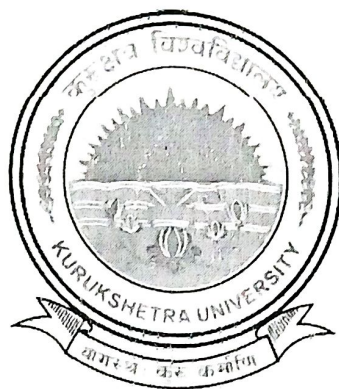


Kurukshetra University, Kurukshetra

(Established by the State Legislature Act-XII of 1956)

("A++" Grade, NAAC Accredited)



Scheme of Examination for Post Graduate Programme

M.A. Human Rights

as per NEP 2020

Curriculum and Credit Framework for Postgraduate Programme

With Internship and CBCS-LOCF

With effect from the session 2024-25(in phased manner)

**DEPARTMENT OF POLITICAL SCIENCE
FACULTY OF SOCIAL SCIENCE**

KURUKSHETRA UNIVERSITY, KURUKSHETRA -136119

HARYANA, INDIA


**Chairperson
Deptt. of Political Science
K.U. Kurukshetra-136119**

Programme Learning Outcomes (PLOs) for PG Programmes

PLOs for Master Degree Programme - Human Rights

PLOs	M.A. Human Rights
After the completion of Master degree in Human Rights the student should be able to:	
PLO_1: Knowledge and Understanding	Demonstrate the advanced knowledge and understanding emerging developments and issues including methods and techniques related to Human Rights
PLO_2: General Skills	Demonstrate the acquisition of advanced cognitive skills required for performing and accomplishing complex tasks related to the fields of Human Rights
PLO_3: Technical/ Professional Skills	Demonstrate the acquisition of advanced cognitive and Technical/professional skills required for evaluating the research findings, designing and conducting relevant research that contributes to the generation of new knowledge in the domain of Human Rights
PLO_4: Communication Skills	To communicate, in well-structured manner, the acquired skills to the society at large and communicate effectively results of own research/findings.
PLO_5: Application of knowledge and Skills	Apply the acquired advanced professional skills to identify and analyze problems and issues, carry out research and investigations to formulate evidence-based solutions to complex and unpredictable problems associated with the field of Human Rights
PLO_6: Critical thinking and Research Aptitude	To problematize, synthesize, and articulate issues and design research proposals, formulate and test hypotheses, make inferences based on the analysis.
PLO_7: Ethics and Moral Values	To support relevant ethical and moral issues, avoid unethical practices such as fabrication, falsification or misrepresentation of data or committing plagiarism. Follow basic research ethics and skills in practicing/doing ethics in the field/ in one's own research work.
PLO_8: Capabilities/qualities and mindset	To exercise full personal responsibility for the output of own work as well as for group/team outputs and for managing work that is complex and unpredictable.
PLO_9: Employability and job-ready skills	To demonstrate the acquisition of knowledge and skill sets required for adapting to the future of work and responding to the demands of the fast pace of developments that drive the shift in employers' demands for skills.



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Kurukshetra University, Kurukshetra

Scheme of Examination for Postgraduate Programme Human Rights

as per NEP 2020 Curriculum and Credit Framework for Postgraduate Programmes
(CBCS LOCF) with effect from the session 2024-25 (in phased manner)

Framework-1

Scheme-R

Semester	Course Type	Course Code	Nomenclature of course	Theory (T)/ Practical (P)	Credits		Contact-hours per week				Internal Assessment Marks	End Term Examination Marks	Total Marks	Examination hours
						Total	L	T	P	Total				
1	CC-1	M24-HRT-101	Historical and Philosophical Perspectives of Human Rights	T	4	22	3	1	0	4	30	70	100	3
	CC-2	M24-HRT-102	Human Rights and Criminal Justice System in India	T	4		3	1	0	4	30	70	100	3
	CC-3	M24-HRT-103	Human Rights: Indian Thought	T	4		3	1	0	4	30	70	100	3
	CC-4	M24-HRT-104	Research Methodology-I	T	4		3	1	0	4	30	70	100	3
	DEC-1	M24-HRT-105	Human Rights and Duties in India	T	4		3	1	0	4	30	70	100	3
		M24-HRT-	International Human Rights System	T	4		3	1	0	4	30	70	100	3


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4	CC-10	M24-HRT-302	Civil Society, Social Movements and Human Rights in India	T	4	22
	DEC-3	M24-HRT-303	Women and Human Rights	T	4	
		M24-HRT-304	Children and Human Rights	T	4	
	DEC-4	M24-HRT-305	Human Rights and Duties of the aged and Disabled	T	4	
		M24-HRT-306	International Humanitarian and Refugee Laws	T	4	
	DEC-5	M24-HRT-307	Development, Globalization and Human Rights	T	4	
		M24-HRT-308	People's Right to Self-Determination	T	4	
	CC-11	M24-HRT-401	Human Rights: Ambedkar's Perspective	T	4	
	CC-12	M24-HRT-402	International Obligations to Protect Human Rights	T	4	
	DEC-6	M24-HRT-403	Disadvantaged Groups and Human Rights	T	4	
		M24-HRT-404	Working Class and Human Rights	T	4	

3	1	0	4	30	70	100	3
3	1	0	4	30	70	100	3
3	1	0	4	30	70	100	3
3	1	0	4	30	70	100	3
3	1	0	4	30	70	100	3
3	1	0	4	30	70	100	3
3	1	0	4	30	70	100	3
3	1	0	4	30	70	100	3
3	1	0	4	30	70	100	3
3	1	0	4	30	70	100	3

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DEC-7	M24-HRT-405	Weaker Sections and Human Rights in India	T	4
	M24-HRT-406	Protection and Enforcement of Human Rights	T	4
DEC-8	M24-HRT-407	Science and Technology and Human Rights and Duties	T	4
	M24-HRT-408	Minorities and Human Rights and Duties	T	4
EEC	M24-HRT-409	Legal Aspects of Human Rights	T	2

3	1	0	4	30	70	100	3
3	1	0	4	30	70	100	3
3	1	0	4	30	70	100	3
3	1	0	4	30	70	100	3
2	0	0	2	15	35	50	3

Scheme of Semester 4 when a student opts for Dissertation Work or Project Work

CC-11	M24-HRT-401	Human Rights : Ambedkar's Perspective	T	4	12	3	1	0	4	30	70	100	3
DEC-6	M24-HRT-403	Disadvantaged Groups and Human Rights	T	4		3	1	0	4	30	70	100	3
	M24-HRT-404	Working Class and Human Rights	T	4		3	1	0	4	30	70	100	3
EEC	M24-HRT-409	Legal Aspects of Human Rights	T	2		2	0	0	2	15	35	50	3
Dissertation/Project work	M24-HRT-410	Dissertation /Project work				12	0	0	12		300	300	NA

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Note: In case of DEC, the student can opt for similar course from SWAYAM or other approved Online Portals.



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M.A. Human Rights (Semester-3) – CC-9

Session: 2025-26

Part A – Introduction

Name of Programme	M.A. Human Rights
Semester	III
Name of the Course	Human Rights: Gandhian Perspective
Course Code	M24-HRT-301
Course Type	CC-9
Level of the course	500-599
Pre-requisite for the course (if any)	N A
Course Learning Outcomes (CLO)	

After completing this course, the learner will be able to:

CLO 1: Understand Gandhian philosophical foundations and key concepts.

CLO 2: Analyse Gandhi's approach to human rights.

CLO 3: Examine major Gandhian movements and campaigns.

CLO 4: Evaluate Gandhian thought's contemporary global relevance.

Credits	Theory	Tutorial	Total
	3	1	4
Teaching Hours per week	3	1	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Time	3 hours		

Part B- Contents of the Course

Instructions for Paper- Setter: The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will consist at least 4 parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question. All questions will carry equal marks.

Unit	Topics	Contact Hours
I	Foundations of Gandhian Philosophy: Influence of Hinduism, Jainism, and Buddhism on Gandhi's thought; concepts of <i>Satya</i> (Truth), <i>Ahimsa</i> (Non-violence), and <i>Satyagraha</i> (Non-violent resistance); critique of modernity, industrialization, and materialism; and the ideas of <i>Sarvodaya</i> (Upliftment of All) and <i>Swaraj</i> (Self-rule).	15
II	Gandhian Approach to Human Rights and Dignity: Dignity and worth of the individual; rights and duties from individual and societal perspectives; trusteeship and economic rights; and critique of the caste system and untouchability.	15
III	Gandhian Movements and Campaigns: Non-Cooperation Movement and Civil Disobedience; Salt Satyagraha and the Dandi March; Champaran and Kheda Satyagrahas (peasant rights); and the campaign against untouchability and caste discrimination.	15
IV	Contemporary Relevance of Gandhian Thought: Influence on leaders and movements worldwide; Gandhian approach to conflict resolution and peace-building; environmental rights and sustainable development; and human rights education and Nai Talim (Basic Education).	15
Total Contact Hours		60


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Suggested Evaluation Methods			
Internal Assessment: 30		End Term Examination: 70	
➤ Theory	30	➤ Theory:	70
• Class Participation:	5	Written Examination	
• Seminar/presentation/assignment/quiz/class test etc.:	10		
• Mid-Term Exam:	15		
Part C-Learning Resources			
Recommended Books/e-resources/LMS:			
1. Bondurant, J. V. (1958), Conquest of Violence: The Gandhian Philosophy of Conflict: Princeton University Press. 2. Chatterjee, M. (1983), Gandhi's Religious Thought: Macmillan Press. 3. Dalton, D. (2012), Mahatma Gandhi: Nonviolent Power in Action: Columbia University Press. 4. Gandhi, M. K. (1993), An Autobiography: The Story of My Experiments with Truth: Translated by Mahadev Desai Beacon Press. 5. Hardiman, D. (2004), Gandhi in his Time and Ours: The Global Legacy of his ideas. Columbia University Press 6. Iyer, R. N. (Ed.). (1973), The Moral and Political Thought of Mahatma Gandhi: Oxford University Press. 7. Parel, A. J. (2006), Gandhi's Philosophy and the Quest for Harmony: Cambridge University Press. 8. Prabhu, R. K.,& Rao, U. R. (Eds.). (1967), The Mind of Mahatma Gandhi. Navajivan Publishing House. 9. Pyarelal. (1958), Mahatma Gandhi: The last phase (Vol. 1-2): Navajivan Publishing House. 10. Wolpert, S. (2002), Gandhi's Passion: The Life and Legacy of Mahatma Gandhi: Oxford University Press.			


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M.A. Human Rights (Semester-3) – CC-10**Session: 2025-26****Part A – Introduction**

Name of Programme	M.A. Human Rights
Semester	III
Name of the Course	Civil Society, Social Movements and Human Rights in India.
Course Code	M24-HRT-302
Course Type	CC-10
Level of the course	500-599
Pre-requisite for the course (if any)	N A
Course Learning Outcomes (CLO)	

After completing this course, the learner will be able to:

CLO 1: Understand key concepts of civil society and social movements.

