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**UGC IXTH PLAN APPROACH
TO PROMOTION OF
HUMAN RIGHTS EDUCATION (HRE)
IN UNIVERSITIES & COLLEGES**



**UNIVERSITY GRANTS COMMISSION
BAHADURSHAH ZAFAR MARG
NEW DELHI-110 002**

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UGC IXth Plan Approach

To

Promotion of Human Rights Education (HRE) in Universities & Colleges

- I. **Introduction: Human Rights and Significance of Human Rights Education in realization thereof**
- 1.1 The human rights movement represents the historical journey travelled by human kind ever since the beginning of an institutionalized political and social order. Few phenomena have made such a profound impact both in sweep in depth, and few movements have acquired such a universal presence and so powerful a potential in the totality of human experience. Human Rights concept is a dynamic one which will find expanded expression and constantly cover new areas as human society continues to evolve to higher levels of development. The original content of philosophy of fundamental freedoms was limited in the main to civil and political rights of the individual, often referred to as "first generation" rights, which in large part call for a negative obligation on governments to desist from interfering with the exercise of individual liberties. The expansive nature of the concept of human rights clubbed with the realization that without guaranteeing economics, social and cultural rights, full enjoyment of civil and political rights was not possible led to inclusion of economic, social and cultural rights, popularly described as "second generation" rights. These "second generation" rights place a more positive duty on governments to act in order to ensure the realization of these rights.

The concept of human rights in its expanding comprehension, has now travelled to encompass what are called "third generation" rights which include: right to self determination, right regarded as belonging to peoples rather than individuals, right to sovereignty over natural wealth and resources of the country and, right to development as well as rights of disadvantaged groups to special protection. Thus the road travelled by human rights movement has been historic and impressive.

12 For a long time, and till recently, the study and concern about human rights remained largely confined to international lawyers, diplomats and statesmen. It is only in the recent decades that these rights are increasingly becoming the subjects of concern for national lawyers, activists, reformers, policy makers and other citizenry. This development has largely been the result of the following:

- (a) Growing realization of governments activists, elite, opinion builders and constitutionalists that constitutions of most of the nations believing in rule of law incorporate explicitly or implicitly the provisions of various international covenants on human rights in one way or the other. For example, the Founding Fathers in India incorporated in the Constitution most of the rights enumerated in the Universal Declaration in two parts – the Fundamental Rights and the Directive Principles of State Policy that covered almost the entire field of Universal Declaration of Human Rights. The first set of rights enunciated in Articles 2 to 21 of the Declaration are incorporated under the Fundamental Rights-Articles 12 to 35 of the Constitution and the second set of rights enunciated in Articles 22 to 28 of the Declaration are incorporated under Directive Principles- Articles 36 to 51 of the Constitution. This led to the realization that human rights have a significant role to play in the national context.
- (b) Emergence of large number of dedicated NGOs at the international as well as national level and wide networking amongst them resulted into growing realization that the concept of human rights has enough potential if used imaginatively in struggle against injustices and inequalities perpetuated either by the State or Civil Society or against State lawlessness and excessive or unlawful use of force by State agencies.
- (c) In the Cold War era plea for respecting human rights was made more as a tool for condemning the 'other'- the charges of violations of human rights by nations of one bloc were levelled by members of the other bloc frequently and at each international as well as national fora. Most of the times these charges were levelled more for serving political interests of one power bloc against the others and *vice-versa*. End of the Cold War led to shift in attention of human rightists and others from serving the cause of ideological war to

relating human rights movement to issues of social justice, distributive justice and putting check on the ever-increasing power of the State with potential of its being abused or excessively used against the individual in the national context as well.

- (d) Emergence of new and very powerful movements like feminist movement, movement for environmental protection and sustainable development, movement for protection of minorities and indigenous people and their culture, movement for abolishing of child labour and all forms of exploitation contributed to taking recourse to human rights concept and its language more frequently. In fact, these movements have contributed in great measure to the increasing reliance on human rights concept in national contexts. All these developments lead us to believe that in the centuries to come the extent of human development, prosperity and peace would largely depend on the degree or realization of these rights in different communities on one hand and global community on the other

- 1.3 Respect and realization of human rights requires evolving a culture that is more sensitive to the basic needs of every human being. It respects the need for ensuring, to everyone, justice social, economic and political, and provides fair and equal opportunities for growth and development to every individual and group of people. It protects everyone from being subjected to the whims of State and its arbitrary exercise of power and use of force by its agencies. In fact the Founding Fathers while aiming at this goal gave a detailed constitutional scheme. Unfortunately, despite more than four and half decades of its operation the goal of ushering in human rights-- culture has still remained a distant reality. Amongst other causes, lack of recognizing the significance and importance of education as a key instrument for bringing changes in social and cultural attitudes and that too in a country like India, which has a history of feudal and colonial past, and where impoverishment, ignorance and illiteracy pervade all around, is perhaps the most important reason responsible for this situation. It is only in the last few years that the importance of education in relation to human rights has attracted the attention of national policy-makers, educationists and education planners.

