none"> <li>(i) TNCs and their functioning</li> <li>(ii) Destruction of environment by TNCs</li> <li>(iii) Monopolies and right to development</li> <li>(iv) Technology and workers' rights</li> <li>(v) From consumer rights to human rights</li> </ul>
<p>4. Trade-related Sanctions for Human Rights Violations</p> <ul style="list-style-type: none"> <li>(i) Debate on the social clause</li> <li>(ii) Sanctions imposed by unilateral/bilateral trade terms, blockade of Cuba, US sanctions on the Third World</li> <li>(iii) Trade related sanctions under the multilateral system</li> </ul>	<p>4. Trade-related Sanctions for Human Rights Violations</p> <ul style="list-style-type: none"> <li>(i) Debate on the social clause</li> <li>(ii) Sanctions imposed by unilateral/bilateral trade terms, blockade of Cuba, US sanctions on the Third World</li> <li>(iii) Trade related sanctions under the multilateral system</li> </ul>
<p>5. Trade, Human Rights and the Question of Sovereignty</p>	<p>5. Trade, Human Rights and the Question of Sovereignty</p>

<ul style="list-style-type: none"> <li>(i) National control over international trade</li> <li>(ii) Codes of conduct and TNCs</li> <li>(iii) Sovereign states and peoples' rights: issue of economic sovereignty</li> <li>(iv) Human Rights standards and international trade</li> </ul> <p>6. International Trade and Human Rights Perspective in India</p> <ul style="list-style-type: none"> <li>(i) Regulation of TNCs</li> <li>(ii) Impact of GATT-WTO</li> </ul>	<ul style="list-style-type: none"> <li>(i) National control over international trade</li> <li>(ii) Codes of conduct and TNCs</li> <li>(iii) Sovereign states and peoples' rights: issue of economic sovereignty</li> <li>(iv) Human Rights standards and international trade</li> </ul> <p>6. International Trade and Human Rights Perspective in India</p> <ul style="list-style-type: none"> <li>(i) Regulation of TNCs</li> <li>(ii) Impact of GATT-WTO</li> </ul>
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**Optional Paper 4:  
International Humanitarian and Refugee Laws**

<b>Objective:</b>	<b>Objective:</b>
<p>This paper is in three units. The first unit seeks to highlight the humanitarian problems of armed conflict and refugees. The second elaborates the international humanitarian law, and the third, the international refugee law.</p>	<p>This paper is in three units. The first unit seeks to highlight the humanitarian problems of armed conflict and refugees. The second elaborates the international humanitarian law, and the third, the international refugee law.</p>

Course Content	Course Content
<p>1. Conceptual Perspective</p> <p>Problems of international violence, civil wars and refugees</p>	<p>1. Conceptual Perspective</p> <p>Problems of international violence, civil wars and refugees</p>
<p>2. International Humanitarian Law (IHL)</p> <p>(i) Origin and development of IHL</p> <p>(ii) Doctrine of military necessity versus the principles of humanity</p> <p>(iii) Role of IHL in non-international armed conflicts</p> <p>(iv) National perspectives on IHL</p> <p>(v) Role of International Red Cross and NGOs</p> <p>(vi) Implementation and Enforcement of IHL:</p> <p>(a) Concept of Protecting Power</p> <p>(b) United Nations</p>	<p>2. International Humanitarian Law (IHL)</p> <p>(i) Origin and development of IHL</p> <p>(ii) Doctrine of military necessity versus the principles of humanity</p> <p>(iii) Role of IHL in non-international armed conflicts</p> <p>(iv) National perspectives on IHL</p> <p>(v) Role of International Red Cross and NGOs</p> <p>(vi) Implementation and Enforcement of IHL:</p> <p>(a) Concept of Protecting Power</p> <p>(b) United Nations</p>

<ul style="list-style-type: none"> <li>(c) International Criminal Courts and Tribunals</li> <li>(d) Unilateralism: 'humanitarian' intervention versus state sovereignty</li> <li>(e) Humanitarian assistance</li> </ul>	<ul style="list-style-type: none"> <li>(c) International Criminal Courts and Tribunals</li> <li>(d) Unilateralism: 'humanitarian' intervention versus state sovereignty</li> <li>(e) Humanitarian assistance</li> <li>(f) Geneva Convention, 1964</li> <li>(g) Special Protocol of 1977</li> </ul>
<p>3. International Refugee Law</p> <ul style="list-style-type: none"> <li>(i) The History of International Refugee Law: Cold War Origins to Rights of People who are not Citizens</li> <li>(ii) Determination of Refugee Status under the Refugee Convention, 1951 and Protocol, 1967</li> <li>(iii) Protection under International Law <ul style="list-style-type: none"> <li>(a) Right of non-refoulement</li> <li>(b) Right to Asylum</li> </ul> </li> </ul>	<p>3. International Refugee Law</p> <ul style="list-style-type: none"> <li>(i) The History of International Refugee Law: Cold War Origins to Rights of People who are not Citizens</li> <li>(ii) Determination of Refugee Status under the Refugee Convention, 1951 and Protocol, 1967</li> <li>(iii) Protection under International Law <ul style="list-style-type: none"> <li>(a) Right of non-refoulement</li> <li>(b) Right to Asylum</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>(c) UNHCR and Refugee protection</li> <li>(d) Special problems of protection of refugee women and children</li> </ul> <p>(iv) Protection in India</p> <ul style="list-style-type: none"> <li>(a) Indian critique of UNHCR and the Convention</li> <li>(b) Protection without legislation: case law</li> <li>(c) Status of refugees in India under UNHCR</li> </ul> <p>(v) Solution to Refugee Problem</p> <ul style="list-style-type: none"> <li>(a) Resettlement in third country</li> <li>(b) Repatriation: voluntary or forced</li> <li>(c) Local assimilation</li> <li>(d) International burden sharing</li> <li>(e) Ultimate solution: tackling the root causes</li> </ul>	<ul style="list-style-type: none"> <li>(c) UNHCR and Refugee protection</li> <li>(d) Special problems of protection of refugee women and children</li> </ul> <p>(iv) Protection in India</p> <ul style="list-style-type: none"> <li>(a) Indian critique of UNHCR and the Convention</li> <li>(b) Protection without legislation: case law</li> <li>(c) Status of refugees in India under UNHCR</li> </ul> <p>(v) Solution to Refugee Problem</p> <ul style="list-style-type: none"> <li>(a) Resettlement in third country</li> <li>(b) Repatriation: voluntary or forced</li> <li>(c) Local assimilation</li> <li>(d) International burden sharing</li> <li>(e) Ultimate solution: tackling the root causes</li> </ul>
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(vi) Internally Displaced Persons: UN Guiding Principles on Internal Displacement, 1998	(vi) Internally Displaced Persons: UN Guiding Principles on Internal Displacement, 1998
(vii) Relationship between IHL, Refugee Law and Human Rights	(vii) Relationship between IHL, Refugee Law and Human Rights

**Optional Paper 5:  
Peoples'right to Self-determination**

<b>Objective:</b>	<b>Objective:</b>
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This paper is divided into four units. They comprise the conceptual perspective, the evolution of the concept of self-determination, evolution of ideas of nationalism, autonomy and self-government, independence and federalism in India, and self-determination in international relations.	This paper is divided into four units. They comprise the conceptual perspective, the evolution of the concept of self-determination, evolution of ideas of nationalism, autonomy and self-government, independence and federalism in India, and self-determination in international relations.
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<b>Course Content</b>	<b>Course Content</b>
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<p>1. Conceptual Perspective</p> <p>Normative issues relating to the operability of the principle of self-determination: Conceptual problems of 'self' of whom and 'determination' of what</p>	<p>1. Conceptual Perspective</p> <p>Normative issues relating to the operability of the principle of self-determination: Conceptual problems of 'self' of whom and 'determination' of what</p>
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<p>(a) Meaning of self-determination: autonomy, democracy, governance, self determination as a process</p> <p>(b) Self-determination: External and Internal, New Dimensions and emerging debates</p>	<p>(a) Meaning of self-determination: autonomy, democracy, governance, self determination as a process</p> <p>(b) Self-determination: External and Internal, New Dimensions and emerging debates</p>
<p>2. Origins and Development of the Concept</p> <p>(i) Theories of self-governance, Kant, Locke, Rousseau, Marx and other socialist thinkers, proponents of pluralism like Mclver and Laski, Mahatma Gandhi, Issues of legitimacy of State and forms of governance</p> <p>(ii) The age of colonial empires and scramble for colonies, Papal Bull of 1492 dividing up the world between Spain and Portugal, Berlin Congress of 1885 dividing up the African Continent, Colonization of Asia, Nationalism and statehood</p> <p>(iii) Historical glimpses of national</p>	<p>2. Origins and Development of the Concept</p> <p>(i) Theories of self-governance, Kant, Locke, Rousseau, Marx and other socialist thinkers, proponents of pluralism like Mclver and Laski, Mahatma Gandhi, Issues of legitimacy of State and forms of governance</p> <p>(ii) The age of colonial empires and scramble for colonies, Papal Bull of 1492 dividing up the world between Spain and Portugal, Berlin Congress of 1885 dividing up the African Continent, Colonization of Asia, Nationalism and statehood</p> <p>(iii) Historical glimpses of national</p>

