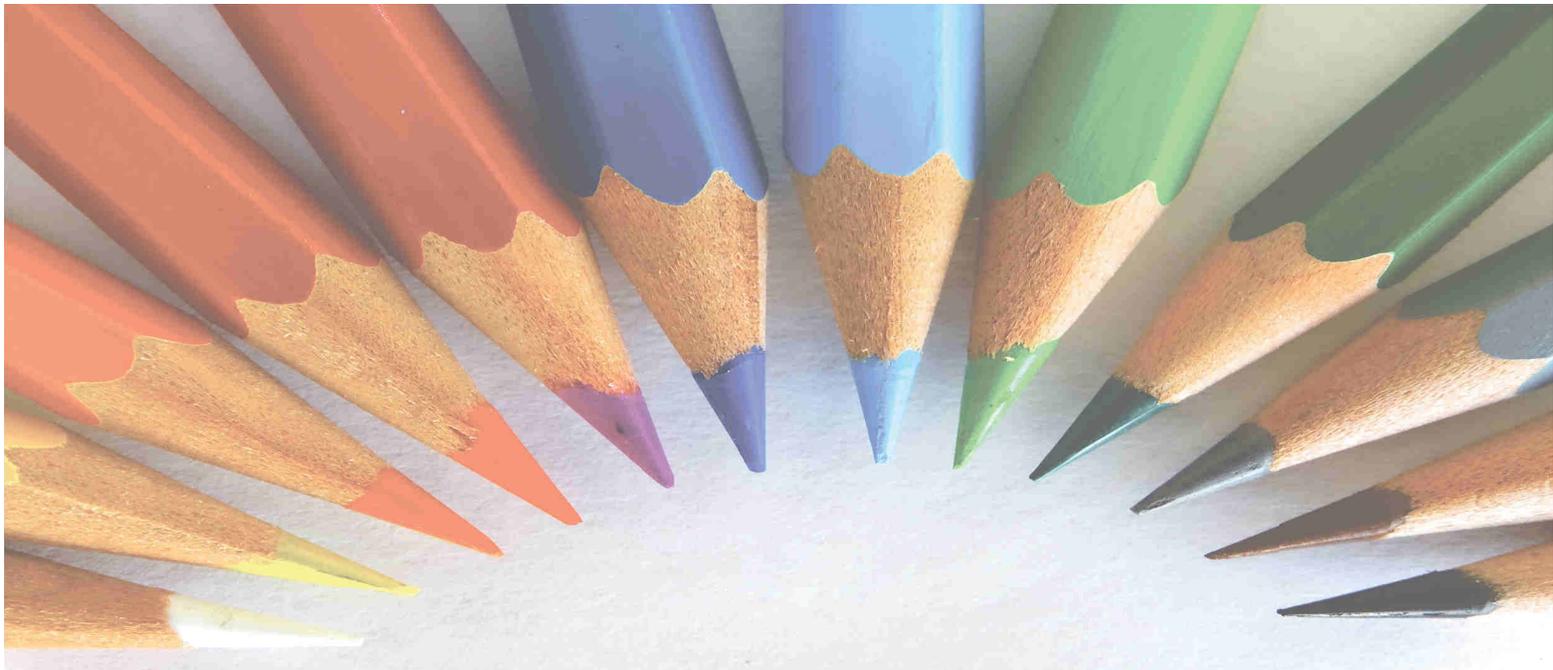


STATUS OF HUMAN RIGHTS EDUCATION IN COLLEGES AND UNIVERSITIES



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NATIONAL HUMAN RIGHTS COMMISSION (NHRC), NEW DELHI

Report

Status of Human Rights Education in Colleges and Universities

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Acknowledgements

This study is an outcome of collaborative efforts between the National Human Rights Commission (NHRC), New Delhi and the Center for Research in Rural and Industrial Development (CRRID), Chandigarh-a research institute of repute having a 'National Status', affiliated to Indian Council of Social Science Research (ICSSR), New Delhi and Government of Punjab.

On behalf of CRRID, we are thankful to NHRC for extending financial support for successful completion this study. The officials of NHRC have been very kind and cooperative as also gave sufficient flexibility to complete this study. We sincerely express our gratitude towards them, specially, Shri J S Kochher, Joint Secretary (Training and Research); Dr. Savita Bhakhry, former Joint Director (Research) and her successor Dr. Muni Dev Singh Tyagi, Joint Director (Research) for their cooperation. Dr. Tyagi has been always forthcoming and positive during the course of the study.

We extend our humble gratitude to Dr. Rashpal Malhotra, Executive Vice Chairman, CRRID, for his constant encouragement and guidance. Our sincere gratitude is due also to Professor Sukhpal Singh, former Director General, CRRID, for his scholarly suggestions and administrative support. We are also thankful to Shri Sunil Bansal, Director (acting), CRRID, and Senior Professor Sucha Singh Gill, Professor Ranjit Singh Ghuman, for their insightful suggestions and comments throughout the course of this study.

The study would not have been possible without the support and cooperation of faculty members, students and senior functionaries of various colleges and universities across India. It will become an exhaustive list if all the names are mentioned here, however their contribution in terms of their active participation, responses and insights to this study was immense and deserve a place on record. The present study is a product of persistent team effort, motivation and support.

It seems difficult to express our gratitude in words to Dr. Jatinder Singh, our dear friend and colleague for his vital inputs in data analyses. We also thank all the administrative, accounts and library staff members of CRRID for their silent yet proactive support to us.

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Chapter I

Introduction

Progressive realisation of human rights is closely linked to human rights education (HRE). Education implies two essential and related aspects: creating awareness about the existence and importance of the universally accepted human rights standards and implementation of these standards. Implementation demands, in the first place, popular awareness and support for human rights. Further it implies the entire process of social life by means of which individuals and social groups learn to develop consciously within and for the benefit of local, national and international communities, their entire personal capacities, attitudes, aptitudes and understanding. Again teaching of human rights should not only provide an understanding of one's own rights and duties and as such, inculcation of self-esteem and recognition of one's own rightful place in society but also respect for other and, more importantly, of fostering an attitude of tolerance and removal of prejudices towards fellow human beings. Indeed teaching of human rights at all levels of education is essential.

Education plays an integral role in nurturing the idea for humans to become responsible citizens. Education is a pre-condition for fulfilment and enjoyment of constitutional rights and duties enshrined in any democratic system. Imparting global worldview, wider learning and deeper understanding of social, economic and political issues enhances the horizon of individual thinking and decision-making. It mobilises individual thoughts towards creation of a welfare state, endorsing cooperation, equality and solidarity.

The area of human rights has been acceded as a separate discipline in many of the universities and academic institutions of the world-especially in Australia, Canada, Japan, Mexico, New Zealand, South Africa, Sweden, UK and USA. The discipline of Human Rights Studies has become an established field of academic enquiry with sound intellectual foundation in social sciences, humanities and rehabilitation studies. However, in societies like ours the issues of human rights has been given scant attention in academic discourses. Despite tremendous development in the field of research and development, the area of rights discourse and systematic human rights courses in Indian Universities and colleges are still marginalised or at best, at a nascent stage. Thus it is

required to establish research and teaching in Human Rights studies as an interdisciplinary field of study and incorporation of this subject into the curricula of social science disciplines in universities and colleges so that these institutions of higher education could become the agents of dissemination of appropriate knowledge about human rights issues towards empowerment of the marginalised.

Against this backdrop, this study aimed at covering Central Universities, State universities, Private Universities and Deemed Universities along with select colleges, to find out the situation with regard to the teaching and research on Human Rights Studies as a separate interdisciplinary academic discipline and explored the role of higher education institutions in promoting Human Rights Education from the rights based perspective.

Conceptual Framework

Etymologically, education is derived from two Latin words; *Educare (Educere)* and *Educatum*. *Educare* denotes the process of training, aimed at re-molding the mind. *Educatum* refers to the art of teaching. Similarly, *Shiksha* in Hindi has its origin in Sanskrit word 'Shash' meaning to control and direct individual action and behavior. *Vidya* defines sheer knowledge. Swami Vivekananda defined complete education as comprising a dual feature. Therefore, thinkers of Indian philosophy have emphasised on igniting the spark of knowledge to light-up the pre-existential reservoirs of comprehension and understanding to serve the individual through new information and a disciplined mind.

There is a growing recognition of the need of introducing teaching human rights at various levels of education. However, any such programme to begin with needs not only motivated teachers but those who have acquired an in depth understanding of human rights contents and are equipped with necessary information.

At the national level, there is paucity of readily available material for teaching human rights, especially in the context of socio-economic environments of the developing countries. There are of course some western authored books, voluminous, studies and reports (especially those published by the United Nations (UN) and the United Nations Educational, Scientific and Cultural Organization (UNESCO), journal dealing with various aspects of human rights problems.

Academic discussion on human rights education has been a recent phenomenon in India. Many events have facilitated it when the rights of the people have been violated by both state and non-state actors and subsequent emergence of human rights agenda in national life, emergence of human rights NGOs', and the increasing judicial activism in favour of implementation of human rights and so on. Yet the intervening role of international organisation in the normative evolution of human rights and their increasingly intrusive monitoring functions slowly, but surely, seems to have encouraged states towards some positive action. While the International Labour Organisation has been making quiet, yet significant, contribution to labour welfare since 1919, UNESCO has been specifically mandated to promote human rights through education. UNESCO sponsored Vienna Congress on the Teaching of Human Rights, 1978, adopted a set of 10 Principles on the teaching of human rights. The first of these principles stressed that the indivisibility of all human rights should be respected. Since then UNESCO has been holding periodic conferences about teaching of human rights and producing teaching guides and bibliographies. Indeed, the UN has focused on human rights teaching as its part of activities. The Tehran Conference on Human Rights 1968, underscored the need for teaching of human rights. Article 33 of the Vienna Declaration and programme of action adopted by the World Conference on Human Rights in 1993 reminded states that they "are duty bound... to ensure that education is aimed at strengthening the respect of human rights and fundamental freedoms". The world conference on human rights emphasised the importance of incorporating the subject of human rights education programs and called upon states to do so. Articles 78 to 82 of the Plan of Action indicated a range of actions to be taken by states and the international organisations. Following the Vienna Declaration and Plan of Action 1993, the UN General Assembly adopted a resolution in 1994 calling for a UN Decade for Human Rights Education from 1 January 1995 to 31 December 2004.

Following the above-mentioned events and developments at the international level, the human rights content of the higher education in independent India received impetus, though only a selective focus, perhaps in subjects like Law and Political Science. In the case of legal studies, it was identical with the Provisions of the Constitution and the case law on them. The Political Science curricula included human rights incidentally while dealing with the history of political thought to theory, the UN, or as part of the Constitution. Even in this limited focus, human rights were not taught in

a comprehensive, holistic fashion, as they are now understood. The emphasis was mostly on civil and political rights.

The University Grant Commission (UGC) has become more proactive in the field of human rights education. The Sikri Committee set up by the UGC prepared the “Blueprint for promotion of human rights education in India at all levels” in 1983. This led to some restructuring of course of study in some universities but was chiefly limited to law schools.

There is a need for training of teachers on a continuous basis. Much of the problem resonates around inculcation of human values and human rights orientations along with the general lack of initiatives among university and college teachers, notwithstanding a few honorable exceptions. The training courses and workshops should be interdisciplinary and not just restricted to those from the judiciary. These should aim at encouraging independent thinking and individual/ collective initiatives to explain/ teach human rights issues in the lights of specific human rights problems of the society (detailed description of the abovementioned international and national developments has been discussed at length in successive chapters).

Objectives of the Study

1. Examining critically the implications of human rights movement on policy formulations, especially with regard to higher education system in India;
2. Assessment of awareness about availability of courses of human rights in the higher education system;
3. Examining the problems involved in students gaining access to higher education especially courses on human rights;
4. Assessment of the existing course contents on Human Rights Studies, at different levels ranging from graduation to post-doctorate in the area of Social Sciences- covering the whole gamut of issues relating to civil, political, social, economic and cultural rights issues;
5. To explore the prospects for introducing the teaching and research of this emerging field in the curricula of Social Science disciplines, and;
6. To help identify the constraints and gaps and make suggestions for policy makers in plan formulations, particularly with academic and Social Science orientations.

Rationale of the Study

‘Economic liberalisation and rapid economic growth have transformed many sectors of Indian society, but benefits and dividends have not always been shared equally. Poverty is still a grinding reality for millions of people in India. Deep, widespread and longstanding asymmetries in power, participation and wealth are now exacerbated by the global economic crisis.’¹

Conforming to the fact that economic growth and social development of a nation rests upon the education imparting institutions; India is amongst 135 nations to declare primary education as mandatory and fundamental right of the children. Article 21-A of the Indian Constitution ascertains free education to the children under the aegis of the Right of Children to Free and Compulsory Education Act or Right to Education Act (RTE) enacted in 2009. Analyses by UNESCO Institute for Statistics reveal that ‘3% of the national GDP is invested on educational institutions’ in India (World Bank 2013).

On similar grounds, awareness and dissemination of Human Rights Education (HRE) is mandatory to ensure sustainable development and economic progress in a democratic nation as diverse as India. HRE equips citizens to challenge human rights violations and work towards the fulfillment of a sustainable model of equitable and just society. Guidelines for National Plans of Action for Human Rights Education prepared by Office of the High Commissioner for Human Rights (OHCHR) defines HRE as ‘...training, dissemination and information efforts aimed at the building of a universal culture of human rights through imparting of knowledge and skills and the molding of attitudes’ (OHCHR, 1997).

The diverse course content enshrined under HRE promises to make way for a just, cooperative and a progressive world order. Viewed as the panacea for the crises of human interactions, the Sikri Committee Report in 1988, suggested incorporation of the course in higher education in India. However, not much progress could be made on the suggestions (UGC, 2001: 4).

Despite the recommendations and policy interventions very less could be achieved in realising the potential of HRE at a large scale. As per the UGC document dated 22 January 2017, there were 47 Central Universities, 359 State Universities, 123

¹ Statement by Navanethem Pillay, High Commissioner for Human Rights at the National Human Rights Commission of India (New Delhi, 23 March 2009)

Deemed-to-be Universities and 260 Private Universities in India (UGC 2017:1). Based on the information available on the respective websites, this study found that 7.6% of the total universities in India were found to offer specific courses on human rights (i.e. Certificate/ Diploma/ Degree course).²

The issues of human rights have so far not been given the adequate academic attention in Indian university and colleges systems. Ironically, this tendency has proved to be quite counter-productive. The keystone of human rights movement is a collective re-appraisal of a developed identity, i.e. a process where problems are de-personalised and translated into political issues. This, it is required that the goals of teaching and research in Human Rights Studies as an inter-disciplinary field of academic inquiry and to incorporate Human Rights Studies contents into the curricula of Social Science disciplines in Central/State Universities and colleges, must be realised.

Thus, the present study is an action oriented academic exercise. It is academic in the sense that the focus has been on putting forth an assessment of various available courses/programme of studies on human rights to be offered independently or under the curricula of Social Sciences disciplines offered by Central/State Universities and select colleges of the country. The study is action-oriented in the sense that it seeks to provide epistemological framework for understanding rights as a category of critical academic investigation.

Research Questions

The study addresses the following research questions:

- Why has human rights been marginalised in the curricula of Social Sciences and allied disciplines in India? What are the social, cultural and political factors that have led to the neglect of human rights studies, particularly in higher education institutions?
- To what extent the courses of human rights studies are offered in Central/State Universities and Colleges?

²This is to clarify that despite repetitive attempts taken by the research team (both in writing and making personal visits) the UGC failed to provide any information regarding the HRE, not even number of Universities and Colleges to whom financial assistance were given.

- What has been the plausible trends in teaching and research in Social Science disciplines, especially regarding incorporation of the contents of human rights, in Universities and colleges?
- How has the rights movement influenced the formulation of the curricula of Social Science disciplines in such institutions in India, and with what consequences?
- How has the field of Human Rights Studies developed as a separate academic discipline in universities and academic institutions of several countries or internationally and what implications does it have for teaching and research in Human Rights in Indian context?
- What are the prospects for and challenges involved in introducing the teaching and research on Human Rights Studies and how can the hurdles be removed to promote this emerging discipline in Indian perspective?
- How the curricula of human rights in Universities and Colleges could be structured at various levels ranging from post-graduation to doctorate and post-doctorate?
- How far can promotion of human rights studies will help generate positive social awareness towards promotion and protection of the human rights of the vulnerable and marginalized people at the grassroots level?

Universe and Sample of the study

The study caters to locate major themes around the human rights education discourse and generates a comprehensive database on the status of human rights education in select institutions of higher education. For the present study, academic institutions of higher education; mainly Central, State, Deemed-to-be and Private Universities along with the colleges in various states and union territories of India form the universe of study. Teaching faculty, academic staff and students in the aforementioned institutions form the unit of the study. The total number of universities in India is 789³.

³ On February 2, 2017 accessed from University Grants Commission website

As per the latest figures by UGC, there are 47 Central Universities in India. The consolidated list of State Universities prepared by UGC has enlisted 359 universities. There are 123 deemed to be universities enlisted under the consolidated list of UGC. A total of 260 Private Universities have been set up either by the state or central act, but owned and operated by a sponsoring body.

Teaching faculty, facilitators and students from select Central Universities, State Universities, Deemed-to-be universities, Private Universities and colleges affiliated to Central or State Universities were contacted for the study.

Multi-stage purposive sampling method has been used to shortlist a set of select universities from all over India. Out of 789 universities and colleges across India, 65 universities and colleges, where courses on Human Rights are being offered at any level, have been selected using a mix of non-probability and probability sampling methods and another 65 such institutions where no such course is being offered were also consulted for in-depth analysis (Total sample = 130). To ensure an inclusive and representative sample size equal number of institutions have been selected. The universities offering course content on human rights have been selected randomly from the UGC list of Universities with the help of secondary information supplied on their websites. Further these set of universities have been segregated based on type of course structure being offered.

Based on the secondary information, the institutions of higher education have been trifurcated as:

- i. Direct Context: The institutions that offer a *full-fledged* course on Human Rights/ have a department or center for human rights for any of the following courses: Undergraduate Foundation Course, Certificate Course, Under Graduate Degree Course, Post Graduate Foundation Course, Post Graduate Diploma Course, Post Graduate Degree Course, Post Graduate Degree Optional Course, M.Phil., and PhD. in Human Rights.
- ii. Indirect Context: The institutions that offer *partial course* content on Human Rights in form of course paper(s) or semester(s) dedicated to Human Rights embedded within the disciplinary framework of major disciplines such as Legal Studies, Political Science, Public Administration, Social Work, Sociology, Education and Social Anthropology.

iii. The institutions that do not offer any course content on Human Rights.

Table 1.1: Outlay of sample size based on HR courses offered by colleges and universities

Sl.No.	University	Course Offered on HR			No Course	Grand Total
		Full- fledged	Partial	Sub-Total		
1	Central	7	6	13	13	26
2	State	7	6	13	13	26
3	Deemed	7	6	13	13	26
4	Private	7	6	13	13	26
5	Colleges	7	6	13	13	26
						130

However, due to a significant disproportion between the total number of Central, State, Deemed and Private Universities in India and the number of universities offering various courses on human rights education adequate modifications have been incorporated to meet a representative sample selection. Therefore, the number of universities as planned in the Table 1 has been accommodated accordingly and is provide in the Table 1.2, given below.

Table 1.2: Total number and proportion of various universities in India

Sl.No.	University	Number of Universities in India	%age of total Universities in India (Total Universities in India = 789)
1	Central	47	5.95
2	State	359	45.5
3	Deemed	123	15.5
4	Private	260	32.9

Source: University Grants Commission (2017)

Table1.3: Courses on human rights offered in various universities

University	Courses						
	Specialized	%	General	%	SP+ Gen	Total	Total %
Central	10	21.2766	22	46.80851	32	47	68.08511
State	16	4.456825	100	27.85515	116	359	32.31198

Deemed	5	4.065041	12	9.756098	17	123	13.82114
Private	5	1.923077	36	13.84615	41	260	15.76923
Total	38	4.816223	75	9.505703	113	789	14.32193

Source: Information obtained through various methods of survey of universities. The number of colleges being significantly high, it is not possible to record an estimate number of colleges offering course. Therefore, the number of colleges shall be correlated and amended during the fieldwork.

In order to tackle the numerical disproportion in the overall number of Central, State, Deemed and Private universities and the number of such universities offering courses on human rights, the sample size needed to be proportioned accordingly. Quota sampling has been employed to ensure a representative sample. According to the sample size designed in Table 1.1, the proportion of all universities (Central State, Deemed-to-be, Private and Colleges) offering full-fledged course to the ones offering a partial course on human rights shall be 7 or 6. However, only 3 Deemed-to-be and 2 Private Universities have been found to offer a full-fledged course on human rights. 24 State universities have been found to offer a full-fledged course.

The idea has been to involve maximum participation from the universities and colleges offering full-fledged course on human rights. Therefore, the proportionately small numbers of Deemed-to-be and Private Universities has been compensated by selecting 5 additional universities from the list of state universities offering a full-fledged course on human rights to balance out the deficit.

From Table 1.2 and 1.3, it is found that despite comprising 6% of the total number of universities in India, 68% of the Central Universities have been found to offer various courses on Human Rights. 21% of the courses offered are full-fledged courses and 46% are partial courses. Similarly, in the case of State universities that comprise 46% of the total universities only 32% have been found to offer a course on Human Rights. 4% of these State Universities have been found to offer a full-fledged course while 27% offer a partial course on Human Rights. Similarly, despite a numerical predominance only 15% and 14% of the deemed-to-be and private universities offer a course on human rights respectively. The final sample size selection has been tabulated in Table 1.4.

Table 1.4: Selection of Sample

Sl.No.	University	Offering Course on HR			No Course offered	Grand Total
		Full- fledged	Partial	Sub-Total		
1	Central	9	4	13	13	26
2	State	18 (7 as per field plan)	0 (6)	18	13	31
3	Deemed	3 (3)	5 (10)	8	13	21
4	Private	2 (0)	11(13)	13	13	26
5	Colleges	6	7	13	13	26
						130

Research Methodology and Fieldwork

The explanation for selecting the Central and State Universities and select Colleges lies in the fact that these are the major educational institutions for higher education and research in different disciplinary streams in the country, and hence, the outcome of this research will have nationwide relevance, especially about the imperativeness of human rights curricula of various degrees. The present study relies upon a composition of first-hand information generated through an extensive field visits. Consequently, students, teaching faculty and concerned resource persons in various universities and affiliated colleges in 16 major states and union territories of India have been approached during the study. The states comprising a considerably larger number of universities offering human rights course have been considered for the field visit. The selected sample universities and colleges have been visited/consulted and the concerned faculty and students in the remaining have been communicated through electronic mail/ telephonic interviews and other mediums of communication⁴.

Structured or semi-structured questionnaires were used for data collection. The questionnaire had both open ended and close-ended questions. Most of the close-ended questions were pre-coded leaving the option of adding options during the data collection. Blank space was provided for recording verbatim responses in case of open-ended questions. The questions were coded for computing data analysis smoothly. The schedules were administered through a face-to-face interactions/interviews with relevant stakeholders including Deans, Heads of Departments, Centres, Directors, Deputy

⁴ List of sampled University and Colleges are at annexure 1

Directors, Principals (or other officials assigned this responsibility by the Head of the University/Colleges). Simultaneously, views and opinions of Senior Faculties, Researchers, Students pursuing were also recorded. Only qualified interviewers having background in social science research/ data collection or students of social science disciplines were selected to complete the exercise of data collection.