CLO 2: Analyse socio-religious movements and their human rights impact.

CLO 3: Examine political and environmental movements and identity issues.

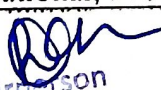
CLO 4: Evaluate roles of international organisations and NGOs in human rights.

Credits	Theory	Tutorial	Total
	3	1	4
Teaching Hours per week	3	1	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Time	3 hours		

Part B- Contents of the Course

Instructions for Paper- Setter: The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will consist at least 4 parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question. All questions will carry equal marks.

Unit	Topics	Contact Hours
I	Conceptual Perspective: Concept of civil society and social movements; Indic perspective on rights and duties (Dharma) as civilizational foundations of community engagement; Swadeshi as a civil society model rooted in economic self-determination.	15
II	Socio-Religious Movements and Human Rights: Social and religious movements and human rights in India; Brahmo Samaj, Arya Samaj Movement, Ramakrishna Mission and Swami Vivekananda's vision of universal upliftment through spiritual nationalism	15
III	Political and Environmental Movements and Human Rights: Political movements; trade union movements; peasant movements; environmental movements.	15
IV	Role of International Organisations and NGOs in Promoting Human Rights in India: Role of UN Commission on Human Rights, UN High Commissioner for Refugees (UNHCR), International Labour Organisation (ILO), UN Educational, Scientific and Cultural Organisation (UNESCO); Amnesty International; NGOs and civil rights	15


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movements.		Total Contact Hours		60
Suggested Evaluation Methods				
Internal Assessment: 30			End Term Examination: 70	
➤ Theory	30	➤ Theory:	70	
• Class Participation:	5	Written Examination		
• Seminar/presentation/assignment/quiz/class test etc.:	10			
• Mid-Term Exam:	15			
Part C-Learning Resources				
Recommended Books/e-resources/LMS:				
1. Eide, Asbjorn (1986). <i>Human Rights Movements and the Transformation of International Order</i>, Alternatives, Vol. 11, No. 3. 2. Kaushik, Vijay (1997). <i>Women's Movements and Human Rights</i>, Pointer Publishers, Jaipur. 3. Kothari, Smitu (1990). <i>Human Rights Movement in India: A Critical Overview</i>, Social Action, Vol. 40, No. 1. 4. Puri, Balraj (1990). <i>Role of Human Rights Groups in Kashmir</i>, Radical Humanist, Vol. 54, No. 3. 5. Vijapur, A.P. & Kumar, Sures (Eds.) (1999). <i>Perspectives on Human Rights</i>, Manak Publishers, New Delhi. 6. Steiner, Henry J. (1990). <i>Diverse Partners: Non-Governmental Organizations in the Human Rights Movement: The Report of a Retreat of Human Rights Activists</i>, Harvard Law School, Massachusetts. 7. Tyagi, Y.K. (1995). <i>Golden Jubilee of Unfinished Task: The United Nations Human Rights Movement</i>, International Studies, Vol. 32, No. 4. 8. Van Tyne, Claude H. (1990). <i>India Freedom Movement</i>, Akashdeep Publishing House, Delhi. 9. Oommen, T.K. (2004). <i>Nation, Civil Society and Social Movements: Essays in Political Sociology</i>, Sage Publications, New Delhi. 10. Purdue, Derrick (Ed.) (2007). <i>Civil Societies and Social Movements: Potentials and Problems</i>, Routledge, London. 11. Jones, Kenneth W. (1989). <i>Socio-Religious Reform Movements in British India</i>, Cambridge University Press, Cambridge. 12. Guha, Ramachandra (2000). <i>The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya</i>, Oxford University Press, Delhi. 13. Kannabiran, Kalpana (Ed.) (2012). <i>Law, Justice and Human Rights in India: Themes in Politics</i>, Oxford University Press, New Delhi. 14. Naik, Ruchika K. (2023). <i>Relevance of Duty in Reference to Dharma: A Jurisprudential Perspective</i>, Indian Journal of Legal Theory, Vol. 8, No. 1. 15. Pai, Nitin (2021). <i>A Brief Economic History of Swadeshi</i>, Takshashila Institution Research Paper. 16. Amnesty International (Annual Reports – Latest Editions). <i>State of the World's Human Rights</i>, Amnesty International Publications. 17. United Nations High Commissioner for Refugees (UNHCR). <i>Annual Global Trends Reports</i>. 18. National Human Rights Commission (NHRC – India). <i>Annual Reports and Thematic Studies</i>.				


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M.A. Human Rights (Semester-3) – DEC-3

Session: 2025-26

Part A – Introduction

Name of Programme	M.A. Human Rights
Semester	III
Name of the Course	Women and Human Rights
Course Code	M24-HRT-303
Course Type	DEC-3
Level of the course	500-599
Pre-requisite for the course (if any)	N A

Course Learning Outcomes (CLO)

After completing this course, the learner will be able to:

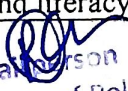
- CLO 1: Understand the historical, social, and legal perspectives on the status of women in India.
 CLO 2: Analyse international norms and conventions aimed at protecting women's rights.
 CLO 3: Evaluate institutional mechanisms and international agreements for the protection of women.
 CLO 4: Examine the constitutional provisions and policies aimed at promoting gender equality and women's empowerment in India.

Credits	Theory	Tutorial	Total
	3	1	4
Teaching Hours per week	3	1	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Time	3 hours		

Part B- Contents of the Course

Instructions for Paper- Setter: The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will consist at least 4 parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question. All questions will carry equal marks.

Unit	Topics	Contact Hours
I	Perspectives on the status of women in India include historical, philosophical, and social dimensions; the status of women in Vedic and ancient India, medieval India, and modern contemporary India.	15
II	International Norms for the Protection of Women: ILO Convention for the Protection of Female Labour; UNESCO Convention against Discrimination in Education (1960); Convention on the Elimination of All Forms of Discrimination Against Women (1979); UN Convention on the Political Rights of Women (1952).	15
III	Institutional Mechanism for the Protection of Women: Convention on the Elimination of All Forms of Discrimination Against Women (1979); the Vienna Declaration and Programme of Action on Human Rights (1993); Declaration on the Elimination of Violence Against Women (1993); Declaration on the Participation of Women in Promoting International Peace and Cooperation (1982).	15
IV	Constitution of India and the Status of Women: Fundamental Rights and Directive Principles under the Constitution; women and public policy encompassing female health, family welfare, and literacy programmes.	15


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Contemporary debates focus on women's political rights and their status under various personal laws.		Total Contact Hours		60
Suggested Evaluation Methods				
Internal Assessment: 30			End Term Examination: 70	
➤ Theory	30	➤ Theory:	70	
• Class Participation:	5	Written Examination		
• Seminar/presentation/assignment/quiz/class test etc.:	10			
• Mid-Term Exam:	15			
Part C-Learning Resources				
Recommended Books/e-resources/LMS:				
1. UN Centre for Human Rights (1995). <i>Harmful Traditional Practices Affecting the Health of Women and Children</i>. Geneva: World Campaign for Human Rights. 2. Kaushal, Rachna (2000). <i>Women and Human Rights in India</i>. New Delhi: Kaveri Books. 3. Khan, Mumtaz Ali (1998). <i>Women and the Human Rights</i>. Commonwealth, New Delhi. 4. Kaushik, Vijay (1999). <i>Women's Movements and Human Rights</i>. Pointer Publishers, Jaipur. 5. Mukhopadhyay, S. (ed.) (1998). <i>In the Name of Justice: Women and Law in Society</i>. Manohar, New Delhi. 6. Mishra, Jyotsana (2000). <i>Women and Human Rights</i>. Kalpaz Publications, New Delhi. 7. Nirmal, C.J. (1999). <i>Human Rights in India</i>. Oxford, New Delhi. 8. Pachauri, S.K. (1999). <i>Women and Human Rights</i>. APH Publications, New Delhi. 9. Saxena, Shobha (1999). <i>Crimes Against Women and Protective Laws</i>. Deep and Deep, New Delhi. 10. South Asian HRDC (2006). <i>Introducing Human Rights: An Overview Including Issues of Gender Justice, Environmental and Consumer Law</i>. Oxford University Press, New Delhi. 11. UN (1999). <i>Convention on the Elimination of All Forms of Discrimination Against Women</i>. UN Department of Public Information, New York.				


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M.A. Human Rights (Semester-3) – DEC-3

Session: 2025-26

Part A – Introduction

Name of Programme	M.A. Human Rights
Semester	III
Name of the Course	Children and Human Rights
Course Code	M24-HRT-304
Course Type	DEC-3
Level of the course	500-599
Pre-requisite for the course (if any)	N A
Course Learning Outcomes (CLO)	

After completing this course, the learner will be able to:

- CLO 1: Understand the historical, philosophical, and social perspectives on child rights in India.
 CLO 2: Analyse the constitutional provisions and legal norms for the protection of children's rights.
 CLO 3: Evaluate international norms and conventions aimed at safeguarding children's rights.
 CLO 4: Examine the institutional mechanisms and policies for addressing issues related to child rights and welfare.

Credits	Theory	Tutorial	Total
	3	1	4
Teaching Hours per week	3	1	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Time	3 hours		

Part B- Contents of the Course

Instructions for Paper- Setter: The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will consist at least 4 parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question. All questions will carry equal marks.

