

REVIEW ARTICLE

Localising Global Norms: Embedding Human Rights Education in India's NEP 2020 and the Role of International Legal Commitments

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ABSTRACT

The National Education Policy (NEP) 2020 of India represents a transformative vision aimed at creating an inclusive, equitable, and globally competitive education system. Central to this vision is the integration of Human Rights Education (HRE) across all levels of schooling to foster a generation of ethically responsible, socially conscious, and constitutionally aware citizens. This paper critically examines the incorporation of HRE within the NEP 2020 framework, with a specific focus on secondary education in the state of Uttar Pradesh. It evaluates how India's constitutional commitments and international legal obligations—particularly under the Universal Declaration of Human Rights, the Vienna Declaration and Programme of Action (1993), and the UN Decade for Human Rights Education (1995–2004)—have shaped national educational reforms.

Through a combination of doctrinal and empirical analysis, the study assesses curriculum design, teacher training, institutional readiness, and socio-cultural challenges to effective implementation of HRE in schools. Despite its inclusion in national policy, the research identifies gaps in practice—particularly in resource-poor and socially stratified regions. The paper argues for a contextualized and rights-based approach to curriculum reform that aligns domestic education systems with international human rights standards. It concludes by offering practical recommendations to strengthen the institutionalization of HRE in India, including policy revisions, educator capacity-building, and inclusive pedagogical strategies.

By situating NEP 2020 within both national constitutional values and international legal frameworks, this study contributes to the global discourse on education as a tool for social transformation and legal empowerment.

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KEYWORDS

- Human Rights Education (HRE) • National Education Policy (NEP) 2020
- National Curriculum Framework (NCF) 2023 • International Legal Commitments
- Universal Declaration of Human Rights (UDHR) • Social Justice

INTRODUCTION

The **National Education Policy (NEP) 2020** represents a bold vision to reform India's education system, emphasizing inclusivity, equity, and quality to align with global standards while reflecting India's constitutional values. A cornerstone of this policy is the integration of **Human Rights Education (HRE)**, aimed at fostering a culture of equality, dignity, and justice. By embedding human rights principles into the curriculum, the policy seeks to nurture socially aware, ethically responsible, and globally conscious citizens who can uphold the ideals of justice and equality enshrined in the **Indian Constitution**.¹

The National Education Policy envisions an education system grounded in Indian values, aimed at transforming Bharat, into an equitable and dynamic knowledge society by delivering quality education to all. This vision aspires to position India as a global knowledge leader. The Policy emphasizes that educational institutions should foster among students a profound respect for Fundamental Duties and Constitutional values, a strong connection to their country, and an acute awareness of their roles and responsibilities in an evolving world. It seeks to instil a deep pride in being Indian—not just in thought but also in spirit, intellect, and actions—while cultivating knowledge, skills, values, and attitudes that encourage a responsible commitment to human rights, sustainable development, and global well-being, ultimately shaping learners into true global citizens. This research examines the implementation of **Human Rights Education under NEP 2020**, focusing on its integration into secondary education in **Uttar Pradesh**, a state marked by socio-economic and cultural diversity. Despite the recognition of HRE as a key element of the policy, challenges such as resource limitations, lack of teacher training, and fragmented curricular frameworks hinder its effective implementation.

Through an evaluation of **curriculum design, teaching methodologies, and institutional practices**, this study explores the role of NEP

2020 in embedding human rights education in secondary schools. It seeks to assess alignment with policy objectives, identify barriers to effective integration, and propose actionable strategies for improvement. This aligns with NEP's overarching vision of transforming education to promote constitutional values and global citizenship.

By addressing these challenges and leveraging NEP 2020's holistic framework, the research aspires to contribute to a **policy-driven discourse** on Human Rights Education in India, underscoring its role in creating socially conscious, empowered individuals prepared to advocate for justice and equality in a changing world.

The National Education Policy (NEP) 2020 aims to revolutionize the Indian education system by emphasizing a holistic and multidisciplinary approach to learning that aligns with global standards. One of its pivotal objectives is to integrate contemporary issues, including human rights education, into school curricula to nurture socially conscious, ethically responsible and informed citizens. Human rights education is a critical tool for fostering respect for individual dignity, promoting equality, and empowering students to address injustices in society which is what Our Constitution aims to achieve. These goals are not only integral to the NEP's vision but also reflect the fundamental aspirations enshrined in the Indian Constitution, aligning education policy with the broader constitutional mandate of justice, liberty, and equality.

This research project focuses on evaluating the current status of human rights studies in secondary education institutions in Uttar Pradesh, a state with immense diversity and socio-cultural complexities. Despite the recognition of human rights as a crucial aspect of education, its implementation often faces challenges due to resource constraints, lack of trained educators, and inadequate curricular frameworks. Through the lens of curriculum transformation under the NEP 2020, this study seeks to explore the integration of human rights

education in secondary schools across Uttar Pradesh. It will assess the existing syllabus, teaching practices, and institutional support for human rights education while identifying gaps and opportunities for improvement. By doing so, the project aims to provide actionable recommendations for embedding human rights studies more effectively into the school curriculum, ensuring that it aligns with NEP objectives and global best practices. This research aspires to contribute to the broader discourse on human rights education in India, emphasizing the role of schools in shaping informed and empathetic future generations.