Given the paucity of time and resources to cover all the universities and colleges, questionnaires were also emailed for receiving feedback from faculty members and members of administrative staff in select institutions. Google forms⁵ were used to design an easy outlay of questionnaires. The format was easy and convenient for the respondents. Respondents were allowed to have the flexibility to send the feedback using a diverse range of available communication technology such as smartphone, laptops and personal computers. A step-by-step guide was attached along the e-mail for easy processing. The respondents could opt for other modes of response, in case of technical discrepancies. In some cases, telephonic interviews were also carried out. Suitable provisions have been ensured to supply a hard/ soft copy of the questionnaire either through electronic mail or postal means.

Focus Group Discussions

Other than employing an open-ended one-to-one interaction with the faculty and students engaged in human rights education, extensive Focus Group Discussions (FGDs) have been conducted with the students. Engaging around hundred students in 7 universities resulted in some crucial inputs and reflections on the research questions. Detailed discussions were held on their views about the prospects and challenges of the contemporary trends in human rights education. Students highlighted innovative measures to promote human rights education in colleges and universities. This exercise facilitated a comprehensive understanding about the status of each course, thus helped in generalising the observation for benefit of policy formulations. An analytical assessment of the feedback and suggestions recorded during the FGDs has been compiled in the forthcoming chapters.

Data Analysis and Processing

The data collected during the fieldwork were checked manually for their consistency, accuracy and comprehensiveness. The scrutinised data were punched, using

⁵ A digital tool to design online questionnaire

suitable software and analyses techniques. Data analysis and interpretation were done to provide a framework for promoting course curricula on human rights in Indian Universities and Colleges.

Chapter II

Human Rights Education: Global Norms and Standards

This chapter presents an overview of global initiatives towards promotion of human rights teaching and research. It also describes how in 1948, Universal Declaration on Human Rights (UDHR) endorsed the idea of dignity, equality and freedom to work towards a sustainable social system based on co-operation and respect, which set the tone for further convention and seminars across many parts of the world. The UDHR inspired the constitution of many nations and several upcoming declarations (United Nations 2015). The International Covenant on Civil and Political Rights (1966) and the International Covenant on Economic, Social and Cultural Rights (1966) re-affirmed the Universal Declaration of Human Rights and declared that, ‘recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world’. The declaration also re-established that ‘these rights derive from the inherent dignity of the human person’ (OHCHR, 1976).

The UDHR enshrines the idea of human equality, freedom and justice towards a better living environment for all human beings to thrive in dignity, peace and security. The document carries a global yet inclusive outlook, essentially emphasising its ‘universal’ character. The declaration comprises of a set of guidelines contained within 30 Articles, designed to lay down ‘a foundation for a just and decent future for all’, providing everyone with ‘a powerful tool in the fight against oppression, impunity and affronts to human dignity’ (UN 1948:iii). ‘Universality, interdependence and indivisibility, equality and non-discrimination’ are the core principles in the UDHR. All the member states of the UN have ratified at least one of the nine core international human rights treaties. Innumerable declarations and resolutions at the international level have imbibed the principles of UDHR. International treaties, customary international law, general principles, regional agreements and domestic laws continue to draw on the principles stated in the UDHR. ‘The UDHR has inspired more than 80 international human rights treaties and declarations, a great number of regional human rights conventions, domestic human rights bills, and constitutional provisions, which together constitute a comprehensive legally binding system for the promotion and protection of human rights’ (United Nations 2010).

The Proclamation of Teheran prepared during the International Congress on Human Rights (Teheran, 1968) urged for 'international action aimed at eradicating illiteracy from the face of the earth and promoting education at all levels' (Proclamation of Teheran, 1968). In 1978, UNESCO organised the International Congress on the Teaching of Human Rights at Vienna. The document drafted at this Congress stressed that 'human rights teaching and education should be developed at all levels in the context of both school and out-of school education, in order that they may become accessible as part of a true system of life-long education to all men and women in all countries, whatever their legal, social and political status' and foster 'the attitudes of tolerance, respect and solidarity inherent in human rights' (UNESCO, 1978).

In pursuance of the Vienna Congress held in 1978, a Seminar on the Teaching of Human Rights at Geneva, 1988 and the United Nations World Conference on Human Rights at Vienna, 1993 were organized. Both these events resonated the similar proposals of Vienna Congress and stressed the urgent need to introduce human rights education directed to garner respect for human rights towards a just society; to foster mass education and awareness on human rights education to empower the communities, protect individual interests and promote research and development to generate apt pedagogy. The Conference also proposed the idea of observing the United Nations Decade for Human Rights Education. As a result, United Nations declared 1995-2004 as the United Nations Decade for Human Rights Education to 'strive to eradicate illiteracy and should direct education towards the full development of the human personality and the strengthening of respect for human rights and fundamental freedoms' (OHCHR, 1994).

In 2004, World Programme for Human Rights Education was announced by the United Nations General Assembly (2005-ongoing) to advance the implementation of human rights education programmes in all sectors. The World Programme for Human Rights Education has been divided into three phases. In the first phase of 2005-09, the UN targeted the promotion of HRE at primary and secondary school levels. During the second phase (2010-14), it targeted the higher academic levels and 'human rights training programmes for teachers and educators, civil servants, law enforcement officials and military personnel'. The third and final phase from 2015-2019 shall function 'on strengthening the implementation of the first two phases and promoting human rights training for media professionals and journalists' (OHCHR, 2005).

During the World Education Forum in Dakar in 2010, the Dakar Framework for Education was adopted. Education for All (EFA) emerged as a major component during the Forum. The members of the Forum advocated free and compulsory education as a pre-requisite to promote rights-based activism. The state has a crucial role in promoting a rights based approach. Tomasevski (2004) points out the reciprocal interdependence of 'rights' and 'education'. She asserted that, 'rights and education are engaged in a mutually defining process, each essential to the enhancement of the other' (Tomasevski, 2004:ii).

Participants from 160 countries participated in the Incheon Declaration-2015 held at Republic of Korea and pledged 'to transform lives through education, recognizing the important role of education as a main driver of development and in achieving the other proposed Sustainable Development Goals (SDGs). This new vision is fully captured by the proposed SDG 4 'Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all' and its corresponding targets' (Incheon Declaration, 2015:7). The Declaration exhibits commitment towards promoting gender equality, inclusion and equity in education sector. It also commits to promote quality in education and promote lifelong learning opportunities (ibid:8). The world leaders affirmed their 'vision and political will' to promote human rights treatise and right to education. Also, affirmed to promote 'sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development' through education (ibid:21). The vision 'Education 2030' to attain inclusive and equitable quality education lays down a guide map for sustainable growth in education and human rights.

Human Rights: A Global Concern

Violence in its varied forms has been a major threat to the global harmony and peaceful human co-existence. Politically motivated wars and economically inspired military-strikes have affected millions of lives, leaving others handicapped and produced millions of refugees. Violation of rights happen in both times of peace and conflict, however, most of the mass level human rights violations are carried out during war and global armed conflicts. Proxy wars and its drastic impact in Angola, Afghanistan, Iran, Cambodia, Iraq, Vietnam, Cuba and several resource rich nations have witnessed severe violations of human rights by subjecting citizens 'to arbitrary interference with his

privacy, family, home or correspondence’ (United States Institute of Peace,2017). The illegitimate meddling with the rights safeguarded under the Article 12 of UDHR produced widespread hatred among the survivors in these affected regions as a ripple effect.

Terrorist activities in several parts of the world surfaced as a long term and direct consequence of religious and ethnic conflicts; the attacks of 9/11 in the United States of America, terror killings in Nice, Spain, Germany and London are a few examples. Unites States Institute of Peace (USIP) draws over that, ‘Human rights abuses can spur violent conflict, or vice-versa. Effective protection of human rights underpins the legitimate governance and rule of law that establish the conditions for a state to resolve conflicts and grievances without violence’ (USIP, 2017).

In the Indian context, rising instances of violence in Jammu and Kashmir, insurgent attacks in North-East and central India are testimony to the widespread violation of ‘the right to life, liberty and security of person’ declared under the Article 3 of UDHR. Similarly, the constant state of internal war, religious vigilante, child rights abuse, gender and caste violence and radical regional ideas violate the ‘inherent dignity’ and ‘free development of individual personality’ enshrined under Article 23 of UDHR.

It is thus crucial to lay down a firm foundation that operates towards ‘...inculcating and imbibing human rights values and setting up a culture of respect towards human rights in the society’ and it is one of the desirable means to create ‘a sustainable development of the nation’ (NHRC, 2011).

Globally, the rise of human rights activism started during the 1960s and ‘brought with it a growing recognition of the potential of the human rights framework to effect social change and the importance of human rights awareness for all segments of society’ (Flowers, et al., 2000:7). From time to time activists and thinkers have emphasised the crucial role of human rights in education system (Banks et al, 2005; Osler et al., 1995).The UDHR endorses the idea of ‘full development’ for promoting a holistic development of the human personality by seeking favorable conditions for physical, psychological, spiritual and social growth of the individual by ‘strengthening of human rights and fundamental freedoms’. The idea of ‘full development’ aims at creating an enabling environment to ‘capacitate people to their potential faculties so as to ensure

human dignity' through right to education and mandating human rights into education (Claude, 2005).

The rapid rise in economic and technological sectors contributed in creation of the world as a global village. The growing awareness about HRE encourages citizens and pressure groups to form a united front and pressure groups functioning to safeguard human rights. Emerging out of the preliminary stages of HRE to transformative stages resulted in formation of grassroots NGOs and advocacy groups as an immediate consequence. 'Around the globe, grass-roots organizations of all kinds are using the human rights framework to advocate for social change as a unifying moral force that transcends national boundaries and empowers ordinary people everywhere to demand that their governments be accountable for the protection and promotion of their human rights for example opposing violence against women, toxic dumping, child labor, and lack of housing or health care as human rights violations' (Flowers, et al., 2000:7). HRE is viewed as a significant instrument towards promotion of gender equality, women empowerment and preventing terrorism (Rajput, 2009; Singh, 2014)

Creation of an egalitarian society is a must to achieve sustainable development in education, economy, social, political and geopolitical dimensions. To unite a nation as diverse as India, it is imperative to introduce HRE in at every level of education and training programmes. Following the above principle, the NHRC of India endeavors to introduce HRE in universities and colleges. 'The need is felt more along the lines of ensuring that the Human Rights Curriculum for higher education must have an element of practicability, besides the training leading to opening up of new vista of knowledge and job opportunities in the present education...' '...create job opportunity in the changing scenario of globalization of education...' (NHRC, 2011).

Theoretical Framework

To deal with the nuances of HRE, a keen scrutiny of the notions of consciousness and the philosophical inclination towards 'cosmopolitanism' has been recommended (Bajaj, 2014; Osler and Starkey, 2010; Freire, 1970). The idea of consciousness or *conscientisation* emanates from a collective realisation, mainly within a marginalised group that locates the incidences of inequality as an inspiration for revolutionary action intended to emerge out of oppression. Such socio-political shift is driven by a collective consciousness within the communities. A collective consciousness is proposed to

acknowledge the importance of HRE; as a revolution driven by socio-political change. The foundation of *cosmopolitanism* is grounded on the idea of a global community based on mutual sharing (Appiah, 2007). Collectively, these philosophical inclinations have facilitated the integration of critical thinking into local action. Exposing the process of social change and HRE has been approached through a varied lens of critical analysis and theoretical interpretation. The sole purpose of such an academic and philosophical exercise has been to promote better implementation of innovative practices at the ground level.

Drawing in affirmative, Lewis (2014) quoted Osler and Starkey (2010) to highlight human rights as a ‘tool of human empowerment’. Tibbits (2005) employed similar set of annotations; invites creative methods for transformative learning towards ‘empowerment’ of HRE teaching. Scholars suggest a participatory approach to make HRE more relevant, so that it emerges out of the tag of being a ‘dry’ curriculum with least practical implications. Osler and Yahya advocate to involve ‘more active learning methods, including group work, the use of stories and the involvement of NGOs to bring the subject to life for the student’ (Osler and Yahya, 2013:200). Lewis (2014) suggested human rights educationalists to ‘grapple more thoroughly with political ambiguities of human rights to explore their ‘potential’ and facilitate ‘political emancipation’ and ‘social change’. And, recommends a shift from ‘banking approach’ of unquestionably internalising texts to a ‘problem solving approach’ (Lewis, 2014:34).

Darren O’Byrne (2014) presented multiple narratives on ‘motivations’, ‘experiences’ and ‘feelings’ linked to HRE. Being a trainer in HRE at the university level in Europe he drew part of these narratives from an auto-ethnographical account while the other half has been derived from students and faculty members. HRE has been inherently embedded within the interdisciplinary boundaries. Inviting a multitude of discipline has had added advantages. However, until 1970s, HRE has remained confined within the exclusive ambit of legal studies. Law students have been interacting with the discourse and as a result the discourse adhered with a legal outline. Freeman (2002) advocated academic explorations into the discipline without meddling with its inherent multidisciplinary approach. The legal approach to human rights cannot adequately analyse the ethical, political, sociological, economic and anthropological dimensions of human rights.

Extending academic affiliations has proved problematic at times creating confusions but at the same time has functioned to serve the discipline in unexpected manners. O’Byrne (2014:67) reflected on the contradictions and disagreements related to academic disciplinarily as challenging for the teachers and students of human rights. The ‘ownership’ claims over HRE by a certain discipline have not only been misleading but also have added up the confusion within the academic sphere. However, O’Byrne affirmed that the character of Human Rights Education as firmly rooted in legal, moral and political grounds has helped in resurrecting as a distinct discipline in itself. He stresses on articulating new approaches, moving beyond the formal teaching methods, and ignite a critical thinking; that inspires to seek ideas and values over skill and employability.

Dona-Gene Barton, Courtney Hillebrecht and Sergio C. Wals(2017) attempted to develop a state level and individual level determinants of human rights. They suggested that individual perceptions regarding human rights vary with levels of education and awareness to basic ideas of human rights. Individual perception is found to affect the larger policy making. They cited Kryz (2015) and Scheindlin (2015) in their argument to stipulate that individual perception is changeable and responsive to strategic messaging (Barton, Hillebrecht and Wals, 2017:295). Further, they established that the perceptions to human rights are influenced by ‘state-level and individual-level’ factors, such as political attitudes, violence levels, and activities of human rights organisations.

A pedagogical shift emerged during the 19th century, where the transfer of knowledge earlier has been through shared experiences and practical learning. Abstract knowledge has found itself placed higher on the pedestal against the ‘tacit knowledge’ and ‘concrete skills’ (Kessels and Korthagen, 2001:20). However, during the 19th and 20th century research orientation and theoretical learning started to establish themselves. ‘As psychological and pedagogical knowledge developed, academics wished to offer this knowledge to teachers in order to change education and “adapt” it to scientific insights’ (Korthagen, 2001:2).

Alternative theoretical approaches in teaching comprising both ‘descriptive and prescriptive’ approaches (Kessels and Korthagen, 2001:20) have been incorporated. Theoretical learning based on classroom mode of learning has been the most anticipated practice in dissemination of knowledge. (Carlson, 1999; Korthagen, 2001) proposed the importance of ‘theory-to-practice’ approach to promote a transfer of knowledge from

skilled teachers to students via filed exercises and practical learning. Thus, there emerged an increased stress on promoting a ‘problem solving’ approach in formal education system.

The ‘critical approach’ in education is radical in the sense that it brings methodological changes in the existing educational patterns for a productive exchange. Hoys and Rees (1977) asserted that ‘functionalist paradigm’ in teaching emphasises on a ‘positive reproduction of established patterns’ promoting a perfect reproduction of the existing truths. An ‘interpretative paradigm’ aims at facilitating models of socialisation to promote individual action and social change.

Following a similar trail, the University Grants Commission (UGC), New Delhi has frequently stressed on incorporating value education into higher education. It aims to promote societal concerns and develop values based on the principles of peace, tolerance, truth, compassion and respect.

Educational opportunities and traditions that Indian Universities have built up, since independence have been able to produce graduates, capable only of pursuing limited careers. However, in the new globally competitive environment that is emerging in the country, the Indian student is now required to develop a multifaceted personality to cope up with the rapid changes in the world at large. This calls for the development of body, mind and spirit, through the educational processes in the institutions of higher education. Therefore value education becomes a desirable moral necessity for meeting the challenges of the contemporary World. Professional competence is of little value if professional ethics are forgotten. Similarly, brilliance is of no use if it is employed for anti-social activities (UGC, 2003).

Speaking on teaching styles in higher education, researchers and scientists in the field have proposed numerous techniques to make the process more intriguing. Simkins and Maier (2009) in their book on pedagogy in higher education titled ‘just in Time Teaching: Across the Disciplines, and Across the Academy’ highlighted the idea of just-in Time-Teaching (jiTT) strategy in teaching, wherein students are made to go through the upcoming courses in advance and their feedbacks are generated before the course lecture is actually delivered to them in the classroom. The strategy has proved to garner an increased participation in the classroom and also facilitated better understanding. Similarly, ‘Flipping-the-classrooms’ is another strategic method known to have

improved the teaching-learning process. A larger focus in this method has been to focus on practice based learning, already discussed in previous sections.

On the other hand it has also been promoted that innovative pedagogy in higher education needs to be complemented by developing a favorable environment. Time limitations, resource scarcity, uneven resource and structural base across various institutions in India despite a centralised pattern in education have been major barriers. Compelling course orientation and time limitations has been a necessity. Simkins and Maier (2009) during his visit to Indian institutions of higher education insisted on individual ‘adaptation’ over institutional ‘adoption’ of the innovative pedagogy. The methods design and execution of innovation in teaching should cater to serve localised needs.

There was need for individual faculty members to take these innovations and make them their own evidence and research-based teaching innovations that have been shown to improve students learning and which could be adapted for use in India in a variety of disciplines (Simkins and Maier, 2009). It is stressed that every trainer should generate his/her individual style of sharing knowledge to make an interactive learning experience. Training at higher education shall not limit within the boundaries of pre-defined concepts rather should explore the existing technology, times, resources and skills and improve the overall scope of learning.

India and the Covenants

India ratified to International Convention on the Elimination of All Forms of Racial Discrimination (ICERD), 1965 on 3 December 1968 with certain reservations. As per the *Handbook on International Human Rights Convention* supplied by the NHRC, India:

- India acceded to the International Covenant on Civil and Political Rights (ICCPR), 1966 on 10 April 1979.
- India acceded to International Covenant on Economic, Social and Cultural Rights (ICESCR), 1966 on 10 April 1979.
- India signed the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), 1979 on 30 July 1980 and ratified it on 9 July 1993 with certain reservations.

- India acceded to the Convention on the Rights of the Child (CRC), 1989 on 11 December 1992.
- India ratified the Convention on the Rights of Persons with Disabilities (CRPD), 2006 on 1 October 2007.
- India ratified the Optional Protocol to the Convention on the Rights of the Child (CRC) on the Involvement of Children in Armed Conflict, 2000 on 30 November 2005.
- India ratified the Optional Protocol to the Convention on the Rights of the Child (CRC) on the Sale of Children, Child Prostitution and Child Pornography, 2000 on 16 August 2005.
- India ratified Forced Labour Convention, 1930 on 30 November 1954.

Regional Framework

Several agencies have been actively operating at global and grassroots levels, striving towards awareness and fulfillment of human rights. In 1996, UN initiated a global online education and data interface for the children around the globe with a flagship project ‘CyberSchoolBus’. The project targets to spread awareness among the children around the globe via internet based teaching and learning platform on human rights education. UNESCO and the United Nations Children's Fund (UNICEF) have played a key role and cooperated with the UN General Body in achieving the target of global awareness on human rights education. Similarly, the Council of Europe introduced Human Rights Education Youth Programme in 2000, Education for Democratic Citizenship (EDC) in 2005 and Building a Europe for and with Children during 2006-2008 to promote the idea enshrined in the Universal Declaration of Human Rights.

The importance of imparting human rights education in school and universities and to the personnel in police, army, law and civil servants has been recognised globally. Several states (including the Bahamas, Hungary, Seychelles, Slovenia and Switzerland) reported that human rights currently constituted a basic element in teacher training; both prior to qualification and in service. In Sweden, the Education Act and the national curriculum stipulate that everyone working in schools is obliged to promote respect for human rights. In Togo, human rights training are necessary to obtain a professional qualification to teach in all schools, however, such training is not mandatory for

promotion. In Slovenia, candidates applying for the post of a school principal must have attended courses on human rights, while in the Republic of Korea, human rights are included in the training required to qualify as head teacher, deputy head and teacher. Japan includes human rights in the training of librarians human rights has been introduced as a core element in the faculties of law, political science, other social science disciplines such as social anthropology, international relations at the undergraduate and graduate levels universities.

World Program for Human Rights Education and India

The Office of the United Nations High Commissioner for Human Rights (OHCHR) operates on a global level to promote human rights education through capacity building programmes. The programmes are organised at national and local levels under Assisting Communities Together (ACT) projects and Technical Cooperation Programme. It also provides financial and technical support in building database and training materials related to HRE (OHCHR, 1997). On August 24, 2010 UN General Assembly published the 'Final evaluation of the implementation of the first phase of the World Programme for Human Rights Education (WPHRE)'. The governments of 76 countries responded to the evaluation questionnaire. The evaluation report recommended an inclusive plan wherein private institutions play an equal role in implementation of HRE. It also suggested developing better parameters for assessment of implementation of HRE. The report recommended effective review of educational policy commitments, policies on teacher training, and allocation of funding to human rights education for educational and professional development of individuals and institutions (United Nations, 2010: 20).

Under the guidelines set forth in IXth and Xth Plan, the University Grants Commission suggested to introduce a foundation course, certificate course, undergraduate, post-graduate diploma course, post-graduate degree course at higher education levels in colleges and universities. Under the plan several universities and colleges have introduced HRE as optional/mandatory subject in the course structure. HRE is being offered under social sciences discipline. In India HRE has been made mandatory and is being imparted to civil servants, police personals, officers of the army, enforcement forces and students in legal studies students. However, a precise database on HRE courses (optional and compulsory) offered, overall students enrolled, drop-out

rate, assessment of course content, structure and implementation in Indian context has been unavailable.

On 10 December 2004, the World Programme on Human Rights Education was proclaimed during the 70th Plenary Meeting of United Nations General Assembly (United Nations, 2004). Indian representative, stressed the importance of human rights education which was widely accepted, however action was still wanting in most areas. Her statement as published in the press release of the meeting is being reproduced here:

Human rights continued to be perceived through the prism of condemnation and punishment rather than promotion. Education offered considerable scope for bringing together the international community in a collective endeavour and needed to be taken up as a priority activity. India would therefore study the draft plan of action for the first phase of the proposed World programme for Human Right Education.

The relationship between democracy and human rights was well established, she said. “We believe that a sound democratic tradition that promotes respect or pluralism, diversity and tolerance, goes a long way in ensuring the success of our efforts in human rights education”. Democratic institutions and people’s participation in the political and developmental process through such institutions would guarantee the success of efforts. Human rights education had therefore been integrated into diverse subjects at different stages throughout India’s education policy. Furthering human rights education was a multidimensional task. Therefore in her country, the work of the Government, both in the states and at the centre was supported by the active involvement and participation of the National Human Right Commission.

Her delegation was a co-sponsor of the resolution before the Assembly today and also agreed with the Secretary-General that “human rights education was more than a lesson in schools or a theme for a day; it was a process to equip people with the tools they need to live lives of security and dignity”, she said. But security and dignity could not be achieved on empty stomachs where situations of extreme poverty, hunger and deprivation became the primary concern. Strengthening international cooperation for poverty eradication was still a key ingredient to promote and protect human rights, as well as education.

Despite taking a keen interest in the World Programme initially, Indian government has not participated in any of the assessment calls by the UN on WPHRE at several occasions. It is thus needed that factual data and status of human rights education in higher educational institutions in India is appropriately recorded and made accessible for academic scrutiny and analyses. It must be ensured that the policy planners come up with breakthrough strategies in overcoming the existing barriers in promoting the idea of human rights education. The implementation of targets set by the World Programme has

been lackadaisical in India. Also, a repository of the existing facts and figures must be facilitated so as to better showcase the achievements in the arena of human rights education at the global level (United Nations, 2010, 2014). During the midterm evaluation of third phase of the WPHRE, the NHRC, presented a report of its activities under the plan of action of the Programme. A detailed discussion of such initiatives by the NHRC has been provided in the next chapter.

