CENTRE FOR STUDY OF SOCIAL EXCLUSION AND INCLUSIVE POLICY

SCHOOL OF SOCIAL SCIENCES AND INTERNATIONAL STUDIES
PONDICHERRY UNIVERSITY
(A Central University)

M.A. Human Rights and Inclusive Policy

APPROVED BY

Special Board of Studies, CSSE&IP

On

02-04-2019

SYLLABUS

Framed: **2018-19**

Introduced: 2019-20

Introduction

The Centre for Study of Social Exclusion and Inclusive Policy(CSSE&IP) was established on 27th January 2009 in Pondicherry University and from its inception has been fully engaged in both academic and community outreach programmes related to social exclusion and inclusive policy. Centres as itself, have been conceptualized and established by the UGC during the X Five year plan, to correct through teaching and research, the inequalities created through discrimination and deprivation promoted by hegemonic structures. The UGC X plan guidelines for the establishment of these centres recognize that such hegemonic structures have been a 'pervasive feature of our society' promoting exclusion of large segments of population especially those in the margins. It is the goal of the Centre for Study of Social Exclusion and Inclusive Policy to contribute to the democratic process by checking the creation and propulsion of social exclusion through theory and policy contributions.

Teaching cum Research Programmes at the Centre

The Centre provides a platform for teaching and advanced research on the processes of social exclusion and discrimination and possibilities of inclusive policy for the Scheduled Castes, Scheduled Tribes, Other Backward Classes, Women, Linguistic and Religious Minorities, Persons with Disability, and other marginalized groups.

The above needs to be seen in the light of the teaching-research advantages of the Centre, given its focus on the problematic of social exclusion and not constrained by the particularity of any single social science discipline. In tune with this structure, the faculty positions are open to all social sciences creating the scope for a multidisciplinary approach for teaching and research. This disciplinary diversity allows scope for blending of research methods and theoretical perspectives facilitating a better understanding of the problematic of social exclusion.

Taking stock of the teaching advantage and in line with the vision of the Centre a regular Postgraduate Programme in Human Rights and Inclusive Policy is introduced in the academic year 2019-20.

Justification for proposing M.A. Human Rights and Inclusive Policy:

1. The PG. programme proposed is in line with the subject focus of the Centre which includes societal problems of inequality, deprivation and discrimination culminating from social exclusion and working out of these problems through inclusive policy. Understanding this subject from the human rights approach and focusing on the different national and international bodies that protect human rights and facilitate Inclusive Policy, demonstrates the significance of the subject.

2. The programme has been chosen from the list of UGC approved P.G. programmes. This allows students to be eligible for NET/JRF examinations and UPSC examinations, giving scope for higher studies/research and employment.

3. The course structure and syllabus has taken into consideration the UGC model curriculum and the UGC-NET syllabus for 'Human Rights and Duties'.

4. The programme has international relevance as it focuses on both governmental and non-governmental bodies working on issues of human rights and inclusive policy. In relation to this aspect the programme envisages internship with these bodies. This increases the scope of employability.

5. Most importantly, the subject of this programme is crucial for the survival of people in India and Globally. The programme does not limit its perspective to a legal-political approach but brings in a multidisciplinary social science approach to facilitate better understanding of different conflicts and the possibilities in promoting peace and tolerance.

6. There is no duplication of the Programme, as it is not offered already by any other Department/Centre of Pondicherry University.

Eligibility Criteria and Intake

Bachelor's Degree in any discipline with a minimum of 50% marks. Intake of twenty (20) students. Besides admission will be based on the marks scored in Common Entrance Examination of Pondicherry University.

Course Structure

M.A. Human Rights and Inclusive Policy				
Course Structure				
Students must secure a minimum of 72 credits (Hard core min 48 credits)				
Year	**Semester**	**Course Code**	**Name of Papers**	**Credits**
I	I	HRIP 411	Hard Core	**4**
		HRIP 412	Hard Core	**4**
		HRIP 413	Hard Core	**4**
		HRIP 414	Hard Core	**4**
			Soft Core	**3**
			Soft Core	**3**
	II	HRIP 421	Hard Core	**4**
		HRIP 422	Hard Core	**4**
		HRIP 423	Hard Core	**4**
			Soft Core	**3**
			Soft Core	**3**
II	III	HRIP 511	Hard Core	**4**
		HRIP 512	Hard Core	**4**
		HRIP 513	Hard Core	**4**
		HRIP 514	Hard Core	**4**
			Soft Core	**3**
			Soft Core	**3**
	IV	HRIP 521	Hard Core(Project I-Summer Internship)	**4**
		HRIP 522	Hard Core (Project II)	**4+2**
			Total	**72**

List of Courses

		M.A. Human Rights and Inclusive Policy	
Sl. no	**Course code**	**Course title**	**Page. No**
Hard Core			
1.	HRIP 411	Human Rights: Historical and Philosophical Perspectives	**6**
2.	HRIP 412	Social Exclusion: History and Inclusivity of the Concept	**8**
3.	HRIP 413	International Obligations to Protect Human Rights	**10**
4.	HRIP 414	Indian Social Thinkers on Human Rights	**12**
5.	HRIP 421	Indian Constitution and Human Rights	**14**
6.	HRIP 422	Sociopolitical Context of Human Rights	**16**
7.	HRIP 423	Indian Social Institutions and the Marginalised	**18**
8.	HRIP 511	Environmental Justice and Sustainable Development	**20**
9.	HRIP 512	Globalization and Human Rights	**23**
10.	HRIP 513	Social Movements and Human Rights	**25**
11.	HRIP 514	Research Methodology	**27**
12.	HRIP 521	Project I (Internship)	**29**
13.	HRIP 522	Project II (Dissertation & Viva)	**30**
Soft Core			
14.	HRIP 415	Minorities : Rights and Inclusive Policy	**31**
15.	HRIP 416	Scheduled Castes : Rights and Inclusive Policy	**33**
16.	HRIP 417	Scheduled Tribes : Rights and Inclusive Policy	**36**
17.	HRIP 418	Disability : Rights and Inclusive Policy	**39**
18.	HRIP 424	Women : Rights and Inclusive Policy	**41**
19.	HRIP 425	Gender beyond Binaries: Rights and Inclusive Policy	**44**
20.	HRIP 426	Children : Rights and Inclusive Policy	**46**
21.	HRIP 427	The Aged : Rights and Inclusive Policy	**49**
22.	HRIP 428	Health : Rights and Inclusive Policy	**51**
23.	HRIP 515	Labour : Rights and Inclusive Policy	**54**
24.	HRIP 516	Food : Rights and Inclusive Policy	**57**
25.	HRIP 517	Religion : Rights and Inclusive Policy	**60**
26.	HRIP 518	Human Rights in War and Peace	**62**
27.	HRIP 519	Refugees : Rights and Inclusive Policy	**64**

Course Code: **HRIP 411**
Course Title: **HUMAN   RIGHTS: HISTORICAL   AND PHILOSOPHICAL PERSPECTIVES**

Course Objectives:

The course aims at giving a foundation to the understanding of human rights with the historical roots and multiple perspectives pertaining to it. The course will also discuss the question of universality of rights in the context of cultural diversity.

Course Outcomes:

1. The students will understand the historical origin of human rights
2. They will know the evolution of different philosophical perspectives on human rights
3. The course will provide discussion on different theories on rights and classification of rights

Syllabus:

Unit I: Philosophical Foundations: Equality, freedom, Justice, Human Dignity, Self-Respect, Human Values, Individual and Collective, Power and Authority, Right to be human, moral and ethical base of human kind.

Unit II: Religious And Secular Traditions: Magna Carta (1215), Bills Of Rights 1689, American Declaration (1776), French Declaration (1789), Geneva Convention (1864), Dutch Declaration

Unit III: Universal Declaration of Human Rights, Cultural Relativism and the Universalization of Human Rights, ICCPR, ICSECR, Teharan Conference(1969), Vienna Convention (1993), Right to Development, Millennium Goals

Unit IV: Theoretical Perspectives: Natural Rights, Legal Rights, Liberal Perspectives, Marxist Perspective, Third World Perspective

Unit V: Indian Freedom Struggle: Aspiration for rights, Nehru Committee Report (1928), Tribal Struggles, Gandhian Perspective, Ambedkarite Perspective, Socialist Perspective (Lohia), Constitutional Debates on Rights.

Readings

Mandatory

Eriksen, T. H. (2008). Between Universalism and Relativism : A Critique of the UNESCO Concept of Culture. In M. Goodale, *Human Rights : An Anthropological Reader* (pp. 372-395). United Kingdom: Wiley-Blackwell.

Indian Journal of Human Rights. (1997). Special issue 1: Theoretical perspectives. Hyderabad: HCU.

Ishay, M. ed. (2007). *The Human Rights Read*er. United States of America: Routledge Taylor & Francis Group.

Rawls, J. (1971). *The Theory of Justice*. London: Harvard University Press.

Singh, M. P and Himanshu Roy. (2011). *Indian Political Thought: Themes and Thinkers*. Delhi: Pearson.

<u>Suggestive</u>

Amartya, Sen. (2009). *The Idea of Justice*. New Delhi: Penguin Books.

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

Ishay, M. (2004). 'What are human rights? Six historical controversies'. *Journal of Human Rights*, 3(3), 359-371.

Nordahl R. (1992). A Marxian approach to human rights. In A. An Na'im, (Ed.), *Human Rights in Cross-Cultural Perspectives* (pp. 162-187). Philadelphia, PA: University of Pennsylvania Press.

Raphael D. D. (1966). The liberal Western tradition of human rights. *International Social Science Journal*, 18 (1):22-30

Course Code: **HRIP412**

Course Title: **SOCIAL EXCLUSION: HISTORY AND INCLUSIVITY OF THE CONCEPT**

Course Objectives:

The course provides an insight into the historical background of modes of social exclusion and its various theoretical dimensions. It lists different forms of social exclusion covering each with appropriate case studies focusing on the concept of social exclusion and analysis of poverty, discrimination, deprivation and inequality.

Course Outcomes:

1. The course provides an insight into the historical background of the concept social exclusion

2. The students will see how the concept is related to various theoretical concepts of inequality, poverty and discrimination

3. It discusses different modes of social exclusion with case studies from India and elsewhere

4. It discusses case studies relating to social exclusion with a specific focus on poverty, discrimination, deprivation and inequality

Syllabus:

Unit I: Historical Background of the Concept of Social Exclusion; humiliation, inequalities- social, economic and political, untouchability, stigmatization, discrimination, deprivation, marginalisation.

Unit II: Theories of Social Exclusion: Caste as Social Exclusion- Notions of purity and pollution and hierarchical gradation of people, inferior / superior occupations and remuneration; Property as economic exclusion- Unequal access to productive resources; Power as political exclusion, Rights as entitlements- educational opportunities, and unequal capabilities, competition, 'merit' based exclusion, and market based formal exclusions.

Unit III: Forms of Social Exclusion I: Religion, Race, Caste, Class, Gender, Indigenous/Adivasi, Disability

Unit IV: Forms of Social Exclusion II: Migrants and Refugees, Region, Language and Ethnicity, Illness.

Unit V: Social Exclusion, Human Rights and Inclusive Policy- the link: Reservation policies for the socially and educationally backward in India.

Readings

Mandatory

De Haan, Arjan.(1999). *Social Exclusion: Towards a Holistic Understanding of Deprivation.* London: Department for International Development.

Dréze, Jean and Amartya Sen. (1999). *Hunger and Public Action*. Delhi: Oxford University Press.

Guru, G. (ed.) (2009). Humiliation: Claims and Context. Delhi: OUP.

Indian Journal of Human Rights. (1997). Special issue on Dalits. Hyderabad: HCU.

Kothari, Rajni. (2003). Social Exclusion: Historical, Institutional and Ideological Dimensions. In A.K. Lal (ed.), *Social Exclusion: Essays in Honour of Dr. Bindeswar Pathak*, (pp. 11- 23). New Delhi: Concept Publishing Company.

Piketty, T. (2015). (Translated by Arthur Goldhammer). *The Economics of Inequality*. USA: Harvard College.

Sen, Amartya. (2007). *Social Exclusion: Concept, Application and Scrutiny*. New Delhi: Critical Quest.

Shah, G. et.al. 2006. Untouchability in Rural India. New Delhi: Sage Publications.

Teltumbde, A. (2010). *The persistence of caste: The Khairlanji murders and India's hidden apartheid*. Zed Books: London.

Thorat, Sukhadeo and Narender Kumar (2008). B.R. Ambedkar: Perspectives on Social Exclusion and Inclusive Policies, New Delhi: Oxford University Press.

Suggestive

Himanshu. (2018). *India Inequality Report: Widening Gaps*. London: Oxfam.

Kabeer, Naila. (2000). *Social exclusion, poverty and discrimination: towards an analytical framework.* IDS Bulletin, 31 (4), pp. 83-97.

Kurzhan, Robert and Mark. R. Leary. (2001). Evolutionary Origins of Stigmatization: The Functions of Social Exclusion. *Psychological Bulletin*, 127(2): 187 -208

Saith, R. (2001). 'Social Exclusion: The Concept and Application to Developing Countries', *Queen Elizabeth House Working Paper Series 72*. Oxford: Queen Elizabeth House.

Sheth, D. L. (2004). 'Caste, Ethnicity and Exclusion in South Asia: The Role of Affirmative Action Policies in Building Inclusive Societies', *Occasional Paper.* New York: UNDP, Human Development Report Office.

Thorat, Sukhadeo and Umakant. (Eds.). (2004). *Caste, Race and Discrimination – Discourses in International Context*. Jaipur and New Delhi: Rawat Publications.