<p>liberation movements in North America, France and Latin American countries and other movements in 19th and 20th centuries</p> <p>(iv) Marxist theory of nationalities, Right of secession, Bolshevik revolution, Lenin and constitution-making in the former socialist countries</p> <p>(vi) End of First World War, Woodrow Wilson's Fourteen Points including issues of self-determination, redrawing of boundaries of former empires, League of Nations and the concept of 'sacred trust of civilization'</p>	<p>liberation movements in North America, France and Latin American countries and other movements in 19th and 20th centuries</p> <p>(iv) Marxist theory of nationalities, Right of secession, Bolshevik revolution, Lenin and constitution-making in the former socialist countries</p> <p>(vi) End of First World War, Woodrow Wilson's Fourteen Points including issues of self-determination, redrawing of boundaries of former empires, League of Nations and the concept of 'sacred trust of civilization'</p>
<p>3. Evolution of Ideas of Nationalism, Autonomy and Self-government, Independence and Federalism in India</p> <p>(i) National uprisings during colonial rule and 1857 quest for independence</p> <p>(ii) Emergence of the Indian</p>	<p>3. Evolution of Ideas of Nationalism, Autonomy and Self-government, Independence and Federalism in India</p> <p>(i) National uprisings during colonial rule and 1857 quest for independence</p> <p>(ii) Emergence of the Indian</p>



<p>National Congress, demands for self-determination: extremists and moderates, Mahatma Gandhi and self-determination (political and economic freedom, <i>raja shakti</i> and <i>jana shakti</i>, village republics)</p> <p>(iii) Milestones:</p> <p>(a) Motilal Nehru Committee Report, 1928 and the demand for Purna Swaraj</p> <p>(b) Federalism under the Government of India Act, 1935</p> <p>(c) Federalism as envisaged in the Quit India Resolution of 8 August, 1942 with the largest measure of autonomy to units of the federation</p> <p>(d) Objectives Resolution of the Constituent Assembly (22 January, 1947) relevant to autonomous status for the units of the Union</p>	<p>National Congress, demands for self-determination: extremists and moderates, Mahatma Gandhi and self-determination (political and economic freedom, <i>raja shakti</i> and <i>jana shakti</i>, village republics)</p> <p>(iii) Milestones:</p> <p>(a) Motilal Nehru Committee Report, 1928 and the demand for Purna Swaraj</p> <p>(b) Federalism under the Government of India Act, 1935</p> <p>(c) Federalism as envisaged in the Quit India Resolution of 8 August, 1942 with the largest measure of autonomy to units of the federation</p> <p>(d) Objectives Resolution of the Constituent Assembly (22 January, 1947) relevant to autonomous status for the units of the Union</p>
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<p>(iv) The structure of federalism under the Constitution of India: The constitutional framework of Union-State relations, theory and practice</p> <p>(v) Problems and challenges:</p> <p>(a) Problems relating to formation of States, including special relationship with the State of Jammu and Kashmir</p> <p>(b) Problems of Union-State relations-Recommendations of the Rajamannar Commission and the Sarkaria Commission</p> <p>(c) Challenges of diversity, development and separatism</p>	<p>(iv) The structure of federalism under the Constitution of India: The constitutional framework of Union-State relations, theory and practice</p> <p>(v) Problems and challenges:</p> <p>(a) Problems relating to formation of States, including special relationship with the State of Jammu and Kashmir</p> <p>(b) Problems of Union-State relations-Recommendations of the Rajamannar Commission and the Sarkaria Commission</p> <p>(c) Challenges of diversity, development and separatism</p>
<p>4. Self-determination in International Relations</p> <p>(i) Emergence of the principle of self-determination on the international plane: League of Nations, Minority treaties, Atlantic Charter, 1941, UN</p>	<p>4. Self-determination in International Relations</p> <p>(i) Emergence of the principle of self-determination on the international plane: League of Nations, Minority treaties, Atlantic Charter 1941, UN</p>

<p>Charter (Article 1(2), Articles 55-56, Chapters XI, XII and XIII) Framework and role of UN decolonization process, Debate between domestic jurisdiction and the people's right of self-determination, in the context of historical colonialism</p> <p>(ii) Normative developments:</p> <p>(a) Common Article 1 of the International Covenant on Economic, Social and Cultural Rights, 1966 and the International Covenant on Civil and Political Rights, 1966 – Indian position</p> <p>(b) Declaration on the Granting of Independence to Colonial Countries and Peoples: UN General Assembly Resolution 1514 (XV) of 1960</p> <p>(c) Declaration of the Principles of International Law Concerning Friendly Relations and Cooperation among States in accordance with</p>	<p>Charter (Article 1(2), Articles 55-56, Chapters XI, XII and XIII) Framework and role of UN decolonization process, Debate between domestic jurisdiction and the people's right of self-determination, in the context of historical colonialism</p> <p>(ii) Normative developments:</p> <p>(a) Common Article 1 of the International Covenant on Economic, Social and Cultural Rights, 1966 and the International Covenant on Civil and Political Rights, 1966 – Indian position</p> <p>(b) Declaration on the Granting of Independence to Colonial Countries and Peoples: UN General Assembly Resolution 1514 (XV) of 1960</p> <p>(c) Declaration of the Principles of International Law Concerning Friendly Relations and Cooperation among States in accordance with</p>
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<p>the Charter of the United Nations: UN General Assembly Resolution 2625 (XXV) of 1970 (see formulation on the fifth principle)</p> <p>(d) Economic self-determination: Declaration on Permanent Sovereignty over Natural Resources: UN General Assembly Resolution 1803 (XXII) of 1962, Declaration on the Establishment of a New International Economic Order; UN General Assembly Resolution 3201 (S-VI) of 1974, Charter of Economic Rights and Duties of States: UN General Assembly Resolution 3281 (XXIX) of 1974</p>	<p>the Charter of the United Nations: UN General Assembly Resolution 2625 (XXV) of 1970 (see formulation on the fifth principle)</p> <p>(d) Economic self-determination: Declaration on Permanent Sovereignty over Natural Resources: UN General Assembly Resolution 1803 (XXII) of 1962, Declaration on the Establishment of a New International Economic Order; UN General Assembly Resolution 3201 (S-VI) of 1974, Charter of Economic Rights and Duties of States: UN General Assembly Resolution 3281 (XXIX) of 1974.</p>
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**Optional Paper 6:  
Women and Human Rights and Duties**

<p><b>Objective:</b></p>	<p><b>Objective:</b></p>
<p>In six units, this paper elaborates the following aspects of Women’s Rights</p>	<p>In six units, this paper elaborates the following aspects of Women’s Rights</p>

and Duties: historical, philosophical and social perspectives, status of women in contemporary Indian society, international norms for protection of women, the status of women under the Indian Constitution, special laws and policies for protection of women in India, and institutional mechanisms for protection of women in India.	and Duties: historical, philosophical and social perspectives, status of women in contemporary Indian society, international norms for protection of women, the status of women under the Indian Constitution, special laws and policies for protection of women in India, and institutional mechanisms for protection of women in India.
<b>Course Content</b>	<b>Course Content</b>
1. Historical, Philosophical and Social Perspectives	1. Historical, Philosophical and Social Perspectives
2. Status of Women in Contemporary Indian Society <ul style="list-style-type: none"> <li>(i) Poverty, illiteracy, lack of independence, oppressive social customs and gender bias</li> <li>(ii) Violence against and abuse of women in public and private domains</li> </ul>	2. Status of Women in Contemporary Indian Society <ul style="list-style-type: none"> <li>(i) Poverty, illiteracy, lack of independence, oppressive social customs and gender bias</li> <li>(ii) Violence against and abuse of women in public and private domains</li> </ul>
3. International Norms for Protection of Women <ul style="list-style-type: none"> <li>(i) ILO conventions for protection of female labour</li> </ul>	3. International Norms for Protection of Women <ul style="list-style-type: none"> <li>(i) ILO conventions for protection of female labour</li> </ul>

