
CHAUDHARY BANSILAL UNIVERSITY BHIWANI

Certificate Course in Human Rights

Under the Department of Political Science

Duration of course -6 Months

Eligibility- (10+2)

Total Credits-20 (Marks- 500)

PROGRAMME LEARNING OUTCOMES (PLOs):-

1. **KNOWLEDGE:** - Demonstrate knowledge of historical emergence, questions asked, and distinctive contributions of the social science disciplines to the analysis of human behaviour and social issues.
2. **PROBLEM SOLVING:-** Conceptualize, articulate, and solve complex problems through experimentation and observation using the theoretical framework of social science disciplines.
3. **CRITICAL THINKING:** Critically analyze everyday problems faced by society, Laws, Rules, and rights, and compare arguments with different conclusions on a particular societal issue.
4. **SCIENTIFIC ENQUIRY:-** Develop the capability of defining problems, formulating hypotheses, collecting relevant data, developing empirical evidence, and interpreting the results of such analyses
5. **SPECIALIZATION AND EMPLOYABILITY:-** Develop a more profound understanding, creativity, originality, analytical, and critical skills in chosen specialised areas of social science disciplines, leading to employability.
6. **INTERDISCIPLINARY KNOWLEDGE & ADAPTATION:-** Enhance the ability to integrate as well as synthesize the acquired knowledge within the social sciences and beyond.
7. **ETHICS:** - Articulate and apply ethics, values, and ideals that demonstrate awareness of current societal challenges.



PROGRAMME SPECIFIC OUTCOMES (PSOs):-

1. The students will be able to have an in-depth understanding of the theoretical and conceptual underpinnings of human rights to examine human behaviors.
2. The students will be able to develop the ability to comprehend and analyze human rights phenomena.
3. The students shall acquire the capacity to observe human rights through various perspectives and approaches.
4. The students will be able to comprehend and critically examine various institutions, issues, processes, and challenges inherent in the protection and violation of human rights.

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Scheme of Examination for Certificate Course in Human Rights (Credit-20 and 500 marks)

Sr. no.	Paper Code	Subjects	Type of course	Contracts hours per week			Credit			Examination Scheme			Total
				Theory	Tutorial	Total	Theory	Tutorial	Total	Theory	Internal	Practical /viva D/V	
1	26HRCC-101	Concept of Political Theory	C.C.	4	-	4	4	-	4	70	30	-	100
2	26HRCC-102	Human rights: Philosophical foundations	C.C.	4	-	4	4	-	4	70	30	-	100
3	26HRCC-103	International Humanitarian Law	C.C.	4	-	4	4	-	4	70	30	-	100
4	26HRCC-104	Human rights in India	C.C.	4	-	4	4	-	4	70	30	-	100
5	26HRCC-105	Practical: Viva	S.E.C	-	-	-	4	-	4			70+30	100
Total				16		16	20		20	280	120	100	500

D- for Dissertation V- for Viva, Skill enhancement course, Core Course



Concept of Political Theory

26HRCC-101

Course Learning Outcomes:

After the completion of this course, the students would be able to:

26HRCC-101.1 Understand the meaning of human rights and the concept of liberty and equality.

26HRCC-101.2 Assess the theoretical knowledge of justice, democracy, Rights and Duties.

26HRCC-101.3 Comparatively and critically evaluate the Libertarianism, communitarianism, and post-modernism.

26HRCC-101.4 Present their arguments and thoughts about Multiculturalism, New Marxism, and Post-Colonialism.