Thorat, Sukhadeo (2009). Dalits in India: Search For Common Destiny, New Delhi: Sage Publications.

Course Code: **HRIP413**

Course Title: **INTERNATIONAL OBLIGATIONS TO PROTECT HUMAN RIGHTS**

Course Objectives:

The course discusses the history and development of International human rights laws and conventions.

Course Outcomes:

1. It will help to understand why human right is an obligation.

2. It highlights United Nation's contributions in protecting human rights.

3. It will help to trace out development of other International human rights obligations.

4. This course will help to examine various International instruments to protect human rights.

Syllabus:

Unit I: Concept of Obligations: Legal, moral, social; Establishing international obligations to protect human rights; Obligations accepted by International community through International law, Treaties and conventions

Unit II: The Anti-slave trade treaties, emergence of international humanitarian law, Bolshevik Revolution of 1917, minority treaties, Nazi and Fascist atrocities and totalitarianism, Second World War, League of Nations and colonies: the concept of "Sacred trust of civilization" (the Mandate System), ILO and labour welfare, refugees,

Unit III: Crimes against Humanity: Crimes against peace, war crimes, crimes against humanity, Nuremberg (London Charter of 1946) and Tokyo (General McArthur's 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)

Unit IV: UN Charter provisions on human rights: Article 1(2) & (3), Article 13(1)(b), Articles 55, 56, 68, Chapters XI, XII, XIII; International Bill of Rights: The Universal Declaration of Human Rights 1948, International Covenant on Civil and Political Rights 1966, International Covenant on Economic, Social and Cultural Rights 1966

Unit V: International conventions and treaties on human rights: Human rights as *jus cogens*, Obligation to protect human rights as an international obligation *erga omnes* (owed to the entire international community); Issues of international accountability for breach of International Human rights obligations; The role of the UN Security Council, International Humanitarian Law.

Readings

Mandatory

Addo, M. K. (2010). Practice of United Nations and Human Rights Treaty Bodies in the Reconciliation of Cultural Diversity with Universal Respect for Human Rights. *Human Rights Quarterly, 32* (601).

Alston, P. & Crawford J. (Eds.). (2000). *The future of UN human rights treaty monitoring*. Cambridge: Cambridge University Press.

Alves, J. A. L. (2000). The declaration of human rights in postmodernity. *Human Rights Quarterly, 22* (478).

Ishay, M. (Ed.). (2007). *The Human Rights Read*er. United States of America: Routledge Taylor & Francis Group.

Keith, L. C. (1999). The United Nations International Covenant on Civil and Political Rights: Does it make a difference in human rights behavior?. *Journal of Peace Research,* 36(1) 95-118.

Suggestive

Frederking, B. (2007). *The United States and the Security Council: Collective security since the cold war*. Routledge.

Gaer, F. D. (2003). Implementing international human rights norms: UN human rights treaty bodies and NGOs. *Journal of Human Rights, 2*(3), 339-357.

Gutter, J. (2007). Special procedures and the Human Rights Council: achievements and challenges ahead.

Heyns, C. H. & Viljoen F. (Eds.). (2002). *The impact of the United Nations human rights treaties on the domestic level*. Martinus Nijhoff Publishers.

Hunt, L. A. (2007). *Inventing human rights: A history*. WW Norton & Company.

Saul, B. Kinley, D. & Mowbray, J. (2014). *The international covenant on economic social and cultural rights: commentary cases and materials*. Oxford: OUP.

Course Code: **HRIP 414**

Course Title: **INDIAN SOCIAL THINKERS ON HUMAN RIGHTS**

Course Objectives:

The course discusses major social thinkers and their contributions in social reform of India.

Course Outcomes:

1. The course will provide a perspective on different social issues of Indian society.

2. It highlights various social and religious movements against inequalities of Indian society

3. Contributions of thinkers on political structures and statehood is discussed

4. The course offers students an understanding of society from different points of entry as in caste, justice and evolution

Syllabus:

Unit I: Early beginnings- Issues of social and economic inequality in Indian society; The Brahmo Samaj and the Arya Samaj; Anne Beasant-Theosophical Society and Ramakrishna Mission; Aligarh Movement and Tablig Movement; Parsi Movements, Iqbal Singh and Guru Gobind Singh-Sikh Reform Movements

Unit II: Socio-Religious reformers: Raja Rammohan Roy and the Reinterpretation of Religions; Jyotiba Phule; Narayana Guru, Iyothee Thass, Periyar, Golwalkar, Shyam Prasad Mukherji

Unit III: Aurobindo Ghosh: Theory of Evolution; Revivalist view of Reconstruction of Nationalism- Tagore's Critique of Nationalism

Unit IV: Philosophy of Gandhi-Non-violence, and Truth; Tolerance, Harmony and Forgiveness; Sarvodaya, Duties, Swaraj, Swadeshi, Religion, Human Nature; Critique of Modern Civilisation, Lohia- seven revolutions.

Unit IV: B R. Ambedkar: Constitutionalism and Critique of Casteism; Amartya Sen-idea of freedom and justice, Upendra Baxi- future of Human Rights

Unit V: Women Pioneers: - Savitri Bai Phule, Tarabai Shinde, Chandraprova Saikiani, Pandita Ramabai, Irom Sharmila

Readings

Mandatory

Ambedkar, B. R. (2017). *The untouchables: Who were they and why they became untouchables?*. Delhi : Kalpaz, New Delhi. Distributed by Gyan Books Pvt. Ltd

Chakravarti, U. (2014). *Rewriting history: The life and times of Pandita Ramabai*. Zubaan.

Jaffrelot, C. (2009). *Hindu nationalism: A reader*. Princeton, NJ: Princeton University Press.

Kītā, V., & Rājaturai, E. V. (1998). *Towards a Non-Brahmin Millennium: From Iyothee Thass to Periyar*. Stree Distributed by Bhatkal Books International.

O'hanlon, R. (2002). *Caste, conflict and ideology: Mahatma Jotirao Phule and low caste protest in nineteenth-century western India* (No. 30). Cambridge: Cambridge University Press.

O'Hanlon, R., & Śiṅde, T. (1994). *A comparison between women and men: Tarabai Shinde and the critique of gender relations in colonial India*. USA: Oxford University Press.

Singh, M. P., & Roy, H. (Eds.). (2011). *Indian Political Thought: Themes and Thinkers*. Pearson Education India.

Viswanathan, E. S. (1983). *The Political Career of EV Ramasamy Naicker: A study in the Politics of Tamil Nadu, 1929-1949*. Madras: Ravi and Vasanth Publishers.

Yengde, S., & Teltumbde, A. (2018). *The radical in Ambedkar: Critical reflections*. Gurgaon, Haryana, India : Allen Lane, an imprint of Penguin Random House

Suggestive

Ambedkar, B. R. (2016). *Castes in India: Their mechanism, genesis and development* (Vol. 1). Soft Group, INDIA.

Ambedkar, B. R. (1979). *Dr. Babasaheb Ambedkar, Writings and Speeches*. Education Department, Government of Maharashtra.

Chakravarti, U. (2002). From exclusion to marginalisation? Hegemonic agendas and women's writing. *Thinking social science in India: Essays in honour of Alice Thorner*, 115-132.

Course Code: **HRIP 421**
Course Title: **INDIAN CONSTITUTION AND HUMAN RIGHTS**

Course Objectives:

The course aims at understanding Indian Constitution in relation with human rights. Various provisions in promoting human rights are discussed in context of India and the extent of its practice and violation.

Course Outcomes:

1. The students will have a comprehensive understanding of Indian constitution in relation with Human Rights

2. The students will understand how the plurality of Indian society is reflected and accommodated in the constitution

3. Indian constitution in relation to provisions of International human rights will be discussed

4. The students understand through the case studies the issue of violation of human rights.

Syllabus:

Unit I: Constituent Assembly debates on the Fundamental Rights and Directive Principles. Ideals enshrined in the Preamble to the Constitution (Justice: Social, Economic and Political; Liberty: Of thought, Expression, Belief, Faith and Worship: Equality of Status and of opportunity, Fraternity: Assuring the Dignity of the Individual and Unity of the Nation).

Unit II: International Human Rights and the Indian Constitution. Enforcement of human rights: Judiciary; National Specialized Agencies: Law Commission, SC/ST Commission, Minorities Commission, Women's Commission; Human Rights Commission; Professional Councils: Press, Medical, Bar Council; Consumer Court and Corporations; Criminal Justice System; Legal Aid; NGOs.

Unit III: The state, civil society in India and human rights violations: Plurality on Indian society: social structure, social inequality, caste hierarchy; human rights violations- in religious groups; by State, landlords, employers; Riots and violence in connection with inter-community tensions

Unit IV: Special laws for protection of specific categories/ vulnerable sections of the people; Reservations and the right to equality

Unit V: Human rights violations and Indian politics: Impact of colonial institutions on Indian society and polity; Impact of neo-colonialism; Political parties and Parliament; Media and corporate control; Social Movements and NGOs

Readings
Mandatory

Banerjee, D.N. (1960). *Our Fundamental Rights: Their Nature and Extent as Judicially Determined*. Calcutta: The World Press.

Basu, D.D. (1994). *Human Rights in Constitutional Law*. New Delhi: Prentice Hall.

Chandra Shailja, Justice V.R. Krishna Iyer. (1998). *On Fundamental Rights and Directive Principles*. New Delhi: Deep and Deep.

Dobhal, H., & Human Rights Law Network (New Delhi, I. (2011). *Writings on Human Rights, Law, and Society in India: A Combat Law Anthology : Selections from Combat Law, 2002-2010*. Human Rights Law Network.

Kannabiran, K. G. (2004). *The wages of impunity: Power, justice, and human rights*. New Delhi: Orient Longman.

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

Pannikar, K. M. (1960). *The State and the Citizen*. London: Asia Publishing House.

Suggestive

Borgohain, Bani. (1999). *Human Rights: Social Justice and Political Change*. New Delhi: Kanishka Publishers.

Desai A. R. (Ed.). 1986. *Violations of Democratic Rights in India*. Bombay: Popular Prakashan

Dhavan, Rajeev. (Ed.), (1983). *Judges and Judicial Power: Essays in Honour of Justice V.R. Krishna Iyer*. London: Sweet & Maxwell Ltd.

Falk, Richard. (1981). *Human Rights and the State Sovereignty*. New York: Halmes and Meiser Publishers.

Gupta, Uma. (1998). *Supreme Court and Civil Liberties*. New Delhi: Mittal Publications.

Hansaria, B. L. (1993). *Right to Life and Liberty under the Constitution: A Critical Analysis of Article 21*. Bombay: N.M. Tripathi.

Hart, H.L.A. (1969). *Law Liberty and Morality*. Oxford: OUP.

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

Course Code: **HRIP422**
Course Title: **SOCIOPOLITICAL CONTEXT OF HUMAN RIGHTS**

Course Objectives:

The course aims at providing the trajectory of political structures and its implications to social exclusion and human rights.

Course Outcomes:

1. The students will understand the colonial and post-colonial political structure in India through national uprisings.

2. The students will understand the federalism in India and the formations of various platforms for human rights

3. The students will get exposed to various International frameworks working against discrimination and good governance

4. Discuss policies adopted at National and Global levels for inclusion.

Syllabus:

Unit I: Colonialism to Nationalism in India: The age of colonial empires and scramble for colonies; League of Nations and the concept of 'sacred trust of civilization'; National uprisings during colonial rule and 1857 quest for independence; Nationalism and statehood; Emergence of the Indian National Congress and demands for self-determination

Unit II: Federalism in India: Government of India Act, 1935; Quit India Resolution, 1942; Resolution of the Constituent Assembly (22 January 1947); Issues of legitimacy of State and forms of governance; The structure of federalism under the Constitution of India: The constitutional framework of Union-State relations; Problems relating to formation of States, Panchayat Raj institutions, reservation for political representation. Changing Role of Indian State-Internationalist State to minimalist State.

Unit III: Right of the Peoples and Nations to Self-Determination: Meaning of self-determination, autonomy, democracy, governance, sovereignty; Enforcement of Rights: State Institutions, Special Courts, Derogation of Rights: War or National Emergency, Processing Justice, Sovereign states and peoples' rights: issues of economic sovereignty; Repressive Laws- Preventive Detention Act, Sedition Act, Unlawful Activities Prevention Act.

Unit IV: Freedom from Discrimination: Convention on Elimination of All Forms of Racial Discrimination 1965, 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

Unit V: Right to Democracy and Good Governance: United Nations Millennium Declaration, 2000, Paris Integrated Framework on Action on Education for Peace, Human Rights and Democracy, 1995, Pune Declaration on Education for Human Rights in Asia and the Pacific, 1999; UN General Assembly resolution 54/128 on Action against Corruption 2000, Declaration on Crime and Public Security 1996, UN General Assembly Declaration on the Right of Peoples to Peace 1984.

Readings
Mandatory

Agamben, Giorgio. (1998). *Homo Sacer: Sovereign Power and Bare Life*. Stanford, CA: Stanford University Press.

Akhavan, P. (2009). 'Are International Criminal Tribunals a Disincentive to Peace?: Reconciling Judicial Romanticism with Political Realism', *Human Rights Quarterly*,. 31 (1), 624-654

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

Alston, P. and J. Crawford. (Eds). (2000). *The Future of UN Human Rights Treaty Monitoring*. Cambridge: Cambridge University Press.

Arendt, H. (2008). The Decline of the Nation-State and the End of the Rights of Man. In M. Goodale, *Human Rights : An Anthropological Reader* (pp. 32-57). United Kingdom: Wiley-Blackwell.

Bipan, Chandra. (Eds). (1988). *India's struggle for independence, 1857-1947*. New Delhi: Viking.