<p>(ii) UNESCO Convention against discrimination in Education, 1960</p> <p>(iii) UN Convention on Political Rights of Women, 1952, Convention on Elimination of All Forms of Discrimination against Women, 1979, Convention on Nationality of Married Women, 1957, Convention on Consent to Marriage, Minimum Age for Marriage and Registration of Marriages, 1962, Convention for the Suppression of the Traffic in Persons and of the Exploitation of the Prostitution of Others, 1949, Declaration on the Elimination of Violence against Women, 1993</p> <p>(iv) Declaration on the Participation of Women in Promoting International Peace and Cooperation, 1982</p> <p>(v) Documents of the Four World Conferences on Women: Mexico 1975, Copenhagen 1980, Nairobi 1985, Beijing 1995</p>	<p>(ii) UNESCO Convention against Discrimination in Education, 1960</p> <p>(iii) UN Convention on Political Rights of Women, 1952, Convention on Elimination of All Forms of Discrimination against Women, 1979, Convention on Nationality of Married Women, 1957, Convention on Consent to Marriage, Minimum Age for Marriage and Registration of Marriages, 1962, Convention for the Suppression of the Traffic in Persons and of the Exploitation of the Prostitution of Others, 1949 Protocol, Declaration on the Elimination of Violence against Women, 1993</p> <p>(iv) Declaration on the Participation of Women in Promoting International Peace and Cooperation, 1982</p> <p>(v) Documents of the Four World Conferences on Women: Mexico 1975, Copenhagen 1980, Nairobi 1985, Beijing 1995</p>
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<p>(vi) Protection of women in armed conflicts</p> <p>(vii) Other relevant developments</p>	<p>(vi) Protection of women in armed conflicts</p> <p>(vii) Other relevant developments</p>
<p>4. The Constitution of India and the Status of Women</p> <p>(i) Fundamental Rights and Directive Principles under the Constitution</p> <p>(ii) Special provisions for the protection of women: Article 15 (3), Article 39 (d) &amp; (e), Article 42, Articles 243-D &amp; 243-T</p>	<p>4. The Constitution of India and the Status of Women</p> <p>(i) Fundamental Rights and Directive Principles under the Constitution</p> <p>(ii) Special provisions for the protection of women: Article 15(3), Article 39 (d) &amp; (e), Article 42, Articles 243-D &amp; 243-T</p>
<p>5. Special Laws and Policies for Protection of Women</p> <p>(i) Special Laws: Suppression of Immoral Traffic Act, 1956, Indecent Representation of Women (Prohibition) Act, 1986, Commission of Sati (Prevention) Act, 1982, Medical Termination of Pregnancy Act, 1971, Maternity Benefit Act, 1961, Equal Remuneration Act, 1976, Dowry Prohibition Act, 1961,</p>	<p>5. Special Laws and Policies for Protection of Women</p> <p>(i) Special Laws: Suppression of Immoral Traffic Act, 1956, Indecent Representation of Women (Prohibition) Act, 1986, Commission of Sati (Prevention) Act, 1982, Medical Termination of Pregnancy Act, 1971, Maternity Benefit Act, 1961, Equal Remuneration Act, 1976, Dowry Prohibition Act, 1961, Other laws having a direct</p>

<p>Other laws having a direct bearing on protection of women</p> <p>(ii) Gaps between international norms and Indian law, if any</p> <p>(iii) Women and public policy: Female health and family welfare, literacy programmes, female labour welfare; Issue of current public debate: political rights of women (reservations and protection of women), personal laws and status of women</p>	<p>bearing on protection of women “Protection of Women Against Domestic Violence (Prevention) Act, 2006”</p> <p>(ii) Women and public policy: Female health and family welfare, literacy programmes, female labour welfare; Issue of current public debate: political rights of women (reservations and protection of women), personal laws and status of women</p>
<p>6. Institutional Mechanisms for Protection of Women</p> <p>(i) Constitutional mechanisms: Legislature, Executive and Judiciary (special contribution of judiciary)</p>	<p>6. Institutional Mechanisms for Protection of Women</p> <p>(i) Constitutional mechanisms: Legislature, Executive and Judiciary (special contribution of judiciary)</p>



<ul style="list-style-type: none"> <li>(ii) Statutory mechanism: National Commission for Women, National Human Rights Commission, State Commissions</li> <li>(iii) The Non-Governmental Organizations</li> <li>(iv) The information media</li> <li>(v) Role of education</li> </ul>	<ul style="list-style-type: none"> <li>(ii) Statutory mechanism: National Commission for Women, National Human Rights Commission, State Commissions</li> <li>(iii) The Non-Governmental Organizations</li> <li>(iv) The information media</li> <li>(v) Role of education</li> </ul>
<b>Optional Paper 7: Children and Human Rights and Duties</b>	<b>Optional Paper 7: Children and Human Rights</b>
<b>Objective:</b>	<b>Objective:</b>
<p>This paper comprises six units, encompassing historical, philosophical and social perspectives, status of the child in Indian society, international norms on the rights of the child, protection of the child under the Indian Constitution, special laws and policies in India, and the institutional mechanism for protection of the child.</p>	<p>This paper comprises six units, encompassing historical, philosophical and social perspectives, status of the child in Indian society, international norms on the rights of the child, protection of the child under the Indian Constitution, special laws and policies in India, and the institutional mechanism for protection of the child.</p>
<b>Course Content</b>	<b>Course Content</b>
<ol style="list-style-type: none"> <li>1. Historical, Philosophical and Social Perspectives</li> </ol>	<ol style="list-style-type: none"> <li>1. Historical, Philosophical and Social Perspectives</li> </ol>

<p>2. Status of Child in Contemporary Indian Society</p> <ul style="list-style-type: none"> <li>(i) Impact of problems of poverty and illiteracy</li> <li>(ii) Social and cultural practices regarding girl child: foeticide, child marriage</li> <li>(iii) Child labour (in construction, carpet, glass, bangles, and other industries in unorganized sectors), forced labour, sale of children</li> <li>(iv) Child abuse inside and outside homes, trafficking in children, children and custodial crimes</li> <li>(v) Street children: child and crime</li> </ul>	<p>2. Status of Child in Contemporary Indian Society</p> <ul style="list-style-type: none"> <li>(i) Impact of problems of poverty and illiteracy</li> <li>(ii) Social and cultural practices regarding girl child: foeticide, child marriage</li> <li>(iii) Child labour (in construction, carpet, glass, bangles, and other industries in unorganized sectors), forced labour, sale of children</li> <li>(iv) Child abuse inside and outside homes, trafficking in children, children and custodial crimes</li> <li>(v) Street children: child and crime</li> <li>(vi) The problems of Girl Child</li> </ul>
<p>3. International Norms for Protection of the Child</p> <ul style="list-style-type: none"> <li>(i) ILO conventions on restrictions and prohibition on child labour including ILO Convention on Child Labour, 1999</li> </ul>	<p>3. International Norms for Protection of The Child</p> <ul style="list-style-type: none"> <li>(i) ILO conventions on restrictions and prohibition on child labour including ILO Convention on Child Labour, 1999</li> </ul>