Unit	Topics	Contact Hours
I	Historical, philosophical, and social perspectives on child rights in India; Indic thought on the sanctity of childhood and duties towards children in classical texts; status of children in ancient and medieval India; contemporary challenges with a focus on reform and rehabilitation.	15
II	Indian Constitution's Status: Fundamental Rights and Directive Principles concerning children; key provisions such as Articles 15(3), 24, 39(e) and (f), and 45; proactive role of the judiciary and public institutions in safeguarding child welfare; community and family-based child support systems in Indian tradition.	15
III	Legal Framework and National Policies: The Pre-Conception and Pre-Natal Diagnostic Techniques (Prohibition of Sex Selection) Act, 1994 (amended in 2003); Child Labour (Prohibition and Regulation) Act, 1986 (amended in 2016); Juvenile Justice (Care and Protection of Children) Acts of 2000 and 2015; National Policy for Children, 2013; and various child-centric programmes promoting dignity, education, and protection.	15
IV	International Norms and Commitments: UN Convention on the Rights of the Child (1989); ILO Conventions on Child Labour; Declaration on the Protection and Welfare of Children; India's constructive engagement	15

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with international standards while upholding national cultural values and sovereignty in child welfare policies.			
Total Contact Hours			60
Suggested Evaluation Methods			
Internal Assessment: 30		End Term Examination: 70	
➤ Theory	30	➤ Theory:	70
• Class Participation:	5	Written Examination	
• Seminar/presentation/assignment/quiz/class test etc.:	10		
• Mid-Term Exam:	15		
Part C-Learning Resources			
Recommended Books/e-resources/LMS:			
1. Agrawal, Amita (1992). <i>Handbook on Child</i>. Concept Publishing Company, New Delhi. 2. Diwan, Paras and Peeyushi Diwan (1994). <i>Children and Legal Protection</i>. Deep and Deep, New Delhi. 3. Khanna, S.K. (1998). <i>Children and the Human Rights</i>. Commonwealth, New Delhi. 4. Kumar, Bindal (2000). <i>Problems of Working Children</i>. APH Publications, New Delhi. 5. UN Centre for Human Rights (1995). <i>Practices Harmful Traditional Affecting the Health of Women and Children</i>. Geneva: World Campaign for Human Rights. 6. Mookerjee, A. (2007). <i>Commentaries on the Juvenile (Care and Protection of Children) Act, 2000</i>. Kamal Law House, Kolkata. 7. Bagula, A.M. (2006). <i>Child and Crime</i>. SBS Publishing & Distributors, New Delhi. 8. Bhandra, Mita (1999). <i>Girl Child in Indian Society</i>. Rawat, New Delhi. 9. Bhargava, Vanita (1996). <i>Adoption in India</i>. Sage Publications, New Delhi.			


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M.A. Human Rights (Semester-3) – DEC-4

Session: 2025-26

Part A – Introduction

Name of Programme	M.A. Human Rights
Semester	III
Name of the Course	Human Rights and Duties of the aged and disabled
Course Code	M24-HRT-305
Course Type	DEC-4
Level of the course	500-599
Pre-requisite for the course (if any)	N A
Course Learning Outcomes (CLO)	

After completing this course, the learner will be able to:

CLO 1: Understand the historical, philosophical, and social perspectives on child rights in India.

CLO 2: Analyse the constitutional provisions and legal norms for the protection of children's rights.

CLO 3: Evaluate international norms and conventions aimed at safeguarding children's rights.

CLO 4: Examine the institutional mechanisms and policies for addressing issues related to child rights and welfare.

Credits	Theory	Tutorial	Total
	3	1	4
Teaching Hours per week	3	1	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max: Marks	100	0	100
Examination Time	3 hours		

Part B- Contents of the Course

Instructions for Paper- Setter: The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will consist at least 4 parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question. All questions will carry equal marks.

Unit	Topics	Contact Hours
I	Aging and Ageism: Conceptual understanding of aging; key challenges of the aged in medical, economic, social, and psychological domains; perspectives on aging including disengagement, activity, continuity, exchange, and Indic views on vanaprastha and intergenerational duty.	15
II	Disability: Definitions, categories, and causes; understanding disability through various approaches — charity, bio-centric, functional, and rights-based; emphasis on dignity, empowerment, and inclusion rooted in civilizational ethics.	15
III	Legal and Institutional Framework: Constitutional provisions— Fundamental Rights, Directive Principles, and Duties; key legislations including the Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995, and the Mental Healthcare Act, 2017; role of state institutions, judiciary, education, media, and community-based organisations.	15
IV	International Norms and National Initiatives: UN Declarations on the Rights of Disabled Persons (1975) and Mentally Retarded Persons (1971); Madrid International Plan of Action on Ageing (2002); Indian initiatives promoting dignity, protection, and participation of the elderly	15

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and persons with disabilities in national development.		Total Contact Hours		60
Suggested Evaluation Methods:				
Internal Assessment: 30			End Term Examination: 70	
➤ Theory	30	➤ Theory:	70	
• Class Participation:	5	Written Examination		
• Seminar/presentation/assignment/quiz/class test etc.:	10			
• Mid-Term Exam:	15			

Part C-Learning Resources

Recommended Books/e-resources/LMS:

1. UN (1993). *Human Rights and Disabled Persons*. Geneva: World Campaign for Human Rights.
2. Jacob, Alice (1998). "Towards a Regime of Rights of Older Persons," *Journal of Indian Law Institute*.
3. Karna, G. and K. Gaharana (1994). "Rights of Disabled Persons," in K.P. Saksena (ed.), *Human Rights: Perspective and Challenges*. New Delhi.
4. Karna, G.N. (2001). *Disability Studies in India: Retrospect and Prospect*. Gyan Publishing House, New Delhi.
5. "Enforcement of Rights of the Disabled," *Journal of Indian Law Institute*, Vol. 38, No. 4.
6. Karna, G.N. (2000). "Disability Rights Movement: Conceptual Framework and its Implications for India," *Disabilities and Impairments*, Vol. 14, No. 1.
7. National Human Rights Commission (Year varies). *Disability Manual*. NHRC, New Delhi.
8. Mehrotra, Nilika (ed.) (2020). *Disability Studies in India: Interdisciplinary Perspectives*. Routledge, New Delhi.
9. Bakshi, Kaustav & Chakravarti, Paromita (Eds.) (2024). *Cultures of Ageing and Ageism in India*. Routledge, New Delhi.
10. *Rethink Ageing: Lessons from India* (2022). Penguin Random House India.
11. *Handbook on Rights of Persons with Disability* (2024). Khaitan & Co.
12. NHRC, India (Latest Ed.). *Annual Reports and Thematic Studies on Disability and Elderly*.
13. Sankrant Sanu (2019). "The Hindu View of Disability, Inclusion, and Dignity," in *The Modern School Issue on Indian Knowledge Systems*.
14. *Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995; The Rights of Persons with Disabilities Act, 2016; and Mental Healthcare Act, 2017*.
15. United Nations (Various Years). *UN Declarations on the Rights of Disabled Persons (1975); Mentally Retarded Persons (1971); Madrid International Plan of Action on Ageing (2002)*.


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M.A. Human Rights (Semester-3) – DEC-4

Session: 2025-26

Part A – Introduction

Name of Programme	M.A. Human Rights
Semester	III
Name of the Course	International Humanitarian and Refugee Laws
Course Code	M24-HRT-306
Course Type	DEC-4
Level of the course	500-599
Pre-requisite for the course (if any)	N A
Course Learning Outcomes (CLO)	

After completing this course, the learner will be able to:

CLO 1: Understand the origin and principles of International Humanitarian Law.

CLO 2: Analyse enforcement mechanisms and challenges in humanitarian law.

CLO 3: Examine key aspects of international refugee law and protections.

CLO 4: Evaluate refugee protection frameworks and practices in India.

Credits	Theory	Tutorial	Total
	3	1	4
Teaching Hours per week	3	1	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Time	3 hours		

Part B- Contents of the Course

Instructions for Paper- Setter: The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will consist at least 4 parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question. All questions will carry equal marks.

Unit	Topics	Contact Hours
I	Conceptual Foundations: Evolution of International Humanitarian Law (IHL); balance between military necessity and humanitarian principles; relevance of IHL in internal conflicts; role of the Red Cross and ancient Indian concepts of Just War and Non-violence in shaping humanitarian norms.	15
II	Mechanisms and Challenges: Protecting power; role of the United Nations, International Criminal Court, and ad hoc tribunals; humanitarian intervention versus national sovereignty; India's commitment to civilisational duties in disaster relief and assistance; challenges of repatriation, integration, and national security in refugee management.	15
III	International Refugee Law: Historical development from post-WWII to contemporary frameworks; 1951 Refugee Convention and 1967 Protocol; core protections including non-refoulement and asylum; critique of Eurocentric assumptions in refugee law; regional approaches and role of UNHCR.	15

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IV	Protection in India: India's critique of the UNHCR and the 1951 Refugee Convention; protection without formal legislation through constitutional provisions and case law; status of refugees in India under UNHCR supervision; India's humanitarian and civilisational approach to displaced populations; historical experiences with large-scale displacement, including during the Partition of 1947.	15
Total Contact Hours		60
Suggested Evaluation Methods		
Internal Assessment: 30		End Term Examination: 70
➤ Theory	30	➤ Theory: 70
• Class Participation:	5	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	10	
• Mid-Term Exam:	15	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
1. Bond, B.E. Harrel (1985). <i>Imposing Aid: Emergency Assistance to Refugees</i>. Oxford University Press, New York. 2. Chakrabarty, Manik (1998). <i>Human Rights and Refugees: Problems, Law and Practices</i>. Deep and Deep Publications, New Delhi. 3. Chimni, B.S. (2000). <i>International Refugee Law: A Reader</i>. Sage Publications, New Delhi. 4. Gaza Heregh (1984). <i>Development of International Humanitarian Law</i>. Akademiai Kiado, Budapest. 5. Goodwin-Gill, Guy S. (1996). <i>The Refugee in International Law</i>. Oxford University Press, Oxford. 6. Grahl-Madsen, Atle (1972). <i>The Status of Refugees in International Law</i>. A.W. Sijthoff, Leiden. 7. Hathaway, James C. (1991). <i>The Law of Refugee Status</i>. Butterworths, Toronto. 8. Hingorani, R.C. (ed.) (1991). <i>Humanitarian Law</i>. Oxford and IBH Publishing Co., New Delhi. 9. Loescher, Gil and L. Mohan (eds.) (1989). <i>Refugees and International Relations</i>. Oxford University Press, Oxford. 10. Mani, V.S. (1993). "Humanitarian Intervention and International Law," <i>Indian Journal of Law</i>, Vol. 33. 11. Mani, V.S. (2001). "International Humanitarian Law: An Indo-Asian Perspective," <i>International Review of the Red Cross</i>, No. 841. 12. Muntarbhorn, Vitit (1993). <i>The Status of Refugees in Asia</i>. Clarendon Press, Oxford. 13. Patil, U.T. and P.R. Trivedi (2000). <i>Refugees and Human Rights</i>. Author Press, Delhi. 14. Venkata Rao, Mamta (2013). <i>Humanitarian Law: International and Indian Perspectives</i>. LexisNexis, Gurgaon. 15. Gonsalves, Colin (2018). <i>Refugee Law in India: The Road from Ambiguity to Protection</i>. Thomson Reuters, New Delhi. 16. Kautilya (trans. R. Shamasastri) (1915, reprints). <i>Arthashastra</i>. (Select passages on ancient Indian rules of war—Dharma Yuddha and realpolitik; useful for civilizational/Indic perspective.) 17. Kapila, Subhash (2019). "Dharma Yuddha: Ethical Warfare in Indian Civilization" in <i>Indian Defence Review</i>, Vol. 34. 18. Tharoor, Shashi (2011). <i>Pax Indica: India and the World of the 21st Century</i>. Penguin Books, New Delhi. (Covers India's humanitarian tradition, disaster relief, and strategic autonomy; includes centrist-moderate right reflections.)		