World Bank. 1997. *World Development Report 1997: The State in a Changing World*. New York: Oxford University Press. © World Bank.

Suggestive

Bailey, S. D. (1994). *The United Nations Security Council and Human Rights*. New York: St Martin's Press.

Camp Keith, L. (1999). 'The United Nations International Covenant on Civil and Political Rights: Does It Make a Difference in Human Rights Behavior?', *Journal of Peace Research*, 36 (1), 95-118

Fletcher, L. E. and Weinstein, H. (2002). 'Violence and Social Repair: Rethinking the Contribution of Justice to Reconciliation', *Human Rights Quarterly*, 24 (3), 573-639.

Gaer F. (1995). 'Reality Check: Human Rights Non-governmental Organisations Confront Governments at the United Nations', *Third World Quarterly,* 16 (3), 389–404.

Goldstone, R. (1996). 'Justice as A Tool For Peace-Making: Truth Commissions and International Criminal Tribunals', *New York University Journal of International Law and Politics*, 28 (3), 485-503.

Course Code: **HRIP 423**
Course Title: **INDIAN SOCIAL INSTITUTIONS AND THE MARGINALISED**

Course Objectives:

The course discusses Indian social institutions and the creation of marginalisation.

Course Outcomes:

1. Students will be exposed to Indian social institutions

2. Students will understand spaces in Indian social institutions that create marginalisation

3. Students will learn who the marginalised are and why

4. Students will learn of rights and legal protection for the marginalsied

Unit I: Village as a Productive Unit- Economic Geography, Productive Resources – land and water, nature of its availability, People, Spatial organisation of village, hierarchy of resources, Resources and allocation, production organization, structures and Processes.

Unit II: Caste as a Productive Organisation- People, caste as a System of Human and Natural Resource Administration**,** structure and functions of different social groups, Hereditary nature of Rights and Access to Productive Resources, System of privileges and denials and its socio-economic implications.

Unit III: Conceptual Foundations of Exclusion- Notions of purity, pollution, ritual merit and discard, notions relating to morality, family, legal heir, occupation as a religious / spiritual duty, the idea of work and its value, and remuneration. Rights of SC, ST, Women, Transgender and children. Legal Protections.

Unit IV: Family as a Fundamental Economic Unit- Caste and vitality of family, notions of rights, kinship network, joint and nuclear families, marriage, gender, sexuality, engendering labour, politics of hereditary occupation.

Unit V: Indian Development Experiences-Development of transport, education and employment opportunities, urbanisation and its impact on traditional social structure, Productive resources and hierarchies of access and reconfiguration of caste into socio-economic inequalities

Readings:
Mandatory

Ambedar, B.R., "Book I—Untouchables or The Children of India's Ghetto, in V. Moon edited *Dr.BabasahebAmbedkarWritings and Speeches, Vol.* 5. http://drambedkarwritings.gov.in/content/writings-and-speeches/

Ambedar, B.R., "Hindu Social order: Its Essential Principles", and "Hindu Social Order: Its Unique Features", in V. Moon edited *Dr.BabasahebAmbedkarWritings and Speeches, Vol. 3.*

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Gupta, Dipankar, "Whither the Indian Village: Culture and Agriculture in 'Rural' India", *Economic and Political Weekly*, Vol. 40, No. 8 (Feb. 19-25, 2005), pp. 751-758

Ludden, David E (1978a), "Ecological Zones and the Cultural Economy of Irrigation in Southern Tamilnadu", Journal of South Asian Studies, New Series Vol. I, No. 1,

Max Weber (1916), The Religion of India: The Sociology of Hinduism and Buddhism.

Mosse, David, "Ecological Zones and the Culture of Collective Action: The History and Social Organisation of A Tank Irrigation System in Tamil Nadu", South Indian Studies 3, Jan-June 1997.

Srinivas M. N. (2003), "An Obituary on Caste as a System", *Economic and Political Weekly*, Vol. 38, No. 5 (Feb. 1-7, 2003), pp. 455-459

Suggestive

Ahuja, Ravi (1998), "Labour Unsettled: Mobility and Protest in Madras region, 1750-1800", *The Indian Economic and Social Histoy Review*, Vol. 35, No. 4.

Ambedkar, B.R, "Castes in India", and "Annihilation of Caste", in V. Moon edited *Dr.BabasahebAmbedkarWritings and Speeches, Vol. I.*

Barbara Harriss-White, India's Socially Regulated Economy, http://www.criticalquest.info/moreofbooks.html#book_10_2007

Hjejle, Benedicte (1967), "Slavery and Agricultural Bondage in South India in the Nineteenth Century", *The Scandinavian Economic History Review*, Vol. XV, Nos. 1&2.

Mosse, David, *The Rule of Water: Statecraft, Ecology and Collective Action in South India*, Oxford University Press, New Delhi, 2003

Max Weber (1904), The Protestant Ethic and the Spirit of Capitalism

Course Code: **HRIP 511**

Course Title: **ENVIRONMENTAL JUSTICE AND SUSTAINABLE DEVELOPMENT**

Course Objectives:

The course discusses the birth and development of environmentalism globally. It shows the role of individuals, the state, and formation of environmental organisations it taking the agenda of a sustainable environment forward.

Course Outcomes:

1. The course helps understand environmental challenges and how that affects the human life

2. It will also explains the goal of sustainable development and the need of environmental monitoring

3. It also familiarizes various national and international legal norms for the protection of environment

4. It discusses the advantages and risks in technological innovations in relation to the environment

Syllabus:

Unit I: The History of Environmentalism: colonial and post-colonial eras; Classical founders (Durkheim, Weber and Marx), Political ecology. Population and Consumption

Unit II: Right to Clean Environment: The Stockholm Declaration on Environment and Development 1972, Agenda 21of Rio Summit on Environment and Sustainable Development 1992. Applicable legal norms in India: Articles 51-A(g), 21, 24, 42, 48-A, Environment (Protection) Act 1986 and laws relating to protection of the environment and prevention and control of pollution, Factories Act 1948, forest laws

Unit III: Environment, People and Development: Mega Projects, industrial pollution-prevention, rehabilitation; Health and Safety aspects of new technologies such as chemical and nuclear technologies; Issues of workers' safety in factories- right to work in safe environment; Displacement of people, loss and threat to livelihood

Unit IV: Right of Future Generations: Right to Environment versus Right to Development; Sustainable Development; Global commons; Climate Change; Risk society and Environmental Justice Movement

Unit V: Threats to Indian environment- Forest Denudation, Pollution of River Systems, Depletion of Rare Species, Biodiversity, Indiscriminate Industrial

Explosion, Impact of emerging problems of Science and Technological Development: Genetic Engineering, Hazardous Waste Treatment, Pollution Control Mechanism

Readings

Mandatory

Abraham, C. M. (1999). *Environmental jurisprudence in India* (Vol. 2). Martinus Nijhoff Publishers.

Bell, M. M. & Bell M. (2011). *An invitation to environmental sociology*. Pine Forge Press.

Carolyn, M. (1996). *Ecology: Key Concept in Critical Theory*. Humanities Press International

Escobar, A. (2010). Postconstructivist political ecologies. *The international handbook of environmental sociology, 2,* 91-105.

Gadgil, M. & Guha, R. (2013). *Ecology and equity: The use and abuse of nature in contemporary India*. Routledge.

Guha, R. (2000). *The unquiet woods: ecological change and peasant resistance in the Himalaya*. California: University of California Press.

Guha, R. (2005). *Environmentalism*. USA: Oxford University Press.

Jackson, N, When the Population Clock Stops Ticking, In Rob White (ed), *Controversies in Environmental Sociology* (pp. 92-112). Cambridge, UK: Cambridge University Press.

Jeffery, R. & Sundar, N. (1999). *New moral economy for India's forests?*. New Delhi: Sage Publications.

Lockie, Stewart (2010) Neoliberal regimes of environmental governance: climate change, biodiversity and agriculture in Australia. In: Redclift, Michael R., and Woodgate, Graham , (Eds.) *The International Handbook of Environmental Sociology* (pp. 364-377). Cheltenham UK: Edward Elgar.

Suggestive

Goldblatt, D. (2013). *Social theory and the environment*. John Wiley & Sons.

Gosling, D. L. (2013). *Religion and ecology in India and Southeast Asia*. Routledge.

Hinton, E. D. & Goodman, M. K. (2010). Sustainable consumption: developments considerations and new directions. *The international handbook of environmental sociology,* 245.

Ingold, Tim (2002). The Perception of the Environment. Essays in Livelihood Dwelling and Skill. Londres et New York: Routledge.

Mehta, L. (2009). *Displaced by development: confronting marginalisation and gender injustice*. Sage Publications.

Merchant, C. (1981). *The Death of Nature: Women Ecology and Scientific Revolution*.

Mies, Maria and Vandana Shiva. (1993) *Ecofeminism*. Zed Books.

Mol, A. P. (2010). Ecological modernization as a social theory of environmental reform. *The international handbook of environmental sociology, 2* 63-76.

Murphy, R. (2010). Environmental hazards and human disasters. *The International Handbook of Environmental Sociology,* 276.

Plumwood, V. (2004). Gender eco-feminism and the environment. *Controversies in environmental sociology,* 43-60.

Sen, G. (1992). *Indigenous vision: Peoples of India attitudes to the environment,* 19 (1-2). Sage Publications.

Shiva, V. (1988). *Staying Alive: Women, Ecology and Survival in India*. New Delhi: Kali for Women.

Shiva, V. (2016). *Water wars: Privatization pollution and profit*. North Atlantic Books.

Tranter, B. (2004). The environment movement. *Controversies in environmental sociology,* 185.

Course Code: **HRIP 512**
Course Title: **GLOBALIZATION AND HUMAN RIGHTS**

Course Objectives:

The course looks at the evolution of development and globalization through the rights based approach. In this process it shows changing approaches in international and national governance, peoples' movement and citizenship.

Course Outcomes:

1. The students will understand the history of development and impact of globalization on it.
2. They will know the political economy and factors interwoven that bring out human rights concerns
3. The course will discuss consequences of development
4. The students will be exposed to Indian experiences of development.

Syllabus:

Unit I: The Evolution of Capitalism; Historical and social context in the origin and spread of Development and Globalisation; Political Economy of Globalization; Agencies of Globalization: TNC's, IGO's, INGO's, Nation-State, Media.

Unit II: Human Rights approach to Development; Declaration on Social Progress and Development 1969; UN Declaration on the Right to Development 1986

Unit III: Development and trade off on Human Rights: the divide between the developing countries and the developed countries; From ITO to WTO: Uruguay Round of GATT negotiations; Technology and workers rights; From consumer rights to human rights; Trade related sanctions for human rights violations.

Unit IV: Understanding Human Development Indicators- traditional causes of poverty, deprivation and vulnerability, and the comprehensiveness of conventional development indicators, its comparability across nations; Where does sustainable development fit?

Unit V: Social Consequences of Globalization- Case studies from India: Agriculture and Food; Occupational changes: Outsourcing, Software industry; Special Economic Zones; Climate change; Response of the marginalized groups.

Readings

Mandatory

Assayag, Jackie. (2006). 'Seeds of Wrath: Agriculture, Biotechnology and Globalization'. In Jackie Assayag and Chris Fuller (eds.) *Globalizing India: Perspectives from Below*. London: Anthem Press. Pp.65-88.

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Escobar, Arturo. (1995). *Encountering development: The making and unmaking of the third world*. Princeton: Princeton University Press. Pp.21-54.

McGoldrick, D. (1996). 'Sustainable development and human rights: an integrated conception'. *International and Comparative Law Quarterly*, 45(4), 796 - 818.

Neveling, Patrick. (2014). Structural contingencies in the making of neoliberal India: The Kandla Free Trade Zone, 1965-91. *Contributions to Indian Sociology*, 48:17-43.

Omvedt, Gail. (2005). Capitalism and Globalisation, Dalits and Adivasis. *Economic and Political Weekly*, 40(47), 4881-85.

Sen, A. (2013). *Development as freedom*. New York: Anchor Books.

Shiva, Vandana. (2007). TRIPS and monopolies on seeds and medicine. *Critical Currents,* 1: 31-40.

Stiglitz, J. E. (2003). *Globalization and its discontents*. New York: W.W. Norton.

Thomas, George. M. (2007). 'Globalization: The Major Players'. In George Ritzer (ed.) *The Blackwell Companion to Globalization*. Oxford: Blackwell Publishing Ltd. Pp.84-102.

UNDP. (2000). *Human Development Report: Human Rights and Human Development.* New York: United Nations

Van De Veer, Peter. (2008). 'Virtual India: Indian IT Labour and the Nation–State'. In Ashwani Saith, M. Vijayabaskar and V. Gayathri (eds) *ICTs and Indian social change: diffusion, poverty, governance*. Los Angeles: Sage Publications. Pp. 369-383.

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Forsythe, David P. ed., (1989). *Human Rights and Development: International Views*. New York: St. Martin's Press.

Hamm, B. I. (2001). A Human Rights Approach to Development. *Human Rights Quarterly*. 23(4), 1005-1031.

Institute of Development Studies. (2003). *The Rise of Rights: Rights Based Approaches to International Development.*

Nadella, S., Shaw, G., Nichols, J. T., & Gates, B. (2018). Hit refresh: The quest to rediscover Microsoft's soul and imagine a better future for everyone. London : William Collins.

Saxena, K. N., & Haragopal, G. (2014). *Marginalization, Development and Resistance: Essays in Tribute to S.R. Sankaran (vol.1&2)*. Aakar Books.