<p>(ii) UN Convention on the Rights of the Child, 1989, Optional Protocol on the Involvement of Children in Armed Conflict, and Optional Protocol on Sale of Children, Child Prostitution and Child Pornography, 2000, Declaration of Social and Legal Principles relating to the Protection and Welfare of Children with Special Reference to Foster Placement and Adoption, 1986</p> <p>(iii) UNESCO: International Charter of Physical Education and Sports, 1978, Convention on Technical and Vocational Education, 1989, Convention and Recommendation against Discrimination in Education, 1960, Universal Declaration on the Human Genome and Human Rights, 1997, Declaration on the Responsibilities of the Present Generation towards Future Generations, 1997</p> <p>(iv) World Summit for Children: Declaration and Plan of Action</p>	<p>(ii) UN Convention on the Rights of the Child, 1989, Optional Protocol on the Involvement of Children in Armed Conflict, and Optional Protocol on Sale of Children, Child Prostitution and Child Pornography, 2000, Declaration of Social and Legal Principles relating to the Protection and Welfare of Children with Special Reference to Foster Placement and Adoption, 1986</p> <p>(iii) UNESCO: International Charter of Physical Education and Sports, 1978, Convention on Technical and Vocational Education, 1989, Convention and Recommendation against Discrimination in Education, 1960, Universal Declaration on the Human Genome and Human Rights, 1997, Declaration on the Responsibilities of the Present Generation towards Future Generations, 1997</p> <p>(iv) World Summit for Children: Declaration and Plan of Action</p>
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(v) Other relevant developments	(v) Other relevant developments
<p>4. Indian Constitution and Protection of the Child</p> <p>(i) Fundamental Rights and Directive Principles under the Indian Constitution</p> <p>(ii) Special Protection for the child: Article 15(3), Article 24, Article 39(e) &amp; (f), Article 45</p>	<p>4. Indian Constitution and Protection of the Child</p> <p>(i) Fundamental Rights and Directive Principles under the Indian Constitution</p> <p>(ii) Special Protection for the child: Article 15(3), Article 21A Article 24, Article 39(e) &amp; (f), Article 45 and 51A(k)</p>
<p>5. Special Laws and Policies for Protection of the Child</p> <p>(i) Child Labour (Prohibition and Regulation) Act, 1986, Children (Pledging of Labour) Act, 1933, Young Persons (Harmful Publications) Act, 1956, Child Marriage (Restraint) Act, 1929, Pre-Natal Diagnostic Techniques (Regulation and Prevention of Misuse) Act 1956, Children's Act 1960, Orphanages and Other Charitable Homes (Supervision and Control) Act, 1960, Juvenile Justice Acts, 1986 and 2000</p>	<p>5. Special Laws and Policies for Protection of the Child</p> <p>(i) Child Labour (Prohibition and Regulation) Act, 1986, Children (Pledging of Labour) Act, 1933, Young Persons (Harmful Publications) Act, 1956, Child Marriage (Restraint) Act, 1929, Pre-Natal Diagnostic Techniques (Regulation and Prevention of Misuse) Act, 1956, Orphanages and Other Charitable Homes (Supervision and Control) Act, 1960, Juvenile Justice (Protection and Care) Act, 2000, The Commission for the Rights of Child Act, 2006</p>

<ul style="list-style-type: none"> <li>(ii) Other laws relevant to protection of the Child</li> <li>(iii) Gaps between international norms and the Indian law, if any</li> <li>(iv) Government Policies</li> </ul>	<ul style="list-style-type: none"> <li>(ii) Gaps between international norms and the Indian law, if any</li> <li>(iii) Government Policies</li> </ul>
<p>6. Institutional Mechanism for Protection of the Child</p> <ul style="list-style-type: none"> <li>(i) Constitutional Mechanisms: Legislature, Executive, Judiciary (Special contribution of judiciary)</li> <li>(ii) National Human Rights Commission</li> <li>(iii) Non-Governmental Organizations</li> <li>(iv) The Information Media</li> <li>(v) Role of education</li> </ul>	<p>6. Institutional Mechanism for Protection of the Child</p> <ul style="list-style-type: none"> <li>(i) Constitutional Mechanisms: Legislature, Executive, Judiciary (Special contribution of judiciary)</li> <li>(ii) National Human Rights Commission, National Commission for Protection of Child Rights</li> <li>(iii) Non-Governmental Organizations</li> <li>(iv) The Information Media</li> <li>(v) Role of education</li> </ul>
<p><b>Optional Paper 8: The Aged and the Disabled, and Human Rights and Duties</b></p>	<p><b>Optional Paper 8: The Aged and the Disabled: Human Rights</b></p>
<p><b>Objective:</b></p>	<p><b>Objective:</b></p>
<p>The five units which this paper comprises</p>	<p>The five units which this paper comprises</p>

deal with the conceptual perspective, historical, philosophical and social perspectives, protection of the aged and the disabled under the Indian legal system, institutional mechanism for such protection, and international norms on the rights of the aged and the disabled.	deal with the conceptual perspective, historical, philosophical and social perspectives, protection of the aged and the disabled under the Indian legal system, institutional mechanism for such protection, and international norms on the rights of the aged and the disabled.
<b>Course Content</b>	<b>Course Content</b>
<p>1. Conceptual Perspective</p> <p>(i) Poverty, illiteracy, breakdown of old social and family institutions; Impact of improvements in health care on mortality</p> <p>(ii) Social taboos regarding the disabled; General problem of poverty</p>	<p>1. Conceptual Perspective</p> <p>(i) Poverty, illiteracy, breakdown of old social and family institutions; Impact of improvements in health care on mortality</p> <p>(ii) Social taboos regarding the disabled; General problem of poverty</p>
2. Historical, Philosophical and Social Perspectives	2. Historical, Philosophical and Social Perspectives
<p>3. Protection of the Aged and the Disabled under the Indian Legal system</p> <p>(i) Constitutional Framework: Fundamental Rights, Directive Principles and Fundamental Duties</p>	<p>3. Protection of the Aged and the Disabled under the Indian Legal system</p> <p>(i) Constitutional Framework: Fundamental Rights, Directive Principles and Fundamental Duties</p>

<p>(ii) Special Laws and Policies</p> <p>(a) Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act</p> <p>(b) Mental Health Act, 1987</p> <p>(c) Other relevant laws</p> <p>(d) Policies on the Aged and the Disabled</p>	<p>(ii) Special Laws and Policies</p> <p>(a) Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act</p> <p>(b) Mental Health Act, 1987</p> <p>(c) Other relevant laws</p> <p>(d) Policies on the Aged and the Disabled</p> <p>(e) National Trust for Welfare of Persons with Autism, Cerebral Palsy, Retarded and Multiple Disabilities Act, 1999</p>
<p>4. Institutional Mechanisms for Protection of the Aged and The disabled</p> <p>(i) Constitutional mechanisms: Legislature, Executive, Judiciary</p> <p>(ii) Mechanisms under the laws</p> <p>(iii) Non-Governmental Organizations</p>	<p>4. Institutional Mechanisms for Protection of the Aged and the Disabled</p> <p>(i) Constitutional mechanisms: Legislature, Executive, Judiciary</p> <p>(ii) Mechanisms under the laws</p> <p>(iii) Non-Governmental Organizations</p>

<p>(iv) The Information Media</p> <p>(v) Role of Education</p>	<p>(iv) The Information Media</p> <p>(v) Role of Education</p>
<p>5. International Norms for Protection of the Aged and the Disabled</p> <p>UN General Assembly Declaration on the Rights of the Disabled Persons, 1975, Declaration on the Mentally Retarded Persons 1971, Resolution on the Rights of the Disabled Persons adopted by the Coordinating Committee of National Institutions for the Promotion and Protection of Human Rights 1993, World Assembly on the Ageing 1982</p>	<p>5. International Norms for Protection of the Aged and the Disabled</p> <p>UN General Assembly Declaration on the Rights of the Disabled Persons, 1975, Declaration on the Mentally Retarded Persons 1971, Resolution on the Rights of the Disabled Persons adopted by the Coordinating Committee of National Institutions for the Promotion and Protection of Human Rights 1993, World Assembly on the Ageing 1982, Biwaka Millennium framework-2003-12, ILO Convention 111.</p>
<p><b>Optional Paper 9: Socially/ Economically Disadvantaged People and Human Rights and Duties</b></p>	<p><b>Optional Paper 9: Socially/ Economically Disadvantaged People and Human Rights</b></p>
<p><b>Objective:</b></p>	<p><b>Objective:</b></p>
<p>This paper focuses on the need for protection of the socially and/or economically disadvantaged sections of the Indian society such as the Scheduled</p>	<p>This paper focuses on the need for protection of the socially and/or economically disadvantaged sections of the Indian society such as the Scheduled</p>



<p>Castes and Tribes, and other communities similarly placed. It comprises six units which encompass historical, philosophical and social perspectives, status in Indian society, constitutional protection, special laws and policies, institutional mechanisms for protection of SC/ST and OBCs, and relevant international standards.</p>	<p>Castes and Tribes, and other communities similarly placed. It comprises six units which encompass historical, philosophical and social perspectives, status in Indian society, constitutional protection, special laws and policies, institutional mechanisms for protection of SC/ST and OBCs, and relevant international standards.</p>
<p><b>Course Content</b></p>	<p><b>Course Content</b></p>
<p>1. Historical, Philosophical and Social Perspectives</p>	<p>1. Historical, Philosophical and Social Perspectives</p>
<p>2. Status of Disadvantaged People in Contemporary Indian Society</p> <p>(i) Concept and Identification of a Disadvantaged Group; Feudalism, caste system and the socio-economic situation; Social and economic deprivations of the lower rungs of society through history; British rule and its impact on these communities</p> <p>(ii) Issues of social and economic inequalities in Indian society; Role of social reformers: Gandhi, Ambedkar and others;</p>	<p>2. Status of Disadvantaged People in Contemporary Indian Society</p> <p>(i) Concept and Identification of a Disadvantaged Group; Feudalism, caste system and the socio-economic situation; Social and economic deprivations of the lower rungs of society through history; British rule and its impact on these communities</p> <p>(ii) Issues of social and economic inequalities in Indian society; Role of social reformers: Gandhi, Ambedkar and others;</p>