However, respect for human rights as a part of its social philosophy has existed in the Indian ethos for a long time-despite its aberration intermittently.

- 1 4 The goal of evolving human rights culture requires operating at various levels such as: (a) spreading awareness, amongst masses, of and about these rights and also their duty for respecting the rights of others, (b) not only creating awareness amongst masses particularly amongst weaker, poor, and vulnerable groups but also imparting capacities and confidence in them to stand for protection and preservation of their rights, (c) requiring many to shed away some of their prejudices and reform some of the attitudes which are derogatory to others' dignity, (d) creating different kind of knowledge, innovating or reforming structures, methodologies and normative regimes, and imparting new skills and competencies so that policy making, its enforcement and realization become more sensitive to the demands of human rights culture, (e) establishing new structures of accountability and making existing modes of accountability more effective so that the State, its agencies and its personnel can be easily, effectively and meaningfully made responsible for human rights violation on one hand and can be made to internalize respect for these rights on the other
- 1 5 It hardly needs stressing that the activity called 'education'- an exercise in assimilating, creating and disseminating knowledge is a powerful means of influencing and bringing attitudinal change in the citizens in general and among members of amongst commoners, as well as professional groups in particular. Being a tool to spread awareness, information and knowledge amongst its recipients education can play a crucial role at each of the levels mentioned above for the promotion of human rights culture. But, unfortunately, the education system and more so the higher education system in India, except in the last few years, has hardly shown any credible signs of being a partner in the efforts of evolving human rights culture in the country.

2. *PREVIEW*

- 2 1 The existing status of human rights education in universities and colleges in our country reflects the lack of intensity and understanding of human rights education in its present form needs to be strengthened.

2.1.1 At the UNDER-GRADUATE LEVEL, generally speaking, human rights education is given in the law faculties as a limited component in the papers on International Law and Indian Constitutional Law (fundamental rights). Only the National Law School University, Bangalore (NLSU), offers a full paper on human rights for LL.B. In the University Departments of Political Science, it forms a still limited part of the papers on Constitutional and Political Development of India (fundamental rights) and International Politics (United Nations). In some universities, it also forms part of the curricula on Sociology, Economics and Modern Indian History as well.

As part of the foundation course, which is compulsory in the restructured three years B.A. Degree Course, human rights constitute only a sub-topic.

2.1.2. At the MASTER'S LEVEL specialized human rights education is given in some departments of law as optional papers (two papers only) in the LL.M. course, besides fundamental rights which are taught compulsorily as part of Indian Constitutional Law course in all universities. No university as yet offers a LL.M. degree exclusively with courses on human rights Law. In the departments of Political Science, human rights are taught as part of one or two papers only, for the M.A. degree. Recently, the Central University at Hyderabad and the National Law School University at Bangalore have introduced a master's course on human rights through distant education mode. A few universities are also introducing one year post-graduate diploma course in human rights.

2.1.3. Only a numbered doctorate dissertations have been successfully completed on human rights as such. However on constitutionally guaranteed fundamental rights, their judicial interpretation and enforcement the dissertations for doctorate, M.Phil. and LL.M. degrees have been more common. They have been, by and large, exegetical.

2.1.4 Human Rights Education in the colleges is yet to be initiated as a full course.

2.1.5 There is no institute devoted exclusively to human rights studies, except the nascent Centre for Promotion of Human Rights Education and Research, Jawaharlal Nehru University (HURITER).

2.2.1. In retrospect it could, however, be observed that the focus on human rights education in India thus far has been somewhat limited; the social relevance edge perhaps did not get the projection which it deserved; the humanistic root of human rights has not received due emphasis.

- 2.2.2. This has not been unnatural considering the fact that the whole teaching and learning of human rights in India in the 60s and early 70s was kept linked to the international ethos. The teachers of that period were trained in human rights in the American and other Western Law Schools, and they were fed on international and regional conventions and other literature of similar vintage.
- 2.2.3. The context of human rights studies in India got metamorphosed with the highlighting of the gross violations of human rights of the weaker sections, cases of custodial violence, mass detentions without trial, bonded and child labour environmental degradation and the like which were brought into public attention essentially through NGOs, the media and the public interest litigation. The publicity of the work of the National Human Rights Commission (NHRC) also contributed to this new ethos. The human rights educators in India today, therefore, feel convinced that grassroots and indigenous orientation, focus on local human rights problems of deprived sections of the society is much more important than the mere projection of international human rights conventions and norms. This change of focus and ethos is extremely significant and needs to be crystallized in the human rights education of the future.

