

**Course Title: HC- 1.1: 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 and Ambedkarite Perspective

**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 Reader*. 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.

## **Suggestive**

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 Title: HC –1.2: 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, marginalization.

**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, Migrants and Refugees, Region, Language and Ethnicity, Illness.

**Unit IV:** 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.

Kurzban, 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 Title: HC- 1.3: 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 the society.
2. It highlights various social 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:** John Rawls, Thomas Paine, Amartya Sen, Immanuel Kant, Robert Nozick

**Unit II:** 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;

Socio-Religious reformers: Raja Rammohan Roy and the Reinterpretation of Religions; Jyotiba Phule; Narayana Guru, Iyothee Thass, Periyar.

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

**Unit IV:** Women Pioneers: - Savitri Bai Phule, Tarabai Shinde, Chandraprova Saikiani, Pandita Ramabai, Irom Sharmila, Durgabai Deshmukh, Mary Old Stone Craft, Eleanor rooseveltdt, Desmond Tutu.

### **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., & Śinde, 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 marginalization? Hegemonic agendas and women's writing. *Thinking social science in India: Essays in honor of Alice Thorner*, 115-132.

## **Course Title: SC- 1.1: 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

## 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 Reader*. 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 Title: SC- 1.2: 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 Media and corporate control; Social Movements and NGOs

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

### 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.

**PG Diploma in Human Rights  
II Semester**

**Course Title: HC- 2.1: WOMEN, CHILDREN, GENDER AND AGED: 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. 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. 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 discusses violence and abuse against women
4. The students will understand the international and national legal measures for the protection of 'third' gender rights
5. Mobilizations and demands of the 'third' gender in asserting and their rights
6. They will understand the basic rights necessary for children for a secure life

**Syllabus:**

**Unit I:** Origins and Development of Women's Human Rights, Status of Women in India, Violence against and abuse of women. Women, Activism and Social Change. Development of International Norms for Protection of Women. The Constitution of India and Special provisions for the protection of women; Special Laws and Policies for Protection of Women.

**Unit II:** Understanding gender diversity and beyond binaries gender diversity; sex and gender and sexual orientation. Exclusion and discrimination, the Right of inclusion, Trans gendering the politics of recognition; International Protection and Recognition. Protection and Recognition of beyond binaries Gender Rights in India; Debates on Article 377.

**Unit III:** The concept of Childhood; History of Children's Rights; UN Convention on the Rights of the Child 1989; Violence against children; Juvenile justice from an international children's rights perspective; Indian Juvenile Justice Acts. National Commission for Rights of the Child. Child labour, ILO Convention on Child Labour. Feticide, child marriage.

**Unit IV:** Protection, vulnerability of the aged; Rights of the Elderly; International Norms for Protection of the Aged; Protection of the Aged under the Indian Constitution: Fundamental Rights and Directive Principles; Special protection and provisions for senior citizens; Institutional Mechanisms for Protection of the Aged- Non-Governmental Organizations, Information Media, Role of Education.

## 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.
- Archard, D. (3<sup>rd</sup> 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

- 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.
- 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
- 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*

## **Course Title: HC- 2.2 : RELIGION AND MINORITIES: 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 secularization and religious fundamentalism. The presence of both historically and globally or universally is discussed from a human rights approach. 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
5. The students will understand human rights ethics through religious diversity
6. They will see the historical transformation from religious fundamentalism to secularization as a continuity in human society
7. The students will be exposed to cases of religious fundamentalism being in conflict with human rights

### **Syllabus:**

**Unit I:** Human Rights and Religion: What do religions have to say about human rights? Jewish theory, Christianity, Islam, Hinduism, Buddhism, Confucianism, Indigenous Religion

**Unit II:** Secular, Secularization and Law: Rule of law, Role and limits of Secular Rationale, Religion, public reason and morality in democratic authority. Religious fundamentalism and Human Rights. Right to Peace, Religion and International Affairs: Freedom of Religion, Religion State relations, Equality and Non-Discrimination.