Unit -1

I-Meaning of Political Theory

II-Liberty

III-Equality

Unit-2

I-Justice

II-Democracy

III-Rights and Duties

Unit-3

I-Liberalism

II-Communitarianism

III-Post-Modernism

UNIT-4

I-Multiculturalism

II-New Marxism

III-Post -Colonialism



Suggested Readings-

- Bhargava, Rajeev and Ashok Acharya (eds.), *Political Theory: An Introduction*, Pearson, 2008.
- Bellamy, Richard (ed.), *Theories and Concepts of Politics: An Introduction*, Manchester University Press, 1993.
- Farrelly, Colin, *Introduction to Contemporary Political Theory*, Sage Publications, 2004.
- Gaus, Gerald F. and Chandran Kukathas, *A Handbook of Political Theory*, Sage, 2004
- Hampton, Jean, *Political Philosophy*, Westview Press, 1997.
- _____, *Political Theory: An Introduction*, 3rd edition, Palgrave, 2005.
- _____, *Political Ideologies: An Introduction* 3rd edition, 2003.
- Heywood, Andrew, *Key Concepts in Politics*. Palgrave Macmillan, 2000.
- Kymlicka, Will, *Contemporary Political Philosophy: An Introduction*, 2nd Ed., Oxford, 2002.
- Rawls, John, *A Theory of Justice*, London: OUP, 1972.
- _____, *Political Liberalism*, New York: Columbia University Press, 1993.



Mapping Matrix of Course 26HRCC-101

Mapping: Mapping is a process of representing the correlation between CLOs and PLOs, CLOs and PSOs in the scale of S, M, MS & W as follows (Table 1):

Table 1: Scale of mapping between CLOs and PLOs

Scale	
Strong relation (S)	If the contents of the course have a strong correlation (i.e., in agreement with the particular PLO to a large extent) with the specific Programme outcome
Moderate (M)	If the contents of the course have medium correlation (i.e., in agreement with the particular PLO to a reasonable extent) with the specific Programme outcome
Moderate to Strong (MS)	If the contents of the course have a moderate to strong relation with the particular PLO to a reasonable extent) with the specific Programme outcome
Weak (W)	If the contents of the course have low correlation (i.e., in agreement with the particular PLO to a small extent) with the specific Programme outcome

The same scale may be used to define the correlation between CLOs and PLSOs

Mapping of Course Learning Outcomes to Programme Learning Outcomes: (CLO-PLO Mapping Matrix)

Table 2 shows the CLO-PLO mapping matrix for course 26HRCC-101, assuming there are 7 PLOs and 4 CLOs.

Table 2: CLO-PLO Matrix for the Course 26HRCC-101

CLO	PLO1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7
CLO1	S	S	S	S	M	MS	W
CLO2	S	S	MS	S	M	MS	W
CLO3	S	M	S	S	M	MS	W
CLO4	S	S	S	W	M	MS	W
Average	S	S	S	S	M	MS	W

Note: Each CLO doesn't need to correlate with all the PLOs



Mapping of Course Learning Outcomes to Programme Specific Outcomes: (CLO-PSO Mapping Matrix)

Table 3 presents the CLO-PSO mapping matrix for course 26HRCC-101, assuming there are four PSOs and four COs.

Table 3: CLO-PSO Matrix for the Course 26HRCC-101

CLO	PSO 1	PSO 2	PSO 3	PSO 4
26HRCC-101.1	S	M	MS	W
26HRCC-101.2	M	S	MS	W
26HRCC-101.3	S	M	W	W
26HRCC-101.4	S	M	MS	W
Average	S	M	MS	W



Human Rights: Philosophical and Historical Foundation

26HRCC-102

Course Learning Outcomes:

After the completion of this course, the students would be able to:

- 26HRCC-102.1 Understand the human value and dignity, in the context of justice and rights.
- 26HRCC-102.2 Assess the theoretical knowledge of human rights on the philosophical foundation during Ancient India.
- 26HRCC-102.3 Comparatively and critically evaluate liberal, Positive right theory, and human development.
- 26HRCC-102.4 Present their arguments and thoughts about Migration, human trafficking, and social exclusion.

UNIT-I

I-Human Values: Individual Dignity, Justice, and Equality.

II-Relationship between Human Rights and Law.

III-Universalism and Culturalism.

UNIT-II

Concept of Human Rights

I-Meaning, Nature, Classification, and Generation.

II-Non-Western perspective of Human rights: Hindu, Buddhist

III- Evolution of the Concept: Magna Carta to the International Bill of Rights.

Unit-III

I-Natural Rights, Liberal, Positivist, and Post-Positivist Rights theories of rights.

II-The Rawlsian Theory of Justice

III-The Concern of Development and Human Rights

Unit-IV

I-Migration and Refugee Law

II-Human trafficking

III-Social exclusion.