<p>Social and economic equality versus freedom from foreign rule</p> <p>(iii) Status today: Issues of identification of Scheduled Castes/Scheduled Tribes, dalits and other backward classes: Deprivations and atrocities, poverty, illiteracy and unemployment, economic and social inequalities, issues of land rights, rural indebtedness, impact of environment protection laws including forest laws on tribal communities; Access to fruits of development; Bonded labour, exploitation, issues of human dignity; Caste wars; Politics of caste and class</p>	<p>Social and economic equality versus freedom from foreign rule</p> <p>(iii) Status today: Issues of identification of Scheduled Castes/Scheduled Tribes, dalits and other backward classes: Deprivations and atrocities, poverty, illiteracy and unemployment, economic and social inequalities, issues of land rights, rural indebtedness, impact of environment protection laws including forest laws on tribal communities; Access to fruits of development; Bonded labour, exploitation, issues of human dignity; Caste wars; Politics of caste and class</p>
<p>3. Constitutional Protection</p> <p>(i) Fundamental Rights and Directive Principles under the Constitution</p> <p>(ii) Special protection under Article 15 (4), Article 16 (4) &amp; (4-A), Article 17, Article 29(1), Article 46, Articles 334, 335, 338, 339, 340, 341, &amp; 342, Fifth and Sixth Schedules</p>	<p>3. Constitutional Protection</p> <p>(i) Fundamental Rights and Directive Principles under the Constitution</p> <p>(ii) Special protection under Article 15 (4), Article 16 (4) &amp; (4-A), Article 17, Article 29(1), Article 46, Articles 334, 335, 338, 339, 340, 341, &amp; 342, Fifth and Sixth Schedules</p>

<p>4. Special Protection: Laws and Policies</p> <ul style="list-style-type: none"> <li>(i) Special Laws: Protection of Civil Rights Act, 1955, Scheduled Castes and Scheduled Tribes (Prevention of Atrocities) Act, 1989, Employment of Manual Scavengers and Construction of Dry Latrines (Prohibition) Act, 1999</li> <li>(ii) Other relevant legal provisions</li> <li>(iii) Policies of Government: Reservations, quotas, special drives and schemes</li> </ul>	<p>4. Special Protection: Laws and Policies</p> <ul style="list-style-type: none"> <li>(i) Special Laws: Protection of Civil Rights Act, 1955, Scheduled Castes and Scheduled Tribes (Prevention of Atrocities) Act, 1989, Employment of Manual Scavengers and Construction of Dry Latrines (Prohibition) Act, 1999</li> <li>(ii) Other relevant legal provisions</li> <li>(iii) Policies of Government: Reservations, quotas, special drives and schemes</li> </ul>
<p>5. Institutional Mechanisms for Protection of SC/ST, and OBCs</p> <ul style="list-style-type: none"> <li>(i) Constitutional Mechanisms: Legislature, Executive, Judiciary</li> <li>(ii) National Commissions, State Commissions</li> <li>(iii) Non-Governmental Organizations</li> <li>(iv) The Information Media</li> <li>(v) Role of education</li> </ul>	<p>5. Institutional Mechanisms for Protection of SC/ST, and OBCs</p> <ul style="list-style-type: none"> <li>(i) Constitutional Mechanisms: Legislature, Executive, Judiciary</li> <li>(ii) National Commissions, State Commissions</li> <li>(iii) Non-Governmental Organizations</li> <li>(iv) The Information Media</li> <li>(v) Role of education</li> </ul>

	(vi) The Abolition of Untouchability Act, 1955
<p>6. International Norms and Standards Relating to Tribal and other Indigenous Groups</p> <p>(i) UN Declaration on the Indigenous Peoples, 1995, UN Voluntary Fund for Indigenous Populations, 1985</p> <p>(ii) ILO Convention No.169 concerning Indigenous and Tribal Communities, 1989</p>	<p>6. International Norms and Standards Relating to Tribal and other Indigenous Groups</p> <p>(i) UN Declaration on the Indigenous Peoples, 1995, UN Voluntary Fund for Indigenous Populations, 1985</p> <p>(ii) ILO Convention No. 169 concerning Indigenous and Tribal Communities, 1989</p>
<b>Optional Paper 10: Working Class and Human Rights and Duties</b>	<b>Optional Paper 10: Working Class and Human Rights</b>
<b>Objective:</b>	<b>Objective:</b>
Labour welfare has for long been one of the crucial areas of human rights and duties. Divided into nine units, this paper deals with conceptual issues, status of the working class, workers rights and duties, emerging problems, conflicting rights, international standards, Indian framework, and enforcement agencies.	Labour welfare has for long been one of the crucial areas of human rights and duties. Divided into nine units, this paper deals with conceptual issues, status of the working class, workers rights and duties, emerging problems, conflicting rights, international standards, Indian framework, and enforcement agencies.

Course Content	Course Content
<p>1. Working Class: Conceptual Issues</p> <ul style="list-style-type: none"> <li>(i) Definition</li> <li>(ii) Classification</li> </ul>	<p>1. Working Class: Conceptual Issues</p> <ul style="list-style-type: none"> <li>(i) Definition</li> <li>(ii) Classification</li> </ul>
<p>2. State Ideology and Position of Working Class</p> <ul style="list-style-type: none"> <li>(i) Working class movement</li> <li>(ii) From <i>Laissez Faire</i> to Welfare State</li> <li>(iii) Privatization to Globalization</li> </ul>	<p>2. State Ideology and Position of Working Class</p> <ul style="list-style-type: none"> <li>(i) Working class movement</li> <li>(ii) From <i>Laissez Faire</i> to Welfare State</li> <li>(iii) Privatization to Globalization</li> </ul>
<p>3. Status of Working Class</p> <ul style="list-style-type: none"> <li>(i) Women</li> <li>(ii) Children</li> <li>(iii) Casual Workers</li> <li>(iv) Bonded Labour</li> <li>(v) Agricultural Labour</li> <li>(vi) Migrant Workers</li> </ul>	<p>3. Status of Working Class</p> <ul style="list-style-type: none"> <li>(i) Women</li> <li>(ii) Children</li> <li>(iii) Casual Workers</li> <li>(iv) Bonded Labour</li> <li>(v) Agricultural Labour</li> <li>(vi) Migrant Workers</li> </ul>

<p>4. Basic Rights and Duties: Their Content and Scope</p> <ul style="list-style-type: none"> <li>(i) Association and Assembly</li> <li>(ii) Work with Equality and Dignity</li> <li>(iii) Education and Information</li> <li>(iv) Trade Unionism and its Development</li> <li>(v) Industrial Discipline</li> <li>(vi) Labour Safety</li> </ul>	<p>4. Basic Rights and Duties: Their Content and Scope</p> <ul style="list-style-type: none"> <li>(i) Association and Assembly</li> <li>(ii) Work with Equality and Dignity</li> <li>(iii) Education and Information</li> <li>(iv) Trade Unionism and its Development</li> <li>(v) Industrial Discipline</li> <li>(vi) Labour Safety</li> </ul>
<p>5. Labour Welfare Problems</p> <ul style="list-style-type: none"> <li>(i) Health Hazards: <ul style="list-style-type: none"> <li>(a) Accidents</li> <li>(b) Occupational Diseases</li> </ul> </li> <li>(ii) Social Security</li> <li>(iii) Collective Bargaining</li> <li>(iv) Workers' Participation in Management</li> </ul>	<p>5. Labour Welfare Problems</p> <ul style="list-style-type: none"> <li>(i) Health Hazards: <ul style="list-style-type: none"> <li>(a) Accidents</li> <li>(b) Occupational Diseases</li> </ul> </li> <li>(ii) Social Security</li> <li>(iii) Collective Bargaining</li> <li>(iv) Workers' Participation in Management</li> </ul>

