

Discipline Specific Elective Course 3 (DSE 3): Human Rights Education

Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ practice		
Human Rights Education (DSE 3)	4	3	1	0	Class XII th pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

1. To build awareness about the importance and necessity of human rights in contemporary societies and globally.
2. To explore the philosophical and historical foundations of human rights, including related concepts and theories.
3. To understand the role of international conventions, protocols, and treaties in promoting civil, political, economic, social, and cultural rights.
4. To examine the constitutional provisions in India that ensure the protection of human rights and investigate the role of institutional mechanisms in promoting compliance.

Learning Outcomes

After the completion of the course students will be able to:

1. Understand the essence, need and importance of Human rights in contemporary times.
2. Develop an understanding of the philosophical and historical foundation of Human rights.
3. Analyse the role of International Convention, Protocols and treaties to promote the civil, political, economic, social, and cultural Rights.
4. Understand the Indian constitutional provisions with respect to the human rights.
5. Critically review the role of institutional mechanisms to promote and ensure the compliance of human rights by the people.

Sanjay
[Signature]

Total Hours: 45

Unit I: Human Rights: The Conceptualization (10 hours)

- Meaning, Nature and Scope of Human Rights and Human Rights Education
- Philosophy and History of Human Rights
- Universal Declaration of Human Rights 1948

Unit II: Human Rights: Commissions and Conventions and their Role (10 hours)

- International Convention, Covenant, Protocols and treaties on Human Rights.
- Political, Economic, Social and Cultural Rights.
- The Role of UNO and its Agencies to Felicitates and Promotion of Human rights.

Unit III: Human Rights and Indian Constitution (15 hours)

- Protection of Human Rights Act 1993
- Preamble of the Constitution, Idea of Citizenship, Interaction between Fundamental Rights and Human Rights, Directive Principles of State Policy and concerns of Human Rights.
- Fundamental Duties and Responsibilities of Citizens.

Unit IV: Working for Human Rights (10 hours)

- The Role of the Institutional Mechanism at Different Levels: Role of Legislative Bodies, Judiciary, Human Rights Commission and Civil Societies.
- Human Rights Advocacy
- Citizenship and Participation

Practicum/ Suggested Projects / Assignments (Any Two)

1. To visit the office of any agency such as the Human Rights Welfare Centre and Human Rights Commission etc.
2. To observe the institutional space related to education and find out the state of human rights in particular institutions.
3. To prepare a detailed report on the basis of interview/interaction with the key functionary of any civil society organisation about the challenges and issues which are confronted by them while facilitating human rights to people.
4. To prepare a small documentary on the basis of visits to old age homes while highlighting the concerns of senior citizens.

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

Essential/ Recommended Readings

- Basu, D. D. (1994). *Human Rights in Constitutional law*. New Delhi: Prentice Hall.
- Basu, D. D. (2021). *Introduction to the Constitution of India* (25th ed.). Lexis Nexis.
- Baxi, U. (1987) 'From Human Rights to the Right to be Human; Some Heresies'. In Upendra Baxi (ed.) *The Right to be Human*. New Delhi: Lancer International
- Baxi, U. (2002). *The future of human rights*. Oxford University Press.
- Byrne, D. & J.O. (2000). *Human Rights: An Introduction*. New Delhi, Pearson Education Limited.
- Das, J. K. (2003). 'Reflections on Human Rights and the Position of Indian Women', *The Indian Journal of Political Science*, Vol. 64, No. 3/4 (July-December, 2003), pp.203-220: Indian Political Science Association
- Iyer, V. (Ed.). (2000). *Democracy, human rights, and the rule of law: Essays in honour of Nani Palkhivala*. Butterworths India; Lexis Law Publishing.
- Kingston, L. N. (2014). The rise of human rights education: Opportunities, challenges, and future possibilities. *Societies Without Borders*, 9(2), 188–210.
<https://scholarlycommons.law.case.edu/swb/vol9/iss2/5>
- Kothari, R. (1989), Human Rights – A movement in Search of Theory. In Smitu Kothari and Harsh Sethi (eds.) *Rethinking Human Rights: Challenges for theory and action*. New York: New Horizons Press and Delhi: Lokayan
- Nirmal, C. J. (Ed.). (2000). *Human rights in India: Historical, social, and political perspectives*. Oxford University Press.
- Patnaik, J. K. (2004), 'Human Rights : the concept and perspectives : a third world view', *The Indian Journal of Political Science*, Vol. 65, No. 4 (Oct.-Dec., 2004), pp. 499-514, Indian Political Science Association
- Peter, S. E. (Ed.). (1994). *Human rights: Perspective and challenges*. India: Lancers Books
- Saksena, K. P. (Ed.). (2003). *Human rights and the constitution: Vision and the reality*. India: Gyan Publishing House.
- Sen, A. (2004). Elements of a Theory of Human Rights. *Philosophy and Public-Affairs*, 32. No.4
https://jenni.uchicago.edu/WJP/papers/Sen_2004_v97_n4_elements.pdf