Suggested Readings-

- Alferdsson, Gudmundur, and Eide, Asbjorn, ed. *The Universal Declaration of Human Rights: A Common Standard of Achievement*, The Hague, Martinus Nijhoff Publishers, 1999.
- Asian-African Legal Consultative Organization, *Fifty Years of AALCO: Commemorative Essays In International Law*, New Delhi, 2007.
- Basu, Rumki, ed., *Globalization & the Changing Role of the State: Issues and Impacts*, New Delhi: New Dawn Press, 2008.
- Bhargava, Rajeev and Acharya, Ashok, eds. *Political Theory: An Introduction*, Delhi: Pearson, 2014.
- Dixon, Martin, *Textbook on International Law*, London: Blackstone Press, 2000.
- Donnelly, Jack, *Universal Human Rights in Theory and Practice*, Jaipur: Rawat, 2014.
- Freeman, Michael, *Human Rights*, New Delhi: Atlantic for Polity Press, 2003.
- Krishnamurthy, B., Ganapathy-Dore, Geetha, *European Convention on Human Rights: Sixty Years and Beyond*, New Delhi: New Century Publications, 2012.
- Mahmood, Tahir, ed., *Human Rights in Islamic Law*, New Delhi: Genuine Publications and Media Pvt.Ltd, 2003.
- Monshipouri, Mahmood, Englehart, Neil, et.al., eds. *Constructing Human Rights In The Age of Globalization*, New Delhi: Prentice-Hall, 2004.
- Motilal, Shashi, ed., *Applied Ethics and Human Rights: Conceptual Analysis and Contextual Applications*, Delhi, Anthem Press, 2011.
- Paul Gordon Lauren, *The Evolution of International Human Rights: Visions Seen*, Philadelphia: University of Pennsylvania Press, 2003.
- Rahman, Anisur, ed., *Human Rights and Social Security: Perspectives, Issues and Challenges*, New Delhi: Manak Publications, 2011



Mapping Matrix of Course 26HRCC-102

Mapping: Mapping is a process of representing the correlation between CLOs and PLOs, CLOs and PSOs in the scale of S, M, MS & W as follows (Table 1):

Table 1: Scale of mapping between CLOs and PLOs

Scale	
Strong relation (S)	If the contents of the course have a strong correlation (i.e., in agreement with the particular PLO to a large extent) with the specific Programme outcome
Moderate (M)	If the contents of the course have medium correlation (i.e., in agreement with the particular PLO to a reasonable extent) with the specific Programme outcome
Moderate to Strong (MS)	If the contents of the course have a moderate to strong relation with the particular PLO to a reasonable extent) with the specific Programme outcome
Weak (W)	If the contents of the course have low correlation (i.e., in agreement with the particular PLO to a small extent) with the specific Programme outcome

The same scale may be used to define the correlation between CLOs and PLSOs

Mapping of Course Learning Outcomes to Programme Learning Outcomes: (CLO-PLO Mapping Matrix)

Table 2 shows the CLO-PLO mapping matrix for course 26HRCC-102, assuming there are 7 PLOs and 4 CLOs.

Table 2: CLO-PLO Matrix for the Course 26HRCC-102

CLO	PLO1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7
CLO1	S	S	S	S	M	MS	W
CLO2	S	S	S	W	M	W	W
CLO3	S	M	S	S	M	MS	W
CLO4	S	S	M	S	M	MS	W
Average	S	S	S	S	M	MS	W

Note: Each CLO doesn't need to correlate with all the PLOs

Mapping of Course Learning Outcomes to Programme Specific Outcomes: (CLO-PSO Mapping Matrix)

Table 3 shows the CLO-PSO mapping matrix for course 26HRCC-102, assuming there are 4 PSOs and 4 COs.

Table 3: CLO-PSO Matrix for the Course 26HRCC-102

CLO	PSO 1	PSO 2	PSO 3	PSO 4
26HRCC-102.1	M	M	MS	W
26HCRR-102.2	S	S	MS	W
26HRCC-102.3	S	M	MS	S
26HRCC-102.4	S	M	W	W
Average	S	M	MS	W



International Humanitarian Law.

26HRCC-103

Course Learning Outcomes:

After the completion of this course, the students would be able to:

26HRCC-103.1 Understand the development of human rights globally.