19. International Committee of the Red Cross (latest eds.). *Handbook of International Humanitarian Law*. ICRC, Geneva.
20. United Nations High Commissioner for Refugees (latest eds.). *UNHCR Global Reports/India Country Reports*



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M.A. Human Rights (Semester-3) – DEC-5

Session: 2025-26

Part A – Introduction

Name of Programme	M.A. Human Rights
Semester	III
Name of the Course	Development, Globalization and Human Rights
Course Code	M24-HRT-307
Course Type	DEC-5
Level of the course	500-599
Pre-requisite for the course (if any)	N A
Course Learning Outcomes (CLO)	

After completing this course, the learner will be able to:

- CLO 1:** Understand development theories and human rights integration.
CLO 2: Analyse sovereignty, trade, and human rights standards.
CLO 3: Examine globalization's impact on society and rights.
CLO 4: Evaluate international trade systems and human rights violations.

Credits	Theory	Tutorial	Total
	3	1	4
Teaching Hours per week	3	1	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Time	3 hours		

Part B- Contents of the Course

Instructions for Paper- Setter: The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will consist at least 4 parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question. All questions will carry equal marks.

Unit	Topics	Contact Hours
I	Perspectives on Development: Modernization and self-reliance; Indian civilizational ethos and development; integrating human dignity and ethics in development; poverty, exclusion and rights-based empowerment.	15
II	Sovereignty and Human Rights: National interests in global trade; ethical governance and responsibilities of transnational corporations; economic sovereignty and community rights; evolving human rights standards in trade.	15
III	Globalization and Human Rights: Globalization—concept and contestations; its influence on Indian agriculture, labour, women, environment and cultural identities; safeguarding traditional livelihoods and cultural diversity.	15
IV	International Trade and Human Rights: Global trade architecture and development justice; role of WTO and implications of GATT; ensuring equity in global markets; corporate accountability and protection of community rights.	15


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		Total Contact Hours	60
Suggested Evaluation Methods			
Internal Assessment: 30		End Term Examination: 70	
✓ Theory	30	✓ Theory:	70
• Class Participation:	5	Written Examination	
• Seminar/presentation/assignment/quiz/class test etc.:	10		
• Mid-Term Exam:	15		

Part C-Learning Resources

Recommended Books/e-resources/LMS:

1. Bhagwati, Jagdish (2004). *In Defense of Globalization*. Oxford University Press.
2. Panagariya, Arvind (2008). *India: The Emerging Giant*. Oxford University Press.
3. Sen, Sumit (2003). *Globalization and Development: A Handbook of New Perspectives*. Oxford University Press.
4. Bauer, P.T. (1976). *Dissent on Development*. Harvard University Press.
5. Dasgupta, A.K. (2000). *Indian Economic Thought: Twentieth Century Perspectives*. Sage Publications.
6. Nayar, Baldev Raj (2001). *Globalization and Nationalism: The Changing Balance in India's Economic Policy, 1950-2000*. Sage Publications.
7. Klausen, Jytte (1999). *Ethics and Community: Reflections on the Ethical Nature of the Nation State*. Rowman & Littlefield.
8. Tharoor, Shashi (2016). *An Era of Darkness: The British Empire in India*. Aleph Book Company.
9. Menon, N.R. Madhava (1999). "State of Economic and Social Rights," in K.P. Saksena (ed.), *Human Rights: Fifty Years of India's Independence*. Gyan Publishing House, New Delhi.
10. Cherian, Anita et al. (2004). *Human Rights Approach to Development: Resource Book*. Books for Change, Bangalore.
11. Centre for Development and Human Rights (2004). *The Right to Development: A Primer*. New Delhi: Sage.
12. Mallik, Ross (1998). *Development, Ethnicity and Human Rights in South Asia*. Sage, New Delhi.


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M.A. Human Rights (Semester-3) – DEC-5

Session: 2025-26

Part A – Introduction

Name of Programme	M.A. Human Rights
Semester	III
Name of the Course	People's Right to Self-Determination
Course Code	M24-HRT-308
Course Type	DEC-5
Level of the course	500-599
Pre-requisite for the course (if any)	N A

Course Learning Outcomes (CLO)

After completing this course, the learner will be able to:

- CLO 1: Understand key concepts and dimensions of self-determination.
 CLO 2: Analyse theories and historical developments of self-governance.
 CLO 3: Examine nationalism, autonomy, and Union-State relations in India.
 CLO 4: Evaluate international principles and debates on self-determination.

Credits	Theory	Tutorial	Total
	3	1	4
Teaching Hours per week	3	1	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Time	3 hours		

Part B- Contents of the Course

Instructions for Paper- Setter: The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will consist at least 4 parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question. All questions will carry equal marks.

Unit	Topics	Contact Hours
I	Normative and Conceptual Perspectives: Understanding self-determination as a principle and process; conceptual linkages with autonomy, democracy, and governance; dimensions of self-determination — internal and external; emerging debates on identity, representation, and inclusive development.	15
II	Origins and Developments of the Concept: Ideas of self-rule and collective identity — Kant, Locke, Rousseau, Marx; pluralism and legitimacy of governance — Laski, MacIver; anti-colonial struggles and national awakening; Indian experience in self-governance and civilisational continuity within global transformations.	15
III	The Indian Case: Evolution of the idea of Swaraj and self-rule in India; contributions of national leaders such as Tilak and Gandhi in shaping democratic aspirations; development of federalism and the demand for autonomy; strengthening of constitutional governance; issues in Union-State relations and the role of the Rajamannar and Sarkaria Commissions in promoting cooperative federalism.	15
IV	Self-Determination in International Relations: Development of self-	15

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determination in global governance — League of Nations, Atlantic Charter (1941), UN Charter (Articles 1(2), 55–56, Chapters XI–XIII); UN role in decolonisation and peace-building; interplay between state sovereignty and people’s rights; contemporary perspectives on economic, political, and cultural self-determination.			
Total Contact Hours		60	
Suggested Evaluation Methods			
Internal Assessment: 30		End Term Examination: 70	
➤ Theory	30	➤ Theory:	70
• Class Participation:	5	Written Examination	
• Seminar/presentation/assignment/quiz/class test etc.:	10		
• Mid-Term Exam:	15		
Part C-Learning Resources			
Recommended Books/e-resources/LMS:			
1. Cobban, A. (1969). <i>The Nation-State and National Self-Determination</i>. Leiden: Sijthoff. 2. Cases, Antonio (1995). <i>Self-Determination of Peoples</i>. Cambridge University Press, Oxford. 3. Nirmal, B.C. (1999). <i>Rights of Self-Determination in International Law: Evolution, UN Law and Practice, New Dimensions</i>. Deep and Deep Publications, New Delhi. 4. UN (1981). <i>The Right to Self-Determination: Historical and Current Development on the Basis of United Nations Instruments</i>. UN Publication Division, New York. 5. Tomaschat, C. (ed.) (1993). <i>Modern Law of Self-Determination</i>. Dordrecht: Martinus Nijhoff. 6. Kirgis, Frederic L. Jr. (1994). “The Degrees of Self-Determination in the United Nations Era,” <i>American Journal of International Law</i>, Vol. 88, No. 2. 7. Guruswamy, M. et al. (1997). “The Contemporary Character of the Principle of Self-Determination,” <i>Indian Journal of International Law</i>, Vol. 37. 8. Swan, George S. (1982). “Self-Determination and the United Nations Charter,” <i>Indian Journal of International Law</i>, Vol. 22. 9. Joshi, P.C. (1994). “The Right to Self-Determination: Its Scope and Limits,” <i>Journal of Philosophical Studies</i>, Vol. 1, No. 1, February. 10. Partsch, Karl Josef (1982). “Fundamental Principles of Human Rights: Self-Determination, Equality and Non-Discrimination,” in Karel Vasak (ed.), <i>The International Dimensions of Human Rights</i>, Vol. I, Paris, UNESCO. 11. UN (1980). <i>The Right to Self-Determination: Implementation of United Nations Resolutions</i>. UN Publication Division, New York. 12. Norbu, Dawa (1997). “Self-Determination in the Post-Soviet Era: A Case Study of Tibet,” <i>International Studies</i>, Vol. 34. 13. Mendelson, M.H. (1996). “Self-Determination in Jammu and Kashmir,” <i>Indian Journal of International Law</i>, Vol. 36. 14. Saini, R.S. (1998). “Is the Right to Self-Determination Relevant to Jammu and Kashmir,” <i>Indian Journal of International Law</i>, Vol. 38.			


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M.A. Human Rights (Semester-4) – CC-11*
***same for students opting Dissertation or Project work**

Session: 2025-26

Part A – Introduction

Name of Programme	M.A. Human Rights
Semester	IV
Name of the Course	Human Rights: Ambedkar's Perspective
Course Code	M24-HRT-401
Course Type	CC-11
Level of the course	500-599
Pre-requisite for the course (if any)	N A

Course Learning Outcomes (CLO)

After completing this course, the learner will be able to:

CLO 1: Understand Ambedkar's life, experiences, and philosophical influences.

CLO 2: Analyse Ambedkar's approach to human rights and social equality.

CLO 3: Examine Ambedkar's key contributions and reform movements.

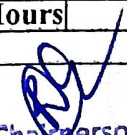
CLO 4: Evaluate the contemporary relevance of Ambedkar's ideas and vision.

Credits	Theory	Tutorial	Total
	3	1	4
Teaching Hours per week	3	1	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Time	3 hours		

Part B- Contents of the Course

Instructions for Paper- Setter: The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will consist at least 4 parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question. All questions will carry equal marks.