Chapter III

National Initiatives for Human Rights Education: An Overview

Evolution of Human Rights Education in India

In India, the first major initiative to promote human rights education could be traced to the formation of Radhakrishnan Commission which gave its report in 1949. Suggesting crucial reforms in the higher education the commission recommended the expansion of course structure and also advocated a provision of scholarships. The UDHR has major imprint on the Commission's report. The commission operated to ensure equal opportunity of education; surpassing the social, economic and cultural barriers in higher education. Subsequently, the Mudaliar Commission of 1952 and the report of Education Commission of 1964-66 under Dr. D.S. Kothari emphasised on major educational reforms in the country at secondary and higher education levels. Education in human rights has been viewed as an emancipatory force capable of bringing in social justice and needed change in the society. The Report of Education Commission 1964-66, encourages universities to advocate equality and social justice and 'reduce social and cultural differences through diffusion of education' to bring 'social transformation' (Rao and Singh, 2003:16).

In 1983, Justice Sikri Committee proposed a course module for human rights education, bringing-in numerous suggestions to promote courses on human rights in India (UGC model curriculum of HRE, 2001:4). University Grants Commission (UGC) prepared the first set of guidelines in 1985 to incorporate human rights teaching and research at academic institutes on a national scale and emphasised on promoting HRE at all levels of education. Adopting the recommendations made in Sikri Committee Report and the syllabi structure proposed by the UGC, some of the universities and colleges introduced courses in human rights at various levels.

Human rights are in themselves ends as well as means. They are ends in terms of standards to be attained and are means as they enable and empower the people to use and enjoy the rights. It is both an area of academic enquiry and also a part of everyday life experience of humans as members of society. Accordingly, the University Grants Commission initiated the Scheme of Human Rights Education in the University Sector in

1985. Since then, the Higher Education Sector has been supported financially for promoting Human Rights and Values and Human Development.

A noteworthy encouragement in the National Policy on Education 1986 was with the modifications undertaken in 1992 that incorporates the basic spirit of Article 51A' (Singh, 2014: 200). The National Policy on Education 1986 suggests a universal framework for education and a flexible core that comprises an array of study content. The course content ranging from history of freedom movement of India, study of constitutional rights and duties, and national identity to nurture and promote egalitarianism, secularism has been promoted to sustain a spirit of democracy and equality. It is important to note that the Preamble, Fundamental Rights, Directive Principles of State Policy, Protection of Human Rights Act 1993 and Domestic Violence Act 2005 together provide the basic human rights for the people of India.

Role of the National Human Rights Commission

National Human Rights Commission (NHRC) was established in 1993 under the Protection of Human Rights Act, 1993. Section 12 (h) of the Act, mandates the Commission to “spread human rights literacy among various sections of society and promote awareness of the safeguards available for the protection of these rights through publications, the media, seminars and other available means”. As a result, a Training Division under NHRC was formed, mainly focusing to sensitise the ‘public functionaries’ operating under police, armed forces and territorial forces. The idea is to spread awareness on rights of the citizens so that they are motivated to function in accordance with peoples’ rights. The Training Division also targets the youth in colleges and universities to spread awareness on social, political, economic and cultural rights and duties among the civil society at large. In tandem to the formation of NHRC, 24 states (excluding Arunachal Pradesh, Mizoram, Nagaland, Meghalaya and Telangana) in India formed SHRC (State Human Rights Commission) to safeguard physical, mental, social, and spiritual needs of the citizens.

Apart from the trainings, the Commission has time and again, as mentioned earlier, endeavoured to provide vital inputs to the UGC through supplementation of the existing HRE course curriculum for colleges and universities. As the issues of human rights are dynamic and new challenges keeps emerging, so as the curriculum cannot be static. The efforts should not stop at induction of HRE in the formal education system,

the course should reap its dividends in terms of popularity, awareness, applicability and employment generation.

In 2006, six years past the existence of UGC model course curriculum of HRE, the NHRC constituted a Task Force consisting of eminent academicians and legal experts in the area drawn from various parts of the country. Besides taking into consideration the recommendations of the its five regional conferences to address the issues of HRE leading to various levels of programmes in higher education, the Task Force also took cognisance of the UGC model curriculum on human rights and made final recommendations in view of the changes taken place in human rights at national and international levels. The curriculum formulated for human rights education has taken care of a plethora of issues of human rights concern, which would address the levels of the need of human rights by way of imbibing human rights culture in the young minds. Indeed, the approach used in this formulation of the recommendations speaks of the aerial views of the problems of human rights. Following were the broad agenda of this Task Force:

1. to review the existing UGC syllabus on human rights and duties education in view of the Acts passed by the government in the recent years on the emerging issues pertaining to human rights in the fields of education, child labour, intellectual property rights and environment.
2. to discuss the revision of syllabus in the light of various protocols, treaties and conventions signed/ratified at international level.
3. to discuss the changes in the syllabus in the light of the formation of Human Rights Council.
4. to bring about the quality changes in the syllabus in order to attract foreign students to undertake human rights and duties education programme in India universities/institutions.
5. to consider inclusion of local issues in the curriculum.¹

The NHRC has been endowed with the constitutional authority to promote the idea and spirit of human rights and safeguard the interests by imposing legal sanctions. On several occasions the Commission has intervened to safeguard the individual rights. For instance, in 1993 NHRC emphasised on protecting the rights of the prisoners and

¹ For detail see, Recommendations of National Human Rights Commission on Human Rights Education at the University and College Levels, 2007, NHRC: New Delhi

issued a set of guidelines to check on Custodial Deaths/Rapes in prisons. The Commission has proposed guidelines to safeguard women rights, child rights, initiated the discussion to end manual scavenging and atrocities against Scheduled Caste/Scheduled Tribes (SC/ST) and minorities. In a testimony forwarded to the Prime Minister in 2004 the Commission enlisted remedial measures to check the illegal trade of human organs; viewed as a serious violation of human rights. Besides its active commitment towards crucial issue on human rights, the commission promotes human rights through research and publication.

The various functions performed by NHRC are to:

- (a) Inquire, *suomotu* or on a petition presented to it by a victim or any person on his behalf, into complaint of:
 - (i) violation of human rights or abetment thereof or;
 - (ii) negligence in the prevention of such violation, by a public servant;
- (b) Intervene in any proceeding involving any allegation of violation of human rights pending before a court with the approval of such court;
- (c) Visit, under intimation to the State Government, any jail or any other institution under the control of the State Government, where persons are detained or lodged for purposes of treatment, reformation or protection to study the living conditions of the inmates and make recommendations thereon;
- (d) Review the safeguards provided by or under the Constitution or any law for the time being in force for the protection of human rights and recommend measures for their effective implementation;
- (e) Review the factors, including acts of terrorism that inhibit the enjoyment of human rights and recommend appropriate remedial measures;
- (f) Study treaties and other international instruments on human rights and make recommendations for their effective implementation;
- (g) Undertake and promote research in the field of human rights;
- (h) Spread human rights literacy among various sections of society and promote awareness of the safeguards available for the protection of these rights through publications, the media, seminars and other available means;

- (i) Encourage the efforts of non-governmental organisations and institutions working in the field of human rights;
- (j) Such other functions as it may consider necessary for the protection of human rights(Garg and Dubey, 2015)

Training and HRE by the NHRC

The Training Division of National Human Rights Commission aims ‘to spread human rights literacy and sensitise people belonging to various sections of society on all aspects relating to human rights’ (NHRC, 2013). The program aims to train public functionaries and youth especially, the students in the universities/colleges as well as those studying in schools. The former are ‘sensitised’ and ‘motivated’ towards their duty to protect human rights and the latter are trained towards building ‘a society fully aware of human rights issues’. Public functionaries mainly, police personnel and officials of armed forces are introduced to diverse aspects of social, economic, political and cultural rights of the citizens. The Training Division targets the police, army, para-military forces, prison officials, judiciary, doctors, para-medical staff, nurses, teachers/principals/education officers and students from secondary to higher education levels.

The Commission operates to safeguard the basic rights of food, clean water, shelter and sanitation; ensures abidance to civil and political rights of the individual; provides protective support to the children, women, minorities, SC and ST communities and monitor the human rights of the prison inmates.

The Division carries out the training through two modes; in-house programmes and collaborative programmes with police training institutes, judicial training institutions, administrative training institutes and state human rights commissions. The students are indulged through in-house activities such as seminars, internships and training workshops conducted at both ‘in-house’ and ‘collaborative programs’ held at various universities and colleges. The introductory course on human rights covers theoretical structure and practical training on human rights. Besides the in-house and collaborative programs the Commission also offers online courses on human rights. The complete course compiled within six units is made available on the Commission’s website for English and Hindi readers.

As mentioned in the previous chapter, the Training Division of the Commission undertook number of training programmes and other activities during 2015-17, keeping in view of the Plan of Action of the Third Phase of World Programme for Human Rights Education for its target audience as mentioned above. According to the report submitted by the Commission for the UN's midterm evaluation of the Third Phase World Programme for Human Rights Education, some of the major programmes and initiatives include training programmes, summer and winter internship programmes to promote HRE in higher education, short term internship programs to promote HRE in higher education, awareness programmes on drug abuse prevention, training programme for judicial officers, media workshops and human rights awareness workshop for district level officers.

Internship Programmes: The following section is being reproduced from the above mentioned report of the NHRC pertaining specifically for promotion of HRE at higher education levels in universities and colleges. It stated that in 2015-16 "in order to promote HRE among students pursuing higher education, a one-month summer internship program-2015, with 48 intern consisting of 28 females and 20 males from 11 different states and union territories was organised. Majority of the interns were post-graduate students pursuing different disciplines of social sciences while 13 were pursuing their law degree." Likewise, a winter internship programme 2015 was organised with a total of 49 interns. Similarly, in 2016-17 one month summer and winter internship were also organised 50 and 55 interns participated from different colleges and universities across the countries. The prime aim of the internship programmes was to enhance awareness about different human rights issues among the students as well as expose them to the functioning of Commission.

Training Programmes in Institutions of Higher Education: In 2015-16, the Commission organised 90 training programmes in various institutions including universities and colleges. Moreover, in 2016-17, the number of such training programmes were raised to 275 of which 125 programmes were organised in institution/universities and colleges on various human rights related issues like rights of children, women and vulnerable groups including right to health. The target groups for these training programmes comprised of teachers teaching at the primary, secondary and

higher education system, law enforcement and military personnel functioning at different levels and representative of non-governmental and civil society organisations.²

Besides, the Commission also offers paid internship twice a year to the post-graduate students pursuing Human Rights, Political Science, Sociology, Social Work (MSW), Criminology, Public Administration, Rural Development, History, Economics, Commerce, Anthropology, International Relations and any of the discipline of Social Sciences. Also the Commission has organised time to time National Moot Court Competition on Human Rights.

HRE at Secondary Education Level:As far as the formal education system is concerned, NHRC along with NCERT and UGC has formulated a full-length course matter on human rights for the school, college and university students. In early 1995, a major review of the existing textbooks took place to mobilise human rights education in schools. NHRC in collaboration with NCERT prepared a *Source Book on Human Rights*. A module for teachers and trainers was also prepared and training workshops were organised to impart human rights education at a larger scale. In continuation of its endeavours in mobilising the human rights education into the formal educational institutions, NHRC directed the university authorities to assess and formulate ways to introduce human rights education into the university curriculum. Furthermore, UGC standing committee emphasised on the introducing Diploma and Certificate Courses on Human Rights at university and college levels.

Initiatives at Law Centres:National Institute of Human Rights (NIHR) was set up at the National Law School of India University, Bangalore in August 1999. It functioned as a centre-of-excellence in human rights education during the UN Decade for Human Rights Education. As per the records available in NHRC website “40 universities in the country have introduced certificate, diploma, under-graduate and post-graduate courses on Human Rights” (NHRC, 2014). In 1998 University Grants Commission (UGC) under the IXth Plan released ‘The Approach Paper’ setting strategies for promoting Human Rights Education in universities and colleges. The Approach Paper advocated to co-ordinate with the National Human Rights Commission (NHRC) ‘for a

² For details refer the report of the NHRC, New Delhi for the midterm evaluation of the Third Phase World Programme for Human Rights Education, 2017 available at https://www.ohchr.org/Documents/Issues/Education/Training/thirdphase/ProgressReport/NHRIs/India_NHRI_3rdphase_midterm_2017.pdf

more purposeful use of extension programmes of the universities and colleges' and proposed the following alternatives for promoting HRE.

- (i) "Introducing separate courses on Human Rights;
- (ii) (ii) Human Rights issues to be incorporated in courses already being taught;
- (iii) and (iii) Re-orientation of all courses so that the human rights components are not seen as an adjunct to the existing syllabi, instead the academic packages should be so offered as to have "people" as the central theme" (Singh, 2013:136).

Competition is organised by NHRC in collaboration with Law Centres. Nationwide students of laws faculty participate in the annual event. The commission is also dedicated to publishing exhaustive research, study material and course content on human rights to popularise the principles of human rights education.

The English-Hindi/Vernacular Language Divide

Sarve Bhavantu Sukhina rooted on the NHRC emblem, derives inspiration from ancient Indian thoughts which professed 'welfare for all'. The journals published in Hindi³ and English⁴ have been the forerunner of promoting equality and justice in the society. However, a closer interrogation reveals that it is only after 2005 that the English version of the journal started to discuss the role of Human Rights Education in Indian context (Hargopal and Sundershanam; 2005; Jain and Kakarala, 2005; Manohar, 2005; Singh, 2005). However, it took two more years for the Hindi journal to address the need to promote the importance of human rights education in school, colleges and universities (Rao, 2007; Vyas, 2008; Shukla, 2010). The lack of urgency among the Hindi writers or the editorial board also reflected simultaneously among the Hindi readers. At a crucial situation when the UN had just completed a global awareness campaign i.e. the Decade for Human Rights Education (1995-2004); and the English reading gentry in India enthusiastically discussed the role of HRE. Hindi readers had very less to reflect upon. The disconnect towards Hindi readers in a multi-lingual nation as India reveal the poor state of awareness programs and outreach campaigns on HRE.

Goodale (2006) made similar observations on the larger disengagement of print media and scientific community from issues related to human rights. He argued that 'the

³*Maanvadhikar: Nayi Dishayein*

⁴ Journal of The National Human Rights Commission, India, <http://nhrc.nic.in/library.htm>

absence of “human rights” from the title of any full article published in *American Anthropologist* until 1988, while not evidence per se, is at least symbolic of the fact that American anthropology had spent the preceding 40 years in exile from the most important debates over human rights theory and practice’ (Goodale, 2006:487). Although the disengagement and distance of the academia could be a multi-factorial consequence, it is relevant to emphasise that the disregard of crucial issue by a liable authority distracts the popular notions and concerns.

University Grants Commission (UGC)

Maintenance of world peace and equality is a pre-condition to a just and a progressive world. In this direction training of civil servants, law enforcement personals, armed forces and teachers has been conducted at global scale. Similarly, human rights education has been introduced as an additional element in teaching and research. Faculty and students in Political Science, Legal Studies, Anthropology, Sociology, History, Social Work and Liberal Studies at under graduate, post-graduate and research levels in colleges and universities have been actively engaged in promoting human rights education.

Since 1985, the UGC has been attempting to promote Human Rights and Duties Education (HRDE) in universities and colleges by extending financial assistance to universities and colleges. UGC undertook the first major initiative under the IXth Plan (1997-2002). Under the plan, UGC approved six nodal Centres of Excellence for HRE in India as also extended financial assistance to various colleges and universities for various activities to promoted HRDE. A detailed discussion has been presented in the following section. These Centres functioning as monitoring bodies were to coordinate with colleges and universities offering courses in HRDE. The basic premise of clubbing the nodal Centres with the educational institutions has been to facilitate awareness about various forms of socio-political inequities and human rights violations within society that can be tackled effectively with the help of systematic education, research and action.

In 1998, the UGC took an initiative to launch and promote HRE in universities and colleges under UGC IXth Plan Approach. An interdisciplinary standing committee headed by Prof. Y.C. Simhadri drafted an approach paper. The approach paper recommended the introduction of Diploma and Certificate courses in universities and

colleges as a supplementary course for the college going students. The secondary objective of introducing a short-term add-on course has also been largely to promote the discipline of human rights. Additionally, it was proposed to introduce undergraduate and post-graduate courses to promote advance research (UGC model curriculum of HRE, 2001:4). In the consecutive year, in 1999, NHRC suggested UGC to develop course curricula on HRE for Degree Course, Diploma Course, a short duration Certificate Course and Foundation Course.

Sensitising the young population about the rights and duties shall encourage the youth to contribute in the larger process of nation-building. HRE is viewed as an appropriate tool to overcome the challenges of the changing global orders and globalisation. 'HRE can create the necessary moral, intellectual, and democratic resources for this purpose. The ultimate overall vision of building a humane, participatory and democratic society has to be promoted and sustained' (UGC, 1997). The XIth plan document released by UGC laid added stress on the need to empower the citizens, especially youth to ensure an overall health of the democratic structure.

The scheme under the Xth plan talks about two components:

- a) Human Rights and Duties Education
- b) Promotion of Ethics and Human Values

The XIth plan incorporated minor changes in nomenclature and added a third component.

- a) Human rights and duties;
- b) Human rights and values;
- c) Human rights and human development.

Under the Human Rights Education Scheme, UGC extends financial assistance to the colleges and universities to promote teaching and research in human rights education. The UGC (Annual Report 2010-11: 260-62)⁵ identified the following programmes of Human Rights Education or financial support in the XI Plan:

- I. A foundation course
- II. A certificate course
- III. An under graduate course, i.e., B.A. or B.A.(Hons.)

⁵UGC, *Annual Report 2010-11*, Ministry of Human Resource and Development, New Delhi.

- IV. A post-graduate diploma course
- V. A post-graduate degree (M.A./L.L.M.) course
- VI. Integrated Masters programme
- VII. Seminars/Symposia/Workshops
- VIII. Moot Court/Mock Trial
- IX. Promoting nodal centres of excellence
- X. Encouraging Publication of books and journals
- XI. Promotion of Ethics

Table 3.1: Allocation of financial support for the programs and activities were as under:

(in lakhs)

Items	Foundation Course	Certificate Course	UG Course	PG Diploma Course	PG Degree Course
Books and Journals (onetime grant)	1.00	1.50	2.00	-	-
Books and Journals, periodicals, CD ROMs, audio visual equipment, computers etc. (one timegrant)	-	-	-	2.00	3.00
Developing advocacy skill (Moot court/mock trialwherever applicable) (one time grant)	0.75	-	-	-	-
Guest/Visiting Faculty (for five years)	0.75	1.50	2.00	3.00	4.00
Extension Activities and Field Work (for five years)	-	1.00	1.50	2.00	3.00

Financial assistance for organising seminars, symposia and workshops was as follows:

Symposia (1/2 days) - Rs. 1.50 lakhs for a University; Rs. 0.75 lakhs for a College

Seminar (2/3 days)- Rs. 2.00 lakhs for a University; Rs. 1.00 lakhs for a College

Workshop (7/10days) - Rs. 2.50 lakhs for a University; Rs. 1.50 lakhs for a College

Table 3.2: The details of the proposals received, approved and grant released during XI plan period were as follows:

Year	No. of Proposals				Grants Released (Rs. In lakhs)		Total (Rs. In lakhs)
	Received		Approved		Universities	Colleges	
	Universities	Colleges	Universities	Colleges			
2007-08	7	38	7	23	6.35	23.65	30.00
2008-09	55	187	50	123	195.89	317.54	513.43
2009-10	40	396	30	287	92.55	538.68	631.23
2010-11	52	595	35	458	105.55	652.79	758.34
Total	154	1216	122	891	400.34	1532.66	1933.00

From the above Table 3.2 it can be observed that with the beginning of XI plan in 2009, there was a quantum leap in the number of applications from universities and colleges for carrying out various activities as mentioned in the Table 3.1. Similarly, UGC extended financial assistance to 30 Universities and Colleges granted Rs. 30.00 Lakh in 2007-08 whereas the total grant rose to Rs. 513.43 lakh in the succeeding year and continued rising till the end of the XIth Plan period.⁶

During 2014-15, UGC extended 2.88 crores to assist 171 universities and colleges ‘for introduction of an undergraduate degree, post-graduate degree, diploma and certificate courses as well as for holding seminars, symposia and workshops on Human Rights and Duties Education and for spreading awareness among the teachers, students and public’ (UGC, 2016).

In the XII Plan, there are three components of the Human Rights Education Scheme:

- (i) Human Rights and Duties
- (ii) Human Rights and Values
- (iii) Human Rights and Human Development

⁶UGC, *Annual Reports 2010-17*, Ministry of Human Resource and Development, New Delhi.

During the XIIth Plan 615 universities/colleges were approved for financial assistance. The annual report of UGC in reporting year of 2016-17 shows that during the XIIth Plan a total grant of Rs. 12.52 Crore was sanctioned/released to universities/colleges under the Scheme.

Article 3.9 of the UGC XIth Plan Guidelines for Human Rights Education proposed 6 Nodal Centres of Excellence for HRE across India, patterned on the lines of Centres of Social Inclusion and Exclusion. However, only two of them could see the light of the day, the one at the Central University of Hyderabad and second at Tata Institute of Social Sciences (TISS) at Mumbai. The Nodal Centre at TISS has been the only Nodal Centre of Excellence in Human Rights, however it was marred with controversies lately and has been in the news headlines (Ramachandran, 2017; The Wire, 2017; Maanvi, 2017). The students and faculty at TISS held a public protest after UGC declined to extend financial support to the centre. Out of 4 nodal centres proposed in each zone (North, East, South and West), the only one that was been formed lately has faced strong opposition by the UGC itself. A discussion with the faculty and students at TISS further establishes the fact that UGC has failed to carry forwards its own policies. The nodal centre located at Central University of Hyderabad is also faced with serious financial constraints. The chapters on the field survey and concluding observations containing policy recommendations comprise a detailed and analytical discussion on the ongoing concerns.

Civil Society/Non-Governmental Organisations (CSOs/NGOs)

NGOs play a crucial role of filling up the gaps in the fulfilment of human rights at the grass roots. 'As highly committed groups with special expertise, they have contributed to the development of the human rights legislation and are careful watchdogs of the realisation of human rights at the national level' (Singh 2013:145). Amnesty International has been the forerunner of the modern movement in spreading awareness on human rights. People's Decade of Human Rights Education (PDHRE-International) strives for social and economic justice. 'Human Rights Education Associates (HREA), Democracy and Human Rights Education in Europe (DARE) and many youth organisations concentrate on HRE. They support human rights learning and the training of activists and professionals, develop educational materials and seek to raise the profile of education for democratic citizenship and human rights' (ibid).

The action groups are engaged in academic research and ground level advocacy. They play a crucial role in disseminating the ideas and values embedded in the human rights charter. The non-governmental organisations function in a diverse set of academic disciplines. Women safety, health, violence, crime, juvenile justice, rights of the prisoners, education and environmental justice are some of the areas these bodies have been operating research and implementation on. The non-governmental bodies have been promoting applied research, imparting adequate ground training in rural areas, pursuing sensitisation and awareness drives.