<ul style="list-style-type: none"> <li>(v) Retrenchment, Termination and Displacement</li> <li>(vi) Work Culture and Welfare Measures</li> <li>(vii) Industrial Conflicts and Insecurity</li> <li>(vii) Impact of Technological Developments</li> </ul>	<ul style="list-style-type: none"> <li>(v) Retrenchment, Termination and Displacement</li> <li>(vi) Work Culture and Welfare Measures</li> <li>(vii) Industrial Conflicts and Insecurity</li> <li>(vii) Impact of Technological Developments</li> </ul>
<p>6. Conflicting Rights : Worker's Benefit V. employer's Inconvenience</p> <ul style="list-style-type: none"> <li>(i) The right to strike</li> <li>(ii) Lockout and closure of Industry</li> </ul>	<p>6. Conflicting Rights : Worker's Benefit V. Employer's Inconvenience</p> <ul style="list-style-type: none"> <li>(i) The right to strike</li> <li>(ii) Lockout and closure of Industry</li> </ul>
<p>7. International Standards</p> <ul style="list-style-type: none"> <li>(i) ILO Labour Standards</li> <li>(ii) Debate on Social Clause and WTO</li> <li>(iii) Emerging Rights and Duties</li> <li>(iv) Code of International Industrial Discipline</li> </ul>	<p>7. International Standards</p> <ul style="list-style-type: none"> <li>(i) ILO Labour Standards</li> <li>(ii) Debate on Social Clause and WTO</li> <li>(iii) Emerging Rights and Duties</li> <li>(iv) Code of International Industrial Discipline</li> </ul>

(v) Role of International Labour Agencies	(v) Role of International Labour Agencies
<p>8. Indian Framework</p> <p>(i) Constitutional Protection</p> <p>(ii) Workers' Rights and Duties</p> <p>(iii) Employers' Responsibilities and Duties</p> <p>(iv) Dispute Settlement Mechanisms</p>	<p>8. Indian Framework</p> <p>(i) Constitutional Protection</p> <p>(ii) Workers' Rights and Duties</p> <p>(iii) Employers' Responsibilities and Duties</p> <p>(iv) Dispute Settlement Mechanisms</p>
<p>9. Institutional Framework for Promotion of Labour Welfare</p> <p>(i) National: State machinery, workers organizations</p> <p>(ii) Role of International Labour Organization (ILO)</p>	<p>9. Institutional Framework for Promotion of Labour Welfare</p> <p>(i) National: State machinery, workers organizations</p> <p>(ii) Role of International Labour Organization (ILO)</p>
<b>Optional Paper 11: Minorities and Human Rights and Duties</b>	<b>Optional Paper 11: Minorities and Human Rights</b>
<b>Objective:</b>	<b>Objective:</b>
Concern for minority rights has been the hallmark of the twentieth century. This	Concern for minority rights has been the hallmark of the twentieth century. This



<p>paper, through its five units, deals with conceptual, historical, philosophical and social perspectives, the rights and duties under the Indian legal system and institutional mechanism, and international protection of minorities.</p>	<p>paper, through its five units, deals with conceptual, historical, philosophical and social perspectives, the rights and duties under the Indian legal system and institutional mechanism, and international protection of minorities.</p>
<p><b>Course Content</b></p>	<p><b>Course Content</b></p>
<p>1. Conceptual Perspective</p> <p>(i) Minorities as a socio-economic-religious-linguistic concept, Regional minorities</p> <p>(ii) Role of Minorities in the development of human rights</p> <p>2. Historical, Philosophical and Social Perspectives</p> <p>3. Rights and Duties of Minorities under the Indian Legal System</p> <p>(i) Constitutional Framework</p> <p>(a) Fundamental Rights, Directive Principles and Fundamental Duties</p> <p>(b) Special provisions in Ar-</p>	<p>1. Conceptual Perspective</p> <p>(i) Minorities as a socio-economic-religious-linguistic concept, Regional minorities</p> <p>(ii) Role of Minorities in the development of human rights</p> <p>2. Historical, Philosophical and Social Perspectives</p> <p>3. Rights and Duties of Minorities under the Indian Legal System</p> <p>(i) Constitutional Framework</p> <p>(a) Fundamental Rights, Directive Principles and Fundamental Duties</p> <p>(b) Special provisions in Ar-</p>

<p>articles 26 to 30, 331, 333, 336, &amp; 337 of the Constitution.</p> <p>(ii) Special Laws and Policies</p> <p>(a) National Commission for Minorities Act 1992</p> <p>(b) Caste (Disabilities Removal) Act 1950</p> <p>(c) Other relevant laws</p> <p>(d) Policy of secularism and politics of minorities</p>	<p>articles 26 to 30, 331, 333, 336, &amp; 337 of the Constitution.</p> <p>(ii) Special Laws and Policies</p> <p>(a) National Commission for Minorities Act, 1992</p> <p>(b) Caste (Disabilities Removal) Act, 1950</p> <p>(c) Other relevant laws</p> <p>(d) Policy of secularism and politics of minorities</p>
<p>4. Institutional Mechanisms for Protection of Minorities</p> <p>(i) Constitutional mechanisms: Legislature, Executive and Judiciary</p> <p>(ii) National and State Commissions on Minorities</p> <p>(iii) Non-Governmental Organizations</p> <p>(iv) The Information Media</p>	<p>4. Institutional Mechanisms for Protection of Minorities</p> <p>(i) Constitutional mechanisms: Legislature, Executive and Judiciary</p> <p>(ii) National and State Commissions on Minorities</p> <p>(iii) Non-Governmental Organizations</p> <p>(iv) The Information Media</p>

(v) Role of Education	(v) Role of Education
<p>5. International Protection of Minorities</p> <p>(i) Declaration on the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities, 1992, Human Rights Covenants, 1966, Racial Discrimination Convention, 1965</p> <p>(ii) UN Commission on Human Rights, Sub-commission on Minorities, Committees under the Human Rights Covenants and Racial Discrimination Convention</p>	<p>5. International Protection of Minorities</p> <p>(i) Declaration on the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities, 1992, Human Rights Covenants, 1966, Racial Discrimination Convention, 1965</p> <p>(ii) UN Commission on Human Rights, Sub-commission on Minorities, Committees under the Human Rights Covenants and Racial Discrimination Convention</p>

**Optional Paper 12:  
Human Rights and Criminal Justice System**

<b>Objective:</b>	<b>Objective:</b>
<p>Criminal justice system is one of the critical areas of human rights and duties where the legal system is tested on a continuous basis for preservation of peace and security in society on the one hand, and preservation of human dignity of both victims of crime and persons accused of it. This paper is in ten units</p>	<p>Criminal justice system is one of the critical areas of human rights and duties where the legal system is tested on a continuous basis for preservation of peace and security in society on the one hand, and preservation of human dignity of both victims of crime and persons accused of it. This paper is in ten units</p>

<p>which cover, besides the conceptual and other perspectives, the principal rights problems, rights of the accused, the rights of inmates of prisons and custodial homes, access to justice, right to compensation, punishments, administration of justice and international perspectives.</p>	<p>which cover, besides the conceptual and other perspectives, the principal rights problems, rights of the accused, the rights of inmates of prisons and custodial homes, access to justice, right to compensation, punishments, administration of justice and international perspectives.</p>
<p><b>Course Content</b></p>	<p><b>Course Content</b></p>
<p>1. Historical, Philosophical and Social Perspectives</p>	<p>1. Historical, Philosophical and Social Perspectives</p>
<p>2. Conceptual Perspective</p> <ul style="list-style-type: none"> <li>(i) Concept of crime and criminal liability</li> <li>(ii) Offences involving Human Rights</li> <li>(iii) Role of Criminal Justice System</li> </ul>	<p>2. Conceptual Perspective</p> <ul style="list-style-type: none"> <li>(i) Concept of crime and criminal liability</li> <li>(ii) Offences involving Human Rights</li> <li>(iii) Role of Criminal Justice System</li> </ul>
<p>3. Human Rights Problems</p> <ul style="list-style-type: none"> <li>(i) Police Atrocities and Accountability</li> <li>(ii) Violence against women and children</li> </ul>	<p>3. Human Rights Problems</p> <ul style="list-style-type: none"> <li>(i) Police Atrocities and Accountability</li> <li>(ii) Violence against women and children</li> </ul>