Sengupta, A. (2002). 'On the Theory and Practice of the Right to Development'. *Human Rights Quarterly,* 24 (4):837-889.

Vidal, Denis. (2006). 'In Search of 'Basmatisthan': Agro-nationalism and Globalization'. In Jackie Assayag and Chris Fuller (eds.) *Globalizing India: Perspectives from Below*. London: Anthem Press. Pp. 47-64.

Course Code: **HRIP 513**
Course Title: **SOCIAL MOVEMENTS AND HUMAN RIGHTS**

Course Objectives:

The course discusses the causes and key aspects of social movements from a human rights perspective and different case studies from India relating to diversity of social movements.

Course Outcomes:

1. The students will understand various social movements through a human rights perspective
2. The students will understand the process of social mobilization for rights through a number of case studies from India
3. The case studies will help to reflect on the changing political interventions.
4. The students will understand the change and continuity that social movements lead to.

Syllabus:

Unit I: Why Social movements? Key Aspects-Ideology, Organization, Mobilization, Leadership; Social and Human Rights activism.

Unit II: Social and Religious reforms movements and human rights: Budha, Bhakti movement, Brahmo Samaj, Arya Samaj, Periyar's Self-Respect Movement, Narayan Guru, Ambedkar and Dalit movement, Hindu nationalism, Linguistic movement

Unit III: Identity, labour and human rights: Caste and Conversion; Peasant Movement; Land Reform Movements; Autonomous Women's Movement- Violence Against Women; Students Mobilization and Protest

Unit IV: Political movements and human rights: Regional and sub-regional movements, Caste and sub-caste movements, Rights to information, Civil Rights movement, Right to Education.
Unit V: Environmental movements- Chipko, Bhopal tragedy, NBA and Sardar Sarovar dam; Mines, Minerals and People; Anti Globalisation movements-agriculture, farmers and seeds.

Readings

Mandatory

Ajay, G., & Vijay, G. (March 18, 2000). Civil Society, State and Social Movements. Economic and Political Weekly, 35, 12, 1035-1036.

Ambedkar, B. R., Anand, S., Roy, A., Santarāma, ., & Gandhi, . (2016). Annihilation of caste: The annotated critical edition. London : Verso.

Ambedkar, B. R., & In Ahir, D. C. (2017). Buddhist revolution and counter-revolution in ancient India. Delhi : Buddhist World Press.

Dhanagare D. N. (1983). *Peasant Movements in Indian 1920-1950*. New Delhi: Oxford University Press.

Guha, R. (1989). The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya. Berkeley: University of California Press.

Gudavarthy, A. (2013). Politics of post-civil society: Contemporary history of political movements in India. New Delhi: Sage publications.

Jaffrelot, C. (1998). *The Hindu nationalist movement in India*. New York, N.Y: Columbia University Press.

Sheth, D. L. (January 03, 2004). Globalisation and New Politics of Micro-Movements. *Economic and Political Weekly*, 39, 1, 45-58.

Teltumbde, A. (2017). Dalits: Past, present and future. New York, NY: Routledge

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Gudavarthy, A. (September 18, 2008). Human rights movements in India: State, civil society and beyond. Contributions to Indian Sociology, 42, 1, 29-57.

Mukherjee, P. N. (1977). Social Movement and Social Change: Towards a Conceptual Clarification and Theoretical Framework. *Sociological Bulletin,* 26 (1), 38-59.

Omvedt, G. (2004). 'Struggle against dam or struggle for water? Environment and the State'. In Rajendra Vhora and Suhas Palshikar (Eds.) *India: Democracy Meaning and Practices*. New Delhi: Sage Publications.

Oommen, T. K. (Ed.). (2010). *Social Movement: Vol. I & II*. New Delhi: Oxford University Press.

Oommen, T. K. (2004). *Nation Civil Society and Social Movements*. New Delhi: Sage Publications.

Rao, M. S. A. (1979). *Social Movements and Social Transformation*. Delhi: Macmillan.

Shah, G. (2014). Social movements in india: A review of literature. Sage Publications Pvt Ltd.

Saxena, K. B., Haragopal, G., Sankaran, S. R., & Council for Social Development (India),. (2014). *Marginalization, development and resistance: Essays in tribute to S.R. Sankaran*. Delhi : Aakar Books

Shiva, V. (1991). *Ecology and the Politics of Survival*. New Delhi: Sage Publications.

Teltumbde, A. (2017). Mahad: The making of the first dalit revolt with the account of Comrade R.B. More, the chief organizer of the first conference. Delhi : Aakar Books

Zelliot, E. (1995). *From Untouchable to Dalit: Essays on the Ambedkar Movement*. New Delhi: Manohar.

Course Code: **HRIP 514**

Course Title: **RESEARCH METHODOLOGY**

Course Objectives:

The course provides students with research orientation in both qualitative and quantitative methods. The course introduces students on the nature of research, formulation of research problem, design and analysis

Course Outcomes:

1. Students will learn how to formulate research question and design

2. They will be able to understand mixed methods

3. Tools of data collection and analysis will be learnt

4. Research writing through proposal and dissertation will be explained

Syllabus:

Unit I: Nature and Scope of Social Research, Formulation of Research Problem, Research Design: Facts and Hypothesis, Problem of Objectivity and Quantification, Subjectivity and Qualitative research

Unit II: Methodological orientation and logic of enquiry- Dialectic Materialism, Comparative Method, Historical Method, Analytical Method, Scientific method, Field Work Approach, Inductive and deductive Method, Ethnographic research

Unit III: Data collection and evaluation- Types and sources of Data-Sampling; Techniques of Data Collection: Observation, participant observation, interview, questionnaire, survey, interview schedule, case study method, content analysis; Data analysis; Classification, Tabulation, Graphic representation, Uni-variate, Bi-variate and multivariate, discrete and continuous variables

Unit IV: Social statistics and social research-Measure of Central Tendency; Mean, Mode and Median, Measure of Dispersion, Range, Average Deviation and Standard Deviation, Z-test, Chi-square, Co-relation test, Use of computer and information technology

Unit V: Writing culture- Project proposal, Challenges of field work, ethnographic writing and dissertation

Readings

Mandatory

Bernard, H. R. (2015). *Handbook of Methods in Cultural Anthropology*. Rowman & Littlefield.

Clifford, J., Marcus, G. E., & of American Research (Santa Fe, N. M. (1986). *Writing Culture: The Poetics and Politics of Ethnography*. University of California Press.

Galtung, John. (1967). *Theory and Methods of Social Research*. London: Allen & Unwin.

Goldthrope, John H. (2000). *On Sociology: Numbers, narratives and the Integration of Research and Theory*. Oxford: Oxford University Press.

Goode, William J. and P. K. Hatt. (1952). *Methods in Social Research*. New Delhi: McGraw -Hill.

Gupta, Akhil and James, Fergusson. (1997). *Anthropological Locations: Boundaries and Grounds of a Field Science*. California: University of California Press.

Marcus, G. E., & Press, P. U. (1998). *Ethnography Through Thick and Thin*. Princeton University Press.

Myrdal, Gunnar. (1970). *Objectivity in Social Research.* London: Gerald Duckworth. Oakley, Ann. (2000). *Experiments in Knowing: Gender and Method in the Social Sciences*. New York: The Free Press.

Suggestive

Bharathi, R. *Marxist Methods*. Hyderabad: Malapu publications

Medawar, P. B. (1984). *Pluto's Republic*. Oxford University Press.

Porter, Theodore M. (1995). *Trust in Numbers: The Pursuit of Objectivity in Science and Public Life*. Princeton NJ: Princeton University Press.

Silverman, David. (1985). *Qualitative Methodology and Sociology.* Gower Vermont.

Stavenhagen, R. (1981). *Between underdevelopment and revolution: A Latin American perspective*. New Delhi: Abhinav.

Tilly, Charles. (2004). Observations of Social Processes and their Formal representations. *Sociological Theory,* 22, 595-602

Wilkinson, T.S and P.L Bhandarkar. (1984)*. Methods and Techniques of Social Research.* Bombay: Himalaya Publishing House.

Young, P. V. (1966). *Scientific Social Surveys and Research.* New Deli: Prentice Hall.

Course Code: **HRIP 521**
Course Title: **PROJECT I**

Course Objectives:

The course is aimed to provide practical field experience of research on human rights. It is not a taught course of lecture mode.

Course Outcomes:

1. Working experience with an external body

2. Report writing of the experience

3. Students will have the opportunity to work on an ongoing project

4. Readings will be listed as per the project

Syllabus:

Project I is aimed to expose students to research through internship of one semester (part-time) in a International Government Body/ National Government Body/Non Governmental Body on a topic of human rights of a socially excluded group.
Students will be evaluated based on three documents:

1. An evaluation report from the office where they carry out internship

2. A work experience report submitted by the student

3. A research report prepared by the student on the topic of human rights of the socially excluded group chosen for study

Course Code: **HRIP 522**
Course Title: **PROJECT II- DISSERTATION AND VIVA**

Course Objectives:

The course aims to provide the opportunity to carry out a short term research using the training provided through both taught courses and internship completed in the first three semesters.

Course Outcomes:

1. Students will learn to write a research proposal

2. They will carry out fieldwork based data collection

3. Theory, data and analysis will be worked into the writing of a dissertation

4. A viva voce will give students the opportunity to present and discuss the findings of their research

Syllabus:

Readings from the courses on Research Methodology, the Theory of human rights approaches and Social Exclusion and from the specialised topic of the elective course will guide students in preparing and carrying out research. Based on this they will write a dissertation and be evaluated through a viva voce.

Code: **HRIP 415**

Course Title: **MINORITIES: RIGHTS AND INCLUSIVE POLICY**

Course Objectives:

This course familiarizes the students about different types of minorities in India and their issues.

Course Outcomes:

1. This course highlights the diverse social markers in the making of minorities

2. It also highlights different national and international declarations for minority rights

3. It also examines special laws for the protection of minorities

4. It also analyses minority identity, representation and politics

Syllabus:

Unit I: The social construction of minorities- social-demographical-economic-religious-linguisticrepresentation; the logic of minority-majority; understanding diversity, tolerance and secularism

Unit II: International Norms for Protection of Minorities: Declaration on the Right of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities 1992; UN Commission on Human Rights- Sub commission on Minorities

Unit III: Minorities in India; Protection of Minorities under the Constitution; National and State Commissions for Minorities

Unit IV: Policy of secularism, Issues relating to reservations, the Sachar committee;

Unit V: Human Rights violations and Politics on Minorities- Beef controversy and lynching, Women and Muslim law-case of triple talaq, 'threat perception' and xenophobic attitudes

Readings

Mandatory

Al-Haj, Majid and Rosemarie Mielke (eds.) 2007. *Cultural Diversity and the Empowerment of Minorities*. Oxford: Bergahn.

Basant, R. (2007). Social, economic and educational conditions of Indian Muslims. *Economic and Political Weekly*, 828-832.

Baumann G. (2002). *The multicultural riddle: Rethinking national ethnic and religious identities*. Routledge.

Clifford, J. (2000). Taking identity politics seriously: 'The contradictory stony ground...'. *Without guarantees: in honour of Stuart Hall 94* 112.

Dasgupta, Abhijit, (Eds.), (2011). *Minorities and the State: changing Social and Political Landscape of Bengal*. New Delhi: Sage.

Hasan, Z. (2011). Muslim Backwardness and the Elusive Promise of Affirmative Action. In Z. Hasan, *Politics of Inclusion : Castes, Minorities, and Affirmative Action* . Delhi: Oxford India Paperbacks.

Hasan, Z. (2011). Reservation, Minority Rghts, and the Making of the Constitution . In Z. Hasan, *Politics of Inclusion : Castes, Minorities, and Affirmative Action* . Delhi: Oxford India Paperbacks.

Hasan, Z. (2011). Social Discrimination and the Reservation Claims of Muslims and Christian Dalits. In Z. Hasan, *Politics of Inclusion : Castes, Minorities, and Affirmative Action* . Delhi: Oxford India Paperbacks.

Kalam, M. A. (2007). Conditioned lives?. *Economic and Political Weekly*, 843-845.

Robinson, R. (2007). Indian Muslims: The varied dimensions of marginality. *Economic and Political Weekly*, 839-843.

Zoya, Hasan. (2009). *Politics of Inclusion: Caste minorities, and Affirmative Action*. Delhi: Oxford University Press.

Suggestive

Kymlicka, W. (2008). The Good, the bad and the intolerable : Minority Group Rights. In M. Goodale, *Human Rights : An Anthropological reader* (pp. 58-67). United Kingdom: Wiley-Blackwell.

Oestreich, J. E. (1999). Liberal theory and minority group rights. *Human Rights Quarterly, 21* 108.

Pejic, J. (1997). Minority rights in international law. *Human Rights Quarterly, 19,* 666.

Robinson, Rowena. (ed.) 2012. Minority Studies. New Delhi: Oxford University Press.

Salam, Z. U. (2018). *Lynch Files: The Forgotten Saga of Victims of Hate Crime*. SAGE Publications.

Shah, G. (2007). The condition of Muslims. *Economic and political weekly*, 836-839.

Shariff, Abusaleh. (2016). *Institutionalizing Constitutional Rights: Post-Sachar Committee Scenario*. New Delhi: Oxford University Press.

Skutsch, Carl (Ed.). 2005. *Encyclopaedia of the World's Minorities*. New York: Routledge.

Whitaker B. (Ed.). (2013). *Minorities: a question of human rights?*. Elsevier.

Wilkinson, S. (2007). A comment on the analysis in Sachar Report. *Economic and Political Weekly*, 832-836.