In furthering their efforts and the mandate of World Programme for HRE, the United for Human Rights, an international NGO, has carried out programs to provide education and training in human rights to security forces in areas of the world facing major challenges. This has ranged from conducting human rights training for police cadets in the state of Madhya Pradesh to the training of military personnel through the Colombian National Army's School of Human Rights and International Humanitarian Law.⁷

The CSOs have a diverse role to play and have been incorporating a diverse methodology and diver approach. A detailed study into the prevalent work ethics and methodology within and across organisations can be enriching to improve the efficiency of the government bodies, which have a largerscope and outreach. Operating against poverty, injustice, discrimination, violence and inequity, these organisations caters to adequately address the existing gaps in policy design and implementation. The advocacy groups acting as social buffer restrict the exploitation and violation of basic human rights. For instance, Youth for Human Rights, a non-governmental organization provides free-of-cost teaching kit for the educators engaged in teaching the school going students. The simple step involving creative methods in teaching human rights carries immense potential.⁸

National Studies

Mool Chand Sharma (2002) in his article encounters a negligible number of universities and institutions offering full time courses dedicated to HRE. Beyond the quantitative concerns the article investigates the course structure and mode of teaching

⁷ United for Human Rights (2015) Newsletter, Winter, available at: <https://www.humanrights.com/newsletter/2015-winter-02.html>

⁸ For more details visit: <http://www.youthforhumanrights.org/freeinfo.html>

being offered. He observed that HRE course in India to have a 'limited focus', that do 'not project the social relevance' 'and the humanistic roots of human rights are not emphasised. He reasoned that 'the teaching and learning of human rights in India in the 1960s and early 1970s were linked to the international ethos. Teachers were trained in US and other Western law schools' (Sharma, 2002).

Citing numerous violations to human rights in the country the article stresses upon the need to promote human rights education in India. Under the same context, it proposed to seek localised solutions to local human rights problems and advocates, 'that a grassroots and indigenous orientation and a focus on local human rights problems are more important than projecting international human rights conventions and norms' (ibid). The grassroots orientation can be developed by building links with the universities, colleges, NGOs and other organisations working on human rights. Inculcating a strong research base along with training and communication is another factor that adds to strengthen the base of human rights education program. It suggests incorporating human rights courses and issues in to additional courses at the higher education level.

The article proposes curriculum development and re-examining the laws that permit indirect violence to extend HRE beyond classroom walls and promotes a knowledge system that 'sensitizes students, awakens their conscience, and encourages them to respect human rights' (ibid). The article recommends expanding the academic scope of the HRE by promoting research, training and outreach programs. Also, ensure employability to the students of human rights as trainers and facilitators in job sectors.

A research based advocacy work in the crisis struck Nigeria reflects in severe violations to basic human rights address the issue and insists on the urgency to incorporate human rights education. There is a 'need for consideration of HRE to harmonise, re-energise and strengthen the numerous human rights provisions on children at international, regional and national levels' (Alemika and Kigbu, 2015).

Responding to the calls for a paradigm shift in teaching pedagogy and modifications in course content being offered in universities and colleges, NHRC in 2011 made recommendations to improve the status of HRE at the university and college levels in India. The detailed discussion of the same has been made below.

In the above discussion, it was observed that there were several attempts, especially from the two premier organisations to promote HRE at all levels of education system and most notably at universities and college levels. However, it can also be observed that much more is needed in a sustained manner to realisation of several initiatives in a fruitful manner. Taking cue from the Introduction, international norms and standards as well as the national initiatives, the nextchapter presents the position or status of human rights in university and colleges in India based on the views received from the filed survey of these institutions and other primary documents.

Chapter IV

Status of Human Rights Education in Colleges and Universities in India

There is a larger need to re-conceptualise the role of educational institutions at all levels in creating viable learning spaces. Colleges and Universities as centres of higher learning serve as a mode of social direction that conditions individual and social growth towards rightful expression of fundamental duties and rights. Human rights education has social and political origins as well as social and political consequences (Freeman, 2002:78). To achieve more inclusive, socially responsible, and pedagogically transformative spaces of schooling, the education should permeate the lives of all people (Abdi and Shultz, 2008).

In the previous chapters, it was observed that following the global developments in the field of HRE, several initiatives have been taken in India to promote and popularise HRE at all levels of education especially in universities and colleges. However, the literature shows that HRE has not received adequate attention in the Indian academia. To analyse the issue further, the present study conducted an in-depth primary research on 130 universities and colleges across the country. As mentioned in the introductory chapter, 65 universities and colleges were chosen which offer courses on HR at various levels (Annexure 1 and 2) and 65 universities and colleges were chosen that do not offer any course on HR (Annexure 3). The reason behind having this bifurcation was to assess the status of HRE from a holistic perspective. For this purpose, 13 each of Central, State, Deemed and Private universities and Colleges were chosen as samples.

As per the list of universities and colleges available on the UGC website till February 2017, there were a total of 789 universities in the country. Based on the information provided by these universities on their respective websites, secondary sources and personal communication of the study teams with the authorities of many universities and colleges, the availability of different courses on HR were as follows.

Table 4.1: Universities offering courses on human rights

University	Courses						
	Full-fledged /Specialised	%	HR as an elective paper	%	FF+ elective paper	Total Univ.	Total %
Central	10	21.3	22	46.8	32	47	68.1
State	41	11.1	100	27.8	140	359	38.9
Deemed	5	4.1	12	9.8	17	123	13.9
Private	5	1.9	36	13.8	41	260	15.7
Total	62	7.6	170	21.5	230	789	29.1

Source: UGC list of all universities (2017)

The Table 4.1 shows that Central Universities in India have fared better than others in offering full-fledged course (21%) or offering papers on HR (475) as part of degree courses in social science disciplines. Out of the 359 State Universities across India, 40 (11%) were found to offer certificate, diploma, degree courses on human rights at undergraduate and post graduate levels whereas 28% of the State Universities offered a course paper (sometimes a section of a paper) on human rights within disciplinary boundaries of legal studies, political sciences, social work, social anthropology, sociology, public administration, history etc. Deemed universities show the low number. Just 4% Deemed universities were found having full-fledged courses and around 10% having partial course contents on HR. Similar trend was prevalent in Private universities as only about 2% of the private universities in India offer specialised course on human rights, however nearly 14% of the private universities are offering as elective/compulsory paper on HR as part of other courses at various levels in departments such as law, social science and engineering.

It may be noted that the collation of these information is based on the personal survey of the said universities as no information in this regard could be availed from the UGC, therefore the actual number may slightly differ. The research team had to rely on the information provided on the websites and communications with the concerned officials. The analysis is limited to universities as there are more than eleven thousand colleges and primary survey of such colleges is neither in the purview of the present study nor it is possible in given time frame. A list of such universities is given in Annexure 1.

Table 4.2: Availability of courses on HR in Colleges and Universities

Coursers Offers(Regular/Distance)	Central University	State University	Deemed University	Private University
Foundation course		1		
Certificate course	3	5		
Undergraduate degree (BA/LLB)	1	2		
Diploma/post-graduate diploma course	1	15	3	3
Post-graduate degree (MA/LLM)	5	16	3	4
M.Phil/PhD programme	4	5		
Total (71)	14	44	6	7

Source: Primary Research

It can be observed from Table 4.2 that out of 65 Universities nearly 71 full-fledged/specialised courses are being offered at different levels. There is less number of human rights centres for higher academic research such as MPhil and PhD in both Central and State Universities. On the other hand, courses like post-graduate diploma and post-graduate degree programmes are in large numbers, however the degree courses are mostly part of the LLM programmes which allow students to specialise in human rights.

During the interaction with the faculty members, it was observed that post-graduate diploma or certificate courses are preferred as an additional specialisation by the law graduates, civil society members, law enforcement officers etc. An additional course on HR along with their regular profession increases the opportunities for career advancements in their existing profession.

It is matter of concern that popularity of human rights studies as a first choice of studies is decreasing among students due to employment concerns. It was a general concern among the teachers and students (with whom the research team contacted) that employment opportunities are not adequate in human rights especially in government organisations. Moreover, in civil society organisations, graduates from law, sociology, political science, economics and social work are more referred as these subjects which have the wider thematic canvas unlike more specialised curriculum in human rights. More discussion on this issue are in subsequent sections.

Despite repeated state efforts and interventions, courses on human rights failed to establish as a popular discipline in the higher education in India. Majority of the courses were found to have incorporated HRE as a course paper or optional course limited to disciplines such as law, political science, sociology, social work, anthropology, history and education. Only around 62 universities of the total 789 universities in India offered full-fledged courses on human rights, however the number would 230 if the optional/compulsory papers on human rights in considered as part of other degree programmes.

Similar trend was noticed in the 13 sampled colleges located in different parts of the country where courses on human rights are being offered. A variety of courses, such as certificate, undergraduate diploma, Bachelor of Law (LLB), Bachelor of Arts (BA) and Master of Arts (MA) levels are taught, however, in most of the cases, courses are taught as add on courses under self-financed mode. Upon interaction with the teachers and administrative staff of these colleges, it was observed that there are lesser avenues for higher studies in human rights and students face difficulty in getting employment after completing of the course. These challenges hinder the popularity of HRE. There is a lack of adequate teaching and support staff across the colleges as well as they face financial constraints in running the course and organising activities as state/university support in general and to this course in particular is squeezing day by day. Most of the courses are run by in-charge teachers drawn from other social science disciplines along with guest faculties. Promotional activities were found negligible for promotion of the courses. The list of 13 sample colleges is attached as Annexure 2.

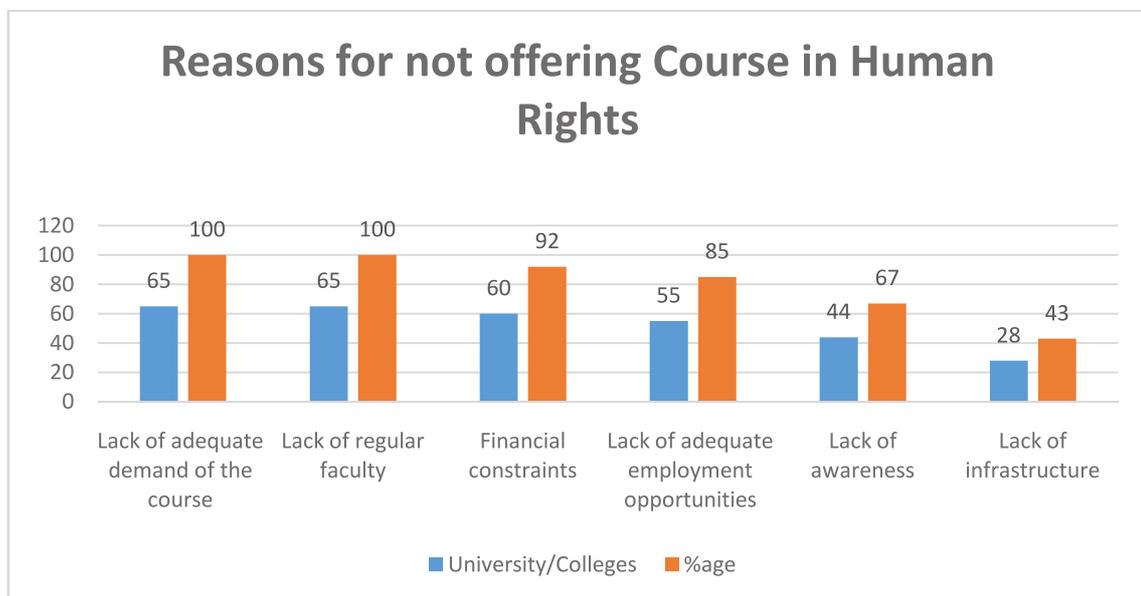
The above arguments could be substantiated by the fact that among the universities and colleges that are not offering any course on human rights (Annexure 3), 100% cited lack of adequate demand of the course and availability of regular faculty. Even in universities and colleges where full-fledged courses or papers on human rights are offered, in many of cases teachers are invited from other departments or on guest/ad-hoc basis to take classes. Financial constraint faced by the universities and colleges and lack of adequate employment opportunities after the completion of the course are also the major reasons, whereas lack of awareness among students and adequate infrastructure were 67 % and 43% respectively. See Table 4.3 for details.

Table 4.3: Reasons for not offering course on Human Rights

Reasons	University/Colleges	%
Lack of adequate demand of the course	65	100
Lack of regular faculty	65	100
Financial constraints	60	92
Lack of adequate employment opportunities	55	85
Lack of awareness	44	67
Lack of infrastructure	28	43

Source: Primary Survey.

Note: Reasons are listed in order of maximum number of responses.



However, respondents from some of the colleges and universities were optimistic about HRE and recognised the importance of the course for a country like India. Also, respondents from public institutions advocated for starting courses on HR at various levels and underlined its relevance beyond the question of employability. Some of the teachers were of the view that the course could be started as self-financed and to begin with as certificate and diploma/post-graduate diploma courses. Views from the respondents from private and most of the deemed to be universities were different from those of public institutions. They said that because of the nature of privately run institutions any course without any prospects of adequate revenue generation was not a

viable idea. At best a paper in different streams such as LLB, engineering and other disciplines could be started.

Variations in the Courses

It was revealed during the field work that there is a lack of uniformity or consistency in terms of the courses' nomenclature, duration (especially in certificate, diploma and foundation courses) and departments under which they are offered. For instance, in Jawaharlal Nehru University, New Delhi, the Human Rights Teaching and Research Centre (located in the School of International Studies) offers optional papers to undergraduate students from School of Languages along with offering doctoral research program. Similarly, in Jamia Hamdard, deemed to be university, MA and Post-graduate Diploma in Human Rights are offered under Centre for Federal Studies; Central University of Jharkhand has a Centre for Human Rights and Conflict Management. Likewise, courses on HR are offered along with Diaspora Studies, Tribal Studies, Ambedkar Chairs, Jurisprudence and Refugee Rights. In most of the cases, majority of the courses are offered under Departments of Law and all the law universities invariably offer a paper on human rights, be it on national or international perspectives as part of their regular degree programmes.

A range of disciplines/departments were also noticed which offer courses on human rights, and invite teachers, such as Political Science, Sociology, Law, Women Studies, Social Work besides being offered through a separate department or centre on human rights in universities and colleges. From the Annexure 1 details about nomenclature and departments under which courses are being offered can be seen.

These variations lead us to two major following points:

- a. The variation in courses, names and departments/centres to which the courses are attached with gives sufficient flexibility and autonomy to offer courses keeping in mind the local issues. It also shows the multi-disciplinary approach of the subject which draws issues and topics from various social science disciplines. This interdisciplinary approach gives the course an opportunity to attract students from different disciplinary background. At the diploma and undergraduate level courses it seems to be generic however at the higher levels especially in law, its focus becomes too specific.

- b. These variations are also seen as drawback, as the students after completion of the course face difficulty in finding employment or pursue higher education. Courses on HR are often seen as a decorative/stopgap/last option course for students, civil society members as well as government officials. For instance, in Patiala University, Punjab it was observed that students take PG Diploma Course on Human Rights to enhance possibility of getting visas from western countries. Some students stated that they were preparing for civil services or since they could not get enrolment in their desired courses, it was easier to get admitted in degree courses on human rights. Because human rights cuts across traditional disciplines usually taught hitherto in colleges and universities, it makes it impossible to keep HRE cabined within traditional boundaries. The nature and magnitude of the areas of study are such that it may become necessary to sponsor and promote independent departments of human rights education over a period of time.

The Task Force constituted by the NHRC noticed the confusion over the nomenclature of the course. It stated that, “the multi-level inquiries inherent in human rights discipline also tend to create problems of nomenclature: whether the discipline ought to be desecrated as “Human Rights – Duties Education”, or “Human Values Education”, or simply “Human Rights Education”. Some clue to this can be found in the Protection of the Human Rights Act, 1993 itself, which under Section 12 has laid down a wide range of functions for the Commission under the relevant sub-clauses....”¹

Financial Status of Centres/Departments/Courses

The primary survey revealed that each university and college has a different status and story about the financial assistance grants. In private unaided colleges and universities, unaided deemed universities and many of state universities courses are run on self-financed basis. However, after the completion of XIth Five Year Plan most of the Central and State Universities and affiliated colleges stopped getting grants from the UGC, and therefore are offering courses either on self-finance basis or through internal resource mobilisation within universities and colleges. Respondents from universities and colleges recipients of the grant from the UGC revealed that they received funds from the UGC only once during the XIth Five Year Plan under which majority of the centres

¹For detail see, Preface of the Recommendations of National Human Rights Commission on Human Rights Education at the University and College Levels, 2007, NHRC: New Delhi,

were opened. A detailed discussion on the issue could be found in the case studies section of the present chapter. The dwindling status of allocation and disbursement of financial assistance to universities and colleges could be assessed from the annual reports of the UGC.

As mentioned in Chapter 3 of this study, the annual reports of the UGC show that grants for the promotion of HRE was mere Rs. 0.3 crore in 2007-8, which rose to Rs. 7.58 crore in 2011-12 (Total grant till the completion of XIth plan was 19.33 crore) to various universities and colleges under Human Rights Education scheme. In the reporting year of 2012-13 for introduction of an under-graduate degree, post-graduate degree, diploma and certificate courses as well as for holding seminars, symposia and workshops on Human Rights and Duties Education and for spreading awareness among the teachers, students and public, the financial assistance was reduced to Rs. 4.41 crore to the universities and colleges.

The two nodal centres established at Tata Institute of Social Sciences (TISS), Mumbai and Central University of Hyderabad (out of the six proposed) for the promotion of human rights teaching and research were granted an amount of Rs. 10.00 lakh each in 2012-13 under different heads.

(i) Research: 25% of the ceiling.

(ii) Teaching: 25% of the ceiling.

(iii) Organisation of Seminars/Workshops/Conferences etc.: 50% of the ceiling

In 2013, during its 493rd meeting held on May 10, 2013, the UGC decided to merge the scheme of HRE with General Development Assistance (GDA) where no separate fund would be provided for promotion of HRE unlike the XIth Plan. An amount of Rs. 40,000 only had been released to the universities and colleges during the reporting year. During the XIIth Plan, 615 universities/colleges were approved for financial assistance. During 2016-17, a one-time amount of Rs. 1.09 crore was released to universities/colleges. A total one-time grant of Rs. 12.52 crore under GDA was sanctioned/released to universities/colleges during the XIIth Plan to carry out different activities.² The year-wise grant sanctioned is detailed below:

² For details see, Annual Reports of UGC, various years.

Table 4.4: Yearly Sanctioned Grant for HRE

Year	Amount (Rs.)
2012-13	4,11,00,000
2013-14	40,000
2014-15	4,43,00,000
2015-16	2,88,00,000
2016-17	1,09,29,981
Total	12,51,69,981

Source: UGC annual report 2016-17

It may be noted that all these 615 universities and colleges (out of 789 universities and 10966 (1973 colleges under Section 2 (f) and 8993 colleges under Section 12 (B) of the UGC Act, 1956) as on 31.03.2017, which were recipients of the grants are not necessarily offering any course on human rights, as the grant were provided for organising seminars and conferences as well.

An appraisal of UGC schemes to promote human rights education in universities and colleges reveal that, the first action plan by UGC was initiated by UGC during its IXth Plan (1997-2002).

The UGC has been supporting and promoting Human Rights and Duties education in universities and colleges since IXth Plan and continued to strengthen this programme in the Xth plan also. NHRC had tried to develop and introduce HRE through UGC in the year 1999. The model on HRE was developed and introduced by the UGC in the year 2001 in various universities and colleges (Recommendations of NHRC 2011:Preface).

Under the Xth plan guidelines (2002-2007), UGC invited applications from eligible universities and colleges 'to receive the grant from UGC' (UGC Xth Plan 2002:6). 'All Universities/Colleges under Section 2(f) & 12 (B) of the UGC Act, 1956' were listed under the sub-heading of Eligibility Target Groups (UGC Xth Plan 2002:6). A provision of financial assistance under five major components has been enlisted.

Table 4.5: Detailed schema of financial support under Xth Plan

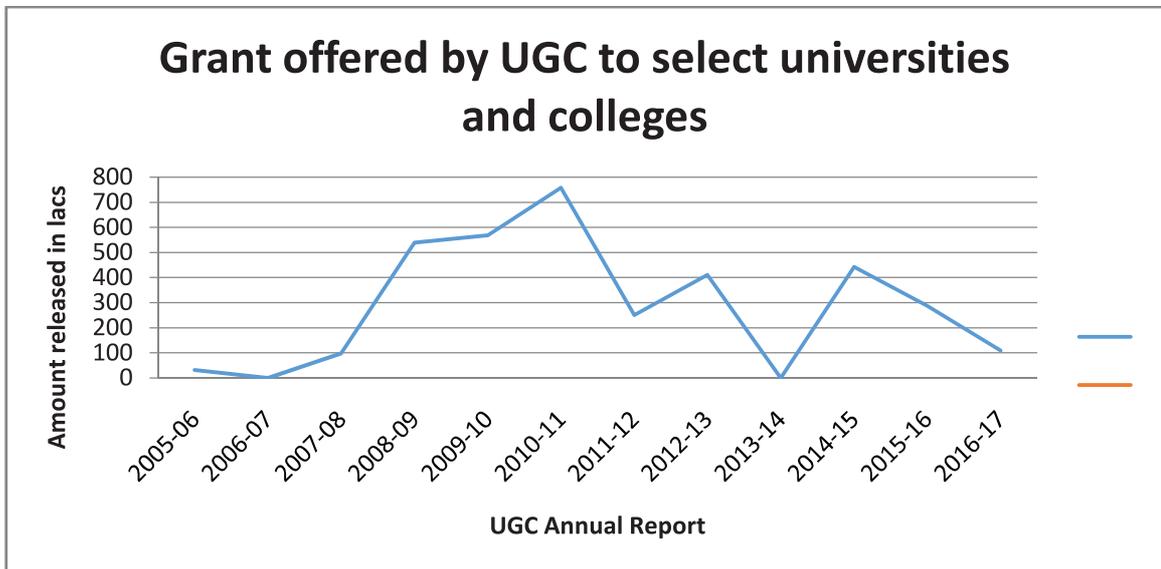
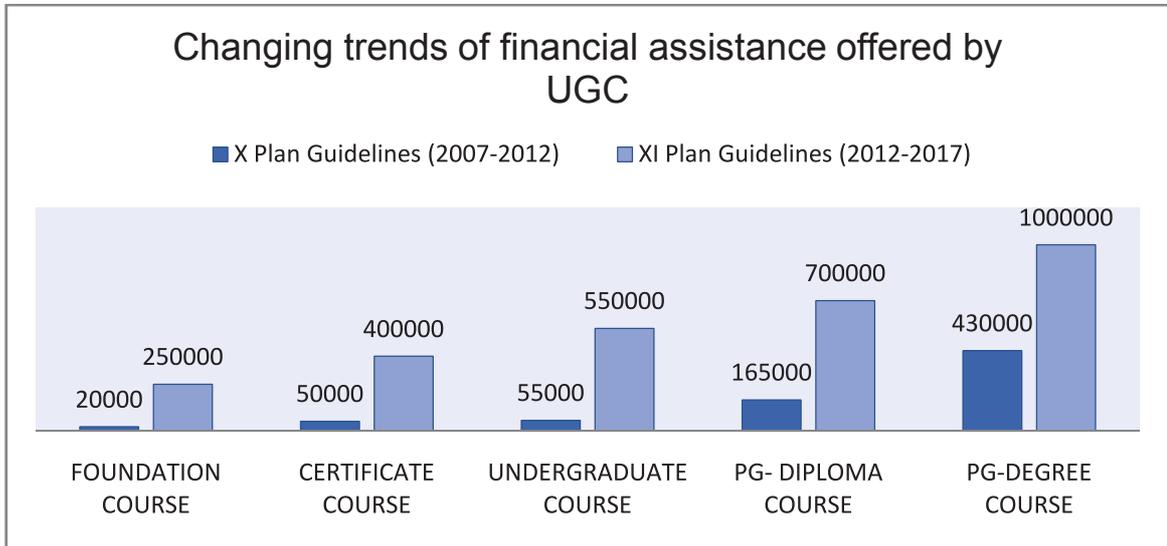
Items	Foundation Course	Certificate Course	Under-Graduate Course	Diploma Course	Degree Course
Books and Journals, <i>(one time grant)</i>	10,000/-	15,000/-	20,000/-	-	-
Books and Journals, Periodicals, CD ROMs, audiovisual equipment, computers <i>(one time grant)</i>	-	-	-	1,00,000/-	1,50,000/-
Research <i>(for hiring services, contingency, field work, stationary etc) (one time grant)</i>		-	-	-	1,50,000/-
Guest/visiting Faculty	10,000/- p.a. <i>(or on actual basis whichever is less)</i>	20,000/- p.a. <i>(or on actual basis whichever is less)</i>	20,000/- p.a. <i>(or on actual basis whichever is less)</i>	50,000/- p.a. <i>(or on actual basis whichever is less)</i>	1,00,000/-p.a. <i>(or on actual basis whichever is less)</i>
Extension Activities		15,000/- p.a.	15,000/- p.a.	15,000/- p.a.	30,000/- p.a.