<ul style="list-style-type: none"> <li>(iii) Communal violence</li> <li>(iv) Caste and class conflicts</li> <li>(v) Maintenance of Law and Order</li> <li>(vi) Terrorism and Insurgency</li> </ul>	<ul style="list-style-type: none"> <li>(iii) Communal violence</li> <li>(iv) Caste and class conflicts</li> <li>(v) Maintenance of Law and Order</li> <li>(vi) Terrorism and Insurgency</li> </ul>
<p>4. Rights of Accused</p> <ul style="list-style-type: none"> <li>(i) Double Jeopardy</li> <li>(ii) Against self-incrimination</li> <li>(iii) Production before Magistrate</li> <li>(iv) Fair Trial</li> <li>(v) Speedy Trial</li> <li>(vi) Appeal</li> </ul>	<p>4. Rights of Accused</p> <ul style="list-style-type: none"> <li>(i) Double Jeopardy</li> <li>(ii) Against self-incrimination</li> <li>(iii) Production before Magistrate</li> <li>(iv) Fair Trial</li> <li>(v) Speedy Trial</li> <li>(vi) Appeal</li> </ul>
<p>5. Rights of Inmates of Prisons and Custodial Homes</p> <ul style="list-style-type: none"> <li>(i) Protection Homes</li> <li>(ii) Reformative and other institutions</li> <li>(iii) Prisons</li> </ul>	<p>5. Rights of Inmates of Prisons and Custodial Homes</p> <ul style="list-style-type: none"> <li>(i) Protection Homes</li> <li>(ii) Reformative and other institutions</li> <li>(iii) Prisons</li> </ul>

6. Right to Legal Aid, Access to Justice and Speedy Justice	6. Right to Legal Aid, Access to Justice and Speedy Justice
7. Right to Compensation	7. Right to Compensation
8. Punishments and Human Rights	8. Punishments and Human Rights
<p>9. Administration of Criminal Justice</p> <p>(i) Ordinary Courts</p> <p>(ii) Special Courts</p> <p>(iii) District Human Rights Courts</p> <p>(iv) Nyaya Panchyats</p> <p>(v) Human Rights Sensitization</p> <p>(vi) Threats to the System:</p> <p>(a) Terrorism</p> <p>(b) Abduction</p> <p>(c) Others</p>	<p>9. Administration of Criminal Justice</p> <p>(i) Ordinary Courts</p> <p>(ii) Special Courts</p> <p>(iii) District Human Rights Courts</p> <p>(iv) Nyaya Panchyats</p> <p>(v) Human Rights Sensitization</p> <p>(vi) Threats to the System:</p> <p>(a) Terrorism</p> <p>(b) Abduction</p> <p>(c) Others</p>
<p>10. International Perspectives</p> <p>(i) International crimes</p> <p>(ii) International crime control and protection agencies, e.g. Interpol</p>	<p>10. International Perspectives</p> <p>(i) International crimes</p> <p>(ii) International crime control and protection agencies, e.g. Interpol</p>

<ul style="list-style-type: none"> <li>(iii) International co-operation in combating of transnational organized crimes and international terrorism – Palermo Convention on Transnational Organized Crime, 2000, Convention against Illicit Trafficking of Narcotic and Psychotropic Substances, 1988-90</li> <li>(iv) Extradition and mutual assistance in criminal proceedings</li> <li>(v) International Criminal Court – Rome Statute, 1998</li> <li>(vi) International norms on administration of criminal justice – UN General Assembly resolutions</li> </ul>	<ul style="list-style-type: none"> <li>(iii) International co-operation in combating of transnational organized crimes and international terrorism – Palermo Convention on Transnational Organized Crime, 2000, Convention against Illicit Trafficking of Narcotic and Psychotropic Substances, 1988-90</li> <li>(iv) Extradition and mutual assistance in criminal proceedings</li> <li>(v) International Criminal Court – Rome Statute, 1998</li> <li>(vi) International norms on administration of criminal justice – UN General Assembly resolutions</li> </ul> <p style="text-align: right;">Reference: Malimath Committee Report, 2003. Soli Sorabjee Report, 2007.</p>
<b>Optional Paper 13: Environment and Human Rights and Duties</b>	<b>Optional Paper 13: Environment and Human Rights</b>
<b>Objective:</b>	<b>Objective:</b>
This paper focuses on the interrelationship	This paper focuses on the interrelationship

<p>between environment and human rights and duties. In ten units, it encompasses conceptual aspects, the right to clean environment, an international perspective, national regime, issues of environmental protection in developing countries, supplementary rights and duties, environment versus development, emerging concepts, and the threats to Indian environment.</p>	<p>between environment and human rights and duties. In ten units, it encompasses conceptual aspects, the right to clean environment, an international perspective, national regime, issues of environmental protection in developing countries, supplementary rights and duties, environment versus development, emerging concepts, and the threats to Indian environment.</p>
<p><b>Course Content</b></p>	<p><b>Course Content</b></p>
<p>1. Environment</p> <ul style="list-style-type: none"> <li>(i) Its meaning</li> <li>(ii) Concern for Environment: Historical Perspective</li> <li>(iii) Pollution and its effects on environment and life on earth</li> </ul>	<p>1. Environment</p> <ul style="list-style-type: none"> <li>(i) Its meaning</li> <li>(ii) Concern for Environment: Historical Perspective</li> <li>(iii) Pollution and its effects on environment and life on earth</li> </ul>
<p>2. Right to Clean Environment</p> <ul style="list-style-type: none"> <li>(i) Its content and scope</li> <li>(ii) Right to Environment versus Right to Development</li> <li>(iii) Sustainable Development</li> <li>(iv) Culprits and Victims</li> </ul>	<p>2. Right to Clean Environment</p> <ul style="list-style-type: none"> <li>(i) Its content and scope</li> <li>(ii) Right to Environment versus Right to Development</li> <li>(iii) Sustainable Development</li> <li>(iv) Culprits and Victims</li> </ul>



<ul style="list-style-type: none"> <li>(v) Implementation and Enforcement of the right</li> <li>(vi) Globalization of the Right: the planet earth and global commons</li> </ul>	<ul style="list-style-type: none"> <li>(v) Implementation and Enforcement of the right</li> <li>(vi) Globalization of the Right: the planet earth and global commons</li> <li>(vii) Stockholm Declaration, 1972</li> </ul>
<p>3. Rights and Duties: An International Perspective (From Stockholm to Rio)</p> <ul style="list-style-type: none"> <li>(i) UN Declaration on the Right to Development, 1986, International conventions on the protection of the environment, precautionary principle</li> <li>(ii) Debate on Social Clause and WTO</li> <li>(iii) Main Directions</li> <li>(iv) Future Goals</li> </ul>	<p>3. Rights and Duties: An International Perspective (From Stockholm to Johannesburg)</p> <ul style="list-style-type: none"> <li>(i) UN Declaration on the Right to Development, 1986, International conventions on the protection of the environment, precautionary principle, Intergenerational Equity.</li> <li>(ii) Debate on Social Clause and WTO</li> </ul>
<p>4. National Regime of Environmental Protection</p> <ul style="list-style-type: none"> <li>(i) Constitutional Rights and Duties</li> </ul>	<p>4. National Regime of Environmental Protection</p> <ul style="list-style-type: none"> <li>(i) Constitutional Rights, Duties and Obligation</li> </ul>

<ul style="list-style-type: none"> <li>(ii) Statutory Rights and Duties</li> <li>(iii) Emergence of a common approach</li> </ul>	<ul style="list-style-type: none"> <li>(ii) Statutory Rights and Duties</li> <li>(iii) Role of the Judiciary</li> <li>(iv) National Environmental Policy, 2006</li> <li>(v) Environmental Economics</li> <li>(vi) Environment (Protection) Act, 1986</li> </ul>
<p>5. Issues of Environmental Protection in Developing Countries</p> <ul style="list-style-type: none"> <li>(i) Inter-generational Equity</li> <li>(ii) Preservation of Natural Resources</li> <li>(iii) Indigenous People, Tribals and Forest Dwellers</li> <li>(iv) Poverty, Illiteracy and Environment</li> <li>(v) City Dwellers and Villagers</li> <li>(vi) Working Class</li> <li>(vii) Other living species</li> </ul>	<p>5. Issues of Environmental Protection in Developing Countries</p> <ul style="list-style-type: none"> <li>(i) Inter-generational Equity</li> <li>(ii) Preservation of Natural Resources</li> <li>(iii) Indigenous People, Tribals and Forest Dwellers</li> <li>(iv) Poverty, Illiteracy and Environment</li> <li>(v) City Dwellers and Villagers</li> <li>(vi) Working Class</li> <li>(vii) Other living species</li> </ul>