Unit	Topics	Contact Hours
I	Ambedkar's Life and Philosophical Foundations — Ambedkar's personal experiences with untouchability and caste discrimination; influence of Buddhism, Western liberal thought, and social reformers.	15
II	Ambedkar's Approach to Human Rights and Equality — Concept of constitutional morality and the rule of law; rights of marginalized communities; Annihilation of Caste and Social Justice; Ambedkar's advocacy for political representation.	15
III	Ambedkar's Contributions and Movements — Drafting of the Indian Constitution and its human rights provisions; Mahad Satyagraha and the temple entry movement; conversion to Buddhism and Ambedkar's role in labour and women's rights movements.	15
IV	Contemporary Relevance of Ambedkar's Thought — Ambedkar's influence on human rights movements; Ambedkar's vision of social justice and its relevance today; Ambedkar's ideas on democracy; Ambedkar's contributions to human rights education and awareness.	15
Total Contact Hours		60


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Suggested Evaluation Methods			
Internal Assessment: 30		End Term Examination: 70	
➤ Theory	30	➤ Theory:	70
• Class Participation:	5	Written Examination	
• Seminar/presentation/assignment/quiz/class test etc.:	10		
• Mid-Term Exam:	15		
Part C-Learning Resources			
Recommended Books/e-resources/LMS:			
1. Ambedkar, B.R. (1945). <i>Thoughts on Pakistan</i>. Thacker & Co. 2. Ambedkar, B.R. (1987). <i>The Buddha and His Dhamma</i>. Siddharth College Publications. 3. Ambedkar, B.R. (1995). <i>Bharat Bhagya Vidhata: The World's Renaissance</i>. Dr. Babasaheb Ambedkar Source Materials Publication Committee. 4. Ambedkar, B.R. (2014). <i>Annihilation of Caste: The Annotated Critical Edition</i> (S. Anand, Ed.). Navayana Publishing. 5. Jaffrelot, C. (2005). <i>Dr. Ambedkar and Untouchability: Analyzing and Fighting Caste</i>. Permanent Black. 6. Keer, D. (1954). <i>Dr. Ambedkar: Life and Mission</i>. Popular Prakashan. 7. Moon, V. (Ed.). (1979). <i>Dr. Babasaheb Ambedkar: Writings and Speeches</i> (Vol. 1–22). Education Department, Government of Maharashtra. 8. Naik, C.D. (2003). <i>Thoughts and Philosophy of Dr. B.R. Ambedkar</i>. APH Publishing Corporation. 9. Rodrigues, V. (Ed.). (2002). <i>The Essential Writings of B.R. Ambedkar</i>. Oxford University Press 10. Zelliott, E. (2013). <i>Ambedkar's World: The Making of Babasaheb and the Dalit Movement</i>. Navayana Publishing.			


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M.A. Human Rights (Semester-4) – CC-12

Session: 2025-26

Part A – Introduction

Name of Programme	M.A. Human Rights
Semester	IV
Name of the Course	International Obligations to Protect Human Rights
Course Code	M24-HRT-402
Course Type	CC-12
Level of the course	500-599
Pre-requisite for the course (if any)	N A

Course Learning Outcomes (CLO)

After completing this course, the learner will be able to:

- CLO 1: Understand the concept and sources of international obligations.
 CLO 2: Analyse the evolution of international concern for human rights protection.
 CLO 3: Examine international legal obligations to protect human rights.
 CLO 4: Evaluate crimes against humanity and related international legal frameworks.

Credits	Theory	Tutorial	Total
	3	1	4
Teaching Hours per week	3	1	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Time	3 hours		

Part B- Contents of the Course

Instructions for Paper- Setter: The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will consist at least 4 parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question. All questions will carry equal marks.

Unit	Topics	Contact Hours
I	Concept of International Obligations: Understanding legal, moral, and civilizational obligations in global affairs; sources of international law as outlined in Article 38(1) of the Statute of the International Court of Justice; Indian civilizational ethos and dharma as a foundational concept of duty.	15
II	International Concern for the Protection of Human Rights: Evolution of international concern for the protection of the individual rights; colonial European powers' role and abolition of slave trade; rise of humanitarian law; League of Nations and the Mandate System; labour welfare and the role of the ILO; Indic traditions of compassion and community well-being.	15
III	Obligations to Protect Human Rights: International customary law and moral commitments through declarations and resolutions; the principle of cooperation under Articles 1 and 56 of the UN Charter; duty to assist in crises; evolving doctrine of Responsibility to Protect (R2P) with emphasis on sovereignty, self-determination, and balanced intervention.	15

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IV	Crime against Humanity and Human Rights: International Military Tribunals for trials of major war criminals. Response to war crimes, fascism, and genocide; the Nuremberg and Tokyo trials (1946) as moral reckonings; the evolution of international criminal justice; enduring value of human dignity and justice over power politics.	15
Total Contact Hours		60
Suggested Evaluation Methods		
Internal Assessment: 30		End Term Examination: 70
➤ Theory	30	➤ Theory: 70
• Class Participation:	5	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	10	
• Mid-Term Exam:	15	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
1. Breen, Claire (2016). <i>The Standard of the Best Interests of the Child: A Western Tradition in International and Comparative Law</i>. Springer, Cham. 2. Hazony, Yoram (2018). <i>The Virtue of Nationalism</i>. Basic Books, New York. 3. Fukuyama, Francis (2018). <i>Identity: The Demand for Dignity and the Politics of Resentment</i>. Farrar, Straus and Giroux, New York. 4. Malhotra, Rajiv (2011). <i>Being Different: An Indian Challenge to Western Universalism</i>. HarperCollins, India. 5. Simma, Bruno (ed.) (2012). <i>The Charter of the United Nations: A Commentary (3rd Edition)</i>. Oxford University Press, Oxford. 6. Moyn, Samuel (2018). <i>Not Enough: Human Rights in an Unequal World</i>. Harvard University Press, Cambridge, MA. 7. Ishay, Micheline (2008). <i>The History of Human Rights: From Ancient Times to the Globalization Era (Updated Edition)</i>. University of California Press, Berkeley. 8. Narlikar, Amrita (2020). <i>Poverty Narratives and Power Paradoxes in International Trade Negotiations and Beyond</i>. Cambridge University Press, Cambridge. 9. Jha, Indra Mohan (2014). <i>Human Rights and Indian Values: An Interplay</i>. Regal Publications, New Delhi. 10. Anderson, Carol (2016). <i>White Rage: The Unspoken Truth of Our Racial Divide</i>. Bloomsbury, New York. 11. Rohac, Dalibor (2019). <i>In Defense of Globalism: How Open Societies Can Save the World</i>. Rowman & Littlefield, Lanham. 12. Thakur, Ramesh (2016). <i>The United Nations, Peace and Security: From Collective Security to the Responsibility to Protect (2nd Edition)</i>. Cambridge University Press, Cambridge. 13. Bellamy, Alex J. (2015). <i>The Responsibility to Protect: A Defense</i>. Oxford University Press, Oxford. 14. Chesterman, Simon (2011). <i>Just War or Just Peace? Humanitarian Intervention and International Law</i>. Oxford University Press, Oxford. 15. Deng, Francis Mading (2012). <i>Sovereignty as Responsibility: Conflict Management in Africa</i>. Brookings Institution Press, Washington, DC. 16. Snyder, Timothy (2018). <i>The Road to Unfreedom: Russia, Europe, America</i>. Tim Duggan Books, New York. 17. Bass, Gary Jonathan (2008). <i>Freedom's Battle: The Origins of Humanitarian Intervention</i>. Knopf, New York. 18. Totten, Samuel & Parsons, William S. (ed.) (2013). <i>Centuries of Genocide: Essays and</i>		


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Eyewitness Accounts (4th Edition). Routledge, London.

19. Power, Samantha (2002). *A Problem from Hell: America and the Age of Genocide*. Basic Books, New York.

20. Ratner, Steven R. & Abrams, Jason S. (2001). *Accountability for Human Rights Atrocities in International Law: Beyond the Nuremberg Legacy (2nd Edition)*. Oxford University Press, Oxford.



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M.A. Human Rights (Semester-4) – DEC-6*
***same for students opting Dissertation and Project work**

Session: 2025-26

Part A – Introduction

Name of Programme	M.A. Human Rights
Semester	IV
Name of the Course	Disadvantaged Groups and Human Rights
Course Code	M24-HRT-403
Course Type	DEC-6
Level of the course	500-599
Pre-requisite for the course (if any)	N A

Course Learning Outcomes (CLO)

After completing this course, the learner will be able to:

CLO 1: Understand the concept, history, and issues of disadvantaged groups in India.

CLO 2: Analyse the contemporary status and challenges of disadvantaged communities.

CLO 3: Examine constitutional protections, laws, and institutional mechanisms for disadvantaged groups.

CLO 4: Evaluate international norms and standards on the rights of indigenous and disadvantaged people.

Credits	Theory	Tutorial	Total
	3	1	4
Teaching Hours per week	3	1	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Time	3 hours		

Part B- Contents of the Course

Instructions for Paper- Setter: The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will consist at least 4 parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question. All questions will carry equal marks.

Unit	Topics	Contact Hours
I	Concept and Historical Context: Concept of disadvantaged groups; historical roots in feudal and caste structures; socio-economic exclusion and resilience; British colonial policies and their impact on traditional communities and livelihoods.	15
II	Contemporary Status and Challenges: Identification and inclusion of Scheduled Castes, Scheduled Tribes, Other Backward Classes and Denotified Tribes; persistent concerns of economic deprivation, social exclusion, and discrimination; progress in empowerment through education, land rights, entrepreneurship, and political representation.	15
III	Constitutional and Institutional Safeguards: Fundamental Rights and Directive Principles; constitutional provisions including Articles 15(4), 16(4), 17, 46, etc.; protective legislations — Protection of Civil Rights Act (1955), SC/ST (Prevention of Atrocities) Act (1989), Prohibition of	15


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	Employment as Manual Scavengers and their Rehabilitation Act (2013); institutional mechanisms — National Commissions, legal aid, public education and role of civil society.	
IV	International Standards and Commitments: UN Declaration on the Rights of Indigenous Peoples (2007); ILO Convention No. 169 (1989); UN Voluntary Fund for Indigenous Populations (1985); India's engagement with global human rights standards in harmony with its civilizational ethos of dignity, harmony, and justice.	15
Total Contact Hours		60
Suggested Evaluation Methods		
Internal Assessment: 30		End Term Examination: 70
➤ Theory	30	➤ Theory: 70
• Class Participation:	5	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	10	
• Mid-Term Exam:	15	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
1. Bhargava, G.S. and R.M. Pal (eds.) (2000). <i>Human Rights of Dalits: Societal Violation</i>. Gyan Publishing House, New Delhi. 2. Bhatia, K.L. et al. (1995). <i>Social Justice of Dr. B.R. Ambedkar</i>. Deep and Deep, New Delhi. 3. Black, Edwin (2013). <i>The War Against the Weak: Eugenics and America's Campaign to Create a Master Race (Expanded Ed.)</i>. Dialog Press, Washington D.C. 4. Ferguson, Niall (2011). <i>Civilization: The West and the Rest</i>. Penguin Press, New York. 5. Gallagher, Adrian (2013). <i>Genocide and Its Threat to Contemporary International Order</i>. Palgrave Macmillan, London. 6. Giridhar, Gormango (1987). <i>Constitutional Provisions for the SCs and STs</i>. H.K. Publishers, New Delhi. 7. Goldhagen, Daniel Jonah (2013). <i>Worse Than War: Genocide, Eliminationism, and the Ongoing Assault on Humanity</i>. PublicAffairs, New York. 8. Hazony, Yoram (2018). <i>The Virtue of Nationalism</i>. Basic Books, New York. 9. Kazimi, M.R. (1996). "Judiciary and the Protection of the Right of the Minorities in India," in Mumtaz Ali Khan (ed.), <i>Human Rights and the Dalits</i>. D.K. Publications, New Delhi. 10. Kissinger, Henry (2014). <i>World Order</i>. Penguin Press, New York. 11. Mahoney, Daniel (2011). <i>The Conservative Foundations of the Liberal Order: Defending Democracy Against Its Modern Enemies and Immoderate Friends</i>. ISI Books, Wilmington. 12. Mahoney, Daniel (2018). <i>The Idol of Our Age: How the Religion of Humanity Subverts Christianity</i>. Encounter Books, New York. 13. Malhotra, Rajiv (2011). <i>Being Different: An Indian Challenge to Western Universalism</i>. HarperCollins, India. 14. Pillai, R.V. (1999). "Development Issues in Human Rights with Reference to the Scheduled Castes and the Scheduled Tribes," in A.P. Vijapur and Kumar Suresh (eds.), <i>Perspectives on Human Rights</i>. Manak Publications, New Delhi. 15. Reddy, Jagmihan (1981). <i>Minorities and the Constitution</i>. Concept Publishing, New Delhi. 16. Sinha, S.P. (1993). <i>Conflict and Tension in Tribal Society</i>. Commonwealth Publishers, New Delhi. 17. Snyder, Timothy (2018). <i>The Road to Unfreedom: Russia, Europe, America</i>. Tim Duggan Books, New York. 18. Thakur, Ramesh (2016). <i>The United Nations, Peace and Security: From Collective Security to the</i>		

Responsibility to Protect (2nd Ed.). Cambridge University Press, Cambridge.