26HRCC-103.2 Assess the theoretical knowledge of international principles and the International Court.

26HRCC-103.3 Comparatively and critically evaluate some sensitive human rights violations and gender issues.

26HRCC-103.4 Present their arguments and thoughts about underdevelopment and poverty at the global level.

UNIT-I

I-Origin, source, and development of IHL: Hague Conventions (1899 and 1907) and Geneva Conventions (1949 and protocols of 1977).

II-The Convergence between International Human Rights and Humanitarian Law.

UNIT-II

I-Mechanism for the Implementation of IHL.

II-ICRC as the implementing agency: Principles, Policies, and Role.

III-International Criminal Court: Structure, working, and challenges before the court

UNIT-III

I-Genocide. Genocide Convention, and Humanitarian Intervention: Provisions

II-Implementation and Contestations.

III-Rape and other Gender -related Persecutions in war.

IV-Transitional Justice, Truth Commissions, and Hybrid Courts.

UNIT-IV

I-MDGs, SDGs, and

II-Human Development

III-Weapons of Mass Destruction and World Bank Poverty Report.



Suggested reading-

- Arsanjani, M H., "The Rome Statute of the International Criminal Court" in Ku, Charlotte and Diehl, Paul F., ed., *International Law: Classic and Contemporary Readings* (Lynne Reinner/ Viva, 2004).
- Balachandran, M K, and Verghese, Rose, ed., *Introduction to International Humanitarian Law* (ICRC, 1997); HR-193, HR-194, HR-195.
- Bantekas, Ilias, and Lutz, Oette, *International Human Rights: Law and Practice* (Cambridge University Press, 2013), Chapter 14 on International Armed Conflict
- Brownsword, Roger, ed., *Global Governance and the Quest for Justice*, vol. 4: *Human Rights* (Oxford: Hart Publishing House, 2004), Chapter 9 on International Criminal Court
- Carpenter, R Charli, "Surfacing Children: Limitations of Genocidal Rape Discourse", *Human Rights Quarterly*, vol. 22, 2000, 428-477.
- Forsythe, David P, *Human Rights in International Relations*, 3rd edn. (Cambridge Univ Press, 2012), Chapter 4 on 'Transitional Justice: Criminal Courts and Alternatives', 117-154.
- Forsythe, David P, *The Humanitarians: The International Committee of the Red Cross* (Cambridge Univ Press, 2005), HR-319
- Niarchos, Catherine N., "Women, War and Rape: Challenges Facing the ICTFY", *Human Rights Quarterly*, vol. 17, 1995, 649-690.
- Nowrojee, Binaifer, "'Your Justice is Too Slow': Will the International Criminal Tribunal for Rwanda: Fail Rwanda's Rape Victims?" in Donna Pankhurst, ed. *Gendered Peace: Women's Struggles for Post-War Justice and Reconciliation* (Routledge, 2008).
- O'Byrne, Darren, *Human Rights: An Introduction* (Pearson, 2007), chapter 9; HR-238
- Asbjorn, ed., *The Universal Declaration of Human Rights: A Common Standard of Achievement*, The Hague, Martinus Nijhoff Publishers, 1999.
- Asian-African Legal Consultative Organization, *Fifty Years of AALCO: Commemorative Essays In International Law*, New Delhi, 2007.
- Basu, Rumki, ed., *Globalization & the Changing Role of the State: Issues and Impacts*, New Delhi: New Dawn Press, 2008.
- Bhargava, Rajeev and Acharya, Ashok, eds. *Political Theory: An Introduction*, Delhi: Pearson, 2014.
- Dixon, Martin, *Textbook on International Law*, London: Blackstone Press, 2000.
- Donnelly, Jack, *Universal Human Rights in Theory and Practice*, Jaipur: Rawat, 2014.
- Freeman, Michael, *Human Rights*, New Delhi: Atlantic for Polity Press, 2003.
- Krishnamurthy, B., Ganapathy-Dore, Geetha, *European Convention on Human Rights: Sixty Years and Beyond*, New Delhi: New Century Publications, 2012.
- Mahmood, T, Asbjorn, ed., Ahir, ed., *Human Rights in Islamic Law*, New Delhi: Genuine Publications and Media Pvt Ltd, 2003.
- Monshipouri, Mahmood, Englehart, Neil, et.al., eds. *Constructing Human Rights In The Age of Globalization*, New Delhi: Prentice-Hall, 2004.
- Motilal, Shashi, ed., *Applied Ethics and Human Rights: Conceptual Analysis and Contextual*