Course Code: **HRIP 416**
Course Title: **SCHEDULED CASTES: RIGHTS AND INCLUSIVE POLICY**

Course Objectives:

This course focuses on the Scheduled castes of India with specific reference to the history of their social exclusion. It discusses their pursuit of human rights and social mobility. The status and implementation of inclusive policy.

Course Outcomes:

1. Students will gain an insight into history of untouchability and discrimination of the scheduled castes

2. It highlights the UN and Indian constitutional provisions and policies available for scheduled castes.

3. The students will understand how exclusion acts as a multidimensional problem

4. Students will be exposed to challenges of equality and human rights

Syllabus:

Unit I: Foundations of Caste as a socio-cultural organization, hierarchical ordering of caste, notions of purity and pollution, membership to castes, group rights, and hereditary occupations and discriminatory remunerations, foundations of untouchability and its manifestations, exclusion and discrimination in other occupations.

Unit II: Scheduled Castes and their Quest for Equality; Colonial modernity and the emergence of 'public space', Social anonymity in the Urban and emergence of egalitarian space, Early Dalit movements and Quest for civic rights (1880-1930s)– right to access public hall, public road, water from public well, etc. access to land (Depressed Class lands), Temple entry, religious conversion as emancipation.

Unit III: State and the Scheduled Castes: Hierarchical Socio-cultural order, attitudes of people and the challenges in ensuring Dalits' right to equality, Criminalisation of untouchability, Reservation in education, employment and political participation, implementation and subversions, Legal provisions- reservations and special drives-; National Commissions, State Commissions; Protection of Civil Rights (PCR) act, and the subsequent SC/ST Prevention of Atrocities (PoA) Act; Employment of Manual Scavengers and Construction of Dry Latrines (Prohibition), Act 1999, Current Statistics from on Manual Scavenging and NCRB

Unit IV: Conventions on Freedom from Discrimination: UNESCO Declaration on Race and Racial Prejudice 1978, UNESCO Declaration of Principles on Tolerance 1995. Emergence of Dalit Political Parties, Civil Society Organisations and advocacy for Dalit rights

Unit V: Current Scenario of Dalit's Human rights challenges: Ascribed occupations of discrimination (case study- manual scavenging); Economic mobility (case study-); Political mobility (case study-); Educational mobility (case study-); Marriage and honour killings (case study-)

Readings

Mandatory

Ahuja, Ravi. (1998), Labour Unsettled: Mobility and Protest in Madras region, 1750-1800. *The Indian Economic and Social History Review*, 35(4).

Ambedar, B.R., "Book I—Untouchables or The Children of India's Ghetto. In V. Moon (ed). *Dr. Babasaheb Ambedkar Writings and Speeches, Vol.* 5.

Ambedar, B.R., "Hindu Social order: Its Essential Principles", and "Hindu Social Order: Its Unique Features", in V. Moon (ed). *Dr. Babasaheb Ambedkar Writings and Speeches, Vol. 3.*

Ambedkar, B. R, "Castes in India", and "Annihilation of Caste", in V. Moon (ed). *Dr. Babasaheb Ambedkar Writings and Speeches, Vol. I.*

Ambedkar, B. R. (1945). *What Congress And Gandhi Have Done To The Untouchables*. Bombay: Thacker & Co.

Banton, M. (1996). *International action against racial discrimination*. Oxford University Press.

Barbara, Harriss-White, & Basile, E. (2014). Dalits and Adivasis in India's Business Economy: Three Essays and an Atlas.

Bob C. (2007). Dalit rights are human rights: Caste discrimination international activism and the construction of a new human rights issue. *Human Rights Quarterly,* 167-193.

Cohn, Bernard. S. (1961). The Pasts of an Indian Village, *Comparative Studies in Society and History*, 3(3), 241-249.

De Haan, A. (1999). *Social exclusion: Towards an holistic understanding of deprivation*. Great Britain Department for International Development Social Development Division.

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Guru, G. (2011). Humiliation: Claims and context. New Delhi: Oxford University Press

Gupta, Dipankar. (2005). Whither the Indian Village: Culture and Agriculture in 'Rural' India. *Economic and Political Weekly*, 40 (8), 751-758.

Khan, M. A. (1995). *Human rights and the dalits*. Uppal Publishing House.

Teltumbde, Anand (2008) *Khairlanji. A Strange and Bitter Crop*. New Delhi: Navayana

Teltumbde, Anand. (*2018*). *Republic of Caste: Thinking Equality in the Time of Neoliberal Hindutva*. Navayana Publishing Pvt Ltd.

Thorat, S. (2004). *Caste, Race and Discrimination: Discourses in International Context*. Rawat Publications.

Waghmore, Suryakant.2013. *Civility against Caste: Dalit politics and Citizenship in Western India*. New Delhi: Sage Publications.

Suggestive

Karunyakara, L. (2008). Ambedkar's Contribution for the Educational Development of Dalits. In L. C. L Karunyakara, *Dalits and Human Development* (pp. 182-194). Delhi: Abhijeet Publications.

Kumar, S. (2008). Dalits and Human Development : A Human Rights Perspective. In L. C. L Karunyakaran, *Dalits and Human Development* (pp. 257-269). Delhi: Abhijeet Publications.

Mallaish, L.C. and K.B.Ratna Kumari. (2008). *Dalits and Human Development*. New Delhi: Abhijeet Publications.

Nayar, P. K. (2011). The Poetics of Postcolonial Atrocity: Dalit Life Writing Testimonial and Human Rights. *Ariel: a review of international English literature, 42* (3-4).

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Sheth, D. L. (2004). *Caste, ethnicity and exclusion in South Asia: the role of affirmative action policies in building inclusive societies* (No. HDOCPA-2004-13). Human Development Report Office (HDRO) United Nations Development Programme (UNDP).

Srinivas, G. (2008). Education and Social Mobility Among the Middle Class Dalit . In L. C. L Karunyakara, *Dalits and Human Development* (pp. 213-226). Delhi: Abhijeet Publications.

Srinivas, M. N. (2003), An Obituary on Caste as a System. *Economic and Political Weekly*, 38 (5), 455-459.

Course Code: **HRIP 417**

Course Title: **SCHEDULED TRIBES: RIGHTS AND INCLUSIVE POLICY**

Course Objectives:

The course takes a historical approach in understanding how the group category and identity is framed politically. It focuses on the creation of the 'indigenous' category and the UN declaration of their rights. In India it traces how the 'scheduled tribe' came to be and accordingly how tribal administration and development has changed over the colonial and post-colonial eras.

Course Outcomes:

1. The students will understand the invention of category 'tribe' 'Scheduled tribe' and 'indigenous' through a historical approach

2. They will know the transformation of tribal administration and development through the colonial and post-colonial eras.

3. The course will provide details on the heterogeneity within these categories

4. It relates how the problem of exclusion leads to impoverishment starting from alienation of resource ownership & access.

Syllabus:

Unit I: Group category and identity: colonial and post-colonial-primitive, *tribe*-a*divasi*-girijan-adimjati-vanavasi-scheduled tribe, indigenous.

Unit II: History of tribal administration: colonial and post-colonial- influence of scholar administrators, western anthropologists and Indian anthropologists; Social Exclusion and Adivasis: poverty, health, education; Changing approaches to tribal development- isolation, assimilation and integration.

Unit III: International Labour Organisation Convention 169 Indigenous and Tribal Peoples Convention (1989); UN Voluntary Fund for Indigenous Populations 1985, United Nations (2007) *Declaration on the Rights of Indigenous Peoples*; Indigenous Peoples and the UN Commission on Human Rights

Unit IV: Constitutional provisions for scheduled tribes; Five year plans and tribal development- Schemes in Education, Health, Economy; SC and ST Prevention of Atrocities Act 1989 and Rules 1995; PESA 1996; National Commission for Scheduled Tribes 2004; Forest Rights Act 2006; National Policy for Scheduled Tribes 2006, Ministry for Tribal Affairs

Unit V: Human rights, the Exclusionary regime and Resource politics- conflict in use values-Adivasi Culture, Resources, State and Market

Readings

Mandatory

Anaya, J., & Anaya, S. J. (2004). Indigenous peoples in international law. Oxford University Press, USA.

Assembly, U. G. (2007). United Nations declaration on the rights of indigenous peoples. UN Wash, 12, 1-18.

Beteille, A. (1998). 'The Idea of Indigenous People', *Current Anthropology*, Vol. 39, No. 2.

Giridhar, Gomango. (1987). *Constitutional Provisions for the SCs and STs*. New Delhi: Himalaya Publishing House.

Karlsson, B. G. (2003). Anthropology and the 'Indigenous Slot': Claims to and Debates about Indigenous Peoples' Status in India. *Critique of Anthropology*, 23 (4).

Kirsch, Stuart. (2006). *Reverse Anthropology: Indigenous Analysis of Social and Environmental Relations in New Guinea*. Stanford University Press.

Kirsch, Stuart. 2014. *Mining Capitalism: The Relationship between Corporations and Their Critics*. University of California Press.

Li, Tania Murray. 2007. *The Will to Improve: Governmentality, Development, and the Practice of Politics*. Duke University Press

Li, Tania Murray. 2014. *Land's End*. Duke University Press.

Munshi, I. (2007). Adivasi Life Stories: Context, Constraints, Choices. New Delhi: Rawat Publications.

Nathan, D. and V. Xaxa. (2012). Social Exclusion and Adverse Inclusion: Development and Deprivation of Adivasis in India. Delhi: OUP.

Pritchard, S. (1998). *Indigenous Peoples, the United Nations and Human Rights*. London: Zed.

Sundar, Nandini (Ed.), (2016). *The Scheduled Tribes and Their India*. New Delhi: Oxford University Press.

Xaxa, V. (2003). Tribes in India. *The Oxford India Companion to Sociology and Social Anthropology*. Delhi: Oxford University Press.

Suggestive

Anaya, S. J., & Crider, S. T. (1996). Indigenous peoples, the environment, and commercial forestry in developing countries: The case of Awas Tingni, Nicaragua. Hum. Rts. Q., 18, 345.

Guha, R. (1999). *Savaging the Civilized: Verrier Elwin, His Tribals, and India*. Chicago: University of Chicago Press.

Haimendorf, Von Furer, C. (1982). *Tribes in India: The Struggle for Survival*. Delhi: Oxford University Press.

Hall, D, P. Hirsch and T. Li. (2011). *Powers of Exclusion: Land Dilemmas in Southeast Asia.* Singapore: National University of Singapore Press.

Havemann, P. (ed.) (1999). *Indigenous People's Rights in Australia, Canada and New Zealand*. Oxford: OUP.

International Work Group for Indigenous Affairs, Human Rights and Indigenous Peoples: A Handbook on the UN System. (1999). Document No.92, Copenhagen.

Li, T. M. (2000). Articulating indigenous identity in Indonesia: Resource politics and the tribal slot. Comparative studies in society and history, 42(1), 149-179.

Niezen, R. (2003). *The Origins of Indigenism: Human Rights and the Politics of Identity*. Berkeley; London: University of California Press.

Osman, S. (2000). 'Globalization and Democratization: The Response of the Indigenous Peoples of Sarawak', *Third World Quarterly*, 21 (6).

Pati, B. (2011). *Adivasis in Colonial India: Survival, Resistance and Negotiation*. New Delhi: Orient Blackswan,.

The World Bank. (2011). *Poverty and Social Exclusion in India*. New Delhi: Oxford University press.

Turner, T. (1999). 'Indigenous Rights, Environmental Protection and the struggle over forest resources in the Amazon: the case of the Brazilian Kayapo'. In J. K. Conway, K. Keniston and L. Marx (Eds) *Earth, air, fire, water: Humanistic Studies of the Environment*. Amherst, Mass: University of Massachusetts Press.

Weaver, H. N. (2001). Indigenous Identity: What Is It and Who Really Has It?. *American Indian Quarterly*, 25 (2).

Xaxa, V. (1999a). Transformation of Tribes in India: Terms of Discourse. *Economic and Political Weekly*, vol.XXXIV, 24: 1519-1524.

Xaxa, V. (1999b). Tribes as Indigenous People of India". *Economic and Political Weekly*, vol.XXXIV, 51: 3589-3595,.

Course Code: **HRIP 418**
Course Title: **DISABILITY: RIGHTS AND INCLUSIVE POLICY**

Course Objectives:

1. It provides knowledge on the concept and models (social, medical, political) of disability.

2. It equips students to understand the issues faced by PWDs and their caretakers

3. It guides in sensing the disability and sharing the experiences

4. It analyses the individual and societal perspectives towards disability.

5. It examines the policies and affirmative action towards PWDs

Syllabus:

Unit I: Definition of impairment, disability, handicap; Types of various disabilities; magnitude, causes and consequences; Historical overview of disability rehabilitation- International and National contexts; Cultural Evolution of Disability – International and National Contexts Identification and Assessment of Functional abilities and Differential Diagnosis

UNIT II: Persons with disabilities-their familial and societal contexts Myth and misconceptions and societal attitudes reactions of parents', family members and ways of coping; Prevention of disabilities at primary, secondary and tertiary levels. Intervention strategies at individual, family and community levels. Contribution potential of the disabled to society: Case Studies

UNIT III: Approaches to Disability; the Charity Model, the Bio Centric Model, the Functional Model and Human Rights, Paradigm Shift of Disability Rehabilitation from Charity to Rights Mode, from transition to transformation,, UN General Assembly Declaration on the Rights of the Disabled Persons 1975,Declaration on the Rights of 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

UNIT IV: Acts related to Persons with Disabilities in India- Persons with Disability Act 2016, RCI ACT - 1992, NTA ACT – 1999. Role of RCI, Action taken by the government and their inclusion in development and rehabilitation using the right based perspectives, Case studies: Narratives of the Phenomenology of Disability

UNIT V: Agencies involved in the field of Rehabilitations, Education Institute, vocational rehabilitation centres, State and Central Government agencies, National and International Organisations, Non-Governmental organizations, Policies and Welfare Programmes Pertaining to PwD.