19. UN Centre for Human Rights (1991). *Study on the Rights of Persons Belonging to Ethnic, Religious and Linguistic Minorities*. United Nations, Geneva.
20. UN Centre for Human Rights (1997). *The Rights of Indigenous Peoples*. United Nations, Geneva.
21. UN High Commissioner for Human Rights (1997). *Protection of the Heritage of Indigenous People*. United Nations, Geneva.


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M.A. Human Rights (Semester-4) – DEC-6*

*same for students opting Dissertation and project work

Session: 2025-26

Part A – Introduction

Name of Programme	M.A. Human Rights
Semester	IV
Name of the Course	Working Class and Human Rights
Course Code	M24-HRT-404
Course Type	DEC-6
Level of the course	500-599
Pre-requisite for the course (if any)	N A
Course Learning Outcomes (CLO)	

After completing this course, the learner will be able to:

CLO 1: Understand the concept, status, and classification of the working class.

CLO 2: Analyse the ideology, rights, and development of working-class movements.

CLO 3: Examine labour welfare problems and worker-employer conflicts.

CLO 4: Evaluate international and Indian standards for labour protection and welfare.

Credits	Theory	Tutorial	Total
	3	1	4
Teaching Hours per week	3	1	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Time	3 hours		

Part B- Contents of the Course

Instructions for Paper- Setter: The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will consist at least 4 parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question. All questions will carry equal marks.

Unit	Topics	Contact Hours
I	Conceptual Understanding: Definition and classification of the working class; status and contribution of workers across sectors — including women, children, migrant, bonded, agricultural, and informal workers — in nation-building.	15
II	Ideological Evolution and Rights Framework: Working class movements in India; evolution from laissez-faire to welfare governance; privatization, globalization, and Atmanirbhar Bharat; fundamental rights and duties relating to labour — right to association, dignified work, access to education and information; development of trade unionism; emphasis on labour dignity and industrial harmony.	15
III	Labour Welfare and Industrial Culture: Challenges of workplace safety, health, and social security; collective bargaining; workers' participation in management; technological transitions and skill development; reconciling rights and responsibilities of both workers and employers; fostering productive work culture and dispute resolution mechanisms.	15

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IV	National and International Institutional Framework: ILO labour standards and global labour ethics; India's constitutional provisions and labour reforms; role of international labour bodies and India's engagement with them; labour codes, state and national mechanisms, and emerging welfare-oriented policy paradigms.	15
Total Contact Hours		60
Suggested Evaluation Methods		
Internal Assessment: 30		End Term Examination: 70
➤ Theory	30	➤ Theory: 70
• Class Participation:	5	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	10	
• Mid-Term Exam:	15	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
1. ILO (1970). <i>Trade Union Rights and Their Relation to Civil Liberties</i>. Geneva: International Labour Office. 2. ILO (1974). <i>Migrant Workers</i>. Geneva: International Labour Office. 3. Jenks, C.W. (1960). <i>Human Rights and International Labour Standards</i>. Stevens, London. 4. Valticos, N. (1979). <i>International Labour Law</i>. Kluwer, Netherlands. 5. Jain, Mahavir (1997). <i>Bonded Labour Justice through Judiciary</i>. Manak Publications, New Delhi. 6. Kumar, Bindal (2000). <i>Problems of Working Children</i>. APH Publications, New Delhi. 7. Mehta, P.L. (1996). <i>Child Labour and the Law</i>. Deep and Deep, New Delhi. 8. Sarkar, Sumit and Sarkar, Tanika (eds.) (2008). <i>Caste in Modern India: A Reader</i>. Permanent Black, Delhi. 9. Panagariya, Arvind (2008). <i>India: The Emerging Giant</i>. Oxford University Press, New York. 10. Breman, Jan (2013). <i>At Work in the Informal Economy of India: A Perspective from the Bottom Up</i>. Oxford University Press, New Delhi. 11. Bhagwati, Jagdish (2004). <i>In Defense of Globalization</i>. Oxford University Press, New York. 12. Deshpande, Satish (2011). <i>Contemporary India: A Sociological View</i>. Penguin, New Delhi. 13. Friedman, Thomas (2005). <i>The World is Flat: A Brief History of the Twenty-First Century</i>. Farrar, Straus & Giroux, New York. 14. Debroy, Bibek (2016). <i>On the Indian Constitution and Indian Economy: A Review</i>. Academic Foundation, Delhi. 15. Panagariya, Arvind and More, Vijay (eds.) (2012). <i>Reforms and Economic Transformation in India</i>. Oxford University Press, New Delhi. 16. Nayyar, Deepak (2013). <i>Liberalization and Development: Essays on India's Economic Reform</i>. Oxford University Press, New Delhi. 17. ILO (2011). <i>International Labour Standards: A Global Approach</i>. International Labour Office, Geneva. 18. Shyam Sundar, K.R. (2012). <i>Labour Regulation in Indian Industry: Towards Inclusive Growth</i>. Routledge India, New Delhi. 19. Sachs, Jeffrey D. (2015). <i>The Age of Sustainable Development</i>. Columbia University Press, New York.		


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M.A. Human Rights (Semester-4) – DEC-7**Session: 2025-26****Part A – Introduction**

Name of Programme	M.A. Human Rights
Semester	IV
Name of the Course	Weaker Sections and Human Rights in India
Course Code	M24-HRT-405
Course Type	DEC-7
Level of the course	500-599
Pre-requisite for the course (if any)	N A
Course Learning Outcomes (CLO)	

After completing this course, the learner will be able to:

- CLO 1: Understand laws, constitutional provisions, and challenges related to Dalit human rights.
 CLO 2: Analyse laws protecting women's rights and examine women's status in contemporary India.
 CLO 3: Examine constitutional and legal frameworks for protecting minority rights in India.
 CLO 4: Evaluate human rights implementation challenges and the role of NGOs and civil society in India.

Credits	Theory	Tutorial	Total
	3	1	4
Teaching Hours per week	3	1	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Time	3 hours		

Part B- Contents of the Course

Instructions for Paper- Setter: The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will consist at least 4 parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question. All questions will carry equal marks.

Unit	Topics	Contact Hours
I	Theory and Practice of Human Rights of Dalits and Tribals in India: Constitutional safeguards and special laws for the protection of Scheduled Castes (SCs) and Scheduled Tribes (STs); National Commissions for SCs and STs; Protection of Civil Rights Act (1955); SC/ST (Prevention of Atrocities) Act (1989, amended 2015 and 2018); Forest Rights Act (2006); issues of caste-based and ethnic discrimination, socio-economic upliftment, affirmative action, and examples of positive transformation in Dalit and tribal communities.	15
II	Women and Human Rights: Protective legislation including the Immoral Traffic (Prevention) Act, 1956; Maternity Benefit Act, 1961 (amended 2017); Dowry Prohibition Act, 1961; Equal Remuneration Act, 1976; Medical Termination of Pregnancy Act, 1971 (amended 2021); Commission of Sati (Prevention) Act, 1987. Status of women in Indian society and initiatives for empowerment — literacy, health, entrepreneurship, political participation, and safety.	15
III	Minorities and Human Rights: Constitutional rights and safeguards for religious and linguistic minorities—Articles 25–30, 331, 333, 336, and	15

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	337; National Commission for Minorities Act, 1992; promotion of pluralism, national integration, and equitable development through inclusive public policy.	
IV	Implementation Challenges and Role of Civil Society: Barriers to access—poverty, legal illiteracy, and administrative apathy; importance of transparency, accountability, and citizen empowerment through Right to Information; contribution of civil society and organisations such as PUDR, PUCL, Vivekananda Kendra (Kanyakumari), Sewa International, Vanvasi Kalyan Ashram, and other grassroots initiatives in strengthening democratic values and social emancipation.	15
Total Contact Hours		60

Suggested Evaluation Methods

Internal Assessment: 30		End Term Examination: 70	
➤ Theory	30	➤ Theory:	70
• Class Participation:	5	Written Examination	
• Seminar/presentation/assignment/quiz/class test etc.:	10		
• Mid-Term Exam:	15		

Part C-Learning Resources

Recommended Books/e-resources/LMS:

1. Alam, Aftab (ed.) (1999). *Human Rights in India: Issues and Challenges*. New Delhi: Raj Publications.
2. Begum, S.M. (ed.) (2000). *Human Rights in India: Issues and Perspectives*. New Delhi: APH Publishing.
3. Centre for Development and Human Rights (2004). *The Right to Development — A Primer*. New Delhi: Sage Publications.
4. Dev, Arjun (1996). *Human Rights: A Source Book*. New Delhi: NCERT.
5. Dikshit, R.C. (1998). *Human Rights and the Law: Universal and Indian*. New Delhi: Deep and Deep.
6. Paul, R.C. (2000). *Situation of Human Rights in India*. New Delhi: Commonwealth Publishers.
7. Ray, Arun (2004). *National Human Rights Commissions in India: Formation, Functioning and Future Prospects*. New Delhi: Atlantic Publishers.
8. Malhotra, Rajiv (2011). *Breaking India: Western Interventions in Dravidian and Dalit Faultlines*. New Delhi: Amaryllis.
9. Sharma, Arvind (ed.) (2011). *Hindus and Human Rights: A Handbook*. New Delhi: Oxford University Press.
10. Sabhlok, Sanjeev (2008). *Breaking Free of Nehru: Let's Unleash India*. New Delhi: Macmillan.
11. Kishwar, Madhu (2008). *Zealous Reformers, Deadly Laws: Battling for Women's Rights in India*. New Delhi: Sage Publications.
12. Jain, Meenakshi (2016). *Sati: Evangelicals, Baptist Missionaries, and the Changing Colonial Discourse*. New Delhi: Aryan Books International.
13. Dasgupta, Swapn (2019). *Awakening Bharat Mata: The Political Beliefs of the Indian Right*. Gurgaon: Penguin.
14. Akbar, M.J. (2011, reprint). *Riot After Riot*. New Delhi: Roli Books (Lotus Collection).
15. Ahmad, Tufail (2018). *Jinnah's Ghost: The Journey of Secularism in India*. Kindle Edition: Tughlaq Books.
16. Goel, S.L. (2010). *Secularism: India at Cross-Roads*. New Delhi: Deep & Deep Publications.
17. Rao, Ramesh (2010). *Secular "Scriptures": Modern Theological Discourses in India*. Bloomington: World Wisdom.
18. Ganguly, Anirban & Sinha, Shakti (2018). *Making of New India: Transformation Under Modi Government*. New Delhi: Wisdom Tree.
19. Vivekananda Kendra (Kanyakumari). *Annual Reports and Publications* (various years).