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Applications. Delhi, Anthem Press, 2011.
Paul Gordon Lauren, *The Evolution of International Human Rights: Visions Seen*, Philadelphia: University of Pennsylvania Press, 2003.
Rahman, Anisur, ed., *Human Rights and Social Security: Perspectives, Issues and Challenges*, New Delhi: Manak Publications, 2011



Mapping Matrix of Course 26HRCC-103

Mapping: Mapping is a process of representing the correlation between CLOs and PLOs. CLOs and PLOs in the scale of S, M, MS & W as follows (Table 1):

Table 1: Scale of mapping between CLOs and PLOs

Scale	
Strong relation (S)	If the contents of the course have a strong correlation (i.e., in agreement with the particular PLO to a large extent) with the specific Programme outcome
Moderate (M)	If the contents of the course have medium correlation (i.e., in agreement with the particular PLO to a reasonable extent) with the specific Programme outcome
Moderate to Strong (MS)	If the contents of the course have a moderate to strong relation with the particular PLO to a reasonable extent) with the specific Programme outcome
Weak (W)	If the contents of the course have low correlation (i.e., in agreement with the particular PLO to a small extent) with the specific Programme outcome

The same scale may be used to define the correlation between CLOs and PLOs

Mapping of Course Learning Outcomes to Programme Learning Outcomes: (CLO-PLO Mapping Matrix)

Table 2 presents the CLO-PLO mapping matrix for course 26HRCC-103, assuming there are 7 PLOs and four CLOs.

Table 2: CLO-PLO Matrix for the Course 26HRCC-103

CLO	PLO1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7
CLO1	S	S	M	M	M	MS	W
CLO2	S	S	S	S	S	MS	W
CLO3	S	M	S	S	W	W	S
CLO4	W	S	S	W	M	MS	W
Average	S	S	S	S	M	MS	W

Note: Each CLO doesn't need to correlate with all the PLOs

Mapping of Course Learning Outcomes to Programme Specific Outcomes: (CLO-PSO Mapping Matrix)

Table 3 presents the CLO-PSO mapping matrix for course 26HRCC-103, assuming there are four PSOs and four COs.

Table 3: CLO-PSO Matrix for the Course 26HRCC-103

CLOS	PSO 1	PSO 2	PSO 3	PSO 4
26HRCC-103.1	S	M	MS	MW
26HRCC-103.2	M	S	MS	W
26HRCC-103.3	S	M	M	W
26HRCC-103.4	M	M	MS	S
Average	S	M	MS	W

Human Rights in India

26HRCC-104

Course Learning Outcomes:

After the completion of this course, the students would be able to:

- 26HRCC-104.1 Understand the development of human rights in Vedic and Buddhist thoughts and the Indian Constitution.
- 26HRCC-104.2 Assess the theoretical knowledge of the organizational structure of human rights in India.
- 26HRCC-104.3 Comparatively and critically evaluate communities value of human rights.
- 26HRCC-104.4 Present their arguments and thoughts about underdevelopment and poverty at the global level.

UNIT-I

- I-Vedic and Buddhism's Noble Eightfold Path
- II-Constitutional, Statutory and Institutional Provisions of Human Rights in India.
- III-Directive Principles of state policy and fundamental duties and human rights.

UNIT-II

- I-National Human Rights Commission, Structure, and Challenges
- II-Environmental Rights and Climate Justice.
- III-Role of Judiciary, Media, and NGOs.

UNIT-III

- I-Disadvantaged groups include women, Children, older persons, and unorganized labor.
- II-The LGBTQ community and the Deprived section.

UNIT-IV

- I-Unemployment, historical inequalities, and caste
- II-Health, Pollution, and Environment in India.