**Unit III:** The social construction of minorities the logic of minority-majority; understanding diversity, tolerance and secularism, International Norms for Protection of Minorities, International Norms for Protection of Minorities.

**Unit IV:** Minorities in India; Protection of Minorities under the Constitution; National and State Commissions for Minorities, Policy of secularism, Issues relating to reservations, 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.
- 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**

- 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.
- 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 Title: HC-2.3: SCHEDULED CASTES AND SCHEDULED TRIBES: 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. 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. 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.
5. The students will understand the invention of category 'tribe' 'Scheduled tribe' and 'indigenous' through a historical approach

### **Syllabus:**

**Unit I:** Foundations of Caste as a socio-cultural organization, hierarchical ordering of caste, foundations of untouchability and its manifestations, Scheduled Castes and their Quest for Equality, Early Dalit movements and Quest for civic rights, Social anonymity in the Urban and emergence of egalitarian space.

**Unit II:** State and the Scheduled Castes: right to equality, Criminalization of untouchability, Reservation, National Commissions, State Commissions; Protection of Civil Rights (PCR) act, and the subsequent SC/ST Prevention of Atrocities (PoA) Act; Current Statistics. UNESCO Declaration on Race and Racial Prejudice 1978, UNESCO Declaration of Principles on Tolerance 1995. Emergence of Dalit Political Parties, Civil Society Organizations and advocacy for Dalit rights.

**Unit III:** Group category and identity: *tribe- adivasi-girijan-adimjati-vanavasi-scheduled tribe*. Social Exclusion and Adivasis: poverty, health, education; Changing approaches to tribal development- isolation, assimilation and integration.

**Unit IV:** Indigenous and Tribal Peoples Convention (1989); UN Voluntary Fund for Indigenous Populations 1985, United Nations (2007) *Declaration on the Rights of Indigenous Peoples*. Constitutional provisions for scheduled tribes: 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.

## Readings

### Mandatory

- Ahuja, Ravi. (1998), Labour Unsettled: Mobility and Protest in Madras region, 1750-1800. *The Indian Economic and Social History Review*, 35(4).
- Ambedkar, B.R., "Book I—Untouchables or The Children of India's Ghetto. In V. Moon (ed). *Dr. Babasaheb Ambedkar Writings and Speeches*, Vol. 5.
- Ambedkar, 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.
- E.V.Ramasamy periyar [http://www.criticalquest.info/moreofbooks.html#book\\_2\\_2013](http://www.criticalquest.info/moreofbooks.html#book_2_2013)
- 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.
- 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**

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).

## **Course Title: SC-2.1: 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 Globalization; Political Economy of Globalization; Agencies of Globalization: TNC's, IGO's, INGO's, Nation-State, Media.

**Unit II:** 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;

**Unit III:** Understanding Human Development Indicators- traditional causes of poverty, deprivation and vulnerability, The Stockholm Declaration on Environment and Development 1972, Agenda 21 of Rio Summit on Environment and Sustainable Development 1992.

**Unit IV:** Social Consequences of Globalization in India-: Agriculture and Food; Occupational changes: Outsourcing, Software industry; Special Economic Zones; Climate change; Right to Environment versus Right to Development.

### **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.

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.

### **Suggestive**

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 Title: SC-2.2: REPORT WRITING AND DISSERTATION PREPARATION**

**Course Objectives:** The course looks at to enable the students to engage in writing by observing, case studying and conducting field visits in different forms and types of human rights violations and ensuring unbiased study especially in the human rights perspective. It helps them to understand the forms, dimensions, discrimination and deprivation in social exclusion and the impediments in inclusive policies. It also gives an insight towards the laws and rights enshrined in the constitution and other statutes, also studying its contemporary relevance. The objective of the study is to enable the student to critically analyze the case studies of violence and abuse against women, child, aged and also on the grounds of gender, race, religion, caste etc. Moreover to examine, evaluate and suggest a way forward.