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M.A. Human Rights (Semester-4) – DEC-7

Session: 2025-26

Part A – Introduction

Name of Programme	M.A. Human Rights
Semester	IV
Name of the Course	Protection and Enforcement of Human Rights
Course Code	M24-HRT-406
Course Type	DEC-7
Level of the course	500-599
Pre-requisite for the course (if any)	N A
Course Learning Outcomes (CLO)	

After completing this course, the learner will be able to:

- CLO 1: Understand key concepts of human rights, violations, and ethical obligations in law enforcement.
- CLO 2: Analyse national mechanisms for human rights protection, including commissions and NGOs.
- CLO 3: Examine regional mechanisms for protecting human rights in Europe, Latin America, and Africa.
- CLO 4: Evaluate global human rights enforcement systems, including the UN and international treaties.

Credits	Theory	Tutorial	Total
	3	1	4
Teaching Hours per week	3	1	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Time	3 hours		

Part B- Contents of the Course

Instructions for Paper- Setter: The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will consist at least 4 parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question. All questions will carry equal marks.

Unit	Topics	Contact Hours
I	Conceptual Foundations: Human rights as legal ideals and instruments of justice; protection, promotion, and implementation; ethics in law enforcement; civilisational and cultural perspectives on rights and duties; societal responses to violations and crimes against humanity.	15
II	Protection of Human Rights at the National Level: Constitutional, legislative, executive, and judicial safeguards; role of National and State Human Rights Commissions and other statutory bodies; constructive engagement by civil society and voluntary organisations in nation-building and rights awareness.	15
III	Protection of Human Rights at the Regional Level: Human rights institutions and enforcement models in Europe, Latin America, and Africa; regional courts and commissions; comparative lessons for Indian and Asian contexts.	15
IV	Protection and Enforcement at the Global Level: Role of the United Nations and its organs — the UN Human Rights Council, High Commissioner, treaty bodies, and ILO; key conventions and monitoring	15

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mechanisms; balancing state sovereignty with universal human dignity; India's constructive role in global human rights discourse.			
Total Contact Hours		60	
Suggested Evaluation Methods			
Internal Assessment: 30		End Term Examination: 70	
➤ Theory	30	➤ Theory:	70
• Class Participation:	5	Written Examination	
• Seminar/presentation/assignment/quiz/class test etc.:	10		
• Mid-Term Exam:	15		
Part C-Learning Resources			
Recommended Books/e-resources/LMS:			
1. Bloed, A. and others (1993). <i>Monitoring Human Rights in Europe</i>. Dordrecht: Martinus Nijhoff. 2. Buergenthal, Thomas. "The Advisory Practice of the Inter-American Human Rights Court," <i>American Journal of International Law</i>, Vol. 75, No. 1. 3. "The Inter-American Court of Human Rights," <i>American Journal of International Law</i>, Vol. 76. 4. "The Domestic Status of the European Convention on Human Rights: A Second Look," <i>International Commission of Jurists</i>, Vol. 7, No. 1. 5. Davidson, Scot. "Remedies for Violations of the American Convention on Human Rights," <i>International and Comparative Law Quarterly</i>, Vol. 44, No. 2. 6. Drzemkzewski, A. "The Sui Generis Nature of the European Convention on Human Rights," <i>International and Comparative Law Quarterly</i>, Vol. 29, No. 1. 7. ILO: "Comparative Analysis of the International Covenants on Human Rights and International Labour Conventions and Recommendations," <i>Official Bulletin</i> (Geneva), Vol. 52, No. 2, 1969. 8. Bailey, Sydney D. (1994). <i>The UN Security Council and Human Rights</i>. St. Martin's Press, New York. 9. Bakken, T. "International Law and Human Rights for Defendants in Criminal Trials," <i>Indian Journal of International Law</i>, Vol. 25, 1985. 10. Carey, J. (1970). <i>U.N. Protection of Civil and Political Rights</i>. Syracuse University Press, Syracuse. 11. Cassese, A. (ed.) (1990). <i>Human Rights: Thirty Years after the Universal Declaration</i>. 12. Cassese, A. <i>Human Rights in a Changing World</i>. Temple University Press, Philadelphia. 13. Claude, R.P. and B.H. Weston (1989). <i>Human Rights in the World Community: Issues and Action</i>. University of Pennsylvania Press, Philadelphia. 14. Falk, Richard A. (1982). <i>Human Rights and State Sovereignty</i>. Holmes and Meier, New York. 15. Ferguson, C. Claude. "Global Human Rights: Challenges and Prospects," <i>Denver Journal of International Law and Policy</i>, Vol. 8, 1979. 16. Halcombe, Arthur N. (1948). <i>Human Rights in the Modern World</i>. University Press, New York.			


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M.A. Human Rights (Semester-4) – DEC-8**Session: 2025-26****Part A – Introduction**

Name of Programme	M.A. Human Rights
Semester	IV
Name of the Course	Science and Technology and Human Rights and Duties
Course Code	M24-HRT-407
Course Type	DEC-8
Level of the course	500-599
Pre-requisite for the course (if any)	N A
Course Learning Outcomes (CLO)	

After completing this course, the learner will be able to:

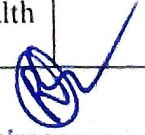
- CLO 1: Understand conceptual, legal, and ethical issues in science, technology, and human rights.
 CLO 2: Analyse the relationship between information technology, legal norms, and human rights protection.
 CLO 3: Examine science and technology's role in promoting food security, health, and related rights.
 CLO 4: Evaluate the right to development and access to technology as essential elements of human welfare.

Credits	Theory	Tutorial	Total
	3	1	4
Teaching Hours per week	3	1	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Time	3 hours		

Part B- Contents of the Course

Instructions for Paper- Setter: The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will consist at least 4 parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question. All questions will carry equal marks.

Unit	Topics	Contact Hours
I	Conceptual, Legal, and Ethical Foundations: Science and technology as instruments of human welfare; debates on spiritual versus material progress; ethical and legal dimensions of innovation and research in Indian and global contexts.	15
II	Information Technology and Human Rights: Digital transformation and democratic empowerment, Right to Information Act, 2005; reasonable restrictions under Article 19; key legal frameworks including the IT Act, 2000; media regulations and digital ethics in the age of AI and communication technologies.	15
III	Right to Food and Health: Role of science and indigenous technologies in food security and public health; National Food Security Act, 2013; biotechnology and ethics; community health and Ayurveda; role of government, civil society, and industries in accessible and ethical health systems.	15


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IV	Right to Development and Equitable Access: Development as a holistic goal encompassing material and spiritual upliftment; indivisibility of rights and duties; UN Declaration on the Right to Development, 1986; challenges of digital and technological divide; inclusive growth and self-reliance through technology.	15
Total Contact Hours		60
Suggested Evaluation Methods		
Internal Assessment: 30		End Term Examination: 70
➤ Theory	30	➤ Theory: 70
• Class Participation:	5	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	10	
• Mid-Term Exam:	15	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
1. UN Centre for Human Rights (1996). <i>Advisory Services and Technological Cooperation in the Field of Human Rights</i>. World Campaign for Human Rights, Geneva. 2. UN Centre for Human Rights (1991). <i>Report of the International Consultation on AIDS and Human Rights, Geneva, 26–28 July 1989</i>. UN Publication Division, New York. 3. UN (1982). <i>Human Rights and Scientific and Technological Developments</i>. UN Department of Public Information, New York. 4. WHO (1996). <i>Health as a Bridge for Peace and Human Rights</i>. WHO, Geneva. 5. WHO (1975). <i>Protection of Human Rights in the Light of Scientific and Technological Progress in Biology and Medicine</i>. WHO, Albany. 6. Amarasekara, Kumar (1998). "Autonomy, Paternalism and Discrimination: The Darker Side of Euthanasia," in Antony Anghie and Garry Sturges (eds.), <i>Legal Visions of the 21st Century: Essays in Honour of Judge Christopher Weeramantry</i>. Kluwer, The Hague. 7. Bankowski, I. (ed.) (1993). <i>International Ethical Guidelines for Biomedical Research Involving Human Subjects</i>. WHO, Geneva. 8. Johnston, Ann and others (eds.) (1986). <i>New Technologies and Development</i>. UNESCO, Geneva. 9. Michael, James (1994). <i>Privacy and Human Rights: An International and Comparative Study with Special Reference to Documents in Information Technology</i>. UNESCO, Paris. 10. Mukherjee, Sipra G. (1985). "Promotion of Human Rights and Science Education," in K.P. Saksena (ed.), <i>The Teaching about Human Rights</i>. Huriter, New Delhi. 11. Nawaz, M.K. "Law, Human Rights and Computer," <i>Indian Journal of International Law</i>, Vol. 25, Nos. 3–4, July–Dec. 1985. 12. Satyamala, C. "Hazardous Contraceptives and the Right to Life," <i>Journal of the Indian Law Institute</i>, Vol. 40, 1998, pp. 174–199. 13. Sisskind, Charles (1973). <i>Understanding Technology</i>. Feffer and Simons, New York. 14. ZiMan, John and others (eds.) (1986). <i>The World of Science and the Rule of Law</i>. University Press, Oxford.		


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M.A. Human Rights (Semester-4) – DEC-8

Session: 2025-26

Part A – Introduction

Name of Programme	M.A. Human Rights
Semester	IV
Name of the Course	Minorities and Human Rights and Duties
Course Code	M24-HRT-408
Course Type	DEC-8
Level of the course	500-599
Pre-requisite for the course (if any)	N A
Course Learning Outcomes (CLO)	

After completing this course, the learner will be able to:

- CLO 1: Understand the concept and role of minorities in human rights discourse.
 CLO 2: Analyse national mechanisms for minority protection in India.
 CLO 3: Examine international legal instruments safeguarding minority rights.
 CLO 4: Evaluate the constitutional framework, rights, duties, and political issues related to minorities in India.