Readings

Mandatory

Addlakha, R., Blume., S., Devlieger, P. J., Nagase, O., & Winance, M. (2009). *Disability and society: a reader*. New Delhi: Orient Blackswan Publications.

Albrecht, G. L., Seelman, K. D., & Bury, M. (Eds.). (2001). *Handbook of disability studies*. New Delhi: Sage Publications.

Blaxter, M. (1976). *The Meaning of Disability: A Sociological Study of Impairment*. Pearson Education.

Campbell, J., & Oliver, M. (2013). *Disability politics: understanding our past, changing our future*. New York: Routledge.

Das Ph D, A., & Kattumuri, R. (2011). Children with disabilities in private inclusive schools in Mumbai: Experiences and challenges. *Electronic Journal for Inclusive Education*, *2* (8), 7.

Hans, A., & Patri, A. (2003). *Women, Disability and Identity*. SAGE Publications.

Kannabiran, K. (2016). *India: Social Development Report 2016: Disability Rights Perspectives.* Delhi: Oxford Universitry Press.

Karna, G. N. (1999). *United Nations and the rights of disabled persons: a study in Indian perspective*. New Delhi: APH Publishing corporation.

Suggestive

Karna, G. N. (2000). Disability rights movement: Conceptual framework and its implications for India. *Disabilities and Impairments*, *14*(1), 15-22.

Mani, D. R. (1988). *The physically handicapped in India: Policy and programme*. South Asia Books.

Rieser, R. (2012). *Implementing inclusive education: a Commonwealth guide to implementing Article 24 of the UN Convention on the Rights of Persons with Disabilities*. Commonwealth Secretariat.

Shapiro, J. P. (2011). *No Pity: People with Disabilities Forging a New Civil Rights Movement*. Crown/Archetype.

Course Code: **HRIP 424**

Course Title: **WOMEN: RIGHTS AND INCLUSIVE POLICY**

Course Objectives:

The course starts with a discussion on the origin and development of women's human rights. It discusses the role of women activism in their human rights and many international and national conventions and policy protecting the human rights of women.

Course Outcomes:

1. It familiarizes the students with the specific social and cultural contexts of women in India

2. It equips the students to be sensitized on international and national legal provisions for women and her access to justice.

3. It shares the stories of women activism in instilling human rights

4. It discusses violence and abuse against women

Syllabus:

Unit I: Theoretical visions: Origins and Development of Women's Human Rights, Women's Human Rights in the Public and Private Sphere; Status of Women in India- Changes in the values and perspectives of Indian society: social and cultural prejudices

Unit II: Violence against and abuse of women: rape, sexual exploitation, trafficking in women, sexual harassment at workplace, dowry, widowhood, domestic violence, Women and custodial crimes. Female health and family welfare issues: Reproductive freedom, genital mutilation.

Unit III: Women, Activism and Social Change: Eleanor Roosevelt to Malala Yousafzai

Unit IV: Development of International Norms for Protection of Women: ILO conventions for protection of female labour, UN Convention on Political Rights of Women 1952, Convention on Elimination of All Forms of Discrimination against Women 1979, 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, Declaration on the Participation of Women in Promoting International Peace and Cooperation 1982, UN Development Fund for Women 1975, Declaration on the Protection of Women and Children in Emergency and Armed Conflict 1974, UN Security Council Resolution 1325 (2000) on Women's Rights and International Peace

Unit V: The Constitution of India and Special provisions for the protection of women; Special Laws and Policies for Protection of Women: 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, National Commission for Women

Readings

Mandatory

Abusharaf, A. (2006). Women in Islamic communities: The quest for gender justice research. *Human Rights Quarterly*, 714-728.

Agosin, M. (Ed.) (2001). *Women, Gender, and Human Rights: A Global Perspective*. Rutgers: The State University.

Amirthalingam, K. (2005). Women's rights, international norms, and domestic violence: Asian perspectives. *Human Rights Quarterly*, 683-708.

Choudhury, S. (2016). *Women and Conflict in India*. London: Routledge.

Cook, R. J. (Ed.). (2012). *Human rights of women: National and international perspectives*. University of Pennsylvania Press.

Fraser, A. S. (1999). Becoming human: The origins and developments of women's human rights. *Human Rights Quarterly*, *21*, 853.

Kannabiran, K. (2009). "The Law, Gender and Women," Editor's Introduction, Review of Women's Studies, Economic and Political Weekly, 31 October, 2009.

Kannabiran, K. (1996). "Gendering Justice", Economic &Political Weekly, Vol.31 No.33, pp.2223-2225.

Suggestive

De Pinho, H. 2013. On the "Rights" Track: The Importance of a Rights-Based Approach to Reducing Maternal Deaths. In Michael, Gordon. (Eds.) *Health and Human Rights in a Changing World*. New York: Routledge.

El Jack, A., Bell, E., & Narayanaswamy, L. (2003). Gender and armed conflict: Overview report. Brighton: Institute of Development Studies.

Johnstone, R. L. (2006). Feminist influences on the United Nations human rights treaty bodies. *Human Rights Quarterly*, 148-185.

Kaushal, R. (2000). *Women and Human Rights in India*. Kaveri Books.

McDuie-Ra, D. (2012). Violence Against Women in the Militarized Indian Frontier: Beyond "Indian Culture" in the Experiences of Ethnic Minority Women. *Violence against women*, *18*(3), 322-345.

Mehrotra, D. P. (2009). *Burning bright: Irom Sharmila and the struggle for peace in Manipur*. Penguin Books India.

Mukhopadhyay, S. (Ed.). (1998). *In the Name of Justice: Women and Law in Society*. Manohar Publishers.

Omvedt, G. (1990). Violence against women: new movements and new theories in India.

Reardon, B. (1993). *Women and peace: Feminist visions of global security*. SUNY Press.

Reilly, N. (2011). Women's Human Rights. Seeking Gender Justice in a Globalizing Age.

Symonides, J. (Ed.). (1999). *Human rights of women: a collection of international and regional normative instruments; twentieth anniversary of the adoption of the United Nations Convention on the Elimination of All Forms of Discrimination against Women 1979-1999*. Unesco.

Yousafzai, M. 2013. *I am Malala*. London: Orion.

Course Code: **HRIP 425**

Course Title: **GENDER BEYOND BINARIES: RIGHTS AND INCLUSIVE POLICY**

Course Objectives:

The course exposes students to the diversity of gender within the 'third' gender and thereby the difference in their discrimination and demands for inclusion.

Course Outcomes:

1. The students will understand the international and national legal measures for the protection of 'third' gender rights

2. The course will expose students to gender diversity and the fact that it is not new

3. Mobilisations and demands of the 'third' gender in asserting and their rights

4. Students will also understand how taken for granted basic needs, pose a challenge in public space for the 'third' gender

Syllabus:

Unit I: Understanding gender diversity and beyond binaries gender diversity; sex and gender and sexual orientation; gender beyond binaries not new in history; Transsexualism and Transvestism as Psycho-Somatic and Somato-Psychic Syndromes; Role of Gender and the Imperative of Sex

Unit II: Exclusion and discrimination –lack of legal protection, poverty, harassment and stigma, anti-transgender violence, Genderbashing: Sexuality, Gender, and the Regulation of Public Space

Unit III: Navigating Binary spaces and the Right of inclusion- Bathrooms, Schools, Sports, Government Documents, Work, and Healthcare; Body, Technology, and Gender in Transsexual Autobiographies

Unit IV: Transgendering the politics of recognition; International Protection and Recognition of beyond binaries Gender Rights

Unit V: Protection and Recognition of beyond binaries Gender Rights in India; Debates on Article 377

Readings

Mandatory

Engelke, M. (1999). 'We Wondered what Human Rights He Was Talking About' Human rights, homosexuality and the Zimbabwe International Book Fair. Critique of Anthropology, 19(3), 289-314.

Hames-García, M. (2006). What's at Stake in "Gay" Identities?. In Identity politics reconsidered(pp. 78-95). Palgrave Macmillan, New York.

O'Flaherty, M and J. Fisher. 2013. Sexual Orientation, Gender Identity and International Human Rights Law: Contextualising the Yogyakarta Principles. In Michael Gordon. (Eds.) *Health and Human Rights in a Changing World*. New York: Routledge.

Stryker, S. and S. White (eds.). 2006. *The Transgender Studies Reader*. New York: Routledge.

Course Code: **HRIP 426**

Course Title: **CHILDREN: RIGHTS AND INCLUSIVE POLICY**

Course Objectives:

This paper unravels the concept of childhood and the development of children's rights. It discusses the many challenges faced by children that threaten their right to decent life. The role of international and national policies in protecting rights of children is discussed.

Course Outcomes:

1. Students will understand what is meant by childhood

2. They will understand the basic rights necessary for children for a secure life

3. Students will be exposed to the violence suffered by children around the globe

4. They will understand the significance of children's human rights

Syllabus:

Unit I:The concept of Childhood; History of Children's Rights; children's rights to legal, educational, health, economic and social rights; child's human rights to dignity, physical integrity and protection from harm; UN Convention on the Rights of the Child 1989

Unit II: Violence against children; global movement to end all corporal punishment of children; child exploitation; child poverty; continuing abuse and neglect of children; sale of children, trafficking in children, Child Prostitution and Child Pornography 2000, children and custodial crimes, Juvenile justice from an international children's rights perspective; Indian Juvenile Justice Acts 1986 and 2000; National Commission for Rights of the Child; child soldiers; human rights of children in the context of international migration

Unit III: Child and the family, adoption, alternative care, child homelessness; children's right to play; Declaration of Social and Legal Principles relating to the Protection and Welfare of Children (with special reference to Adoption of Children) 1986,Legal Principles relating to the Protection and Welfare of Children with Special Reference to Foster Placement and Adoption 1986, Indian Children's Act 1960, Orphanages and Other Charitable Homes (Supervision and Control) Act 1960

Unit IV: Child labour, ILO Convention on Child Labour1999, Work of UNICEF; India Child Labour (Prohibition and Regulation) Act 1986, Children (Pledging of Labour) Act,

Unit V: Social and cultural practices regarding girl child- foeticide, child marriage, IndiaChild Marriage Restraint Act 1929, Pre-Natal Diagnostic Techniques (Regulation and Prevention of Misuse) Act 1956, child citizenship, indigenous children's rights; children with psychiatric disabilities; natural resource exploitation and children's rights

Readings

Mandatory

Archard, D. (3rd eds.) (2015). *Children: Rights and Childhood*. London: Routledge.

Bueren, G. V. (1995). *The International Law on the Rights of the Child* (Dordrecht/Boston and London, Martinus Nijhoff Publishers).

Detrick, S., Doek, J. E., & Cantwell, N. (Eds.). (1992). *The United Nations Convention on the Rights of the Child: a guide to the" travaux preparatoires"*. Martinus Nijhoff Publishers.

Eugeen, Verhellen (1993), 'Children's Rights and Education: A Three-track Legally Binding Imperative', *School Psychology International*, 14, 199–208

Lenzer, G. (Ed.). (2017). *Violence Against Children: Making Human Rights Real*. London: Routledge.

Martha, F. Davis and Roslyn Powell (2003), 'The International Convention on the Rights of the Child: A Catalyst for Innovative Child Care Policies', *Human Rights Quarterly*, 25 (3), August, 689-719

Michael, J. Dennis (1999) 'The ILO Convention on the Worst Forms of Child Labor'. *American Journal of International Law*, 93 (4), October, 943–8

Suggestive

Montgomery, H. (2001). Imposing rights? A case study of child prostitution in Thailand. *Culture and rights: Anthropological perspectives*, 80-101.

Nanjunda, D.C. (2008). *Child labour and Human rights: A Prospective.*Vishal kaushik Printers : Delhi.

Nienke, Grossman. (2007). Rehabilitation or Revenge: Prosecuting Child Soldiers for Human Rights Violations. *Georgetown Journal of International Law*, 38, Winter, 323–61

Nieuwenhuys, O. (2005). *Children's lifeworlds: Gender, welfare and labour in the developing world*. Routledge.

Paulo Sérgio Pinheiro (2006), 'An End to Violence Against Children' in World Report on Violence Against Children, Chapter 1, Geneva, Switzerland: United Nations Secretary-General's Study on Violence against Children, 3–27

Pemberton, S. (2013). Child Rights and Child Poverty: Can the International Framework of Children's Rights Be Used to Improve Child Survival Rates? In Michael Gordon (eds.) *Health and Human Rights in a Changing World*. New York: Routledge.

Prout, A., & James, A. (2003). *Constructing and reconstructing childhood: Contemporary issues in the sociological study of childhood*. Routledge.

Vandenhole, W. (Eds.) (2015). *Routledge International Handbook of Children's Rights Studies*. London: Routledge.

Wouter Vandenhole (2014), 'Child Poverty and Children's Rights: An Uneasy Fit?', *Michigan State International Law Review*, 22 (2), 609–36

Course Code: **HRIP 427**

Course Title: **THE AGED: RIGHTS AND INCLUSIVE POLICY**

Course Objectives:

The course focuses on the aged as a separate category of socially excluded people needing attention. It discusses the problems of their rights in a changing socio-economic scenario with respect to their health, family care and economy.