- Owen, D. (2016). Citizenship and Human Rights. Retrieved from https://www.researchgate.net/publication/318488747_Citizenship_and_Human_Rights

Additional Readings

- Conventions on the Rights of the child (2000), MHRD Govt of India.
- ILO, Comparative Analysis of the International covenants of on Human Rights and International Labour Conventions and Recommendations, Official Bulletin (General), Vol. 52, No. 2, 1969, pp.181-216
- Donnelly, Jack (1989), Universal Human Rights in Theory and Practice, Cornell, Cornell University Press.
- Gopalan, S.B. (1998) India and Human Rights, New Delhi, Lok Sabha Secretariat.
- NHRC (2005), Human Rights Education for beginners, New Delhi, National Human Rights Commission.
- Pachauri, S.K. (1995), Children and Human Rights, Delhi, APH, Publication.
- Philip, Kavita (2004), Constructing Human Rights in the Age of Globalization, PHI: New Delhi.

Teaching Learning Process:

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical media analysis, Discussion on case studies, collaborative learning tasks which enhance reading comprehension of core writings in the area and innovative projects. Reflective expression and learning will be encouraged.

Assessment Method

The assessment will be formative in nature and will factor in student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through the end- semester examination.

Key words: Human Rights, Philosophical, Historical, Concepts, Theory, Conventions, Indian constitution.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Unit II: Education systems in selected countries**(15 Hours)**

- Educational System in India and G-20 countries
- Understanding the educational model in Finland and its success.

Unit III: International Context of Comparative Education**(10 Hours)**

- Education Funding and International Agencies - Policy oriented, Country specific, Academic Organisations- UNESCO, World Bank, OECD, WCCES, CESI
- Cultural values, traditions, beliefs, and educational policies.
- NEP 2020- Global Citizenship; ICT and Internationalization

Unit IV: Global Education Trends and Challenges (10 Hours)

- Global Education Movements: Education for All (EFA), Sustainable Development Goals (SDGs), and the role of international collaboration.
- Digital Learning and the Future of Education: Trends in online learning, distance education, and technology's role in education worldwide.
- Challenges in Global Education: Addressing issues like inequality, access to education, and access to technology

Practicum/ Suggested Projects / Assignments (Any Two)

1. Collaborative group project to analyse the actors and purposes of comparison in the context of education.
2. Compare the teacher education frameworks across the globe.
3. Make a critical inquiry on the contemporary issues in comparative education on the basis of annual report of different international agencies concerned with education.
4. Make comparative visual representation on the educational goals, policies and practices around any pressing educational issue in two states/countries.

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

Essential/ Recommended Reading

- Alexander, R.J.(2001).Culture and Pedagogy-International Comparisons in Primary Education. London: Wiley-Blackwell.