The financial assistance will be provided till the end of the X Plan.

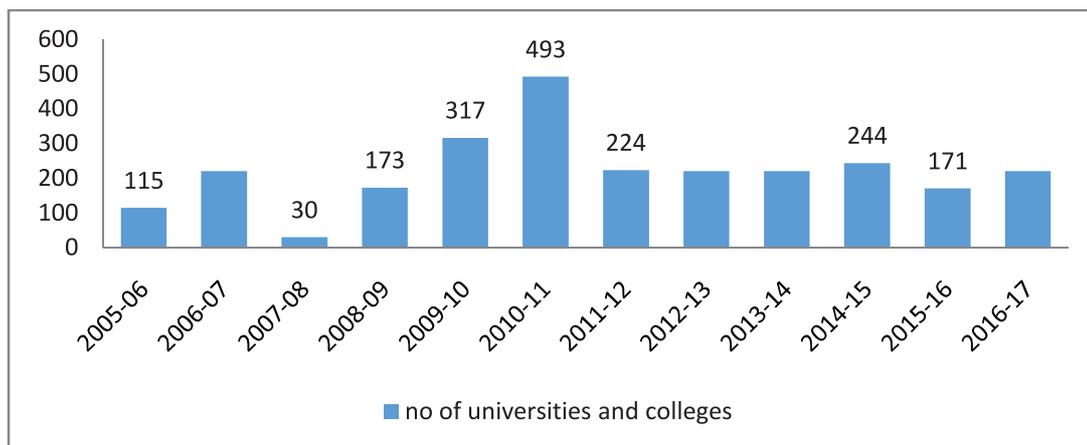
(Source: UGC Xth Plan 2002:6)

Under the scheme financial assistance were to be provided under five major components to introduce various courses on human rights. A maximum amount of Rs. 20,000 had been earmarked to be awarded on the first year to an eligible university/college if it started a foundation course. Similarly, a sum of Rs. 50,000 for Certificate Course, Rs. 55,000 for undergraduate course, Rs. 1,65,000 for a diploma course and Rs 4,30,000 for a degree course on human rights were earmarked. In addition, a separate provision for funds to conduct seminars, symposia, workshops have been made. Out of the total number of universities and colleges included in the overall sample very few were found to have availed the financial assistance to introduce a course on HRE during the Xth plan period. Therefore, sufficient feedback and inferences on the performance of Xth plan recommendation on HRE could not be generated. There was a surge in overall financial assistance offered during Xth and XIth plan. Also, it can be argued from the NHRC document titled ‘Recommendations of National Human Rights Commission’ published in 2011 that the course structure introduced by UGC during the IXth plan suffered from structural shortcomings and was unable to address the contemporary issue of human rights and promoting human values (Ibid: Preface). In

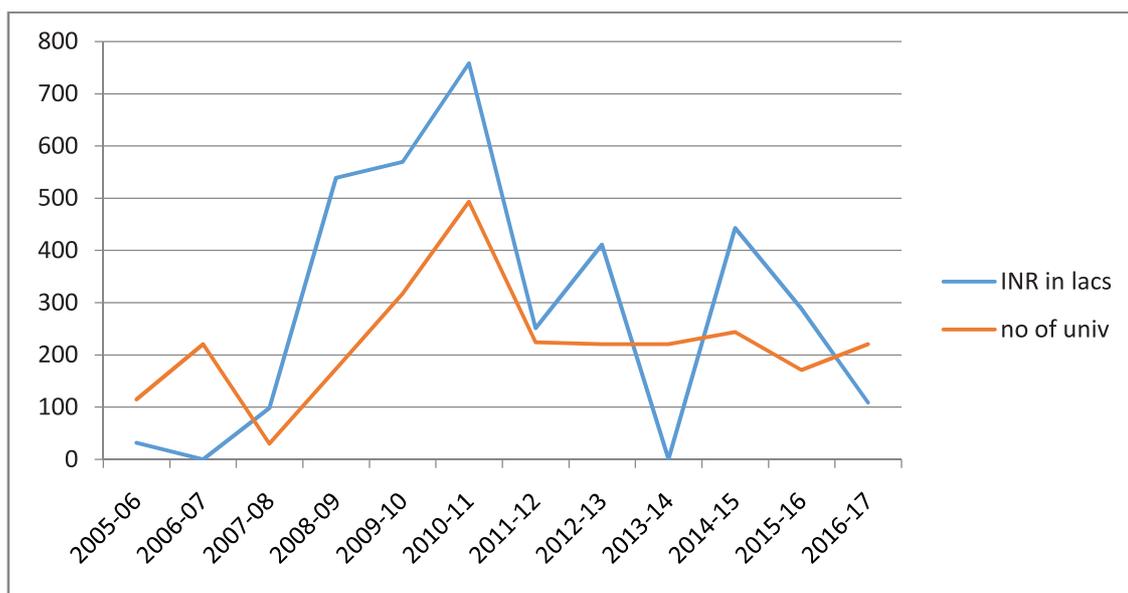
response, the NHRC revised and drafted recommendations to restructure the course curriculum on human rights in colleges and universities in 2011. Simultaneously, UGC refurbished its approach towards human rights education and revised the amount of financial assistance to universities and colleges.



Year wise schema of total amount released by UGC for HR&DE to universities and colleges:



Note: No of universities and colleges that received financial assistance from UGC, the missing numbers in the last bar have been represented by the average of all the numbers. i.e. 220.875.



Number of universities and financial assistance by UGC

Status of Support Ecosystem for Promotion of HRE

More than 95% of the universities and colleges under the survey were facing a shortage of teaching and non-teaching staff. As mentioned earlier, teachers are invited from other departments or on guest/contract basis in majority of the cases to the run the course. Inadequate number of teaching and non-teaching staff seriously hampers the completion of the course and negatively impacts the popularity of the courses.

It was noted that all the centres offering any course on human rights followed admission criteria laid down by their respective universities and colleges. This included the reservation policies for given preferences to students from disadvantaged sections.

The overall of trend of students getting attracted to opt the course was not very positive as in most of the cases demand were either stable or declining. A limited number of universities and colleges reported an increasing trend.

Table 4.5: Trend of demand in the between 2013-18 (five years)

Trend	Universities and Colleges
Increasing	5
Decreasing	25
Stable	35

It was also noticed that even in case of rise of demand, institutions were not able to enrol them due to lack of staff and in some cases lack of infrastructure. During the FGDs with the students it was noted that lack of employability and high fee structure (due to self-finance system) were the major reasons of stable and declining trend, and therefore, a very limited number of students were found pursuing research degrees on human rights. None of the surveyed universities and colleges had organised placements sessions for students pursuing courses in human rights.

As far as norms and guidelines are concerned, all the universities and colleges (100%) reported that they follow the UGC model curriculum 2001 and other guidelines for their courses. They reported that syllabus drafting committees of their respective institutions made additions up to 20-25% as permitted under the existing course curriculum. However, table 4.6 shows that majority of respondents believed that the course curriculum was too old and needed revision along with more flexibility to include topics that can be decided by the universities and colleges.

Table 4.6: Adequacy of UGC model curricula of human rights 2001

Opinion	Universities/Colleges
Yes	0
No	11
Partly	54

However, the overall awareness among teaching faculty about the latest developments for promotion of HRE in the country was also not very encouraging. Only 3 out of the 65 respondents knew about the World Programmes on Human Rights Education (WPHRE) and their potential impact on HRE in India. Surprisingly, only 10 respondents were aware of the recommendations of the Task Force constituted by the NHRC in 2007. As the recommendations are very useful and relevant, NHRC should make efforts to popularise the recommendations among teachers and students across the country.

Case Studies

Eight case studies have been presented below. Many interesting facts emerged during the one to one interaction with the concerned faculty members in different universities. While compiling the case studies regional representation was kept in mind. It is to be noted that the case studies are based on the information provided by the respondents during the one to one meeting. The research team could not independently verify the information noted during these interactions.

Case Study-1

Department of Public Administration

Punjabi University, Patiala

In the year 2009, Post-Graduate Diploma in Human Rights & Duties (PGDHRD) was introduced as an additional course in Public Administration Department at Punjabi University, Patiala. The Head of the Department narrates, 'we opted for the UGC's scheme and under that the UGC had proposed a one-time financial grant up to 10 lakh under the financial head of 'Promotion of Human Rights Standards, Social Concerns and Human Development' (XIth Plan Guidelines For Human Rights Education, undated:8). The scheme invited universities and colleges to teach human rights to claim the maximum ceiling amount of Rs. 10 lakh. 25% of the amount was earmarked for research, 25% for teaching and 50% for dissemination, awareness and sensitisation on issues of human rights through seminars, conferences and workshops. However, an amount of Rs. 2.96 lakh was released and received by the administration at Punjabi University, Patiala. After that the university did not receive any grant from the UGC. 'The sheer negligence on part of UGC has severe impacts on the overall functioning of

the course on human rights. Another senior Professor added that the library that was started with the fund had to be closed due to sheer lack funds to meet the maintenance costs. “There is a dearth of money, the UGC assured us several times that they were in the process to allotment of new grant, however the University administration has received no aid for the last 4 years. We need to pay Rs. 500 per lecture as honorarium and need money to organise seminars and conferences. The money for these purposes are arranged on our own” said a senior faculty at the University.

University itself is facing a financial crisis and is in no position to support the discipline; there is a proposal to shut down the course. But the Head of the Department is trying his best to maintain the course. The Head of Department said that the PG Diploma in Human Rights& Duties is one of the flagship courses in Punjabi University, Patiala and is one of the most sought after courses. The student intake has increased in the past years. It offers 25 + 5 seats in PGDHRD, however 52 students had enrolled themselves this year (2017-18) for the course.

The increasing number of student enrolment despite a fund crisis is not something to cheer about. Most of the students who had opted PGDHRD, are aspirants to move out to foreign countries. Students get an edge in getting visas from the countries like USA, Canada, UK, New Zealand and Australia.

The existing situation of HRE at the higher level of education in one of the premier institutes of northern India speaks volumes. One, it reflects the lack of coordination and communication between the two institutions i.e., the UGC and the University. Additionally, the half-hearted efforts on the part of the UGC adversely impacts the course and degrade mutual trust and confidence.

Second, the state of HRE in educational institutions-in terms of lack of funding, poor infrastructure and lack of trained faculty, all point towards the lip-service paid by the rungs of academic administration on a larger scale.

Thirdly, the figures of student enrolment in PGDHRD at Punjabi University, Patiala have been encouraging. However, students see little scope of employment in NGOs, government agencies and teaching. The teaching positions in various universities and colleges are filled on ad-hoc basis and are mainly open to students from various disciplines such as social work, political science, laws, sociology, etc. However, a graduate in human rights is not eligible to apply in faculty positions in these respective

departments. The one-sided approach in recruitment is thus found detrimental and is further reducing the scope of HRE in India.

Case Study-2
Department of Political Science
Aligarh Muslim University, Aligarh

In the year 2002-03, the department introduced a course on Post-Graduate Diploma Course in Human Rights. The present Head of the Department informed that the PG Diploma course was for one year duration and part-time in nature. Therefore, classes for the course were conducted in post-lunch sessions. The course continued for 5-6 years, and in 2008-09 the department of Political Science introduced Master of Arts in Human Rights on under the HRE scheme of the UGC. A lumpsum amount was also sanctioned by the commission as financial assistance to start the course. MA HR being a full-time course, the students preferred the same over the PGDHR. As a result, the latter was discontinued thereafter.

After a period of 2-3 years the financial assistance was discontinued from the UGC. Due to lack of funds and financial assistance from the UGC, the Department discontinued the fieldwork for students. At present the University and department of Political Science has been running the course on its own funds and the fee is collected from the students. We charge a nominal fee from the students, provide them hostel accommodation, and fellowships.

Considering the above facts, another faculty member in the department added, that 'How can you expect the course to run smoothly when there is no employment avenues to the students? The course was introduced with an understanding that the course will be introduced at all levels in schools, colleges and universities. It was committed by the UGC'. She insisted that, 'providing job opportunities is important to ensure an all-round growth of this discipline in India'. And it is also important, that we recruit specialised and trained teachers in human rights, those who have studied human rights. The one-sided inter-disciplinary approach to human rights is also damaging the discipline and its practitioners. 'Any one from law, political science, and public administration can teach human rights, but a PhD in human rights cannot teach law, political science, or public administration'. This issue needs to be attended and the inter-

disciplinary approach needs to be dealt adequately. Course content, infrastructure facilities such as classrooms, libraries etc., in most of the universities and colleges in India are not a problem. All we insist is to provide job security to teachers and students in human rights.’

It is a high time that we reflect and provide basic education and values at school level also through a holistic course such as Human rights education. Teaching human rights and values in school has become a necessity for a healthy social system. A child should know her rights, duties and moral values. These days many crimes against children and women are committed by minors. In the recent times school children have been reported to be involved in heinous crimes.

More efforts should be taken to spread awareness among police, army and other law enforcements officers about human rights issues. In this context, it is important to mention that IGNOU and NHRC signed a Memorandum of Understanding (MoU) to undertake online courses on human rights to police and army personnel.

‘The introduction of HRE in universities and colleges has been done to underline India’s active participation in UN Decade for HRE, however, it seems that it is only out of UN pressure that the state introduced the course in HR. Otherwise the state seems to be least interested in promoting the course on human rights’, she added.

Case Study-3

Department of Federal Studies

Jamia Hamdard, New Delhi (Deemed to be University)

The Former HoD of the Federal Studies, recalled that the present HR studies programme at the Jamia Hamdard was initially taught as a part of BA/MA in Department of Political Science at Jamia Milia Islamia University, New Delhi. Diploma courses on human rights were taught during the evening sessions, from 5-8 PM. On March 30 1998 with the recruitment of permanent faculty human rights was introduced as a full-fledged course with help from UGC.

She recalled that earlier there were only 5 seats in the human rights course, later with continuous efforts in meetings held with the UGC, number of seats were increased from 5 to 15 and shifted from evening to a full-time course. UGC even allotted some

funds to conduct fieldwork. A sum of Rs. 10 lakh was allotted to Department of Political Science for the course including fieldwork in 1998. Rupees 5 lakh was allotted to purchase books. The financial aid by UGC was to establish support infrastructure for human rights education within the affiliation of established disciplines such as legal studies, political science etc.

Later in 2009 the HRE programme was shifted under the Department of Federal Studies at Jamia Hamdard (an only area studies programme of UGC in the country of this kind) with financial support from UGC. It is to be noted that initially the focus of the university had been on pure sciences. However, gradually social sciences disciplines were also introduced. Initially a PG Diploma course on Human Rights was offered to the evening batches to which 5 students enrolled. On 1st September 2009, with 8-9 students a PG course on Human Rights started at Jamia Hamdard under the Department of Federal Studies. The students' strength increased to 20 seats and at present 37 students are enrolled in the class despite a total allocation of 20 only. Students, employees and diplomats from Iran, Afghanistan, Iraq, African countries and countries of Central Asia have enrolled for the course. At present on the MA in Human Rights is being offered.

The Professor underlined that no significant efforts have been made to promote a holistic growth of the discipline. She asserted that the government seemed to be unconcerned towards promotion of the HRE discipline, and pointed towards the inadvertent hesitancy on the part of UGC and its overall policy functions towards HRE in India.

Due to the inter-disciplinary approach, a faculty member with a degree in Political Science or any other social science disciplines would be eligible to teach nuances of human rights but on the other hand a degree holder in human rights would not be considered sufficient enough as an eligibility criteria to teach Political Science. This sort of academic injustice against a graduate in human rights, itself speaks of the deplorable state of human rights situation in India.

The one-sided-interdisciplinary-approach has been based on problematic approach. Based on universal assumptions, the academic community agreed to nurture needed acumen towards human rights by engaging teachers and experts from legal studies, political studies, sociology and social work to teach human rights. However, in the contemporary context, it is alarming to find that the one-sided interdisciplinary

approach is still prevalent even after more than two decades of imparting and learning in human rights has taken place. The step motherly behaviour of employment could also be noticed in civil society jobs where aspirants from other disciplines are preferred over their counter parts from human rights. It is a high time for the government to take concrete and stern actions, if it really wished to promote HRE.

Case Study-4
Department of Political Science
B.R. Ambedkar Open University, Hyderabad

In 1995, the B.R. Ambedkar Open University, Hyderabad (Telangana) (one of the major open universities in south India) introduced PGDHR (Post Graduate Diploma in Human Rights) as an open/distance course.

The course on offer has some peculiar aspects. Firstly, being an open course it leaves least scope for teacher-student or student-student interaction. Additionally, recruitment of trained faculty or non-teaching staff is not mandatory, thus no staff has been recruited for the course. Students receive printed notes sent to them by post. On a positive note the concept adheres to validate the sole idea of open schools and correspondence institutions, to allow individuals bounded by time, logistics and resources an access to knowledge, values and understanding through distant education. Secondly, it is encouraging to note that PGDHR is being offered in Telugu (the popular language of the region) enabling deeper penetration and wider outreach to the ideas and values of human rights among the locals.

Offering an open course on human rights has its own set of challenges and setbacks. To overcome this gap in student-teacher feedback, the university has established Regional Coordination Centres (RCC) in every district of the state. The students are encouraged to attend lecture cum doubt sessions in 16 such centres across the state.

The concerned faculty is responsible for formal administration of the course including designing the course structure/ syllabus, obtaining its approval from the academic council, conducting admissions, printing and logistics of course content and examinations. From 1995-2012, the overall administration of the course on human rights was administered by the teaching faculty from Department of Sociology. Presently

(2012-till date) the administration of the distance course on human rights is under the faculty members from the Department of Political Science.

Despite a great deal of difference between the regular mode of teaching in a university and distant mode of education in open universities, it was been found that an identical approach was being observed towards execution of HRE in most of the institutions. No additional teaching faculty or non-teaching staff had been ever recruited for PGDHR in the Open University as well. From 2012- till date the course is being administered by the faculty members from the faculty of social sciences. It is up to the willpower and motivation of the faculty members, to slice-out extra time and address the academic and administrative demands of the students enrolled in PGDHR.

Lack of full-time faculty and staff in HRE reflects the sense of negligence paid towards the discipline of human rights. ‘It is disturbing to know that, for the past 28 years, the course content on human rights is being taught without consulting a single post-graduate in human rights, let alone a trained PhD degree holder from the discipline. It is needed that human rights emerge-out off the canopy of interdisciplinary course and establish itself as an independent and a specialised discipline. Secondly, the misconception that, human rights comprises content that is “easy” enough and can be effortlessly substituted and instructed by any learned man with a degree in any discipline needs to be dealt with. It needs an inner motivation and an ability to motivate others that need to be generated with practice and deeper understanding into the larger problem of the society’, said a Professor, who was also the coordinator of the course.

The trend and the popularity of the course has been found to be decreasing and correspond to the national trends in the status of HRE. In most of the interviews, conducted with the students, researchers, members of faculty and other stakeholders across the country, there has been an insistence upon making HRE as a compulsory subject in schools, colleges, universities and other professional education levels. Many have also insisted on making the course compulsory for police personnel, and officers of armed forces and to link career incentives to promote the course.

Interestingly, there was a large variation in awareness among the members of faculty from different institutions. Teachers in most of the universities insisted on provision for incentives/increment to be introduced to promote on duty officer from police, armed forces and lawyers etc., to join the course on human rights.

On the other hand, the teachers and facilitators in some other institutes confirmed that a similar mechanism exists in all these disciplines. “There is some benefit that police personnel, army officers are entitled to after they complete a diploma or a degree course in human rights. I am not sure but it certainly helps them in some way or the other. The lawyers have been pursuing this course to increase their clientele, activists from NGOS get involved in human rights courses to enhance their individual CV an overall profile of their institutions; it helps them magnetise funding agencies. Even students and research scholars attached to the course on human rights are there, searching for jobs and future avenues. And that it is all right to look for new avenues and groom one’s career. But very few are there who want to pursue human rights for the society and the rights of the downtrodden. This is discouraging”, the Professor added.

The indirect debate on the scope of pursuing human rights, amongst the members of faculty reflect upon the serious communication gap left unaddressed within the academic domain. This leaves a lesser scope for the participation of stakeholders. There is another aspect to the entire debate. Attaching financial or other advantages to a course might help in improving the statistics of enrolment. However, it does not ensure any significant boost in the promotion of qualitative aspects.

Simple awareness on issues and facts to methodologically complex implications of pursuing a diploma in HRE tend to vary. Some believe that in giving financial incentives to promote an academic discourse on the other hand, some teachers hint that sheer incentives and career boosting tactics may drive any course of human rights, but there is a dearth of students opting human rights to excel in activism and aim towards social change. These varied thoughts intersect at a very uncomfortable point. The level of awareness and the authenticity related to education system is still very ambiguous, thus adversely affecting the popularity among students/aspirants to pursue these courses. Secondly, anything motivated with financial expression might be helpful in fixing the quantitative aspects but shall lack the qualitative aspect. However, at present the discourse of HRE is lacking in both the aspects.

The true values of equality, peace and brotherhood enshrined in the charter of human rights could only be realised if undertaken without any financial or personal coercion. The motivation for this should come from within and mere enforcing HRE could never be the solution.

Case Study-5
Centre for Human Rights and Conflict Management (CHRCM)
Central University of Jharkhand, Ranchi

The Central University of Jharkhand, Ranchi was established in the year 2009. In January 2012, the University mooted the idea of starting a certificate course on human rights because there was only faculty on contract. However, in August 2012 four full time faculty members were recruited and the Certificate course kicked off in August, 2012 with six months duration. Two batches of the course were conducted till June 2013, after that the course was discontinued by the university administration. In the certificate course, the two batches had 10 and 12 internal students respectively drawn from a range of disciplines including mass communication, various streams of engineering, commerce, management, sociology and public administration, etc. In June 2013, the first batch of Masters Programme in Human Rights and Conflict Management was started in which three students were admitted.

It should be noted that teachers those who were recruited had different disciplinary backgrounds. Students were allowed to opt for elective courses offered in other allied disciplines, for instance students of HR can opt for a paper on human trafficking offered by the Centre for Indigenous Studies. The teachers from the CHRCM are also invited to take special lectures in those elective papers and vice-versa.

The Centre was established under UGC Plan/sponsored scheme. The admission is conducted under Central University Common Entrance Test (CUCET) in which 9 Central Universities, established in 2009, conduct joint entrance examination. It is surprising that generally there are 200 application every year however only about 4-5 students were able to take admission. There is one student who is pursuing PhD after completing MA from the same centre. The major reasons of the low intake are that generally cancelling dates of the universities clash with each other and that is why it becomes difficult for students to appear in different universities on the same time. Fee structure and medium of instruction of the course (English) are also major reasons for low enrolments. Since there is no specific fellowship available in the course, many outstation students had to withdraw due to their poor financial conditions. Lately, due to rumours about the closure of Centres set up by UGC under the provisions of Five Year Plans has also negatively impacted the intake. Even the enrolled students and faculty

members have been worried by these rumours. One of the professors stressed that they are not able to buy latest books because of financial difficulties. Since the establishment, the Centre has conducted four Indian Council for Social Science Research (ICSSR) sponsored seminars, four invited lectures and a round table conference. It was astonishing to know that there were less than a dozen books on human rights in the university library.