3. PERSPECTIVE FOR HUMAN RIGHTS EDUCATION

- 3.1 It has been recognized the world over, and also substantiated by our own experience that democracy, development, cultural pluralism and preservation of human rights are interdependent. Democracy is not a mere form of government, it is a set of values and a way of life that ensures respect for identity, choices, capacities and abilities of every human member of the society. Similarly, development is not merely development of material resources but also of people, infrastructure and betterment of quality of life of every member of society. Thus, respect of every member of society as a distinct human being, and welfare of every human member, is the common core of both democracy as well as development. A society that lacks or fails in its commitment to the preservation of human rights can hardly boast of democracy or development. In such society benefits of development are appropriated by a privileged few and respect and recognition of its members is largely determined by their possessions and status.

No meaningful development is possible without processes of development being accountable to the real holder of power, namely, the common masses. Any developmental activity that ignores the aspirations and participation of people at grassroots level and denies them access to its benefit would thwart democracy and processes thereof. Most of the activities undertaken for the sake of development result in mass uprooting of indigenous people, degradation of environment, imbalancing ecology due to an imbalanced approach to development and result in gross violation of human rights of those affected. Sustainable development has also to accommodate preservation of environment and ecological balance. Without such a balanced development a stake in democracy can hardly take roots in the minds of masses. In short, it can be stated that a social order which ensures full and free development of the potentialities of every member of society and which cares and respects each members' distinct identity can only be created on the basis of total commitment to fundamental human rights (as understood in their comprehensive sense). In fact, cultivation and promotion of human rights culture is the *sine qua non* for the smooth functioning of the organs of a democratic state, and for the kind of development that results into over-all development of each member of the society.

- 3.2 Besides, the persistent divide between the developed and developing countries consistent living on grossly unequal resources and operating under an unjust international economic order, cannot result in real and equal development for a large number of states and peoples. Development and democracy anywhere are intimately linked with issues of establishment of a New International Economic Order, recognition of the rights to development and sovereignty over natural wealth and resources and the right to self determination as the basic rights of all states and peoples. A living and vibrant human rights culture has to be global; it cannot thrive in an environment of wide disparities and exploitation of any kind at any level. Human Rights Education of the twenty first century could ill-afford to ignore this perspective.
- 3.3 One of the greatest challenges of today's time in pluralistic societies like India is the rising conflicts and tensions in the name of particularistic loyalties to caste, religion, one's own region or language. Such a situation is not accord with the concept of unity in diversity and poses a serious that threat to human rights as

well as to principles of democracy and rule of law. It is imperative that people realize the positive social and cultural value of diversity rather than treating it as a source of conflict. The human rights education must imbibe the understanding, tolerance and respect for differences and diversities.

- 1.4 A serious threat that democracy and culture of human rights face today is the arms of the state with draconian laws and unlawful use of force by State's law enforcement agencies. Rising custodial deaths, killings in encounters (many times so called), regular reports of innocent being killed by excessive use of force by para military forces and other such developments are examples of such threat. Human Rights Education must address the need of evolving new structures of knowledge and accountability; it has to impart new skills and sensitivities amongst holders of State power so as to make them more responsive to the culture of human rights and values of democracy.
- 1.5 Establishment of human rights culture demands elimination of all kinds of exploitation, not only at the hands of the State, but also by members of civil society. Many times, members belonging to civil society using their social status use force and indulge into practices, which are derogatory to human dignity. Employing bonded labour, practising untouchability, perpetrating Sati are some of the examples that necessitate human rights education to evolve strategies and schemes for attacking such attitudes and help members internalize more humane and egalitarian approach in their social relations. Legal, social and economic/discrimination against woman and her exploitation in different ways poses a serious challenge. Prevalence of child labour in hazardous industries such as : fire works industry, glass industry, stone crushing industry speaks volume about system's insensitivity and lack of commitment to human rights in this country. The concern of human rights education is not only to expose these practices and lacunae and weaknesses in law and its enforcement but also to re-examine the existing laws in the context of human rights resulting in indirect violence. Human Rights Education has to be the catalyst in bringing about attitudinal and social change.

Thus, in its comprehensive sense "Human Rights" could no more connote merely the rights relating to the physical well-being of an individual, but must expand to comprehend all those conditions in a society that makes human existence possible with dignity and honour.

