

Bachelor of Education (B.Ed.)

**Title of the Course: E.6: Human Rights in Education
(Semester: IV)**

Credits: 4
MM: 100 (External: 70 Internal: 30)
Contact Week 15

Introduction of the Course

This course aims to help in understanding Human Rights and Democracy as outlined in the Universal Declaration of Human Rights, which was officially adopted by the United Nations in 1948. The dedication of this course is based on the acknowledgment of the duty to uphold, safeguard, and advance the rights of all individuals, regardless of their backgrounds or circumstances. We explore a wide range of human rights issues from a neutral and inclusive perspective, promoting democratic values and encouraging well-informed critical thinking that is crucial for a flourishing democracy. The educational approach of the course incorporates several methods focused on improving communication abilities and fostering a profound comprehension of the multicultural and historical aspects of the global fight for justice and dignity. During this course, we will analyze the functions of both governmental and non-governmental organizations in promoting and enforcing human rights. This will enable each participant to recognize their possible contributions to the progress of human rights education.

Learning Outcomes

After completion of the course student will be able to:

1. Understand and analyze the historical development of human rights.
2. Learn personal attitudes, values, and skills.
3. Develop action skills, demanding state responsibilities for respecting and defending rights.
4. To form an action strategy to address human rights issues and educate others about human rights.
5. historical and current situations in human rights terms.

Number of Units (4)

Weeks 15 = 60 hours

(4)

349


Head/Dean
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Unit 1: Conceptualizing Human Rights and Human Rights Education (4 weeks = 16 hours)

- Introduction to Rights, Human Rights and Human rights Education with reference to Philosophical, Psychological, Political, and Sociological perspective.
- Approaches to Human Rights: western political liberalism, socialism and social welfare principles, cross-cultural rights traditions, and the UN instrument and Human Rights from policy perspective

Unit 2: Emerging Concerns in Human Rights (4 weeks = 16 hours)

- Debates in the Human Rights discourse: Universal versus Relativism, Legal versus Ethical demands, Rights versus Human rights, Collective versus Individual rights
- Critical review of Democracy with reference to Human rights
- Revisiting of Indian constitution with reference to Human Rights and curriculum.
- Critical review of Human Right in globalized world

Unit 3: School Education and Human Rights Perspective (4 weeks = 16 hours)

- Human Rights perspective in teaching-learning Processes
- Human Rights Perspectives in Assessment
- Inclusion and exclusion

Unit 4: Issues, Movements and Promotion of Human Rights (3 weeks = 12 hours)

- Understanding Human Rights of Children, Women, Minorities, Dalits, Differently abled and Homosexuals.
- Role of Government, Non-Government Organizations, Education, family and self in promotion of human rights

Practicum/ Suggested Projects / Assignments (Any Two)

1. A case involving violation of human rights
2. Short placements with programmes or projects dealing with Human Rights Education
3. Review and Critical Analysis of National Policy Documents with reference to Human Rights Perspective
4. Awareness Camp to promote Human Rights Education
5. Series of Street plays (mukkadnaatak) about Human Rights Education