Course Outcomes:

1. To understand the vulnerability of the elderly

2. The question of elderly rights and their protection in international and national governance

3. To understand how technology has an impact on the elderly

4. To understand how the elderly are represented and voice their rights

Syllabus:

Unit I: Protection of the Aged: Vulnerability of the aged; Indian society and the aged; Poverty, illiteracy, breakdown of old social and family institutions

Unit II: Rights of the Elderly: World Assembly on Ageing, Vienna, 1982, International Norms for Protection of the Aged

Unit III: Protection of the Aged under the Indian Constitution: Fundamental Rights and Directive Principles under the Constitution; Special protection and provisions for senior citizens

Unit IV: Impact of improvements in health care on mortality; destitution; elderly care

Unit V: Institutional Mechanisms for Protection of the Aged- Non-Governmental Organizations, Information Media, Role of Education

Readings

Mandatory

Cubanski, J., Casillas, G., & Damico, A. (2015). *Poverty among seniors: an updated analysis of national and state level poverty rates under the official and supplemental poverty measures*. Los Angeles: Kaiser Family Foundation.

Doron, I., & Apter, I. (2010). The debate around the need for a new convention on the rights of older persons. *The Gerontologist*, 50, 5686–5593.

Dragset, J., Eide, G., & Ranhoff, A. (2013). Anxiety and depression among nursing home residents without cognitive impairment. *Scandinavian Journal of Caring Sciences*, 27, 872–881.

Help Age International (2010). *Strengthening older people's rights: towards a UN convention,*

Megret, F. (2011). The human rights of older persons: a growing challenge. *Human Rights Law Review*, 11, 37–66.

United Nations. (2013). *World population aging*. New York: Author.

Suggestive

Cox, C. (2014). Personal and community empowerment for grandparent caregivers. *Journal of Family Social Work*, 17, 162–174.

Cox, C., & Pardasani, M. (2013). Alzheimer's in the workplace: a challenge for social work. *Journal of Gerontological Social Work*, 56, 643–656.

United Nations. (1991). *Human Rights Council, Report of the Independent Experts on the Enjoyment of all human rights by older persons*.

Course Code: **HRIP428**

Course Title: **HEALTH: RIGHTS AND INCLUSIVE POLICY**

Course Objectives:

The course discusses about health issues in human right perspective and examines the role of government and other non-governmental organizations in health care system.

Course Outcomes:

1. The course makes a link between human rights violations and health

2. It highlights the effectiveness of the existing health delivery systems.

3. It examines the roles of state policies and other constitutional provisions and international conventions pertaining to health and its inclusiveness.

4. It analyses the ethical and legal issues of experiments on living beings

Syllabus:

Unit I: History, Principles and Practice of Health and Human Rights, What is Public Health? Human rights approach to Public Health policy; Violations of human rights and its impact on health-Nuremberg

Unit II: Constitution of the World Health Organization, WHO's Global Strategy for Health for All, UN General Assembly Resolution on Protection against Products harmful to Health and the Environment, Clinical trials-prohibition of experimentation on human person, Global Bioethics at UNESCO- Declaration on the Human Genome and Human Rights

Unit III: Protection and Provisions in Indian Law: National Health Policy-its evolution, Articles 21, 47 & 41 of the Indian Constitution

Unit IV: Human Rights and Science and Technology: Science & technology and improvement of individual and community health and hygiene, Community Health as a public service industry: Shift in character as a commercial industry, World Bank and Health systems, TRIPS and the price of medicines, Global drug control policy, changing role of government

Unit V: Medical Ethics and rights: Experiments on living beings; human cloning, foeticide and abortion, in-vitro fertilization and surrogate parenthood, organ transplantation and sale of human organs, HIV/AIDS, human performance augmenting drugs and technologies (e.g., use of steroids in sports, hormones, drugs); artificial organs, kidney dialysis, life sustaining drugs; Rights of the disabled: artificial limbs, mobile wheel chairs, hearing aids; Computer crimes, pornography online; euthanasia

Readings

Mandatory

Abhay Kadam, Karen Maigetter, Roger Jeffery, Nerges Mistry, Mitchell Weiss & Allyson Pollock, (2016). Correcting India's chronic shortage of drug inspectors to ensure the production and distribution of safe, high-quality medicines', *International Journal of Health Policy and Management.*

Amar Jesani & Purendra Prasad. (Eds.), (2018). *Equity and Access: Health Care Studies in India*. India: Oxford University Press.

Arabella Hayter, Roger Jeffery, Chitra Sharma, Audrey Prost, & Sanjay Kinra. (2015). Community perceptions of health and chronic disease in South Indian rural transitional communities: A qualitative study. *Global Health Action,* 8: 25946, http://dx.doi.org/10.3402/gha.v8.25946

Bvudzai Magadzire, Ashwin Budden, Kim Ward, Roger Jeffery & David Sanders. (2014). Frontline Health Workers as Brokers: Provider Perceptions, Experiences and Mitigating Strategies to Improve Access to Medicines. *BMC Health Services Research,* **14:** 520.

Farmer, P. and N. Gastineau. (2008). Rethinking Health and Human Rights: Time for a Paradigm Shift. In M. Goodale, *Human Rights : Anthropological Reader*(pp. 148-166). Sussex: Wiley-Blackwell

Farmer, P. (2003). Pathologies of power: Health human rights and the new war on the poor. *North American Dialogue, 6* (1), 1-4.

Jonathan Wolff. (2012). *The Human Right to Health*. New York: W.W. Norton.

Michael Gordon. (Eds.) (2013). *Health and Human Rights in a Changing World*. New York: Routledge.

Suggestive

Peter Roderick, Rushikesh Mahajan, Patricia McGettigan, Allyson M Pollock & Roger Jeffery. (2014). Will the new Government introduce an Indian Drugs Bill to deliver rational regulation of safe and effective drugs?. *Economic and Political Weekly*, 49(33), 15-19.

Rama, Baru & Anuj Kapilashrami. (Eds), (2018). *Global Governance and Commercialisation of Public Health.* UK: Routledge.

Salla Sariola, Deapica Ravindran & Roger, Jeffery. (2015). 'Big-pharmaceuticalisation: Clinical Trials and Contract Research Organisations in India', *Social Science & Medicine*, 131: 239-246.

Sariola, S, Jeffery, R, Jesani, A & Porter, G. (2018). 'How civil society organisations changed regulation of clinical trials in India'. Science as Culture. DOI: 10.1080/09505431.2018.1493449.

Scheper-Hughes, N. (2008). Rotten Trade: Millennial Capitalism, Human Values and Global Justice in Organ Trafficking. In M. Goodale, *Human Rights : An Anthropological Reader*(pp. 372-395). Sussex: Wiley-Blackwell.

Course Code:　　　**HRIP 515**

Course Title:　　　**LABOUR: RIGHTS AND INCLUSIVE POLICY**

Course Objectives:

This course discusses different types of employment and labour and their rights for dignified work space.

Course Outcomes:

1. This course will help to understand different type of labour and their hardships in work place.

2. This will also highlights importance of trade unions in providing rights for labours and proper amenities for decent work.

3. This course also examines international obligations intended to be exercised in all workplace.

4. It also analyses various constitutional rights of labours for their protection.

Syllabus:

Unit I: Early ideas of production – agriculture, dissociation of use right and emergence of ownership, dissociation of human effort from the produce, classical school of economics and the idea of subsistence wage, hunger as the origin of dependence / hunger as the source of subordination, slave labour, Plantation labour, indenture and bonded labour; Abolition of Slavery Act (1843).

Unit II: Labour in Traditional Indian Society: Caste system, Division of labour Vs Division of Labourers, hereditary occupations and lack of mobility, notions of purity and pollution, the relegation of physical work as inferior, hierarchizing occupations, artisans and service castes, attached and free farm labour, notions of untouchability and unequal remuneration.

Unit III: Labour and Indian Constitutional Protection: labour and industrial laws; Ambedkar's Contribution in implementing labour reforms, Workers' Rights and Duties; Employers' Responsibilities and Duties; education, employment, and social justice; Women, formalization of maternity and child care provisions, day care centers; Minimum wages act, Workers Basic Rights- Association and Assembly, Work with Equality and Dignity, Education and Information, Trade Unionism and its Development, Industrial Discipline; Risks-Health hazards, Accidents, Occupational Diseases; Impact of Technological Developments; conflicting rights: worker's benefit v/s employer's inconvenience.

Unit IV: **International Conventions on right to work**: ILO Employment Policy Convention 1964 and Recommendations of 1964 & 1984, Discrimination

(Employment and Occupation) Convention 1958 and Recommendation of 1958; ILO Conventions on the Freedom of Association and Protection of the Right to Organize 1948, the Right to Organize and Collective Bargaining 1949; Convention on the Protection of the Rights of All Migrant Workers and Members of their Families 1990, ILO Convention on Migrant Workers.

Unit V: Labour in the Contemporary Society: Globalisation, Advent of multinationals corporates, contract labour and the inherent livelihood insecurity, attrition, large scale lay-off by corporates, Intergenerational Rigidity in shift of Occupations – Case of Barber, Washermen, Artisans, Sanitation Workers, Casualization of labour, feminization of farm labour, possibility of trade unions, and protection of labour rights.

Readings

Mandatory

Breman, J., I. Guerin and A. Prakash. (2009). *India's Unfree Workforce: Of Bondage Old and New*. New Delhi: Oxford University Press.

Breman, Jan and Marcel, Van der Linden. (2014) Informalizing the Economy: The Return of the Social Question at a Global Level. *Development and Change,* 45 (5), 920-940.

Carrier, James. (1992). Emerging Alienation in Production: A Maussian History. *Man* (n.s.), 27 (3), 539-558.

Chandavarkar, Rajnarayan. (1997). 'The Making of the Working Class': E.P. Thompson and Indian History. *History Workshop Journal,* 43 (1), 177-196.

De Neve, Geert. (2019). The sociology of labour in India. In: Srivastava, Sanjay, Abraham, Janaki and Arif, Yasmeen (eds.) *Critical Themes in Indian Sociology*. SAGE Publications. (Accepted)

Mollona, Massimiliano, De Neve, Geert and Parry, Jonathon, (eds.). (2009). *Industrial work and life: an anthropological reader.* London School of Economics monographs on social anthropology, 78, Berg.

Suggestive

De Haan, A. (1999). *Social exclusion: Towards an holistic understanding of deprivation*. Great Britain, Department for International Development, Social Development Division.

De Neve, Geert. (2005). *The Everyday Politics of Labour: working lives in India's Informal Economy*. New Delhi: Social Science Press.

Nash, K. (2015). Do Migrants have rights? In K. Nash, *The political Sociology of Human Rights* (pp. 135-155). London: Cambridge University Press

Nash, K. (2015). Humanising Capitalism. In K. Nash, *The Political Sociology of Human Rights* (pp. 89-114). London: Cambridge University Press

Thompson, Edward P. (1967). Time, Work-Discipline, and Industrial Capitalism. *Past and Present*, 38 (3), 56-97

Thorat, S. Umakant (Eds.) (2004). *Caste, race and discrimination: Discourses in international context.* Jaipur : Rawat Publications

Course Code: **HRIP 516**

Course Title: **FOOD: RIGHTS AND INCLUSIVE POLICY**

Course Objectives:

The course directs an understanding of food as a human right linked to the history of famine, hunger and its culmination in food wars. It also discusses agrarian distress and role of state market policies. It provides understanding on the difference in food security versus food sovereignty debate.

Course Outcomes:

1. Students will understand how food is related to the politics of industry

2. The course will show the significance of food as a human right

3. Students will understand the link between food, peasantry and agrarian crisis

4. The course helps reflect whether food, health, diet and nutrition are choices or compulsions

Syllabus:

Unit I: Hunger, Food, and Nutrition- Persistence of hunger, Agriculture and Economic development, Dietary standards.

Unit II: Population, Land and Food- Unequal distribution of population and foodlands, loss of foodland resources, how much food can the world produce?

Unit III: Developing food and agriculture under capitalism; the rise of farmer's suicides

Unit IV: Food Industry and Food Politics-Governments and the Global food industry lobby

Unit V: Famine, Food wars and Food Sovereignty: what does it mean and how is it a human right; the shift from food security to food sovereignty and its significance.

Readings

Mandatory

Agamben, G. (1998). *Homo sacer: sovereign power and bare life*. Stanford, CA: Stanford University Press.

Beuchelt, T.D. and D. Virchow. (2012). Food sovereignty or the human right to adequate food: Which concept serves better as international development policy for global hunger and poverty reduction? *Agriculture and Human Values*, 29 (2), 259–273.

Boyer, J. (2010). Food security, food sovereignty, and local challenges for transnational agrarian movements: The Honduras case. *Journal of Peasant Studies*, 37(2), 319–351.

Burnett, K. and S. Murphy. (2013). What place for international trade in food sovereignty? Presented at the *Food Sovereignty: A Critical Dialogue International Conference*. Yale University.

Claeys, P. (2012). The creation of new rights by the food sovereignty movement: The challenge of institutionalizing subversion. *Sociology*, 46 (5), 844–860.

Clapp, J. (2012). *Food*. Cambridge, UK: Polity Press.

Clay, E. (2003). Food security: Concepts and measurement. In: FAO, ed. *Trade reforms and food security: conceptualizing the linkages*. (pp. 25–34). Rome: FAO.

Eide A, Eide WB, Goonatilake S, Gussow J, Omawale, (Eds.), (1984). *Food as a Human Right*. Tokyo: United Nations Univ. Press

Sen, A., & Drèze, J. (1999). The Amartya Sen and Jean Drèze Omnibus: (comprising) Poverty and Famines; Hunger and Public Action; and India: Economic Development and Social Opportunity. OUP Catalogue.