4. OBJECTIVES AND STRATEGIES

- 4.1 Mere knowledge about human rights is not sufficient. An understanding as to how human rights can easily become vulnerable to abuse of various structures and processes of power is crucial. It may be added that understanding of abuse and misuse of power alone serves no purpose unless people in general and professionals in particular are imparted skills for protection and enforcement of these rights.
- 4.2 Human Rights Education does not merely mean imparting knowledge in the classroom, but it also has to cover all modalities (formal, non-formal and informal) which could sensitise a person, awaken his/her conscience and develop an attitude of mind imbuing respect for human rights of others.
- 4.3 Human Rights Education cannot merely be an intellectual exercise alone. It requires building linkages between what happens in the society and what is transmitted in the classes to the students. It requires capturing actual experiences of violation of human rights and denial of human dignity. This kind of education needs field experience and action oriented ways of learning and teaching.
- 4.4 Human Rights Education requires building strong linkages and networking between colleges/universities and various NGOs and other groups working in the field and community. Building these linkages would go a long way in giving Human Rights Education a grass-root orientation. Collecting, collating and classifying the data and experiences that NGOs and groups working in the field have already acquired can be an important aspect of human rights education and may lead to create new knowledge and research.
- 4.5 Human Rights Education must encompass in it a strong research component. Any teaching of or about human rights need to be backed up by strong multidisciplinary research on various aspects of human rights and their complexities.
- 4.6 Training and public information are the indispensable components of human rights education. As such for carrying out awareness and other programmes, audio-visual aids and distance mode of education need to be used amongst other tools and inputs.

- 4.7.1 Extension work has long been recognized by the University Grants Commission (UGC) as an equally important component of University and Collegiate education, besides teaching and research. National Service Scheme (N.S.S.), Women Studies Research Centers, adult education and population education programmes, and continuing education are some area specific modalities. These along with field action, need to be utilized for extending the scope and access of human rights programmes to the grassroots level.

The extension programmes in the colleges need special attention and emphasis with a view to giving them Human Rights orientation.

- 4.7.2 The legal aid programmes in the colleges could be more vigorously utilized by the law schools for the benefit of the needy to render legal advice and assistance for human rights enforcement.
- 4.7 National Human Rights Commission is now a statutory institution with responsibility, amongst others, “to spread human rights literacy and promote awareness of the safeguards” Co-ordination with and by the National Human Rights Commission for a more purposeful use of extension programmes of the universities and colleges is necessary. Modalities for the same need to be worked out through joint consultation between the University Grants Commission and the National Human Rights Commission.
- 4.8 Three alternative approaches for promoting human rights education be pursued simultaneously, viz. (a) Introducing separate courses on Human Rights, (b) Human Rights issues to be incorporated in courses already being taught, (c) Reorientation of all courses so that the human rights component is 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.

The advantages of such a strategy are obvious. It is highly flexible and can accommodate the needs, pace of growth and extent of commitment to human rights education, of each institution.

- 4.9 It is basic to the promotion of human rights education in universities and colleges that the students after training could expect decent employment. Presently, no such avenues exist apart from extremely limited slots available in teaching and research institutions and the media

Perhaps the setting up of the proposed human rights courts in each district all over the country could open up avenues of self-employment for a substantial number of students. Inclusion of human rights as one of the subjects in national competitive examinations also deserves consideration. Other avenues too are needed to be explored by all agencies and institutions interested in the promotion of human rights education, including the National Human Rights Commission and the University Grants Commission.

- 4.9.1. There is a need to convince all Union and State Minorities and departments especially those which provide service to the people like the railways, the post and telecommunications and electricity as well as all law courts and prisons and law enforcement agencies to appoint human rights experts as advisors and trainers.

5. SCOPE AND BROAD CONTENTS OF HUMAN RIGHTS COURSES

- 5.1 Human Rights Education should preferably be inter-disciplinary. Human Rights cannot be compartmentalized into academic disciplines, these have to be conceptualized in their entirety. These are central to all social sciences studies.

In order to inculcate a broad comprehension of human rights as “human existence with dignity”, the contents of human rights courses need incorporate and reflect the concerns for democracy, development and peace. In particular in a country like India they must necessarily include issues of: social justice, distributive justice, bringing marginalised and historically deprived sections to the mainstream of national life, protecting environment and ecological balance, and ensuring steady and meaningful progress and development in individual’s as well as national life (as mentioned in para 3 above).

- 5.2 To ensure comprehensiveness and incorporation of national, regional and international perspectives, the broad contents of courses on human rights need to cover the following:
- a. Philosophical and cultural bases and historical perspectives., theories and movements (national as well as international).
 - b. Interdependence of and ‘linkages between human rights and democracy, pluralism, development, ecological balance peace and harmony at the national as well as international level.