Credits	Theory	Tutorial	Total
	3	1	4
Teaching Hours per week	3	1	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Time	3 hours		

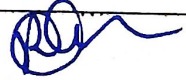
Part B- Contents of the Course

Instructions for Paper- Setter: The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will consist at least 4 parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question. All questions will carry equal marks.

Unit	Topics	Contact Hour
I	Conceptual Foundations: Minorities as socio-economic, religious, linguistic, and regional communities; Indic approach to community diversity and harmony; contribution of minorities to Indian civilisation and the development of human rights thought.	15
II	Mechanisms for Protection: Constitutional provisions and institutional safeguards; role of legislature, executive, and judiciary; National and State Minorities Commissions; constructive role of non-governmental and community-based organisations.	15
III	International Legal Instruments: UNESCO Constitution (1945); Universal Declaration of Human Rights (1948); Declaration on Race and Racial Prejudice (1978); Declaration on the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities (1992); Vienna Declaration and Programme of Action (1993); Universal Declaration on Cultural Diversity (2001).	15
IV	Rights and Duties of Minorities Under the Indian Legal System: National Commission for Minorities Act (1992); minority rights and politics in	15

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India; the nation-building project and minorities; Indian and Western concepts of secularism — comparative understanding, Role of minorities in India's democratic and developmental processes; Judicial pronouncements and evolving jurisprudence on minority rights.			
Total Contact Hours			60
Suggested Evaluation Methods			
Internal Assessment: 30		End Term Examination: 70	
➤ Theory	30	➤ Theory:	70
• Class Participation:	5	Written Examination	
• Seminar/presentation/assignment/quiz/class test etc.:	10		
• Mid-Term Exam:	15		
Part C-Learning Resources			
Recommended Books/e-resources/LMS:			
1. Malhotra, Rajiv (2011). <i>Being Different: An Indian Challenge to Western Universalism</i>. HarperCollins India. 2. Sen, Amartya (2005). <i>The Argumentative Indian: Writings on Indian History, Culture and Identity</i>. Allen Lane. 3. Balagangadhara, S.N. (2012). <i>Reconceptualizing India Studies</i>. Oxford University Press. 4. Sarna, Rajiv (2018). <i>Indian Pluralism: A Civilizational Legacy</i>. Rupa Publications. 5. Goel, Sita Ram (1998). <i>Secularism, Christianity and India</i>. Voice of India. 6. Vempati, Shashi Shekhar (2019). <i>Hindutva: Exploring the Idea of Hindu Nationalism</i>. Bloomsbury India. 7. Deepak, J. Sai (2021). <i>India That Is Bharat: Coloniality, Civilisation, Constitution</i>. Bloomsbury India. 8. Bajpai, Rochana (2011). <i>Debating Difference: Group Rights and Liberal Democracy in India</i>. Oxford University Press. 9. Kumar, Narender (2012). <i>Minority Rights in India: Constitutional Safeguards and Judicial Interpretation</i>. Allahabad Law Agency. 10. Malhotra, Rajiv & Neelakandan, Aravindan (2011). <i>Breaking India: Western Interventions in Dravidian and Dalit Faultlines</i>. Amaryllis. 11. Bhargava, Rajeev (ed.) (2016). <i>Secular States and Religious Diversity</i>. Routledge India. (Selected Indian chapters) 12. Chalam, K.S. (2011). <i>Pluralism and Equality: Values in Indian Society and Politics</i>. SAGE Publications. 13. Sen, Amartya (2006). <i>Identity and Violence: The Illusion of Destiny</i>. Penguin India. 14. Swamy, Subramanian (2016). <i>Rights of Minorities in the Indian Legal System</i>. Har-Anand Publications. 15. Madhav, Ram (2020). <i>Secularism: India at Crossroads</i>. Rupa Publications. 16. Jain, M.P. (2019). <i>Indian Constitutional Law</i> (8th ed.). LexisNexis. (Chapters on minority rights, National Commission for Minorities Act, secularism) 17. Madan, T.N. (1997). <i>Modern Myths, Locked Minds: Secularism and Fundamentalism in India</i>. Oxford University Press. 18. Radhakrishnan, S. (1949). <i>Religion, Science and Culture</i>. Orient Paperbacks. 19. Mitra, Subrata K. & Singh, V.B. (1999). <i>Democracy and Social Change in India: A Cross-Sectional Analysis of the National Electorate</i>. SAGE Publications.			


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M.A. Human Rights (Semester-4) – EEC*
***same for students opting Dissertation or Project work**

Session: 2025-26

Part A – Introduction

Name of Programme	M.A. Human Rights
Semester	IV
Name of the Course	Legal Aspects of Human Rights
Course Code	M24-HRT-409
Course Type	EEC
Level of the course	500-599
Pre-requisite for the course (if any)	N A
Course Learning Outcomes (CLO)	

After completing this course, the learner will be able to:

CLO 1: Explain the history of human rights laws and key influences.

CLO 2: Describe major human rights conventions and institutions.

CLO 3: Analyse key Supreme Court cases on Article 21.

CLO 4: Identify challenges in enforcing human rights today.

Credits	Theory	Tutorial	Total
	3	1	4
Teaching Hours per week	3	1	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Time	3 hours		

Part B- Contents of the Course

Instructions for Paper- Setter: The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will consist at least 4 parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question. All questions will carry equal marks.

Unit	Topics	Contact Hours
I	Conceptual Foundations of Human Rights Law: Historical and philosophical origins; evolution of human rights discourse in Indian and global contexts; insights from Indian epics (Ramayana, Mahabharata and Dharam shastra); sovereignty and the state's role in rights enforcement.	15
II	International Human Rights Instruments and Bodies: Universal Declaration of Human Rights (1948); key UN conventions; International Criminal Court (ICC); interaction of international norms with domestic law; compliance issues and challenges to enforcement.	15
III	National Legal Frameworks for Human Rights Protection: Fundamental rights and directive principles; role of judiciary, legislature, and executive; key legal mechanisms—writs, PILs, commissions; selected landmark cases: Maneka Gandhi (1978) and Puttaswamy v. Union of India (2017).	15
IV	Emerging Legal Concerns and Trends: Contemporary legal challenges—climate justice, digital rights, gender and bioethics; balancing rights and development; legal literacy and rights-based governance; progressive	15


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jurisprudence and expanding rights discourse in India.		Total Contact Hours		60
Suggested Evaluation Methods				
Internal Assessment: 30			End Term Examination: 70	
➤ Theory	30	➤ Theory:	70	
• Class Participation:	5	Written Examination		
• Seminar/presentation/assignment/quiz/class test etc.:	10			
• Mid-Term Exam:	15			

Part C Learning Resources

Recommended Books/e-resources/LMS:

1. Ranjan, Ravi. (2024). *Ancient Indian Political Thought*. Academic Publications.
2. Pandey, J.N. (2022). *Constitutional Law of India*. Central Law Agency.
3. Baxi, Upendra. (2002). *The Future of Human Rights*. Oxford University Press.
4. Basu, Durga Das. (2019). *Human Rights in Constitutional Law*. LexisNexis.
5. Haas, M. (2014). *International human rights: A comprehensive introduction* (2nd ed.). Routledge.
6. Ishay, M. (2004). *The history of human rights: From ancient times to the globalization era*. University of California Press.
7. Prasad, R. U. S. (2022). *The origins of human rights: Ancient Indian and Greco-Roman perspectives*. Routledge India.
8. Brown, G. (Ed.). (2016). *The Universal Declaration of Human Rights in the 21st century: A living document in a changing world*. Open Book Publishers.
9. Schabas, W. A. (2016). *The International Criminal Court: A commentary on the Rome Statute* (2nd ed.). Oxford University Press.
10. Ray, A. (2003). *National Human Rights Commission of India: Formation, functioning and future prospects* (Vol. 1). Atlantic Publishers & Distributors.
11. Das, J. K. (2022). *Human rights law and practice* (2nd ed.). PHI Learning.
12. Malik, S., & Malik, S. (2019). *Supreme Court on human rights and civil rights and political, social, individual and economic rights* (Vols. 1-2). Eastern Book Company.
13. *Handbook of human rights and criminal justice in India: The system and procedure* (2nd ed.). (2007). Oxford University Press.
14. Susi, M. (Ed.). (2019). *Human rights, digital society and the law: A research companion*. Routledge.
15. Ashford, C., & Maine, A. (Eds.). (2024). *Gender, sexuality and law: A textbook*. Edward Elgar Publishing.


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Scheme of Semester-4 when a student opts for Dissertation Work or Project Work

M.A. Human Rights (Semester-4) Dissertation or Project work

Session: 2025-26	
Part A – Introduction	
Name of Programme	M.A. Human Rights
Semester	IV
Name of the Course	Dissertation/Project work
Course Code	M24-HRT-410
Course Type	Dissertation / Project work
Level of the course	500-599
Pre-requisite for the course (if any)	N A

CC-11	M24-HRT-401	Human Rights: Ambedkar's perspective
DEC-6	M24-HRT-403	Disadvantaged groups and Human Rights
	M24-HRT-404	Working class and Human Rights
EEC	M24-HRT-409	Legal Aspects of Human Rights

#Detailed syllabus of above three papers is mentioned in respective sections.


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DISSERTATION

(Note: If A Candidate Is Offered Dissertation Course, Then He/ She Will also Study CC-11, Dec-4 & EEC From Above Courses of Semester4)

4	Dissertation/ Project Work	M24- HRT- 410	Dissertation/ Project Work	D	12	26	0	0	0	-	0	300	300	-
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Course Learning Outcomes (CLO)

Students will be able to

CLO 1: Formulate a focused research question and design a robust, methodologically sound investigation to address it.

CLO 2: Employ appropriate experimental, analytical, or related techniques to collect, analyze, and interpret the data effectively.

CLO 3: Critically evaluate research findings in light of existing theories, and communicate results clearly through well-structured scientific writing and presentations.

CLO 4: Exhibit independence, time management, and scientific integrity throughout the research process, while responding thoughtfully to feedback and defending.

Description

I	Each student is required to undertake a research project in a relevant area of Defence & Strategic Studies. The outcome of this research will be compiled into a dissertation and submitted for evaluation at the end of the semester. Students will also present their dissertation before an external examiner. Both internal and external assessments of the project and training will be conducted as per the prescribed evaluation criteria. Assessment Structure Internal Assessment: ● Submission of Dissertation. ● One Mid-Semester Progress Report and/or Presentation External Assessment: ● Final Project Report (Dissertation) ● Viva-Voice Presentation before an External Examiner
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