Suggested Reading-



Ansari, Iqbal, *Readings on Minorities: Documents and Perspectives*, New Delhi: IOS, 1999.
Basu, D. D., *Introduction to the Constitution of India*, Prentice Hall of India, 1989.
Chandrachud, Abhinav, *Republic of Rhetoric: Free Speech and the Constitution of India*, New Delhi: Penguin, 2017
Dwivedi, Om Prakash, and Rajan, V. G. Julie, ed., *Human Rights in Postcolonial India* New Delhi: Routledge, 2016.
Mathur, B. P., *Governance Reforms and Vision India*, McMillan: 2005
Nirmal, C. J., *Human Rights in India*, OUP, 1999.
Noorani, A. G, *Constitutional Question and Citizen Rights*, OUP, 2006
Rudolph and Rudolph, "Living with Differences in India", *The Political Quarterly*, Vol. 71, 2000
Saksena, K. P., *Human Rights: Perspectives and Challenges*, New Delhi: Lancer Books, 1994
Sehgal and Singh, *Human Rights in India*, New Delhi: Deep and Deep, 1996,
Shah, *Dalit Identity and Policy*, New Delhi: Sage Publications, 2001
Simmonds, *A Debate over Rights*, New Delhi: OUP, 1998
Singh A, Kapoor and Bhattacharya, *Governance, Poverty Reduction: Beyond the Cage of Best Practices*, New Delhi: PHI Learning, 2009;
Singh, Anushka, *Sedition in Liberal Democracies*, New Delhi: OUP, 2018.
May, Stephen, *Ethnicity, Nationalism and Minority Rights*, Cambridge University Press, 2004



Mapping Matrix of Course 26HRCC-104

Mapping: Mapping is a process of representing the correlation between CLOs and PLOs, CLOs and PSOs in the scale of S, M, MS & W as follows (Table 1):

Table 1: Scale of mapping between CLOs and PLOs

Scale	
Strong relation (S)	If the contents of the course have a strong correlation (i.e., in agreement with the particular PLO to a large extent) with the specific Programme outcome
Moderate (M)	If the contents of the course have medium correlation (i.e., in agreement with the particular PLO to a reasonable extent) with the specific Programme outcome
Moderate to Strong (MS)	If the contents of the course have a moderate to strong relation with the particular PLO to a reasonable extent) with the specific Programme outcome
Weak (W)	If the contents of the course have low correlation (i.e., in agreement with the particular PLO to a small extent) with the specific Programme outcome

The same scale may be used to define the correlation between CLOs and PLSOs

Mapping of Course Learning Outcomes to Programme Learning Outcomes: (CLO-PLO Mapping Matrix)

Table 2 presents the CLO-PLO mapping matrix for course 26HRCC-104, assuming there are seven PLOs and four CLOs.

Table 2: CLO-PLO Matrix for the Course 26HRCC104

CLO	PLO1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7
CLO1	S	S	S	S	M	MS	W
CLO2	S	S	S	S	M	S	W
CLO3	M	S	M	S	M	M	W
CLO4	M	S	S	M	M	MS	W
Average	S	S	S	S	M	MS	W

Note: Each CLO doesn't need to correlate with all the PLOs

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Mapping of Course Learning Outcomes to Programme Specific Outcomes: (CLO-PSO Mapping Matrix)

Table 3 presents the CLO-PSO mapping matrix for course 26HRCC-104, assuming there are four PSOs and four COs.

Table 3: CLO-PSO Matrix for the Course 26HRCC-104

CLO	PSO 1	PSO 2	PSO 3	PSO 4
26HRCC-104.1	M	M	MS	W
26HRCC-104.2	S	S	MS	W
26HRCC-104.3	M	M	M	MS
26HRCC-104.4	S	M	MS	W
Average	S	M	MS	W



Practical /Viva

26HRCC-105

This paper will comprise:-

1. Dissertation of 70 Marks (50 pages) and
2. Viva of 30 marks;

The dissertation would focus on empirical studies, addressing contemporary issues. Each participant will be required to visit organizations/Institutions /and interview individuals for dissertation purposes.

The Department will provide the format of the dissertation.



Format for Hard Copy Submission of Dissertation-

Title of topic-

Abstract-

Introduction-

Literature review-

Methodology-

Results and Discussion-

Conclusion

References-

Hard-bound, two copies must be submitted (one in the exam branch, one in the department) by the student before the viva.