- c. National Perspective : The historical context, colonialism and post-colonialism, post independence national development, protection regime especially for the weak and marginalised groups including minorities and for women and children, the violation of rights by the State and its agencies- the police and the criminal justice system, body of laws, bye-laws and rules etc. inconsistent with human rights norms, violation of rights by armed political groups and terrorists; intra-societal violation of rights of the poor and weak by the dominant groups including gender inequalities exploitations and injustices; the role of the judiciary, the National Human Rights Commission and of the Statutory Commissions on Women, Minorities, SC and ST and Linguistic Minorities, the role of the NGOs and the media vis-à-vis protection and promotion of human rights.
- d. Regional perspectives: Special features of the region in which India is located such as: pluralism, economic poverty, colonial past, rigid social structures, mass illiteracy, constant threat to political stability and democracy, growing consumerism and recently introduced economic/structural re-adjustment reforms vis-a-vis status of human rights.

Emergence of SAARC and the debate over the need for evolving South Asia Charter of Human Rights. Other regional developments such as European Charter on Human Rights, European Court on Human Rights, European parliament, South-South Dialogue, and other such developments and arrangements.

- e. International perspectives: The study of texts, treaties, arrangements and structures innovated by the international community in post world war period for the protection of human rights; effect of cold war on the status and functioning of various institutions and structures organized for promotion and protection of human rights; the end of cold war and its influence on the regime and status of human rights promotion and other such issues. Role of developed societies vis-à-vis human rights. Role of institutions like United Nations Organization, ICI, United Nations High Commission for Refugees, United Nations Educational Scientific and Cultural Organization, World Health Organization, International Labour Organization vis-à-vis human rights. Causes of success and failure of these institutions in protecting and promoting respect for human rights.
- 5.4.1 Some modules for graduate, post graduate and diploma courses have been suggested in the Report of the University Grants Commission workshop on human rights education 1994 (unpublished). The contents of the report are only recommendatory
 - 5.4.2 Similar modules need to be suggested for certificate courses of short duration (3 to 6 months) for teachers, law enforcement personnel, those working and associated with NGOs and others.

5.4.3 Human Rights Education is obviously necessary for all students in all disciplines. Realizing this need, the Chairperson of UGC has recently set up a committee for drawing up an under-graduate course on human rights integrating the concerns mentioned in para 3 above, to be introduced in all the faculties in all the universities.

6. CURRICULUM DEVELOPMENT : COMPILATION OF TEACHING MATERIALS; DEVELOPMENT OF TEACHING METHODS

6.1.1 Human rights is an extremely expanding field. These are bound to get enriched in content and extent with growing enlightenment in human society. Curriculum development in human rights has, therefore, to be a continuous exercise matured through workshops for better collaborative thinking and consensus building. University Grants Commission experience of organizing Curriculum Development Centers in various subjects could prove useful, and a Curriculum Development Centers for human rights as such could be envisaged in future.

6.1.2 The curriculum development should also take into account the changing global, national and regional socio-economic and cultural contexts.

6.2.1 The textual teaching materials need to be appropriately integrated with other materials making adequate use of local experiences, highlighting the ground realities regarding the human rights of various weak and unfortunate groups and classes of society, difficulties experienced in changing their conditions, the experience of NGOs and other activists, and the like.

6.2.2 Where these "other materials" do not exist, they need to be collected *de novo* collated, edited and printed.

6.2.3 Preparation of teaching materials and their revision and updating is a gradual, time consuming, imaginative and arduous exercise. It would entail collaborative efforts of experienced human rights teachers and activists over a period of time.

6.3.1 Besides all else, the thrust of human rights education is on sensitization of the individual groups/community groups and the community. It aims at changing the attitude of mind and creating a human rights culture pervading all state as well as non-state institutions and interpersonal relationships. Teaching methods could play crucial role in the achievement of such objectives.

- 6.3.2 Appropriate teaching methods would be required for achieving objectives specific to each group engaged in human rights education (in its broad sense) e.g. teachers, students, NGOs, other activists, field workers, government personnel like police, army and other law enforcement agencies, and institutions. The objective could be the dissemination of awareness of rights and obligations, it could be seeking enforcement of a particular right of a specific group or class, it could also be the training of law enforcement personnel in the observance of human rights norms in the performance of their duties and the like. Innovative inputs in pedagogy matched to each specific objective need to be worked out.
- 6.3.3 Teaching method has thus far remained a neglected area in several disciplines. Periodic workshops with inter-disciplinary participation including that of the NGOs could be rewarding. Holding periodic workshops of those engaged in doing human rights education at the university, regional and national level could go a long way in building capacities and expertise for implementing human rights education agenda effectively.

Besides, exchange of experiences in such innovations could be facilitated through a periodic pamphlet distributed in all the human rights education institutions.