It could be noted that the teachers were drawn from various disciplinary backgrounds such as South Asian centre, political science, law, and a MA in human rights, thus lacked specialised and trained teachers.

It could be noticed that the course was started in a haphazard manner, which has not only harmed the 'brand value' of the course but has led to a spreading of misinterpretations among the students. It is apparent that the case of HRE in India suffers from a 'poor-launch syndrome'. As in market economics, 'effective timing' and 'product quality' at launch are the key to a successful marketing for the product. If any course is introduced without any preparation and a future plan, the students may not understand the value. The faculty member advised that to promote the course, employment opportunities needed to be improved and for doing so policy changes are needed. He also suggested that in every law enforcement departments/offices, staff training colleges and industries, there must be a department of human rights protection.

Case Study-6

Department of Sociology

Ranchi University, Ranchi

In 2006, Ranchi University introduced a Masters course on Human Rights and Education (MA HR&E) duly funded under the UGC Scheme. The faculty of Sociology has been assigned to teach the course. In the year 2011, after five years, the UGC fund exhausted. Since then the MA HR & E is being run as a self-financed course.

With an average of 40 students getting enrolled every year, the trend in admissions into MA HR&E is satisfactorily stable. Students are taken from diverse academic backgrounds and there is no entrance test rather application for admission are invited. The students from the university are actively engaged in fieldwork, every year students from the university are selected to intern and attend workshops at premier

institutions across the country. However, there is no provision for pursuing higher education in human rights.

‘The students work with dedication and through regular fieldworks we have been trying to introduce them to the core of various issues related to human rights. Students work on gender rights, environmental activism, tribal rights etc.’ revealed one of the concerned faculties when asked about the fieldwork methodology. There were no specialised teachers with human rights background. Teachers are invited for guest lecturers.

However, it was found that the employment trend amongst the students was unsatisfactory. Low economic background of the students and their training in Hindi medium acts as a barrier in getting them secure a suitable position in the job market.

Case Study-7

School of Laws, Rights and Constitutional Governance

Tata Institute of Social Sciences (TISS), Mumbai

Out of 6 nodal centres proposed under the XIth plan only 2 have been established by the UGC. TISS, Mumbai is one of the nodal centres for study and research on human rights. The School of Laws, Rights and Constitutional Governance started in 2012, the idea has been to ‘fuse social work and law, wherein to bring up socially sensitive human rights people who can go and work for the weak and marginalised’ said the one of the faculty members.

The School of Laws, Rights and Constitutional Governance was further bifurcated into two centres; Centre for Law and Society and Nodal Centre for Excellence in Human Rights Education. With about 7 full time faculty and research staff the course on LLM in Access to Justice was launched in 2012-13 session. The Vision of the course has been to infuse an interdisciplinary approach and incorporate principles of human rights and vision of law to broaden and strengthen the outreach of HRE.

Hundreds of students aspire to take admission in the course, however the seats are limited and only 30 students are enrolled every year. The teaching pedagogy practiced in TISS is found to focus more upon interdisciplinary approach. The emphasis on teaching, capacity building, research and outreach program is very comprehensive.

Emphasis are given on teaching, capacity building and training through seminars, workshops or other segments, emphasis on research, outreach activities such as field visits as an extension program and advocating human rights of the downtrodden.

A difference that can be observed here is that unlike in most of the institutions the emphasis is not only on gathering points and certificates rather than focus is on knowledge and social concerns. The critical aspects of methodology and the corpus of knowledge go hand in hand. Education needs an escape from being viewed as a mode or means or a key to a job. Employment and education need to part ways to sustain a better and just society. This commercial approach towards education leads to faulty implementation of the education plan. The purpose and utility of education demands a revision. In nutshell, enforcing HRE in schools, colleges, professional institutes, police and defence academy is not the ultimate solution. Doing so shall only aggravate the crises by producing incapable degree holders in HRE. Employment and education needs to be de-constructed. Providing better avenues to secure an employment is one thing and getting better avenues to acquire education is another.

The Centre follows receives 200 applications on an average against the 30 seats. In the process of the admission, the norms and guidelines of the UGC are followed by giving adequate representation of the students from disadvantaged sections. The intake of students is constant for the last five years.

However, the fee structure seemed to be high as TISS charges Rs. 45,000 per semester for the course. It is a concern for the students belonging to poor sections. The Centre conducts regular seminars, conferences and discussion series for the benefit of the students. Many of the students of the Centre during their course or after completion have received employment or prestigious fellowships for pursuing higher education abroad.

The Centre also offers PG Diploma and Certificate Courses on Human Rights through online mode for working professional. These courses are also well received.

After the completion of XIth Five Year Plan the financial assistance from the UGC started dwindling. Till recently the centre was receiving 60% grant from UGC regular funds and 40% from the Tata Trusts. In 2017, the Centre faced a serious financial crisis as the UGC decided to stop extending financial assistance, however the TISS decided to continue with the course through internal resources mobilisation. At present,

there are three full time faculty members who have background in human rights research and practice.

‘Human rights to be unwrapped up as unwanted, all of it should change. Then only quality of HR will change. Level of outreach can change, level of application can change, and level of forward linkages can change. Then the society can become better. We need to bring holistic change and move from tokenism to actual realisation’, stressed the faculty member.

He asserted that structural reform and conceptual framework was needed to ensure full exchange of human rights. Changes at structural level combined with implementation and mechanism of human rights needs to be addressed. He further said that HRE suffers from a stigma of being an unwanted discipline. The stigma should go if we develop a sense of relevance. There should a basic training in human rights for all member of the society, including law enforcement officials. An audit of human rights implementation and adherence should be conducted in every department.

Case Study-8

Centre for Human Rights

Central University of Hyderabad

The nodal centre for excellence in human rights was established in the academic year 2012-13 and received financial grants from the UGC for three years. Since then the Centre has been running by mobilising internal financial resources. The Centre has been attached with the Department Political Science. One of the senior Professors from the department is heading the centre and two more faculty members were involved- one each from Political Science and History Departments. There are two support staff on contract basis.

The head of the centres informed that the centre could not recruit any permanent faculty and support staff despite several attempts while the centre was receiving grants from the UGC. Major reasons for non-fulfilment of posts were legal wrangling and objections from the administration as well as the UGC.

Since its establishment, the centre offers PhD programme in Human Rights and with an intake of 2-3 students every year. At the time of this study, there were 8 scholars

who are pursuing PhD and 3 scholars submitted their thesis in 2017. In the absence of any regular faculty, confusion prevailed over the number of scholars to be admitted under the new UGC guidelines for M.Phil/PhD programmes. There has been a significant demand of the course as on an average of hundred applications were received every year, but it is important to note that the trend is now fluctuating. The centre follows University and UGC norms and guidelines in admission and gives adequate representation to students belonging to disadvantaged sections. The centres give preference to aspirants having Junior Research Fellowships to avoid drop out.

To impart a holistic environment of learning in human rights, the centre had managed to organise around 15 seminars and conferences. It was learnt from the HoD that all these events were organised without any financial assistance from ICSSR, UGC or the NHRC. The University had been publishing a bi-annual journal titled *Indian Journal of Human Rights* which was stopped in 2014 due to financial constraints.

The Distance Education Department with the help of the Centre offers Post-Graduate Diploma in Human Rights in distance mode to 30 students every year. Other than students, lawyers, senior officers of the defence and police forces, teachers and NGO activists have enrolled themselves for the course. The course fee for the one year PG diploma course is thirty thousand rupees.

The Professor informed that the university invites best resource persons to interact with the students. 'Best possible brains as far as HR is concerned are invited to speak and share their experiences with the students', he added.

According to him, fluctuation has been noticed in recent times in the admissions into human rights. He stressed that 'maybe they have realised, that there are not enough avenues for human rights or there could be a sense of dejection among students, as they would thinking that nothing is going to change'. There are very less avenues of employment in the field of human rights, the inability to change or mend the inequality and injustice in the society and many such disappointments may have also caused students to deter from pursuing human rights. Under such circumstances the effectiveness and practical aspect of the course are subject to be questioned.

He emphasised that 'highly specialised courses like HR have to be seen and addressed with a different scale rather than jumbling with regular course. Some positive input from UGC is the need of the hour'.

It has been found that the two nodal centres for excellence in TISS, Mumbai and University of Hyderabad (UoH), received financial assistance from UGC for a limited period, leaving the discipline of human rights at the mercy of university administration. The management in the two universities have accepted that to run a course without any financial assistance is a challenging task. If this is the plight of the chosen nodal centres for excellence in HRE, it is perplexing to imagine the dilemma faced by the administration in other universities and colleges across India.

Time and again mobilisation on inter-university and intra-university collaboration has been advocated by the scholars and experts on human rights. He suggested that all the institutions were working in a standalone fashion in different compartments. Thus, it was needed to lay down an adequate platform to ensure collaboration on local levels based on academic exchange value as far as HRE are concerned.

Students' Perspectives

During the FGDs, it was observed that most the students were satisfied with the existing course content on human rights being offered in their universities and colleges, nevertheless suggested that emerging issues both at global and local levels should be incorporated periodically in the course curriculum. A larger number of students and faculty stated that the existing model of HRE in universities and colleges needed revision and sought for more fieldwork and field-based activities. Internship program in many universities was found to be an optional component. The research scholars and faculty members have opined that the fieldwork component must be made compulsory for the students so that they could experience and a first-hand knowledge on the existing issues on human rights. Also, the internship component would give them an edge to secure better employment especially in civil society organisations as they help develop important skills during such trainings. They said that there was no guarantee of employment after pursuing their respective courses. Therefore, many of the students with whom we interacted were pursuing courses like PG Diploma to acquire an additional certification to help in the existing career.

Majority of the students said that fee for any course on human rights should be minimal so that maximum number of students could opt for them. Students also emphasised that there should be adequate fellowship or financial assistance programme so that the students, especially at research level, could involve themselves fully to carry

out a better and comprehensive research study. They also suggested that adequate grants should be allotted for purchasing new and good publications in human rights. Most of them found complaining about the less number of books in their respective libraries.

During the interaction, a significant number of students said that they had opted human rights as an alternative course. Several students who had failed to find their desired course opted for human rights to avail the facilities of the university campus, Therefore, enrolment in human rights courses was a stop gap arrangement to avoid wastage of an academic year. Many of the students also said that they found human rights as an easy subject to be continued along with their civil services or other competitive examinations.

The UGC Model Curricula on Human Rights Education 2001 and the Recommendations of NHRC

As mentioned above, the NHRC supplemented the course contents and introduces an evolutionary shift in pedagogy to enhance the understanding and knowledge gaining process through field based studies. Hence, NHRC suggested making field visit and field based activities a compulsory part of the curricula. The study caters to assess the implementation of these recommendations at select institutions and their explicit impact with time.

The larger emphasis has been towards re-structuring of the course and stress on introducing field based learning methods. NHRC made observations to the course structure on Human Rights designed by UGC for all higher education levels.

As noted earlier, in 2007 the NHRC made recommendations to the course structure developed by University Grants Commission in 2001. The syllabus for the Foundation level course on Human Rights by UGC focused on historical introduction and background of human rights, values and duties. A larger stress has been towards inculcating an understanding of the historical perspectives of human rights and human rights movements in a general. The universe of enquiry not defined in the syllabus hints at a global coverage of human rights movements in the course.

The recommendations made by the NHRC focused on historical inclination and suggested a course structure focused on contemporary ideas and needs. NHRC substituted the introductory lessons that pressed on reading the ‘historical aspects’ with

added stress on relevance of HRE. Justifying the clarity of vision and practicality the course content is apt with pre-defined focus on various aspects of human rights within India. Addition of social, economic and political aspects of human rights invites a holistic approach in understanding and teaching human rights.

Therefore, the Task Force of the NHRC revamped the historical inclination by emphasising evolution and relevance of human rights. Secondly, it addressed the generalised approach by limiting the introductory chapters within defined philosophical boundaries. The UGC model curricula have been unclear about the geographical scope of studying history, philosophy and theories of human rights in the opening chapter. Ensuring that the student in human rights is not overburdened or confused with an overload of information in the introductory chapter, NHRC designed a compact curriculum mainly confined to contemporary aspects within India. Lastly, addition of social, economic and political aspects had added impetus to the course structure. The section on UDHR and international covenants in the UGC model has been extended with inclusion of Right of Child, against torture, discrimination and forced labour. Giving added importance to right of child in the introductory chapter is a neat move invoking the much needed sensitisation. Most importantly, NHRC recommended the introduction of a fieldwork based learning in the semester system, worth 2 credits in the semester system to facilitate experience based learning.

The syllabus formulated by UGC is made to appear 'general' and 'detailed', the section on constitutional provisions unfolds with the fundamental duties, fundamental rights, directive principles and their relationships. NHRC's recommendations cover these aspects but using limited words and places 'analytic description' for further sophistication. Moving further to other sections, certain changes have been made only as positional. The section on 'Societal Problems' has been shifted from left column in the 5th position to right corner in the 6th position and the section on 'Redressal of Human Rights violations' underwent a logistic change from left column in 4th position to right column in 5th position. The sheer shuffle of syllabus material with 'descriptive' additions of the already provided texts in the 4th, 5th, and 6th section contradicts the earlier attempts by NHRC in 1st, 2nd, 3rd and 4th sections of the recommendation table.

Certificate Course

The certificate course on human rights is an introductory course. The course duration ranges from 3-6 months and aims to facilitate orientation of teachers, law enforcement personnel and NGO officials on the basics in Human Rights. The course restructuring by NHRC attempts to refine the target groups to be trained in Human Rights by simplifying the list. Doctors, lawyers, teachers, police, para-military officials, development bureaucracy and NGO officials have been added to the target list. The course suggested by UGC and the re-structuring of the course by NHRC is almost identical to as performed in the Foundation Level Course. There is an added emphasis on promoting ‘elements of good governance, duties of state and non-state agencies with respect to human rights implementation’ (NHRC, 2011: 147).

Post-Graduate Diploma Course on Human Rights

The objective of the course as defined under UGC guidelines aims at elaborating ‘conceptual, philosophical, theoretical, historical aspects’ of Human Rights in 8 units (ibid: 152). The NHRC’s recommendations suggest introducing three papers; one on General Issues of Human Rights, International Perspectives on Human Rights and National Perspectives in Human Rights. The NHRC document also describes crucial details on eligibility criteria for admission to the course and duration of the course. All graduates in any stream stand eligible to be enrolled for the PG Diploma in Human Rights however, a foundation course or graduate course in Human Rights is preferred. Apparently, NHRC recommendations carry forward a dual purpose; firstly, it ensures inclusive and open learning environment for human rights by removing the eligibility barriers. Secondly, it promotes introductory courses in human rights by furnishing value addition to Foundation and Certificate Course in Human Rights. Mandating fieldwork is another positive step towards inculcating a practical and experience based learning environment.

Undergraduate Degree Course on Human Rights

The course has been divided in to two course papers by UGC (a) International Human Rights and Duties: Standards and Mechanisms and (b) Human Rights and Duties in India. The course structure in the two units remains the same despite a nomenclature modification of the first course paper that has been re-designed as ‘Human Rights: International Dimensions’ (ibid: 163) and an addition of the third course paper (c)

‘Fieldwork and Dissertation on Regional Issues’ (ibid: 175) by NHRC. Also, NHRC ensures an inclusive character to human rights education by inviting applicants from a multiple academic disciplinary background after higher secondary i.e. 10+2 level. Introducing human Rights as a full-fledged course in the Under Graduate level there are provision for an honorary course in Human Rights education.

Post-Graduate Degree Course on Human Rights

The course offers a detailed introduction to various aspects of human rights. It offers 4 papers. Paper 1 covers ‘Historical and Philosophical Perspectives of Human Rights and Duties’ in 7 units. No major changes or alterations have been recommended on the course by NHRC. Paper 2 on ‘Human Rights and Duties in International and Regional Perspectives’ comprises of 9 units and discusses development of international concern for human rights and norms and institutional mechanism at both global and local levels. It discusses International Bills of Rights such as Universal Declaration of Human Rights, International Covenant on Economic, Social and Cultural Rights, 1966 and International Covenant on Civil and Political Rights, 1950, American Convention on Human Rights, 1969 and African Charter on People’s Rights and some specific rights such as freedom from discrimination, right of the peoples and nations to self-determination, freedom from torture, Rights of the women, child, disabled and aged. Against Paper 2 no major change has been proposed by NHRC.

Paper 3 focuses on societal issues of Human Rights in India discusses concepts, approaches, types, and causes of societal problems and human rights. It also dwells upon the social problems related to social hierarchy and problems of minorities, SCs and STs, violence against children, women and problems of the aged and disabled. It also highlights economic problems, cultural issues, political problems, and touches upon the issues related to health security and psychological issues. No major changes have been suggested by the NHRC.

Paper 4 discusses Human Rights and Duties in India and highlights normative and institutional aspects of human rights and duties. It also touches upon the constitution of India, special laws for the protection of vulnerable sections, implementation and enforcement mechanism to convey the importance of internalising human rights. No major changes other than tweaks in the title of the paper have been extended by NHRC.

Paper 5 has a course on Research Methodology and Dissertation is a field based program aimed to inculcate a first-hand knowledge and understanding of issues of human rights and duties. Also, the program focuses on developing a basic understanding of research methods (NHRC, 2011: 176-199). It can be asserted that the PG Diploma program comprises of exhaustive and complete course content on human rights. Also, no major change has been proposed by NHRC to the pre-existing course structure.

Post-Graduate Degree (Optional) Program

14 optional courses at post-graduate level have been proposed under the program:

1. Science and Technology and Human Rights and Duties: the paper aims to highlight the effect of development in science and technology on human rights and duties. It discusses the concept of science and technology, its role and impacts, human welfare and scientific temper. It also, highlights modernisation, negative effects of science and technology, ethical issues related to innovations in bio-technology and cybercrime. It also discusses applicable norms and individual rights to life, food, education, health, development and peace etc. in detail.
2. International Obligation to protect Human Rights and Duties: the paper seeks to ‘give an exclusive international law focus on obligations towards protection of human rights and duties’. Thereby, the paper deals with the concept of ‘international obligations, international concerns and enforcement of human rights’ (ibid: 210).
3. Development, Trade and Human Rights: deals with general aspects of trade, development with regards to human rights (ibid: 222).
4. International Humanitarian and Refugee Laws: ‘highlights humanitarian problems of armed conflict and refugees, refugee laws and protection of refugees under international law’ (ibid: 226-227).
5. People’s Right to Self-determination: highlights the concept of self-determination, ideas of nationalism, independence and federalism in context of human rights and duties.
6. Women and Human Rights and Duties: deals with the aspects of women rights and duties, special laws and policies for protection of women. Optional courses are also offered in various socially crucial themes such as;
7. Similarly, courses on Children and Human Rights; the aged and the Disabled, and Human Rights; Socially/Economically Disadvantaged People and Human Rights

and Duties; Working Class and Human Rights; Minorities and Human Rights; Human Rights and Criminal Justice System; Environment and Human Rights; Social Movements and Human Rights in the Indian Context are also covered.

HRE in India: Gaps and Challenges

HRE should be understood as a lifelong learning process by which all people at all levels of development and in all strata of society learn respect for the dignity of others and the means and methods of ensuring that respect in all societies (BEMIS, 2010:5).

People who do not know their rights are more vulnerable to having them abused and often lack the language and conceptual framework to effectively advocate for them. HRE can contribute to the building of free, just, and peaceful societies. HRE is also increasingly recognised as an effective strategy to prevent human rights abuses (Flowers 1998). Models of HRE in Indian context has been proposed to comprise of three stages, a) Values and Awareness Model, b) Accountability Model and, c) Transformation Model (Kumar, 2017).

After the analyses from primary and secondary sources and information received during the field visit, it can be argued that the formal HRE in India has barely managed to fulfil the first and second criteria to some extent. The present study has established that initiatives taken by the UGC following the recommendations received by NHRC, gave impetus to the opening of new courses on human rights at various levels in universities and colleges along with activities like seminar and conferences. However, the unsustainable and inadequate financial assistance to the centres/programmes, which were started under the scheme, caused a serious setback. After the completion of XIth Five Year Plan, the discontinuation of HRE scheme and its subsequent merger with General Development Assistance (GDA), with no specific provision for financial assistance to HRE, shows the apathy towards the discipline the hinders smooth functioning of the centres/programmes and the promotion of human rights as a full-fledged discipline in India. The teacher-student ratio in most of the universities and colleges are far from satisfactory. However, all the centres/programmes claimed that they abide by the rules and regulations of the UGC.

Detailed analysis and interaction with the students and the faculty members reveal that the existing models of teaching in HRE have rendered themselves outdated with respect to the changing times. Therefore, to ensure successful implementation of the

third and the final target of achieve 'transformation' in the overall status of human rights education an active and aggressive planning based implementation is needed.

In such instances, adequate support from national and state bodies and people's awareness on HRE is essential to promote human rights in academia and general public domain. The teachers and the students have a larger role to play in promoting the ideas of human rights.

In the present social order, there is a larger inclination towards professional courses in India that is significantly responsible for the neglect of crucial and value-based courses such as human rights. Similarly, Kumar (2017) opined that 'we have embraced a very utilitarian model of education. For most Indians, the aim of education is to get a good job that pays a lucrative salary. As a result, parents put undue pressure on their wards and teachers to obtain stellar results in examinations. Schools have also succumbed to this uni-dimensional perspective and advertise the number of rank holders and professional college placements. In this process, education has lost its soul in terms of quality and its ability to maximise the potential of every individual child, build self-esteem and develop capacities to function fully as citizens as and more than that, a good human being'. The greatest paradox of the contemporary times has been that social sciences as a discipline are looked down as a lucrative discipline in the university and college education systems. For instance, both social and physical anthropology, a discipline fully-equipped in research methodology, pioneer in fieldwork and well sought-after discipline by policy planners has failed to create its own niche at higher education in India.

Private colleges and universities across India have been an indirect parameter to scale overall popularity of any discipline amongst students and parents. To an extent, the enrolment rate in private institutions provides quantitative estimates of market demand of any discipline and a suitable measure of the existing trends in education sector. Engineering, management, medical nursing, laws, hospitality and other professional courses etc., have been highly sought after and most offered disciplines. On the other hand, the grim situation of human rights courses in universities and colleges especially in private and deemed universities as well as private colleges reflect a short-term insight that is based on the existing demand-supply charts.

In light of the above analyses, the study brings forward two crucial take away points. Firstly, the low number of human rights courses in the institutions of higher education especially in private institutions indicates the extent of lack of jobs in human rights sector, and calls for appropriate measures. Secondly, there is high a prevalence of human rights courses being offered in state assisted central and state universities and colleges. The continuation of HRE in such institutions should have a sustainable future and HRE must address the concerns on employability and ensure expansion of specialised learning centers/programmes in universities and colleges.

A significant number of faculty members and administrative officers in various universities across India were consulted during the study. The faculty members comprehended the existential academic crises, especially in emerging areas of social sciences. They suggested that ‘orthodox teaching’ and ‘existing course pattern’ in human rights curriculum were not adequate for individual awakening. On the other hand, it is not able to generable sufficient employment opportunities. ‘Students have become more and more competitive aiming better grades than inculcating values and principles. In such a scenario, it is difficult to inculcate value education among the students, since inculcation of values is an important factor for an ideal society and any society with a cut-throat competition cannot be ideal’, suggested another faculty member during a one-to-one interaction.