Suggestive

Claeys, P. (2013). From food sovereignty to peasants' rights: An overview of via Campesina's struggle for new human rights. In: *La via Campesina's open book: Celebrating 20 years of struggle and hope*. (pp. 1–10). Jakarta: Via Campesina,.

John, Warnock. (1987). The Politics of Hunger. London: Methuen.

Mead, M . (1950). Food and the Family. Paris: UNESCO

Messer, E. (1984). Anthropological perspectives on diet. Annu. Rev. Anthropol. 13:205-49 1 72.

Messer, E. (1989). "Small But Healthy?": Some cultural perspectives. Hum. Organ. 48:39-52

Messer, E. (1989). The right to food and freedom from hunger: cross-cultural perspectives. Abstr. 88th Annu. Meet. Am. Anthropol. Assoc., Washington, DC., p. 37

Messer, E. (1991). Food Wars: Hunger as a Weapon of War in 1990. Providence, Rl:Brown Univ. World Hunger Program Res. Rep. 9 1-3

Messer, E. (1991). Human Rights to Food: Religious Promise and Practice. Human Rights to Food: Religious Promise and Practice Lecture Series, Brown Univ.

Mohanty, B. B. and Papesh K. Lenka. (2016). Neoliberal Reforms, Agrarian Capitalism and the Peasantry. In B. B. Mohanty and Papesh K. Lenka. Critical Perspectives in Agrarian Transition: India in the Global Debate. India: Routledge.

Mohanty, B.B. (2018). *Agrarian Transformation in Western India: Economic Gains and Social Costs*. India: Routledge.

Newman, L. (Ed.). (1990). Hunger in History. Food Shortage, Poverty, and Deprivation. Cambridge: Blackwell

O'Brien J, Gruenbaum E. (1991). A social history of food, famine, and gender in twentieth-century Sudan. See Ref. 70, pp. 1 77- 203

Watts, M. (1983). Silent Violence: Food, Famine and Peasantry in Northern Nigeria. Berkeley: Univ. Calif. Press.

Course Code: **HRIP 517**

Course Title: **RELIGION: RIGHTS AND INCLUSIVE POLICY**

Course Objectives:

The course provides students a reading into different religious traditions and the voice of human rights in them. It then discusses the development of secularisation and religious fundamentalism. The presence of both historically and globally or universally is discussed from a human rights approach.

Course Outcomes:

1. The students will understand human rights ethics through religious diversity

2. They will see the historical transformation from religious fundamentalism to secularisation as a continuity in human society

3. The students will be exposed to cases of religious fundamentalism being in conflict with human rights

4. The students will reflect and question why religious fundamentalism continues to surface in world history

Syllabus:

Unit I: Human Rights and Religious Traditions-I: What do religions have to say about human rights? Jewish theory, Christianity, Islam, Hinduism

Unit II: Human Rights and Religious Traditions-II: Buddhism, Confucianism, Indigenous Religion

Unit III: Secular, Secularisation and Law: Rule of law, Role and limits of Secular Rationale, Religion, public reason and morality in democratic authority

Unit IV: Religious fundamentalism and Human Rights: case studies, Violence and Right to Peace; How to think ethically about religious violence and terrorism; Cultural turn to religious ethics

Unit V: Religion and International Affairs: Freedom of Religion, Religion State relations; Economic, Social and Cultural Rights, Equality and Non-Discrimination

Readings

Mandatory

Chan, Joseph. (1999). A Confucian Perspective on Human Rights for Contemporary China. In Joanne R. Bauer and Daniel A. Bell, (Eds.), *The East Asian Challenge to Human Rights*, (pp.212-237). Cambridge: Cambridge University Press.

Howland, C. (1999). *Religious fundamentalisms and human rights of women*. New York: Palgrave Macmillan.

Nussbaum, M. C. (2001). "The Role of Religion", In Nussbaum, M. C. *Women and human development: The capabilities approach* (Vol. 3). (pp.167-240).Cambridge: Cambridge University Press.

Van der Vyver, J. D. (1996). Religious fundamentalism and human rights. *Journal of International Affairs*, 21-40.

Suggestive

Miller, Richard. (2010). *Terror, Religion and Liberal Thought*. New York: Columbia University Press.

Miller, Richard. (2016). *Friends and Other Strangers: Studies in Religion, Ethics, and Culture*. New York: Columbia University Press.

Tambiah S. (1992). *Buddhism Betrayed?:Religion, Politics, and Violence in Sri Lanka*. Chicago: Univ. Chicago Press

Witte, John. Jr. And M. Christian Green. (2012). *Religion and Human Rights: An Introduction*. New York: Oxford University Press. Chapters: 1-8 & 12, 15, 16, 17, 19, 21, 22.

Course Code: **HRIP 518**
Course Title: **HUMAN RIGHTS IN WAR AND PEACE**

Course Objectives:

The course helps understand the history and causes of war and how technologies facilitate war. It looks at both the economics of war and the economic reasons for war situating peace solutions in economic solidarity.

Course Outcomes:

1. It familiarizes the students with the evolution of International Humanitarian Law.

2. It facilitates the students to understand thecauses of armed conflict

3. The importance and right to peace will be discussed

4. Students will understand the role of governance and their economic interests in facilitating peace

Syllabus:

Unit I: Why War? Understanding Aggression; War an invention not a biological necessity; Causes of War; Resource competition in the 21stcentury

Unit II: Technologies of War- Weapons, drones and nuclear proliferation; Terrorism-Past and Present- case studies, UN General Assembly resolution 54/164 on Human Rights and Terrorism 2000

Unit III: War and Human Rights violations: Case studies;Protection of Human Rights during Violence and Armed Conflict- Discrimination of civilians and civilian objects from military objects, Protection of civilians and humane treatment of the sick and the wounded in conflict and the prisoners of war

Unit IV: Peace, the moral alternative to war; Transforming the war economy into a peacekeeping economy; Peace building; Global Economic Solidarity; Non violence; Peace Movements; On Humane Governance; Antiwar Activists, where are you? Right to peace: Disarmament, eventual destruction of all weapons, means and methods of warfare and violence, problems of dual use technologies, the core problem of mutuality of suspicions, lack of commitment on the part of nations – issues of security of nations, human security.

Unit V: Just war doctrine, Historical Background and Origins of International Humanitarian Law(IHL), Relationship between jus ad ellum and jus in bello, Development of the Geneva Conventions and Additional Protocols; Conclusions of the UNESCO International Colloquium on the Right to Humanitarian Assistance, Paris, 1995, UN Declaration on the Right of Peoples to Peace 1984, Declaration on the Use of Scientific and Technological Progress in the Interests of Peace and for the Benefit of Mankind 1975, UNESCO Declaration and Programme of Action on A Culture of Peace 1999, UNESCO Declaration on Fundamental Principles concerning

the Contribution of the Mass Media to Strengthening Peace and International Understanding

Readings

Mandatory

Baxi U. (1994). *Inhuman wrongs and human rights: unconventional essays*. Har-Anand Publications.

Burgers J. H. (1988). *The United Nations Convention against Torture: A handbook on the Convention against Torture and other cruel inhuman or degrading treatment or punishment* (Vol. 9). Martinus Nijhoff Publishers.

Forrest D. (1996). *A glimpse of hell: Reports on torture worldwide*.

Ghosh S. (1993). *Torture and rape in police custody: an analysis*. Ashish Publishing House.

Jervis R. (2002). Theories of war in an era of leading-power peace presidential address American political science association 2001. *American Political Science Review, 96*(1) 1-14.

Oommen, T. K. (2008). *Reconciliation in post-Godhra Gujarat: The role of civil society*. Pearson Education India.

Samaddar, R. (Ed.). (2004). *Peace studies: An introduction to the concept, scope and themes*. SAGE Publications India.

Singh, N. (1986). *Enforcement of Human Rights: In Peace & War and the Future of Humanity*. Martinus Nijhoff Publishers.

Suggestive

Barash, D. (ed.) 3rd edition. 2013. *Approaches to Peace: A Reader in Peace Studies*. London: OUP.

Bassiouni M. C. (Ed.). (1987). *A draft international criminal code and draft statute for an international criminal tribunal*. Martinus Nijhoff Publishers.

Curtis M. (2017). *Mass atrocity collective memory and the law*. Routledge.

Das S. K. (Ed.). (2005). *Peace processes and peace accords*. SAGE Publications India.

Lederach, J. P. (1995). *Preparing for peace: Conflict transformation across cultures*. Syracuse University Press.

Upadhyaya, P. (2008). Peace and conflict: Reflections on Indian thinking. *Strategic Analysis, 33*(1),71-83.

Wallensteen, P. (2006). Understanding Conflict Resolution: War, Peace and the Global System (Arabic edition).

Woodhouse T. Miall H. Ramsbotham O. & Mitchell C. (2015). *The Contemporary Conflict Resolution Reader*. Polity Press.

Course Code: **HRIP 519**

Course Title: **REFUGEES: RIGHTS AND INCLUSIVE POLICY**

Course Objectives:

The course aims at familiarizing the students with the historical evolution of forced migration and with conceptualizing the idea of Refugees. The role of International organizations and other actors working in this field will be discussed in detail. It also equips the students with insights on legal provisions for the protection of refugees.

Course Outcomes:

1. It familiarizes the students about the ancient roots of protection of foreigners, origins of modern refugee protection, and the state of the world's refugees and forced migrants.

2. It facilitates the students to engage with the legal framework and actors pertaining to the protection of the refugees.

3. It enables the students to critically look at what the UN and human rights standards say about refugee and asylum seekers rights and what States do to guarantee those rights.

4. The specific case studies will enable the students to understand the ground reality in terms of women and children in the refugee camp as well as the gender-based violence in the asylum

Syllabus:

Unit I: What constitutes a refugee- United Nations (1954) *Convention relating to the Status of Refugees;* Contradiction of relevance from II World War to now

Unit II: Convention Relating to Status of Refugees 1951, United Nations (1967) Protocol Relating to the Status of Refugees; UN General Assembly Resolution 54/180 on Human Rights and Mass Exoduses 2000, and the role of UN High Commissioner for Refugees, Declaration on Territorial Asylum 1967, UN General Assembly Declaration on the Human Rights of Individuals who are not Nationals of the Country in which They Live 1985

Unit III: Asylum seekers and rejecting refugees; Evolution of the International Refugee Protection Regime

Unit IV: International Humanitarian Law and International Refugee Law- origin, development, role and status; Indian position on Legal status of refugees; Humanitarian assistance for refugees in India

Unit V: Violations of the Human Rights of Refugees and Asylum Seekers: Case studies

Readings

Mandatory

Benhabib, S. (2004). *The rights of others: Aliens, residents, and citizens* (Vol. 5). Cambridge University Press.

Bhabha, J. (2009). Arendt's children: Do today's migrant children have a right to have rights. *Hum. RTs. Q.*, *31*, 410.

Bohmer, C., & Shuman, A. (2007). *Rejecting refugees: Political asylum in the 21st century*. Routledge.

Chakrabarty, M. (1998). *Human Rights and Refugees: Problems, Laws, and Practices*. New Delhi: Deep & Deep Publications.

Chimni, B. S. (1998). The geopolitics of refugee studies: A view from the South. *Journal of refugee studies*, *11*(4), 350-374.

Chimni, B. S. (Ed.). (2000). *International refugee law: A reader*. SAGE Publications Pvt. Limited.

Suggestive

Dembour, M. B., & Kelly, T. (Eds.). (2011). *Are human rights for migrants?: critical reflections on the status of irregular migrants in Europe and the United States*. Routledge.

Eastmond, M. (2007). Stories as lived experience: Narratives in forced migration research. *Journal of refugee studies*, *20*(2), 248-264.

Fuglerud, O. (2004). Constructing exclusion. The micro-sociology of an immigration department. *Social Anthropology*, *12*(1), 25-40.

Goodwin-Gill, G. S., & McAdam, J. (2007). *The refugee in international law*. Oxford University Press.

Kalam, M.A. (2019). Human history has been a saga of migrations. *The Free Press Journal.*

Knox, K., & Kushner, T. (2012). *Refugees in an age of genocide: Global, national and local perspectives during the twentieth century*. Routledge.

Koehn, P. H., & Sorenson, J. (1994). Refugees from revolution: US policy and Third-World migration. *Refuge: Canada's Journal on Refugees*, *12*(3).

Mantāphōn, W., & Muntarbhorn, V. (1992). *The status of refugees in Asia*. Oxford University Press.

National Council for Civil Liberties (Great Britain). Human Rights Convention, Foley, C., & Shutter, S. (1995). *The Last Resort: Violations of Human Rights Against Refugees and Asylum Seekers*. The Council.

M.A. HUMAN RIGHTS AND INCLUSIVE POLICY

ADMISSIONS 2019 – 2020

(Offered by Centre for Study of Social Exclusion & Inclusive Policy)

PONDICHERRY UNIVERSITY

(A Central University established under Parliament Act No.53 of 1985)

Why Human Rights ?

The biggest challenge to humanity is to live with tolerance appreciating diversity in all life forms and cultures. This challenge leads to the rising conflicts and human rights violation. Understanding Human Rights is crucial for the wellbeing of people globally in promoting peace.

Highlights

The M.A. Human Rights and Inclusive Policy at Pondicherry University, does not limit its perspective to a legal-political approach but brings in a multidisciplinary Social Science approach to facilitate better understanding of different conflicts and the possibilities in promoting peace and tolerance.

The programme is structured to provide experiential learning with the fourth semester dedicated for Internship and Project work.

Recognition

The Programme is recognized by UGC-NET/JRF examinations and UPSC examinations.

Scope

The programme provides opportunities for higher education and research besides employment in Governmental organizations (both National and International) and Non-Governmental organizations.

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Article 1– Universal Declaration of Human Rights

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