<p>6. Supplementary Rights and Duties</p> <ul style="list-style-type: none"> <li>(i) Education</li> <li>(ii) Information</li> <li>(iii) Public Participation: Environmental Democracy</li> </ul>	<p>6. Supplementary Rights</p> <ul style="list-style-type: none"> <li>(i) Education</li> <li>(ii) Information</li> <li>(iii) Public Participation: Environmental Democracy</li> </ul>
<p>7. Rights and Duties in Crisis: Environment Versus Development</p> <ul style="list-style-type: none"> <li>(i) Mega Projects</li> <li>(ii) Industrial Accidents</li> <li>(iii) Impact of emerging problems of Science and Technological Development: <ul style="list-style-type: none"> <li>(a) Genetic Engineering</li> <li>(b) Hazardous Waste Treatment</li> <li>(c) Pollution Control Mechanism</li> <li>(d) Dumping of Waste and Discarded Technology</li> </ul> </li> <li>(iv) Governmental Planning:</li> </ul>	<p>7. Environment Versus Development</p> <ul style="list-style-type: none"> <li>(i) Mega Projects</li> <li>(ii) Industrial Accidents</li> <li>(iii) Impact of emerging problems of Scientific and Technological Development <ul style="list-style-type: none"> <li>(a) Genetic Engineering</li> <li>(b) Hazardous Waste Treatment</li> <li>(c) Pollution Control Mechanism</li> <li>(d) Dumping of Waste and Discarded Technology</li> </ul> </li> <li>(iv) Governmental Planning:</li> </ul>

<ul style="list-style-type: none"> <li>(a) Industrial development</li> <li>(b) Master Plans</li> <li>(c) Inactions and Misactions</li> </ul>	<ul style="list-style-type: none"> <li>(a) Industrial development</li> <li>(b) Master Plans</li> </ul>
<p>8. Supervision and Enforcement</p> <ul style="list-style-type: none"> <li>(i) Supervisory Mechanisms <ul style="list-style-type: none"> <li>(a) Commissions</li> <li>(b) Committees</li> <li>(c) International Reporting Delegations under various treaties</li> <li>(d) NGOs</li> </ul> </li> <li>(ii) Enforcement Agencies <ul style="list-style-type: none"> <li>(a) Issues of liability, insurance</li> <li>(b) Courts: Process and Remedies</li> <li>(c) Tribunal</li> <li>(d) Arbitration and Conciliation</li> </ul> </li> </ul>	<p>8. Supervision and Enforcement</p> <ul style="list-style-type: none"> <li>(i) Supervisory Mechanisms <ul style="list-style-type: none"> <li>(a) Commissions</li> <li>(b) Committees</li> <li>(c) International Reporting Delegations under various treaties</li> <li>(d) NGOs</li> </ul> </li> <li>(ii) Enforcement Agencies <ul style="list-style-type: none"> <li>(a) Issues of liability, insurance</li> <li>(b) Courts: Processes and Remedies</li> <li>(c) Tribunal</li> <li>(d) Arbitration and Conciliation</li> </ul> </li> </ul>

<p>9. Emerging Concepts</p> <ul style="list-style-type: none"> <li>(i) Common Concern of Human-kind: Common Heritage Principle</li> <li>(ii) Public Trust</li> <li>(iii) Precautionary Principle</li> <li>(iv) Intergenerational Equity</li> <li>(v) Sovereign Equality</li> <li>(vi) Concern for Unborn, Animals and Plants: Right of Future Generations</li> <li>(vii) Code of Environmental Culture and Ethics</li> </ul>	<p>9. Emerging Concepts</p> <ul style="list-style-type: none"> <li>(i) Common Concern of Human-kind: Common Heritage Principle</li> <li>(ii) Public Trust</li> <li>(iii) Precautionary Principle</li> <li>(iv) Intergenerational Equity</li> <li>(v) Sovereign Equality</li> <li>(vi) Concern for Unborn, Animals and Plants: Right of Future Generations</li> <li>(vii) Code of Environmental Culture and Ethics</li> <li>(viii) Polluter Pays Principle</li> </ul>
<p>10. Threats to Indian Environment</p> <ul style="list-style-type: none"> <li>(i) Forest Denudation</li> <li>(ii) Pollution of River Systems</li> <li>(iii) Indiscriminate Industrial Explo-sion</li> </ul>	<p>10. Threats To Indian Environment</p> <ul style="list-style-type: none"> <li>(i) Forest Denudation</li> <li>(ii) Pollution of River Systems</li> <li>(iii) Indiscriminate Industrial Explo-sion</li> </ul>

(iv) Depletion of Rare Species  (v) Bio-diversity	(iv) Depletion of Flora and Fauna
<b>Optional Paper 14: Social Movements and Human Rights and Duties in India</b>	<b>Optional Paper 14: Social Movements and Human Rights in the Indian Context</b>
<b>Objective:</b>	<b>Objective:</b>
This paper aims at a sociological study of human rights and duties in India. Through five units, it encompasses a conceptual perspective, impact of social and religious reforms movements and human rights, political and ecological movements and human rights, and the role of international and national institutions in promoting human rights.	This paper aims at a sociological study of human rights and duties in India. Through five units, it encompasses a conceptual perspective, impact of social and religious reforms movements and human rights, political and ecological movements and human rights, and the role of international and national institutions in promoting human rights.
<b>Course Content</b>	<b>Course Content</b>
1. Conceptual Perspective  (i) Concept of social movement  (ii) Types of movements  (iii) Ideology, organization  (iv) Mobilization leadership	1. Conceptual Perspective  (i) Concept of social movement  (ii) Types of movements  (iii) Ideology, organization  (iv) Mobilization leadership

<p>(v) Social Movements as promoter of social change and Human Rights</p>	<p>(v) Social Movements as promoter of social change and Human Rights</p>
<p>2. Social and Religious Reforms Movements and Human Rights</p> <p>(i) Brahmo Samaj</p> <p>(ii) Arya Samaj</p> <p>(iii) Dalit Movements</p> <p>(iv) Tribal Movements</p> <p>(vi) Women's Movements</p> <p>(vii) Other Movements</p>	<p>2. Social and Religious Reforms Movements and Human Rights</p> <p>(i) Brahmo Samaj</p> <p>(ii) Arya Samaj</p> <p>(iii) Dalit Movements</p> <p>(iv) Tribal Movements</p> <p>(vi) Women's Movements</p> <p>(vii) Other Movements</p>
<p>3. Political Movements and Human Rights</p> <p>(i) Freedom Movements</p> <p>(ii) Peasant Movement</p> <p>(iii) Regional and Ethnic identity Movements (Separatist and Terrorist Movement)</p> <p>(iv) Sarvodaya Movement and Land Reform Movements</p>	<p>3. Political Movements and Human Rights</p> <p>(i) Freedom Movements</p> <p>(ii) Peasant Movement</p> <p>(iii) Regional and Ethnic identity Movements (Separatist and Terrorist Movement)</p> <p>(iv) Sarvodaya Movement and Land Reform Movements</p>

<ul style="list-style-type: none"> <li>(v) Trade Union Movements</li> <li>(vi) Students Unrest</li> </ul>	<ul style="list-style-type: none"> <li>(v) Trade Union Movements</li> </ul>
<p>4. Ecological/Environment Movements and Human Rights</p> <ul style="list-style-type: none"> <li>(i) Chipko Movement</li> <li>(ii) Narmada Bachao Andolan</li> <li>(iii) Role of State and Judiciary</li> </ul>	<p>4. Ecology and Human Rights</p> <ul style="list-style-type: none"> <li>(i) Chipko Movement</li> <li>(ii) Narmada Bachao Andolan</li> <li>(iii) Role of State and Judiciary</li> </ul>
<p>5. Role of International and National Institutions in Promoting Human Rights</p> <ul style="list-style-type: none"> <li>(i) Role of the United Nations Human Rights Commission</li> <li>(ii) Role of National Judiciary and Bar</li> <li>(iii) NGOs and People Movements, PUCL, PUDR, etc.</li> <li>(iv) The Media</li> <li>(v) Human Rights Education</li> </ul>	<p>5. International and National Institutions in Promoting Human Rights</p> <ul style="list-style-type: none"> <li>(i) Role of the United Nations Human Rights Commission</li> <li>(ii) Role of National Judiciary and Bar</li> <li>(iii) National and State Human Rights Commissions</li> <li>(iv) NGOs and People Movements, PUCL, PUDR, etc.</li> <li>(v) The role of the Media</li> <li>(vi) Human Rights Education</li> </ul>





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