The above observation speaks volume about the status of social science discipline in current job-oriented education system. It reflects the failure in acknowledging the importance of social sciences in overall development of society. At a microscopic level, it is indicates the cumulative struggle on part of the practitioners and students in social sciences to find firm pedestal for themselves. To ensure the promotion of HRE it is needed that the time in hand and resources at hand is brought into use effectively and much aggressively.

The commercialisation of education has been a notable factor. The decline in employment opportunities and declining quality of education have been reported as the major factors. The stark diversion from the basic premises of seeking and imparting knowledge has imposed problematic consequences. Crucial questions on development of a sustainable society based on equality, mutual respect and compassion seem to have remained unaddressed. The unanticipated/thoughtful disregard to the idea of human rights at large has resulted problematic consequences. The rise in communal violence,

gendered crime, terrorism, mass lynching, rape, murder and abduction are established outcome of the disregard and sensitisation about human rights. The knowledge of the rights and freedoms, of oneself as much as of the others, is considered as a fundamental means to assure the respect of rights and equality for every human being. The vital element of HRE is that the education should not only aim at producing trained professional workers but also inculcating in them a sense towards protection and promotion of human rights, especially the women and marginalised sections of the society (Singh, 2014:197-198). The next chapter on policy recommendations deliberates upon constructive planning and administrative aspects of promoting the discipline of human rights.

Chapter V

Concluding Observations and Policy Recommendations

Human rights are in themselves ends as well as means. They are ends in terms of standards to be attained and are means as they enable and empower people to exercise rights and enjoy the rights. It is both an area of academic enquiry and also a part of everyday life experience of humans as members of a society. Human rights literacy in the form of rights education is essential to ordinary people. Teaching human rights in universities and colleges through regular or distance education aims to serve as a tool to foster theoretical as well as practical awareness about human rights to every member of the society and to encourage social actions. As mentioned in previous chapters, HRE is a multi-coloured umbrella covering a number of basic human rights areas that is meant to be taught as a separate but inter-disciplinary subject as also to assist in infusing human rights issues into subjects already taught in universities and colleges.

These programmes in human rights are ought to impart conceptual, theoretical and contextual understanding of human rights in the contemporary world. They should be finely structured units seeking to deliberate upon the philosophical origins of human rights, contemporary debates, the evolution of human rights, key human rights documents, and the questions of human rights enforcement to help learn and keep students, officials and members of any society updated with new trends and practical experiences of specific civil, political, economic, social and cultural rights, and various thematic topics in human rights.

Based on the analyses made about the status of HRE in universities and colleges in India, this concluding chapter puts forth the observations into two sections- *specific* and *general*, along with policy recommendations. It may be noted that the present chapter should be read along with the previous chapters especially Chapter 4, which is dedicated to the analyses of facts and figures emanated from the primary research. Specific suggestions have been made which need to be addressed urgently yet systematically in a time bound manner as well as developing an overall ecosystem for the promotion of HRE in India.

Specific Observations

- As per the list of universities and colleges available on the UGC website till February 2017, there were total 789 university in the country however, in 62 universities nearly 71 full-fledged/specialised courses are being offered at different levels, however the number would be 230, if optional/compulsory papers on human rights are considered as part of other degree programmes.
- There is less number of human rights centres/study programmes for higher academic research such as MPhil and PhD in both central, state, deemed and private universities. On the other hand, courses like post-graduate diploma and post-graduate degree programs are in large numbers, however the degree courses are mostly part of the LLM programmes which allow students to specialise in human rights.
- Post-graduate diploma or certificate courses are preferred as an additional specialisation by the law graduates, civil society members, law enforcement officers etc. An additional course on human rights along with their regular profession increases the opportunities for career advancements in their existing ranks.
- Human rights studies have not been able to garner popularity as a first choice of studies and it is decreasing among students due to employment concerns. It was a general concern among the teachers and students (with whom the research team contacted) that employment opportunities were not adequate in human rights especially in government organisations. Moreover, in civil society organisations, graduates from law, sociology, political science, economics and social work were more referred as these subjects which have the wider thematic canvas unlike more specialised curriculum in human rights.
- Many of courses in other social science disciplines were found to have incorporated HRE as a compulsory paper or optional course limited to disciplines such as law, political science, sociology, social work, anthropology, history and education.
- Similar trend was noticed in the 13 sampled colleges located in different parts of the country where courses on human rights are being offered. A variety of courses, such as certificate, undergraduate diploma, post-graduate diploma, LLB, BA and MA levels are taught, however, in most of the cases courses are taught as add on courses under self-financed mode.

- Lack of employment avenues has been a major barrier to the growth of human rights as a discipline in India. During the interaction with the faculty members and research scholars in the universities, it has been found that the ongoing research scholars and PhD awardees have not been able to secure teaching or other decent jobs.
- There is a general lack of adequate teaching and support staff across the universities and colleges as well as they face financial constraints in running the course and organising activities, as state/university support in general and to this course is squeezing day by day. The teacher-student ratio in most of the universities and colleges are far from satisfactory.
- In many of the cases it was found that courses are run by in-charge teachers drawn from other social science disciplines along with guest faculties. Promotional activities were found negligible for promotion of the courses.
- In terms of percentage, central universities have a better record in offering full-fledged courses in human rights than state, deemed and private universities.
- Among the universities and colleges that are not offering any course on human rights, 100% cited lack of adequate demand of the course and availability of regular faculty. Even if universities and colleges where full-fledged courses or papers on human rights are offered, in many of cases teachers are invited from other departments or on guest/ad-hoc basis to take classes.
- Financial constraints faced by the universities and colleges and lack of adequate employment opportunities after the completion of the course are also the major reasons, whereas lack of awareness among students and adequate infrastructure were 67% and 43%, respectively.
- There is a lack of uniformity or consistency in terms of the courses' nomenclature and departments under which they are offered. These variations lead us to two major following points, on the one hand variation in courses, names and departments/centres to which the courses are attached with gives sufficient flexibility and autonomy to offer courses keeping in mind the local issues. It also shows the multi-disciplinary approach of the subject which draws issues and topics from various social science disciplines. This inter-disciplinary approach gives the course an opportunity to attract students from different disciplinary background. At the diploma and undergraduate level courses it seems to be generic however at the higher levels especially in law its focus becomes too specific.

- Secondly, these variations are also seen as drawback, as the students after completion of the course face difficulty in finding employment or pursue higher education. Courses on human rights are often seen as a decorative/stopgap/last option course for students, civil society members as well as government officials. Because human rights cuts across traditional disciplines usually taught hitherto in universities and colleges, it is difficult to keep human rights education limited to traditional boundaries. The Task Force constituted by the also NHRC noticed the confusion over the nomenclature of the course.
- In private unaided colleges and universities, unaided deemed universities and many of state universities courses are run on self-financed basis. However, after the completion of XIth Five Year Plan most of the central and state universities and affiliated colleges stopped getting grants from the UGC, and therefore are offering courses either on self-finance basis or through internal resource mobilisation within universities and colleges.
- The dwindling status of allocation and disbursement of financial assistance to universities and colleges could be assessed from the annual reports of the UGC. The nature and magnitude of this discipline is so relevant that it becomes necessary to sponsor and promote independent departments of HRE over a period.
- Both the nodal centres established at Tata Institute of Social Sciences (TISS), Mumbai and Central University of Hyderabad (out of the six proposed) for promotion of human rights teaching and research are now facing serious financial crisis as the UGC has stopped its financial assistance.
- The allocation of funds to colleges and universities were arbitrary and research promotion in human rights was not given enough priority. Though there was a surge in overall financial assistance offered during Xth and XIth plan, it dwindled after the completion of XIth Five Year Plan. After the completion of XIth Five Year Plan, the discontinuation of HRE scheme and its subsequent merger with General Development Assistance (GDA), with no specific provision for financial assistance to HRE, that hindered smooth functioning of the centres/programmes and the promotion of human rights as a full-fledged discipline in India.
- The course structure introduced by UGC during the IXth plan suffered structural shortcomings and has been unable to address the contemporary issue of human rights and promoting human values. These issues were acknowledged by the NHRC which

constituted a Task Force in 2006 to give inputs and suggestions to the existing course curricula. The same could be observed in the NHRC document entitled 'Recommendations of National Human Rights Commission' published in 2011.

- It was noted that all the centres offering courses on human rights followed admission criteria laid down by their respective universities and colleges. This included the reservation policies for giving preferences to students from disadvantaged sections.

- The overall trend of students opting the course was not very positive as in most of the cases demand were either stable or declining. A limited number of universities and colleges reported an increasing trend.

- Even in case of rise in demand, institutions hesitant to enroll them due to lack of teaching and support staff and in some cases lack of infrastructure. During the FGDs with the students it was noted that lack of employability and high fee structure, due to self-finance system, are the major reasons of stable and declining trend, and therefore, a very limited number of students were found pursuing research degrees in human rights. None of the surveyed universities and colleges had organised placements sessions for students pursuing courses in human rights.

- As far as norms and guidelines are concerned, all the universities and colleges (100%) reported that they follow the UGC model curriculum 2001 and other guidelines for their courses. They reported that syllabus drafting committees of their respective institutions made additions up till 20-25% as permitted under the existing course curriculum.

- Majority of respondents believed that the course curriculum was too old and needs revision along with more flexibility to include topics to be decided at the universities and colleges levels.

- The overall awareness among teaching faculty about the latest developments for promotion of HRE in the country was also not very encouraging. Very few respondents knew about the World Programmes on Human Rights Education (WPHRE) and their potential impact on HRE in India. Surprisingly, a handful of respondents were aware of the recommendations of the Task Force constituted by the NHRC in 2007.

- No specific data or information about HRE being offered in universities and colleges, other than the annual reports which has generic and absolute data, could be availed from the UGC despite repetitive attempts. This un-cooperative attitude hinders any research on HRE in India.

- Majority of the websites of the universities and colleges do not provide adequate information about the courses being offered, number of teaching faculty, educational background, availability seats, etc. Such lack of information also deters students in opting courses on human rights.

General Issues/Observations

- Teaching and learning are the two crucial stages of the process of education. The ‘quality of education imparted’ and the ‘quality of education received’ shall be liable to equal scrutiny. A critical analysis of the findings in Verma Committee Report by Singh (2014) reflects upon the quality of teaching and learning being imparted and received by the students. He asserted that ‘another issue which merits attention was the substantial inter-state variations in terms of percentage of untrained teachers, vacancy of teacher posts, additional teacher requirements under the RTE and the capacity of Teacher Education Institutions (TEIs) to prepare professionally trained teachers. According to the Report, Assam, Bihar, Chhattisgarh, Jammu and Kashmir, Jharkhand, Orissa, Uttar Pradesh and West Bengal together account for 6.06 lakh untrained teachers and a requirement of 9.73 lakh teacher. These states also have inadequate capacity for teacher preparation and the training system to cater for all these inconsistencies’ (Singh, 2014: 209).
- National Policy on Education 1986, stresses on sensitisation of the teachers on constitutional provisions on equality and justice to effectively pass on these principles onto the students. ‘Critical thinking, active learning and learning of life skills’ has been emphasised as the true purpose of education. ‘In human rights terms, what is needed is education that facilitates the full development of human potentials and that ultimately serves the society as a whole. But more importantly, from a human rights perspective, is the social concern of education in terms of the fulfilment or realisation of such human potentials through the fulfilment or realisation of human rights and fundamental freedoms’ (Plantilla, 2009:151).
- The commercialisation of education has been a notable factor. The decline in employment opportunities and declining quality of education have been reported as the major factors. The stark diversion from the basic premises of seeking and imparting knowledge has imposed problematic consequences. Crucial questions on development of a sustainable society based on equality, mutual respect and compassion seem to have remained unaddressed. The unanticipated/thoughtful disregard to the idea of human

rights at large has resulted problematic consequences. The rise in communal violence, gendered crime, terrorism, mass lynching, rape, murder and abduction are established outcome of the disregard and sensitisation about human rights.

- HRE has remained overwhelmed within the ambit of legal studies. Law students have been interacting with the discourse and as a result the discourse adhered with a legal outline. There should be academic explorations into the human rights discipline without meddling with its inherent multidisciplinary approach. The legal approach to human rights cannot adequately analyse the ethical, political, sociological, economic and anthropological dimensions of human rights.
- The academia and the administration need to draw adequate attention to meet the pressing demands of the society. Ignoring a discipline as crucial as human rights can prove detrimental in the contemporary era. It is crucial for a multi-bilingual nation to address the issues and at least ensure that no disparity in thought process shall incur at least based on language preferences. Adequate sensitisation of Hindi, vernacular and English readers shall be a basic pre-condition, especially in a global scenario where UN strives to supply the UDHR in more than 360 languages at no cost.
- To achieve a more inclusive, socially responsible, and pedagogically transformative spaces of schooling, the education should permeate the lives of all people. There is a larger need to re-conceptualise the role of educational institutions at all levels in creating viable learning spaces. Thus, universities and colleges as centres of higher learning serve as a mode of social direction that conditions individual and social growth towards rightful expression of fundamental duties and rights.
- Any discussion on human rights should not be motionless, static, compartmentalised, and predictable. Or else, it will expound on a topic completely alien to the existential experience of the students and the society. The task of the course on human rights is to instil students with the contents that are not detached from reality or disconnected from the totality that engendered them and could give them significance.
- Any course of human rights should acquire a ‘narrative character’, which lacks ‘transformative power’, whereby values and empirical dimensions of reality in the process of exchange are rendered lifeless and petrified leading to a detachment from reality, disconnect from totality and alienating verbosity. HRE should have transformative and problem-solving notion and confer an interactive and holistic education based on ‘theory-to-practice’ approach.

- An ‘interpretative paradigm’ aims at facilitating models of socialisation to promote individual action and social change. Following a similar trail, UGC has repeatedly stressed upon incorporating value education into higher education. It aims to promote societal concerns and develop values based on the principles of peace, tolerance, truth, compassion and respect.
- The present-day education system demands Indian universities and colleges impart knowledge driven courses enabling students to reflect critically and independently on concurrent issues and develop a multifaceted personality to cope with the rapid changes in the world. Therefore, value education becomes a desirable moral necessity for meeting the challenges of contemporary world. Professional competence is of little value if professional ethics are forgotten (UGC, 2003).
- To become meaningful, courses on human rights adopt the idea of just-in Time-Teaching (jiTT) strategy in teaching, wherein students are made to go through the upcoming courses in advance and their feedbacks are generated before the course lecture is delivered to them in the classroom. Such methods have garnered an increased participation in the classroom across the world and facilitated better understanding. Similarly, ‘flipping-the-classrooms’ is another strategic method known to have improved the teaching-learning process. A larger focus in this method has been to focus on practice-based learning.
- Innovative pedagogy complemented by developing a favourable environment is needed for any education programme in general and HRE in particular. As mentioned in previous chapters, haphazard initiation of courses, limited scope for autonomy, resource scarcity, uneven educational pattern across institutions in India have been major barriers. The methods, design and execution of innovation in teaching shall cater to serve localised needs.
- Individual faculty members should opt evidence and research-based teaching innovations that have been shown to improve students learning and which could be adapted for use in India in a variety of disciplines.
- It is stressed that every teacher should generate his/her individual style of sharing knowledge to make an interactive learning experience. Training at higher education must not limit within the boundaries of pre-defined concepts and must rather explore the existing technology, times, resources and skills and improve the overall scope of learning.

Specific Policy Recommendations

- Adequate and sustainable source of financial assistance to university and colleges for offering the course is a prerequisite. Financial assistance should not be sporadic rather every institution should be provided long term grants for smooth functioning of the course or centres/departments which offer human rights. Grants should not be restrictive and adequate weightage should be given to promotion of research and extension activities along with recruitment of faculty and support staff. The UGC should pay urgent attention to this issue.
- The provision for financial assistance to universities and colleges for HRE should be separated from GDA and there should exclusive, adequate and sustainable financial assistance to the colleges and universities for promotion of HRE.
- Financial assistance to the two nodal centres should be reinstated with provisions of recruitment and maintenance of teaching and support staff. As envisioned in the XIth Plan, the remaining four nodal centres should be established as soon as possible in different parts of the country.
- There should be a revision of the existing course curricula of human rights at various levels at regular intervals so that new and emerging issues at national and international level could be appended. The NHRC has a significant responsibility in this direction to regularly give inputs to the UGC as it has done in the past, and to ensure that its recommendations are duly adhered.
- To promote employment in universities and colleges, applicants with human rights background should be given weightage and priority in recruitments in departments offering HRE. Even if a faculty from other social science disciplines is recruited, there should be compulsory provision for obtaining a suitable degree in human rights within a specified period. Doing so, would not only ensure specialised and motivated teaching atmosphere in human rights, but also provide employment avenues to students and researchers in human rights.
- There should be a national level online freely accessible data bank with sufficient information about the availability and nature of courses at various levels in the country. Provisions could also be made for students with degrees in human rights to register themselves so that employer could directly approach them.

- Adequate advertisement of courses available in human rights should be made through both online and printed materials. Magazines and journals which are more popular among students could be targeted for these promotional activities.
- UGC offers National Eligibility Test (NET) in human rights that allows post-graduate students to be eligible for employment in universities and colleges. Similarly, the Union Public Service Commission and State Service Commissions should introduce human rights subject in their competitive exams so that the respective commissions get its young officials already trained in human rights issues.
- There should be compulsory guidelines to all colleges and universities offering courses on human rights, aided or unaided/self-financed, to publish sufficient information about the availability of seats and courses along with number of teachers with their academic backgrounds on their official websites.
- There should be a compulsory course/paper on human rights in all orientation programmes for new employees in government and private sector. The duration and content of the course may be determined based on the nature of the employment.
- As discussed in the previous chapters, it has been noted that several developed and developing nations have been following a strict model of implementing human rights in the mainstream by making it a compulsory training for acquiring employment in various sectors. Same can be implemented in India, and a formal training on HRE if made obligatory for a government job could be helpful in propagating the ideas and values imbibed in national and international human rights documents as well as in the Constitution of India. Also, this would be helpful in promoting the discipline and the trainers, as the trainers would be provided adequate avenues for employment along with promotion of the importance of human rights in normal discourse. This would help in encouraging the parents to allow their wards to choose a career in human rights.
- Time to time, training programmes on contemporary issues and guidelines of human rights should be organised for law enforcement officers, military forces, teachers, doctors and other government officials.
- Courses on human rights should focus more practical aspects and community-driven and field-based methods than merely theoretical aspects. It should therefore be the duty of the faculty and the students that the fieldwork is carried out properly.

- Study programmes on human rights advocacy skills should be introduced in universities and colleges. Such courses are best examples of readiness on the part of faculty members and students to adapt new issues and challenges in the society.
- The need to promote HRE in the secondary education is equally pressing. HRE in the school system requires much more than policy statements. Government commitment must translate into appropriate curriculum, teaching-learning material, teacher-training, and extra-curricular support. Governments must spearhead efforts to ensure that the education officials, school administrators, teachers and even parents properly understand human rights.
- The perception about the course that it lacks employment opportunity needs urgent attention. Attempts should not only be on increasing the number of courses and students, but on the gradual seeding of HRE in the educational institutions to learn and understand and promote human rights in the society.
- It may be suggested that keeping in mind the relevance of awareness about human rights in any civilised society, at least a paper on human rights should be made compulsory for all disciplines in all universities and colleges. It will serve dual purpose on generating employment as well as to help mitigate violation of human rights.
- NGOs can function as training facilitators for students and human rights activists. Collaboration between colleges, universities, training institutes and NGOs can be helpful in fostering a professional and practical learning environment for the students. On similar lines, the 'Final evaluation of the implementation of the first phase of the World Programme for Human Rights Education' suggests that cooperation among government departments, as well as among Governments, academia, national human rights institutions and NGOs in any given country are particularly significant (United Nations, 2015:15).
- NGOs can also help improve quality concerns and teaching pedagogy with innovative and updated ideas. It would help students find adequate jobs. The existence of NGO movements has been a 'supporting factor' that contributes in the overall enhancement of scope of HRE.
- Universities and colleges of excellence should be allowed the flexibility to design and offer courses on human rights that are more pertinent to the needs of that specific area, rather following a top down universal curriculum.

- Shaping innovative courses and to develop international linkages in education has been a prime concern. Exchange programmes for students pursuing human rights along with teachers must be organised regularly. Colleges and universities should be encouraged to form national and international alliances for exchange of ideas, course contents, pedagogy, students and teachers to help learn from each other's experiences.
- Economic development around the world has been sought after to increase an 'appetite for higher education'. In such circumstances the idea of promoting 'Transnational Education' based on exchange programs shall be helpful for the student community by enriching international exposure. Stimulating advanced research and analytical capabilities among the students has been a major concern among the academic community. Encouraging meaningful practices in human rights discourse can be beneficial in enhancing the overall productivity. A composite of technology, innovation and traditional practices can be a potential way out.
- There is a strong urge to create new avenues in HRE. The technological advancements have endorsed the potential of online courses; virtual learning via audio-video mediums and MOOC (massive open online courses) open new arenas to facilitate teaching and learning experience. During the International Meet on Transnational Education, 2014 held in Kerala, academicians and policy makers stressed on the importance of developing an interactive course structure to suitably meet the needs of changing times. The arena HRE can benefit significantly by improvising similar strategies to draw a dynamic course structure, motivating and innovative pedagogy.
- There are two core components in HRE. Firstly, the stress is on the need to collaborate 'content' and 'process' related to teaching human rights. Secondly, it emphasises on the need to develop an inclusive pattern based on 'cognitive (content), attitudinal or emotive (values/skills) and action-oriented components.
- The 'adaptation' paradigm can be a key strategy in promoting congenial environment of learning to further enhance the acceptance of Human Rights as a discourse. Aimed largely to re-orient the mind sets and re-defining the benchmarks of quality related to human rights education.
- HRE needs to be incorporated not only in the formal educational system but also in non-formal educational framework. Along with the existing school curricula (as part of civic education), HRE can also be found in arts programmes, non-formal clubs and special events occurring in school settings.

- At present, there is no credible source to know about the availability and status of different courses in human rights in India. It may be suggested that there should be human right education assessment (HREA) based on the following four elements, mainly by evaluating the existing issues and context in HRE, identification of the emerging areas of human rights, review of the state policies and financial assistance programmes, and lastly the impact of courses towards social change and employment generation. The NHRC could play a pivotal role in this direction.
- The Government of India has so far not participated in any of the assessment calls by United Nations' World Programme for HRE at several occasions. It is thus needed that information based on credible assessment of the status of HRE in higher educational institutions in India is appropriately recorded and made accessible for academic scrutiny and analyses.
- Universities and colleges are encouraged to publish research papers and journals in vernacular languages rather than focusing on English to cater to many readers. Bilingual modes of print and online medium for awareness programmes should be promoted.
- The NHRC should act like a watchdog to ensure that there is a proper implementation of national and international obligations of the Government of India towards promotion of HRE.
- The NHRC should also earmark sufficient financial assistance for organising activities for promotion of HRE keeping adequate thematic and regional balance.

General Recommendations

- Tomasevski (2004) submitted a report to UNESCO Pacific Regional Bureau for Education titled 'manual on rights-based education: global human rights requirements made simple', proposed 4A's as immediate breakthrough to HRE crises: Availability, Accessibility, Acceptability and Adaptability.
- A study by Osler and Yahya titled 'Challenges and complexity in HRE' confirms that various reforms in education have failed to produce trained teachers and course remains redundant. 'The subject lacks trained teachers. The respondents confirmed our impression that the textbooks (particularly for older students) are dry and uninteresting, containing long extracts from international instruments, such as the UDHR, but with little or no guidance as to what they mean or how they might be made accessible to teachers and relevant to students' (Osler and Yahya, 2013:199). During the study across

institutes of higher education in India; most the students and trainers expressed parallel concerns on the monotonous course structure and lack of trained facilitators in higher education.

- In such an effort, the training of professionals is vital, especially of those professionals who can influence public debate on accountability and governance. Innovative HRE initiatives, characterised by a commitment to experiential learning and to international and regional cooperation among state and non-state actors, constitute a step in the right direction.