### **Course Outcomes:**

1. Enable the students to improve their writing skills
2. Make them to engage themselves in research through which they can able to see the human rights issues in a practical manner
3. They can enhance their potential in Report Writing, analysis, statistical interpretation of the data
4. It helps them to alter the attitude in humanistic perspective

### **Unit I Field Report**

All the students will be submitting a Field Report related to Human Rights Education, Training, Awareness or incidents related to Human Rights Violation.

### **Unit II Study Report**

All the students will be submitting a Concise Report on whatever they have studied from first to second semester and what interested them most.

### **Unit III Case Study Report**

All students will be submitting an Actual Case Study Report on Human Rights Related Issue.

### **Unit IV Master's Thesis**

All the students will be submitting a Master's Thesis based on the Project Work done by them on a particular topic related to Human Rights, Civil Liberties, Refugee Issues, Disaster and Emergency Relief, Child, Women, Disabled Persons, Drug Abuse, Conflict Resolution, Judicial Activism, Caste atrocities, Gender sensitivity, Obligations in inclusive policies, aged rights violation, Communal Riots or any similar issue,

**TUMKUR  UNIVERSITY  
TUMAKURU**

**SYLLABUS FOR THE P G DIPLOMA IN  
HUMAN RIGHTS: 2023-24**

**FROM  
DEPARTMENT OF STUDIES AND RESEARCH IN  
POLITICAL SCIENCE**

**SUBMITTED TO  
THE REGISTRAR  
TUMKUR UNIVERSITY, TUMAKURU**



## PG DIPLOMA IN HUMAN RIGHTS COURSE STRUCTURE

S L N o	Core Speci ficati on	Title of the Paper	Teachi ng Hrs per week	No of Credi ts	Durati on of the Exam	Inter nal Asses sment	Semest er end Exami nation	Total mark s
<b>I SEMESTER</b>								
1	HC- 1.1	Human Rights: Historical and Philosophical Perspectives	4	4	3 Hrs	20	80	100
2	HC- 1.2	Social Exclusion: History and Inclusivity of The Concept	4	4	3 Hrs	20	80	100
3	HC- 1.3	Social Thinkers on Human Rights	4	4	3 Hrs	20	80	100
4	SC- 1.1	International Obligations to Protect Human Rights	4	4	3 Hrs	20	80	100
5	SC- 1.2	Indian Constitution and Human Rights	4	4	3 Hrs	20	80	100
<b>II SEMESTER</b>								
1	HC- 2.1	Women, Children, Gender and Gender Beyond Binaries: Rights and Inclusive Policy	4	4	3 Hrs	20	80	100
2	HC- 2.2	Religion and Minorities: Rights and Inclusive Policy	4	4	3 Hrs	20	80	100
3	HC- 2.3	Scheduled Castes and Scheduled Tribes: Rights and Inclusive Policy	4	4	3 Hrs	20	80	100
4	SC- 2.1	Globalization and Human Rights	4	4	3 Hrs	20	80	100
5	SC- 2.2	Report Writing and Dissertation Preparation	4	4	3 Hrs	20	80	100
			40 Hours	40 Credit				

## **Question paper pattern and internal Assessment for the Semester end Examination for the PG Diploma in Human Rights**

Each paper will be for maximum of 80 marks. The minimum marks to pass the examination is 40% (32 marks) in each paper

Duration of the examination for all the papers is 3 hours

Question paper pattern for the semester papers;

### **Section A**

Answer any four from the following in 60 words each. All questions carry equal marks (4X5= 20)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

### **Section B**

Answer any three questions in 150 words each. All questions carry equal marks      3X10=30

- 7.
- 8.
- 9.
- 10.
- 11.

### **Section C**

Answer any two questions in 250 words each. All questions carry equal marks      2X15=30

- 12.
- 13.
- 14.

Note: Equal weightage should be given to all units while setting the question paper.

**ASSESSMENT INTERNAL MARKS ALLOTMENT BASIS**

Two tests: 1 <sup>st</sup> and 2 <sup>nd</sup>	: 10 marks
Seminar	: 5 marks
Awareness programs for general public and Extension activities	: 5 marks
<b>Total</b>	<b>: 20 marks</b>