- 6.3.4 Keeping in constant touch with international developments in human rights education is important. Attending courses at human rights education institutes abroad, participating in international conferences and workshops by promising teachers and other scholars is required to be encouraged.

7. **RESEARCH**

- 7.1 Research, besides adding to our existing sum of knowledge on the subject, leads to the improvement of insight and vision of the scholar. This new insight, vision and knowledge will enrich classroom teaching.
- 7.1.1 In human rights education, research gains an added significance since conscientization is rarely possible without consciousness, and consciousness which inter-alia is not possible, cannot be aroused, without in-depth research into ground realities.
- 7.2. The focus of research on human rights requires a drastic change. Local, regional and national problems of specific disadvantaged and marginalized groups now need to be intensively studied with a view to their viable solutions.

The association of NGOs with such research could be extremely enriching

- 7.3 The research work whether individual or institutional, directed towards a degree or otherwise requires to be promoted so as to offer depth and new dimensions to all-important issues of human rights in our developing society
- 7.4 Small projects and case studies covering a limited compass should form part of the course work of each student at the post-graduate level. It would not only initiate them into research technique, but would also bring them into touch with ground realities.

The National Human Rights Commission has offered to facilitate, on request, research in jails, custody, records etc., where official agencies are involved

- 7.5 As one aspect of human rights education is concerned with inculcation of right values and attitudes, multi-disciplinary research on changing people's attitudes and perceptions of 'others' based on stereotypes of gender, race, colour, religion and nationality, deserves priority in any scheme of human rights education.

8. FIELD ACTION AND OUT REACH

- 8.1 Gaining field experience of methodologies used, structures applied for inflicting oppression, exploitation and violation of human rights of weak and marginalized such as: prisoners, undertrials, children in protective homes, unorganized and bonded labour and others, is acquiring information and new knowledge. Similarly, organizing field action against violation of rights e.g. organizing and mobilizing local women against pollution or against displacement or preparing a public interest petition means innovating new strategies, creating new knowledge and innovating new techniques. Thus field experience and field action are important kinds of research areas in human rights education. Of course gaining field experience and organizing field action needs building strong linkages between colleges/university and various NGOs and other groups working in that area in the field of social and economic justice and human rights.

9. TRAINING OF TEACHERS

- 9.1 Training teachers to do human rights is a significant challenge. They not only require training in pedagogy suited to human rights education, preparation on teaching materials, development of curriculum, identification of viable

projects for study and research, research methodology, formulation and direction of students' activities, interacting with various agencies, but also training in effective communication

- 9.2.1 Amongst other modalities, training of teachers has to be through regular workshops conducted with the help of able and experienced resource persons drawn from varied fields, with enough application exercises for the participants constituting integral part of their work schedule. Assistance of Staff Academic Colleges in this regard could prove useful.
- 9.2.2 International exchanges and exposure of human rights teachers to foreign experiences in this field could prove to be beneficial.
- 9.2.3 The rich experience gained by the department of social work in different universities has to be drawn upon for this purpose.
- 9.2.4 Resource persons are required to be identified from all over the country, with their areas of interest and specialization on the basis of their involvement and achievements, in established institutions and agencies.
- 9.3.1 NGOs and other social activists also require training for more effective and efficient conduct of their activities. This need could only be met by the universities.
- 9.3.2 For this purpose NGOs working in the field of human rights are required to be identified, their profiles prepared, classified and printed

10. CO-ORDINATION WITH NATIONAL HUMAN RIGHTS COMMISSION AND STATE HUMAN RIGHTS COMMISSIONS

- 10.1 Establishment of National Human Rights Commission and Human Rights Commissions in some states has contributed significantly to the promotion of human rights in the country. Through their efforts a significant national initiative has been institutionalized for the enforcement of human rights and promotion of awareness. Liaison/coordination with other statutory commissions besides the National Human Rights Commission, like the Commissions for Women, Religious Minorities, Linguistics Minorities, Scheduled Castes and Scheduled Tribes may also be envisaged.
- 10.1 At present the co-ordination of universities with National Human Rights Commission is minimal. However, their recent interaction with University Grants Commission has activated some interest in the promotion of human rights education in universities and colleges

- 10.3.1 National Human Rights Commission has certain statutory obligations under section 12 of the Human Rights Protection Act, 1993, which could be better carried out in collaboration with the universities only
- 10.3.2 A climate of university involvement with its work could be promoted by National Human Rights Commission, by entrusting universities and teachers with the work of investigation, collection of data, compilation of study reports, visits on behalf of the Commission, wherever and whenever feasible
- 10.3.3 Modalities of Universities, participation in their deliberations also as regards the Commission's obligations under clauses (e) to (i) of section 12 of the Act, need to be worked out.
- 10.4 It would give impetus to human rights education and research if areas and modalities of co-ordination between National Human Rights Commission and the universities are specifically spelled out