- On the same lines, stressing on the need towards an applied discourse Osler and Yahya propose a field oriented and practical discourse, linked directly to the challenges and issues of human rights violation and its adequate redressed. ‘Most importantly, it is insufficient to learn about human rights as a paper exercise, there should be genuine opportunities to practise them’ (Osler and Yahya, 2013: 200). Advanced field exercises on human rights advocacy, detailed case studies, practicing consultation and field visits to actual sites can be a helpful exercise in all round development of the trainers and students in human rights.

- Art, culture and community interaction play a crucial medium to promote human dignity and individual respect. A study titled ‘Arts and Human Rights Education’ by Hayunta (2015) in Indonesia suggested that art, local history and traditional values play crucial role in inculcating a plethora of emotions, otherwise dormant in regular practices. On a similar note, it has been perceived that ‘simplification of the notion of human rights’ can be attained by use of local art, music and values. Hence these are viewed as ‘feasible measures’ to promote human rights in education (Osaka, 2009).

- The positive emotions tend to develop a sense of duty, compassion and obligation towards the community. It also enriches the individual with confidence to adhere to value system. The concept of ‘Lab Theatre’ and ‘100% Yogyakarta’ have generated affirmative results in facilitating community participation and representation. The participation based activities succeed in inculcating basic ideas of human rights education. The practice of ‘100% Yogyakarta’ follows an engaging method wherein the participants are made to identify and understand diversity within the community. As a result, physical diversity, diversity in age, economy and political ideology have surfaced and appreciated through interactive mechanism. Similarly, new communities such as

cycling community, LGBT community, and music community etc., could be promoted to nurture human values through visual and performance art, culture and leisure.

- There is a dire need to educate and sensitise students and learners in human rights about the existing disparity in society, based on occupation, class, caste and dynamics of social, economic and psychological barriers in decision making and individual achievements and fulfilling individual aspirations in life.
- Last but not the least, promotion of HRE is important to attain Sustainable Development Goals (SDGs). HRE forms an integral component of the sustainable education along with teaching and learning key issues of sustainable development to promote knowledge, values, skills peace, brotherhood and inclusive development to attain equitable, just and rights based society.

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Annexure 1

List of Universities Offering Specialised/Full-fledged Courses in Human Rights

Central University

Sl. No.	Central University	Course (s)	Department (s)
1.	Central University of Punjab Bathinda- 151001	Certificate course in HR	Centre for Law School of Legal Studies and Governance
2.	Aligarh Muslim University, Aligarh	MA in Human Rights	Department of Political Science
3.	Banaras Hindu University, Benaras	LLM in Human Rights	Faculty of Law
4.	Central University of Jharkhand, Ranchi	MA in Human Rights and Conflict Management	Centre for Human Rights and Conflict Management
5.	The Indira Gandhi National Tribal University, Amarkantak Madhya Pradesh	Under Graduate, Post Graduate and PhD Programme in Political Science and Human Rights	Department of Political Science & Human Rights
6.	Babasaheb Bhimrao Ambedkar University, Lucknow	LLM in Human Rights	Department of Human Rights, School of Legal Studies
7.	Indira Gandhi National Open University (IGNOU), Maidan Garhi, New Delhi	Certificate in Human Rights (CHR)	School of Law
8.	Jamia Milia Islamia University, New Delhi	M.A. in Human Rights & Duties Education	Department of Political Science
9.	Jawaharlal Nehru University, New Delhi	PhD programme and Foundations Course for Undergraduate Students	Centre For Promotion Of Human Rights Teaching and Research (Huriter), School of International

			Studies
10.	Central University of Hyderabad, Hyderabad	PhD programme	Nodal Centre for Human Rights School of Social Sciences
11.	Manipur University, Canchipur	PG Diploma Certificate Course	Center for Human Rights and Duties Education, Department of Social Science

State University

Sl. No.	State University	Course (s)	Department (s)
1.	Maharishi Dayanand University, Rohtak	LLB Degree Course	Department of Law
2.	Kurukshetra University, Kurukshetra	B.A. Human Rights MA Human Rights	Department of Social Sciences and Dept. of Law
3.	Bhagat Phool Singh Mahila Vishwavidyalaya, Sonipat	PG Diploma in Human rights	Department of Law
4.	University of Kashmir Srinagar	PG Diploma in Human Rights and Duties Education	Faculty of Law
5.	University of Jammu, Jammu, Tawi	PG Diploma in Human Rights & Duties Education	Faculty of Social Sciences
6.	Mohan Lal Sukhadia University, Pratapnagar, Udaipur	MA in Human Rights PG Diploma in Human Rights	Centre For Human Rights Studies, Faculty of Social Sciences
7.	Maharaja Ganga Singh University, Bikaner	P.G. Diploma In Human Rights	Department of Social Science and Law
8.	University Of Rajasthan, Jaipur	LLM Human Rights & Value Education	Department of Law
9.	Govind Guru Tribal University, Banswara	P G Diploma in Human Rights	Centre for Human Rights Studies
10.	Maharaja Sayajirao University of	LLB and LLM	Faculty of Law

	Baroda	Degree Course	
11.	Saurashtra University, Rajkot	LLM Programme	Department of Human Rights and International Humanitarian Laws
12.	Bhakta Kavi Narsinh Mehta University, Junagadh	LLM in Human Rights	Department of Law
13.	Dr. Babasaheb Ambedkar Open University, Sola, Ahmedabad	Certificate in Human Rights	Department of Social Science
14.	University of Lucknow, Lucknow	PG Diploma Social Duties and Human Rights	Department of Political Science and Sociology
15.	Ranchi University, Ranchi	MA Human Rights	Dept. of Sociology
16.	Nilamber-Pitamber University, Palamu	MA in Pol Science and Human Rights	Department of Social Sciences
17.	Bangalore University, Bengaluru	Certificate Course in Human Rights and Duties	Department of Political Science
18.	University of Mysore, Crawford Hall, Mysore	PG Diploma in Human Rights and Duties Education, Intellectual Property Rights and Information Technology Law	Faculty of Law
19.	National Law School of India University, Bangalore	Certificate Course in Human Rights	Department of Law
20.	Kannur University, Kannur, Kerala	PG Diploma in Human Rights	Department of Law, School of Legal Studies
21.	Barkatullah Vishwavidyalaya, Bhopal	PG Diploma in Human Rights	Faculty of Law
22.	Awadesh Pratap Singh University, Rewa	PG Diploma in Human Rights	Department of Social Sciences
23.	Devi Ahilya Vishwavidyalaya, Indore.	P.G. Diploma in Human rights	Department of Law

24.	M.P. Bhoj (open) University, Bhopal	Certificate in Human Rights	Independent Programme
25.	Vikram University, Ujjain	MA Human Rights	Department of Political Science and Public Administration
26.	University of Mumbai, Fort, Mumbai	Post Graduate Diploma Course in Human Rights and Laws LLM in Human Rights	Department of Law
27.	The Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur	PG Diploma Course in Human Rights and Duties	Department of Law
28.	Smt. Nathibai Damodar Thackersey Women's University	Certificate Course in Human Rights	Department of Education
29.	Swami Ramanand Teerth Marathwada University, Nanded	MA in Human Rights MPhil/PhD in Human Rights	Department of Human Rights
30.	Madurai Kamraj University, Madurai	MA in Human Rights PG Diploma in Human Rights	Independent Programmes/Distance
31.	Annamalai University, Annamalainagar	M.Phil./Ph.D. degree programmes	Dr. Ambedkar: Human Rights and Indian Diaspora
32.	Mother Teresa Women's University, Dindigul	PG Diploma in Human Rights Education	Department of Sociology
33.	Tamilnadu Dr. Ambedkar Law University, Chennai	LLM	Department of Human Rights & Duties Education, School of Excellence in Law
34.	Tamilnadu Open University, Chennai	MA Human Rights	School of Politics and Public Administration
35.	University of Kalyani, Daria	PG Diploma Course in Human	Department of Political Science

		Rights and Duties Education	
36.	Rabindra Bharati University, Kolkata	MA in Human Rights and Human Development	Department of Political Science
37.	The West Bengal National University of Juridical Science, Kolkata	LLM	Centre for Human Rights and Citizenship Studies
38.	National Law University Sector, Dwarka	M. Phil and Ph.D. Programmes	Center for Human Rights and Subaltern Studies
39.	Dr. B.R. Ambedkar Open University	P.G. Diploma in Human Rights in Telugu	Department of Political Science
40.	Panjab University, Chandigarh	Foundation Course In Human Rights Education MA, MPhil/PhD in Human Rights	Faculty of Arts, Centre for Human Rights & Duties
41.	Punjabi University, Patiala	PG Diploma in Human Rights & Duties	Department of Public Administration

Deemed to be University

Sl. No.	Deemed to be University	Course (s)	Department (s)
1.	Thapar Institute of Engineering & Technology	Foundation Course in BE	School of Social Sciences and Humanities
2.	Banasthali Vidyapith, Tonk,	P.G. Diploma in Women & Human Rights	Department of Sociology, Social Work and Women Studies
3.	Tata Institute of Social Sciences (TISS), Mumbai	PG Diploma and Certificate Courses on Human Rights LLM, M.Phil and PhD Programmes	Nodal Centre of Excellence for Human Rights Education, School of Law, Rights and Constitutional Governance
4.	Bharati Vidyapeeth, Pune	PG Diploma in Human Rights	Faculty of Law

5.	Jamia Hamdard	MA in Human Rights PG Diploma in Human Rights	Department of Federal Studies
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Private University

Sl. No.	Private University	Course (s)	Department (s)
1.	Mohammad Ali Jauhar University, Rampur	PG Diploma in Human Rights	Department of Law
2.	Don Bosco University	MA in Human Rights (Child Rights and Development)	Department of Social Work
3.	Mahapurusha SrimantaSankaradeva Viswavidyalaya, Nagaon	PG Diploma Human Rights	Independent Programmes
4.	ITM University, Raipur	Certified Human Rights Law Analyst (CHRLA) Programme	Faculty of Law
5.	Apex Professional University, East Siang, Arunachal Pradesh	PG Diploma in Human Rights	School of law and Juridical Sciences

Annexure 2

List of Sample Colleges Offering Courses on Human Rights

Sl. No	Colleges	Course	Department
1.	Post Graduate Government College for Girls, Chandigarh	PG Diploma in Human Rights	Department Political Science
2.	SGGS Khalsa College , Mahilpur, Punjab	MA Human Rights and Duties	Independent Programme
3.	DAV College for Girls, Yamunangar, Haryana	BA, MA, Foundation Course and Certificate Course in Human Rights	Department of Human Rights and Value Education
4.	Nagarjuna Government College, Nalgonda, Telangana	BA in Human Rights	Department of Human Rights
5.	S Kula Women's College, Bishnupur, Nambol, Manipur	B A in Human Rights Foundation Course and Certificate Course in Human Rights and Duties Education	Department of Human Rights
6.	Loreto College, Kolkata	BA in Human Rights	Department of Human Rights
7.	Langat Singh College Muzaffarpur, Bihar	Diploma in Human Rights	Independent Programme
8.	Little Flower College (LFCM), Guruvayoor, Kerala	Certificate in Foundation Course on Human Rights	Independent Programme
9.	Ramanujam College, Kalkaji, New Delhi	Certificate in Human Rights Diploma in Human Rights	The Center for Human Rights Studies
10.	Awadhesh Pratap Singh University, Rewa, Madhya Pradesh	P G Diploma in Human Rights	Independent Programme
11.	Shree P M Patel College of Law and Human Rights, Anand, Gujarat	LLB	Department of Law
12.	Gautam Buddha Government Degree College, Faizabad, Uttar Pradesh	Certificate in Human Rights	Independent/open Programme
13.	Government Arts College, Salem, Tamil Nadu	MA in Human Rights	Department of Human Rights

Annexure 3

List of Universities and Colleges Not Offering Specialised/Full-fledged Courses in Human Rights

(Sample taken for the Study)

Central Universities

1. Assam University, Silchar, Assam
2. Central University of Gujarat, Gandhinagar, Gujarat
3. Central University of Haryana, Mahendergarh, Haryana
4. Central University of Jammu, J&K
5. Central University of Karnataka, Gulbarga, Karnataka
6. Central University of Kerala, Kasargod, Kerala
7. Central University of Orissa, Koraput, Odisha
8. Central University of Rajasthan, Ajmer, Rajasthan
9. Central University of Tamil Nadu, Tiruvarur, Tamil Nadu
10. Guru Ghasidas Vishwavidyalaya, Bilaspur, Chhattisgarh.
11. Mahatma Gandhi Central University, Patna
12. Nagaland University, Lumami, Zunheboto, Nagaland
13. Sikkim University, Gangtok, Sikkim

State Universities

1. Chaudhary Ranbir Singh University, Jind, Haryana.
2. Shri Mata Vaishno Devi University, Katra, Jammu and Kashmir
3. Gujarat University, Navrangpura, Ahmedabad
4. Patna University, Patna
5. Dr. Ram Manohar Lohia Awadh University, Allahabad Road, Faizabad
6. Dravidian University, Srinivasanam, Chittoor District, Andhra Pradesh
7. Karnataka State Open University, MukthaGangotri, Mysore
8. North Orissa University, Mayurbhanj, Odisha
9. Jadavpur University, Jadavpur, West Bengal
10. Telangana University, Dichpally, Nizamabad, Telangana
11. Maharaja Bir Bikram University, Agartala, Tripura
12. North Maharashtra University, Jalgaon, Maharashtra
13. Satavahana University, Karimnagar, Telangana

Deemed University

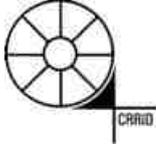
1. IIS University, Jaipur, Rajasthan
2. Nehru Gram Bharati Vishwavidyalaya, Allahbad, Uttar Pradesh
3. Sri Sathya Sai Institute of Higher Learning, Anantapur, Andhra Pradesh
4. Manipal Academy of Higher Education, Manipal, Karnataka
5. Gurukul Kangri Vishwavidyalaya, Haridwar, Uttarakhand
6. North Eastern Regional Institute of Science & Technology, Itanagar, Arunachal Pradesh
7. Dayalbagh Educational Institute, Dayalbagh, Agra, Uttar Pradesh.
8. Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore Tamil Nadu
9. Gujarat Vidyapith, PO Navjivan, Ashram Road, Ahmedabad
10. Lingaya's University, Faridabad, Haryana
11. Manav Rachna International University, Faridabad, Haryana
12. Christ College, Hosur Road, Bangalore, Karnataka
13. Bharati Vidyapeeth, Pune, Maharashtra

Private University

1. Ashoka University, Sonapat, Haryana
2. Arni University, Kathgarh, Kangra, Himachal Pradesh
3. Amity University, Raipur, Chhattisgarh
4. Chandigarh University, Gharuan, Punjab
5. Bhagwant University, Ajmer, Rajasthan
6. Rai University, Ahmedabad, Gujarat
7. Galgotias University, Gautam Budh Nagar, Uttar Pradesh
8. Usha Martin University, Ranchi, Jharkhand
9. Mandsaur University, Mandsaur, Madhya Pradesh
10. Mahatma Gandhi University, West Garo Hills, Meghalaya
11. Birla Global University, Bhubaneswar, Odisha
12. Swami Rama Himalayan University, Dehradun, Uttarakhand
13. Azim Premji University, Bangalore, Karnataka

Colleges

1. AV College of Arts, Science and Commerce, Hyderabad, Andhra Pradesh
2. Bharathi Women's College, Chennai, Tamil Nadu
3. Alphonsa College, Kottayam, Kerala
4. Abeda Inamdar Senior College of Arts Science and Commerce, Pune, Maharashtra
5. Government Arts and Commerce College, Bhopal, Madhya Pradesh
6. Capital Law College, Bhubaneswar, Odisha
7. Bidhannagar College, Kolkata, West Bengal
8. Munshi Singh College, Motihari, Bihar
9. Government Degree College, Ghaziabad
10. Sikkim Government College, Gangtok, Sikkim
11. Cotton College, Kamrup, Assam
12. Hindu College, University of Delhi, New Delhi
13. DAV College for Women, Chandigarh



Annexure 4

“Status of Human Rights Education in Colleges and Universities”

Centre for Research in Rural and Industrial Development (CRRID)
Sector-19 A, Madhya Marg, Chandigarh – 160 019

Sponsored by: National Human Rights Commission (NHRC), New Delhi

Interview Schedule for Registrar/Directors/Coordinators/Teachers, etc.

Identification No.									
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A. University/College and Respondent's Details

1. Name of the University/College

(In case of a College, name of the University also to which it is affiliated)

2. Nature of University /College: (Central – 1; State – 2; Private – 3; Deemed – 4)

3. Name of the respondent: _____

3.1. Gender: Male – 1 / Female – 2

3.2. Age: _____ (in completed years)

3.3. Address: _____

3.4. Tel.: _____ Mobile: _____

3.5. Email _____

4. Designation: _____

5. Academic status: _____

(Graduation- 1; Post- graduation and above- 2; Any other- 3)

6. Technical/ Professional Qualifications, if any. (Yes—1; No—2).

6.1 If yes, please specify _____

B. Details of Courses on Human Rights

7. Level of courses offered:

7.1. Foundation course in Human Rights (Yes—1; No—2)

7.2. Certificate course in Human Rights (Yes—1; No—2)

7.3. Undergraduate degree course (Pass / Hons.) in Human Rights (Yes—1; No—2)

7.4. Post-graduate diploma course in Human Rights (Yes—1; No—2)

7.5. Elective/compulsory paper as part of UG/PG Degree (Yes—1; No—2)

7.6. Post-graduate degree (MA/LLM) course in Human Rights (Yes—1; No—2)

7.7. M.Phil/ PhD Programme in Human Rights (Yes—1; No—2)

8. Major reasons, if no course or paper is offered on HR:

8.1 _____

8.2 _____

8.3 _____

8.4 _____

8.5 _____

Note: If Sl . No. 8 is filled, no question will be filled hereafter.

9. Name of the department (s), under which courses are offered:

9.1 _____

9.2 _____

9.3 _____

9.4 _____

9.5 _____

10. Name of other departments associated with the course, if any:

10.1. _____

10.2. _____

10.3. _____

10.4. _____

10.5. _____

11. Total number of teaching and non-teaching staff associated with the course:

12. Disciplinary background of the faculty members:

12.1 _____

- 12.2 _____
- 12.3 _____
- 12.4 _____
- 12.5 _____

13. Details of financial assistance received for offering course on HR, if any.
(Yes—1; No—2).

13.1 If yes, source of assistance: (Private – 1; Public – 2; International – 3)

14. Details of Admission criteria for the courses being offered on HR:

Course	Marks Based	Entrance	Interview	Requisite Subject Background

15. What is the fee structure of course(s) and if any fee concession is given to:

- 1. Male
- 2. Females
- 3. Transgender
- 4. Person With Disability
- 5. Rural
- 6. Urban
- 7. General
- 8. OBC
- 9. SC/ST

If yes, give details _____

16. What is the trend of students opting for HR courses in the last five years?
(Increasing – 1; Decreasing – 2; Stable – 3)

16.1 If trend is Increasing/decreasing, what are the major reasons?

- 16.1.1. _____
- 16.1.2. _____
- 16.1.3. _____
- 16.1.4. _____
- 16.1.5. _____

17. Major reasons of discontinuation of the course, as cited by the students, if any:

- 17.1 _____
- 17.2 _____
- 17.3 _____
- 17.4 _____

17.5 _____

18. In case PG degrees are offered, what are the major areas of research?:

18.1 _____

18.2 _____

18.3 _____

18.4 _____

18.5 _____

19. Details of any fellowship/internship (Awards) received by the students (use separate sheet).

C. Availability of Infrastructure

20. Availability of adequate infrastructure, such as class rooms: (Yes—1; No—2).

21. Availability of Library/ documentation facilities:(Yes—1; No—2).

D. Advocacy and Practical Training

22. Name and nature of any innovative course, if offered: _____

23. Number of debates/discussions /general lectures held in Human Rights Education:

24. Themes of Seminars/Conferences/ moot courts/ mock trials/workshops etc on Human Rights organised by the department/ associated departments in the last five years, if any:

24.1 _____

24.2 _____

24.3 _____

24.4 _____

24.5 _____

25. If you or your colleagues are invited to teach HR in other departments of your University/College, if yes kindly name the departments:

25.1 _____

25.2 _____

25.3 _____

25.4 _____

25.5 _____

26. The nature of training and refresher courses on offer for teachers in UGC Human Resource Development centres (erstwhile Academic Staff College)

27. Name of other departments from where teachers are invited as guest faculty, if any:

- 27.1 _____
- 27.2 _____
- 27.3 _____
- 27.4 _____
- 27.5 _____

28. Are field trips organised for students?

28.1 Yes

28.2 No

28.3 If Yes details _____

29. Details on internship programs, if any _____

E. Norms and Guidelines

30. Are all courses offered as per UGC norms and guidelines? (Yes—1; No—2; Partly – 3).

30.1 If no and partly, please state major reasons:

- 30.1.1 _____
- 30.1.2 _____
- 30.1.3 _____
- 30.1.4 _____
- 30.1.5 _____

30.2 Any course being offered but not approved by UGC:

- 30.2.1 _____
- 30.2.2 _____
- 30.2.3 _____
- 30.2.4 _____
- 30.2.5 _____

31. What according to you can be major implications of the Third Phase of WPHRE (World program on Human Rights Education)?

32. Do you think UGC Model curricula adequately cover all the issues of HR to be taught?

(Yes—1; No—2; Partly – 3).

32.1 If No and Partly, what are the major areas which should be incorporated?

- 28.1.1. _____
- 28.1.2. _____
- 28.1.3. _____
- 28.1.4. _____
- 28.1.5. _____

33. Are you aware of the NHRC recommendations of 2007 to the UGC about the HR Education in Colleges and Universities? (Yes—1; No—2)

33.1 If yes, has your institution incorporated the additional themes suggested by the NHRC in the syllabi? (Yes—1; No—2; partly – 3)

33.2 If yes (Q.no.33), but not incorporated the NHRC recommendation in syllabi, kindly explain major reasons:

- 29.2.1. _____
- 29.2.2. _____
- 29.2.3. _____
- 29.2.4. _____
- 29.2.5. _____

34. Do you think HR is adequately represented in the syllabus of other departments of Social Sciences and Humanities? (Yes—1; No—2).

35. Do you have any collaboration with any national or International institution to conduct any course on HR? (Yes—1; No—2).

35.1 If yes, name of the institution: _____

35.2 Nature of collaboration: _____

F. Distance Mode Education

36. Is there any course offered through distance education mode? (Yes—1; No—2).

36.1 If yes, name of the course (s): _____

36.2 What is the trend of students taking admission in the last five years?

Number of Students:	2012-13	2013-14	2014-15	2015-16	2016-17
Increasing – 1					
Decreasing – 2					
Stable – 3					

G. Employment Opportunities

37. What are employment opportunities for students opting HR courses?

- 37.1 _____
- 37.2 _____
- 37.3 _____
- 37.4 _____
- 37.5 _____

38. Role of University Placement Cell in providing job opportunities to students?

39. What is the percentage of students getting employment after completion of their course in the last five years?

39.1 Name of the Course: _____

	2012-13	2013-14	2014-15	2015-16	2016-17
Students employment percentage					

40. Major challenges faced by the students in gaining appropriate employment, if any.

- 40.1 _____
- 40.2 _____
- 40.3 _____
- 40.4 _____
- 40.5 _____

41. Name of the top five employers/recruiting agencies/ sectors

- 41.1 _____
- 41.2 _____
- 41.3 _____
- 41.4 _____
- 41.5 _____

H. Suggestions and Feedback

42. What is your suggestion to further promote HR Education in Colleges and Universities in India?



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