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

Essential/ Recommended/ Suggested Readings

- Baxi, Upendra, 'From Human Rights to the Right to be Human; Some Heresies', in UpendraBaxi (ed.) *The Right to be Human*, New Delhi: Lancer International
- Dennis Altman 2004, 'Sexuality and Globalization', *Agenda: Empowering Women for Gender Equity*, No. 62, *African Feminisms Volume 2,1: Sexuality in Africa* (2004), pp. 22-28: on behalf of Taylor & Francis, Ltd.
- Desai, A.R. 'Democratic and Authoritarian Faces of the Indian constitution', in A.R. Desai (ed.) *Violation of Democratic Rights in India*, Bombay: Popular Prakashan
- Ellen Messer, 1997, 'Pluralist Approaches to Human Rights' , *Journal of Anthropological Research*, Vol. 53, No. 3, *Universal Human Rights versus Cultural Relativity* (Autumn, 1997), pp. 293-317: University of New Mexico
- Emilie M. Hafner-Burton and Kiyoteru Tsutsui , 2005, 'Human Rights in a Globalizing World: The Paradox of Empty Promises', *American Journal of Sociology*, Vol. 110, No. 5 (March 2005), pp. 1373-1411, The University of Chicago Press
- FonsCoomans, Fred Grünfeld, Menno T. Kamminga, 2010, 'Methods of Human Rights Research: A Primer', *Human Rights Quarterly*, Volume 32, Number 1, February 2010, pp.179-186 (Article):The Johns Hopkins University Press
- J. K. Patnaik, 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
- Jack Donnelly, 1982, 'Human Rights and Human Dignity: An Analytic Critique of Non-Western Conceptions of Human Rights', *The American Political Science Review*, Vol. 76, No. 2 (Jun., 1982), pp. 303-316: American Political Science Association 3
- Jogendra Kr. Das, 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

- Kothari, Rajni, 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
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- Nilanjana Jain, 2006, 'Human Rights under Democracy', The Indian Journal of Political Science, Vol. 67, No. 1 (JAN. - MAR., 2006), pp. 143-152: Indian Political Science Association
- Sen, Amartya, 2004, 'Elements of a Theory of Human Rights, Philosophy and public-Affairs, 32. No.4
- Alam, Aftab (2000), Human Rights in India: Issues and Challenges, Delhi, Raj Publication.
- Bajpai, Asha(2010) Child Rights in India: Law, Policy and Practice, Oxford University Press: New Delhi.
- Baxi, Upendra (2010) The Future of Human Rights, Oxford University Press: New Delhi.
- Byrne, Darren, J.O. (2000), Human Rights: An Introduction, New Delhi, Pearson Education Limited.
- Chandohoke, Neera (2012) Contested Secession: Rights, Self-determination, Democracy, and Kashmir, Oxford University Press, New Delhi
- Chaudhary, Dashrath (2004), Human Rights and Education, New Delhi, Rainbow Publishers Ltd.
- Conventions on the Rights of the child (2000), MHRD Govt of India.
- Dagar, B.S. (1948), Perspectives in Human Rights Education, Chandigarh, .Haryana Sahitya Academy.
- Donnelly, Jack (1989), Universal Human Rights in Theory and Practice, Cornell, Cornell University Press.
- Elbers, Frank (2002), Human Rights Education Resource book, Cambridge, MA: Human Rights Education Associates.
- Gopalan, S.B. (1998) India and Human Rights, New Delhi, Lok Sabha Secretariat.
- Gupta, Madan (2001) What will be Human Rights of students, New Delhi, Jnanada Pub.

- Hugh (1991) The challenges of Human Rights, London, Cassell, Education Ltd.
- Illich, Ivan (1972) Deschooling society, Middlesex, England, Penguin Books Ltd.
- Krishanmurthy, J. (2001), The First and Last Freedom, Chennai, Krishanmurthy Foundation.
- Kumar, Sandeep (2012) Human Rights and Pedagogy, Discovery publishing House: Delhi.
- Macwan, Martin (2006), Dalit Rights, New Delhi, NHRC. 4
- Mani, V.S.(1998), Human Rights in India: An overview, Institute for the world congress on Human Rights, New Delhi.
- MHRD (2003), Human Rights Education, Teaching and Training, Indian Institute of Human Rights, New Delhi.
- Mittler, P. (2000) Working towards Inclusive Educating Social contexts, London, David Fulton publishers.
- NHRC (2005), Human Rights Education for beginners, New Delhi, National Human Rights Commission.
- Pachuari, S.K. (1995), Children and Human Rights, Delhi, APH, Publication.
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- 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, 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 end- semester examination.

Key words: Human Rights, Education, Democracy

Head/Dean

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