11. HUMAN RIGHTS EDUCATION CENTRE/CELL

- 11.1 Co-ordination and management of activities related to human rights education (at least initially) at the national level is indispensable for the success of the programme. For the creation of reference data base on human rights education, dissemination of information, overseeing the implementation of programmes and projects related to human rights education, organization of workshops and other meets for various purposes and similar other functions a centre/cell is required to be set up in the University Grants Commission.
- 11.1.1 The Centre should work under the overall charge of a Director and for this University Grants Commission may identify a teacher of repute, having standing in the field of human rights and related activities
- 11.1.2 A small committee consisting of persons of proven competence and commitment to human rights education should guide the Centre/Cell in discharging its functions
- 11.1.3 The Center/Cell be provided, supporting staff and equipment by the University Grants Commission, to be effective in its role.
- 11.2 In the long run a full-fledged documentation centre is needed and seeking help of global financing agencies in this regard may be a viable proposal

12. FINANCIAL SUPPORT

12.1 One important reason, amongst others, for tardy initiatives for promotion of human rights education has been lack of funds

12.2 Recently, the following funding per annum has been made available for human rights education by the University Grants Commission:

(i)	Introduction of Course	Rs. 75 lakhs
(ii)	Seminars/Workshops in Universities	Rs. 60 lakhs
(iii)	Seminars/Workshops in Colleges	Rs. 15 lakhs
	Total	Rs. 1.5 crores

12.3 This funding can approximately support the introduction of Master's degree course in 10 universities, diploma course in 25 universities and certificate course in 5 universities, for one year, according to the norms of financial support approved by the University Grants Commission; under the existing scales of pay, besides organization of seminars, workshops and allied activities

12.4.1 Obviously, this level of funding is much too inadequate for country-wide human rights education initiatives. This inadequacy will get accentuated with the revision of salary scales in universities and colleges

It needs to be augmented substantially. Human Rights Education programmes and activities, by their very nature, cannot generate any revenues.

12.4.2 Substantial funding could perhaps be available from within the country through the Planning Commission since human rights are elemental to development; from outside the country it could be available from institutions like the World Bank, United Nations Educational Scientific and Cultural Organization and private foundations.

The University Grants Commission in collaboration with the National Human Rights Commission needs to take immediate appropriate steps to explore all possible avenues of funding.

12.5.1 The guidelines for allocation of University Grants Commission financial assistance for diploma and post-graduate are enclosed (see *Annexure-1*).

12.5.2 Parallel guidelines for certificate courses are enclosed (see *Annexure-2*)

12.5.3 Guidelines for the conduct of and dispersal of funds for seminars, symposia and workshops, to universities and colleges are enclosed (see *Annexure-3*).

12.6 For promotion of human rights education at grass roots and local level it is important that encouragement be given and some funds be allocated for organizing seminars and other meets at local level.

ANNEXURE-I

Guidelines for allocation of grants for introduction of Post-Graduate courses in Human Rights Education.

1. Before a department is considered for University Grants Commission special assistance for the purpose, it must establish that the post-graduate department in law/political science or in any other discipline is already a well-established one in terms of cadre strength, infrastructure and teaching, research and extension activities.
 - a. The department should have a strength of at least 5 full time teachers including professor(s) and Reader(s).
 - b. It should be contributing at least 5 journals (Indian and Overseas) and other reports, besides basic literature in the disciplines taught;
 - c. It is actively involved in teaching some human rights course(s), research, other studies and extension activities connected with human rights awareness or enforcement etc.

With a view to the above, the application of the concerned department must be accompanied with a complete profile of the department (including that of its teachers) as a pre-condition.

2. Quantum of University Grants Commission Assistance :

- A. For starting a two year LL.M./M.A. courses in human rights, the department shall be given the following assistance:

• Teaching Posts.	One Professor or a Reader and one Lecturer. However, university can make any alternative arrangement within the financial ceiling.
• Library	One time grant of Rs. 1.00 lakh for Books
• Journals	Rs. 30,000/- recurring grant per year.
• Extension work : etc.	Recurring grant of Rs. 30,000/- per year.
- B. For starting a one year diploma course only the following assistance shall be given :

- Teaching Post One post of Reader or a Lecturer. However, university can make any alternative arrangement within the financial ceiling.
 - Library One time grant of Rs. 30,000/- for Books and Rs. 10,000/- as recurring grant per year for journals and books.
 - Extension (Field work) A grant of Rs 10,000/- per year.
3. a. The syllabus for the courses to be introduced should preferably be based on the recommendations of the Law Panel Report on human rights education in 1994-95
- b. The number of regular students to be admitted to the courses started with University Grants Commission assistance should ordinarily be 5 to 10.
- c. The assistance under this programme will be for a period of five years and further subject to the condition that the University/Institution will obtain an unconditional commitment in writing from the respective State Government to take over the liabilities (recurring, non-recurring and salary of the staff appointed under the programme- after the IXth plan period and that the programme shall continue uninterrupted).

ANNEXURE-2

**GUIDELINES FOR ALLOCATION OF GRANTS FOR
INTRODUCTION OF CERTIFICATE COURSE**

- I. In special areas where university education has not as yet been fully developed and/or human rights education has not even been initiated, certificate courses may be permitted to be introduced, subject to the following conditions:
 1. The University will give adequate justification for the need of introducing a certificate course instead of a Diploma or a Post-Graduate course, in its proposal.
 2. The State Government concerned is expected to participate and render assistance in this endeavor.
 3. At least fifty percent lecture hours shall be engaged by teachers of the said institution.
 4. At least two or three certificate courses may be organized during the course of a year by the concerned institution.

- II. The grants shall be given to an institution by the University Grants Commission, each year, according to the following norms, subject to the conditions stated under para I above.
 - (I) Co-ordinator
(Payment to be made to the Co-ordinator according to Academic Staff College norm)

 - (II) Guest Lecturers Rs. 20,000/-
(Payment to be made according to Academic Staff College norm)

 - (III) Library Rs. 10,000/-
(One time grant)

 - (IV) Extension activities Rs. 10, 000/- per year

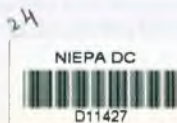
***GUIDELINES FOR THE CONDUCT OF AND ALLOCATION OF FUNDS
FOR SEMINARS, SYMPOSIA AND WORKSHOPS, TO BE
ORGANIZED BY UNIVERSITIES AND COLLEGES***

1. When a substantial amount of money and effort is invested in organizing a seminar, symposia or workshop, it must be so conceived as to give the maximum output in terms of generation of new ideas, dissemination of new knowledge, initiation of budding scholars in the art of academic discourse, consensus building on issues, and the like.
2. A workshop may be organized for curricular development, preparation of teaching materials, intensifying areas of interdisciplinary programmes, teaching methods, training of teachers, research methodology and similar other purposes

The workshop should aim at learning through mutual exchange of experiences amongst the participants, and imparting of new knowledge, techniques and experiences through applicatory exercises, amongst other modalities
3. The theme of the seminar/symposia should have the maximum relevance to the human rights movement. The work of the participants should also be permeated with the same relevance
4. The theme as well as the approach should as far as possible be interdisciplinary.
5. The participants should be so chosen as to ensure fruitful conduct of the activity, initiation of new teachers and scholars, grass roots orientation and interdisciplinary approach. As such it has to be a mix of resource persons, experienced and younger teachers and scholars drawn from relevant disciplines, NGOs and other sections.
6. Each such activity should build up on what has been done by another institution earlier.
7. The benefit of the programme could also be made available to others (e.g. by inviting some observers). The benefits could flow even after the programme, if meaningful follow-up activities could be conceived and organized by the concerned institution.
8. The theme of the seminar or symposia for a college should preferably be woven around local and regional issues and problems. The participants too should preferably be from within the state or region

- 9 To achieve the above, the proposal should be extremely well formulated after detailed consideration, giving details:
- i As to what is sought to be achieved through the activity;
 - ii Norms for selection of participants alongwith the list (15 to 20 in number including resource persons). At least 30 per cent of the participants must be from the institution itself.'
 - iii Content of the work programme.
 - iv Duration of the activity (generally 3 days for a seminar, 1 to 2 days for a symposia and 7 to 20 days for a workshop).
 - v Funds required, under separate heads as per existing University Grants Commission requirements.
- 10 The conclusion of the activity should invariably be followed by a final report to be submitted by the organizers within one month of the conclusion of the activity, bringing out the issues discussed, views expressed, consensus built up, other achievements and future course of action, if any necessary.
- II The funds for organizing seminar, symposia and workshop would generally be allocated according to the following norms:
- i Seminar Rs 60,000/- for a university.
Rs. 15,000/- for a college.
 - ii Symposia Rs 20,000/- for a university.
Rs 6,000/- for a college.
 - iii Workshop Rs 1,00,000/- (to be organized by universities)
Rs 10,000/- (to be organized at the local level)
- Request can be considered for additional funding, if convincing justification is made out.
- III Proposals for the above must be received in the University Grants Commission office latest by the end of September every year.

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