1. Human Rights vs. Human Rights Education

Whereas the term "Human Rights can be defined as "rights we have simply because we exist as human beings - they are not granted by any state. These universal rights are **inherent** to us all, regardless of nationality, sex, national or ethnic origin, colour, religion, language, or any other status. They range from the most fundamental - the right to life - to those that make life worth living, such as the rights to food, education, work, health, and liberty."² The Universal Declaration of Human Rights (UDHR) is a landmark document in the history of human and civil rights. Comprising 30 articles, it outlines the "basic rights and fundamental freedoms" that are universal, inherent, and inalienable for all individuals. Adopted as a "common standard of achievement for all peoples and nations," the UDHR calls on countries to uphold the principle that all humans are "born free and equal in dignity and rights," irrespective of factors such as nationality, residence, sex, ethnicity, colour, religion, language, or any other status. The term Human Rights education refers to "a learning process encompassing various dimensions:

1. Knowledge and skills – learning about human rights standards and mechanisms, as well as acquiring the skills to put them into practice in daily life;
2. Values, attitudes – developing values and reinforcing attitudes which uphold human rights;
3. Behaviour, action – encouraging action to defend and promote human rights."

Human rights are often misconstrued or equated with the rights enshrined in a country's Constitution. While both share

common principles of dignity, freedom, and equality, human rights are universal, inalienable and inherent to all individuals by virtue of being human, transcending national boundaries. In contrast, constitutional rights are specific to a nation's legal framework, defined and guaranteed by its governing documents, and may vary between countries. This distinction highlights the broader, global nature of human rights compared to the localized application of constitutional rights. On other hand, Human Rights Education (HRE) is a long-term strategy with sights set on the needs of coming generations. Such education for our future will not likely draw support from the impatient and the parochial, but it is essential to construct innovative education programs to advance human development, peace, democracy and respect for rule of law. Reflecting these aspirations, the UN General Assembly proclaimed a United Nations Decade of Human Rights Education (1995-2004) (Res. 49/184). In so doing, the international community referred to human rights education as a unique strategy for the "building of a universal culture of human rights".⁴

Reflecting these ideals, this research project aims to evaluate the current state of human rights education within secondary schools in Uttar Pradesh. By examining how human rights are understood, how human rights can be integrated into the curriculum, and taught, the study seeks to:

1. **Assess Awareness:** Investigate the level of awareness about human rights among students and educators and identify gaps in understanding.
2. **Evaluate Integration:** Analyse how human rights principles are incorporated into the existing educational framework and whether they align with the vision of the National Education Policy (NEP) 2020.
3. **Identify Barriers:** Explore challenges faced by educators in delivering effective human rights education, including resource constraints and societal resistance.
4. **Develop Recommendations:** Propose actionable strategies to enhance human rights education, including curriculum reform, teacher training, and community engagement initiatives.

Ultimately, this research seeks to contribute to

the broader goal of embedding human rights education as a cornerstone of the educational system, nurturing socially conscious, empathetic individuals prepared to advocate for justice and equality in their communities and beyond.

2. The Evolution of Human Rights Education: A Historical Overview

Human rights education (HRE) has its roots in the mid-20th century, evolving alongside global efforts to promote understanding, equality, and peace. The earliest formal steps in this direction began in **1953** under the **UNESCO Associated Schools Program**, a global initiative aimed at fostering international understanding and cooperation through education. At this stage, human rights education was modest in scope, often integrated into **popular education programs**, but lacked a consistent framework or widespread implementation (UNESCO, 2003).

While foundational international documents like the **United Nations Charter (1945)** and the **Universal Declaration of Human Rights (UDHR, 1948)** emphasized the importance of education in promoting respect for human rights, they did not translate directly into structured, formal educational curricula. Instead, early efforts to teach human rights were scattered and informal, with limited reach and influence.

The turning point came in **1974**, when UNESCO issued the **Recommendation concerning Education for International Understanding, Cooperation and Peace, and Education Relating to Human Rights and Fundamental Freedoms**. This was the first international document to explicitly advocate for human rights education as a formal part of school curricula. It highlighted the role of education in fostering respect for all cultures, promoting tolerance, and preparing students to contribute to a peaceful, inclusive society. This 1974 recommendation underscored the need for education systems worldwide to embed human rights principles into their curricula to promote the understanding of fundamental freedoms. It marked a shift toward recognizing human rights education as not just a theoretical concept but a practical and necessary tool for social and global transformation. From this point onward, HRE gained greater recognition as a cornerstone of efforts to build equitable and peaceful societies, laying the

groundwork for its further development and institutionalization in the decades to come. In the early stages of human rights education (HRE), the subject was introduced as part of a broader initiative aimed at promoting **education for international understanding**. This approach sought to encourage global citizenship, cross-cultural awareness, and peaceful coexistence. However, human rights as a distinct focus within this framework remained underdeveloped.

A significant development occurred during the **International Congress on the Teaching of Human Rights in 1978**, where participants crafted a **specific and actionable definition** of HRE. This definition outlined three key objectives, providing a clear and practical agenda for integrating human rights into education:

1. **Fostering attitudes of tolerance, respect, and solidarity** that are inherent in the concept of human rights.
 - This goal emphasized shaping students' values and attitudes to align with human rights principles, promoting inclusivity and empathy.
2. **Providing knowledge about human rights** at both national and international levels, as well as the institutions responsible for their implementation.
 - This involved educating individuals about the theoretical and legal frameworks of human rights, including global conventions, national laws, and the roles of organizations like the United Nations and non-governmental bodies.
3. **Developing individual awareness of how human rights can be translated into social and political realities** at both national and international levels.
 - This aimed to bridge the gap between theory and practice by empowering individuals to understand and advocate for human rights in tangible, impactful ways.

These objectives underscored the transformative potential of HRE—not just as an academic exercise but as a tool for societal change. The definition provided by the 1978 Congress became a foundational guideline, shaping the development of human rights education programs worldwide.

In the years following this congress, a variety of initiatives were launched to promote the movement. Governments, NGOs, and educational institutions began incorporating human rights into curricula, developing resources, and organizing campaigns to raise awareness. This period marked a shift from generalized discussions about human rights to a more structured and action-oriented approach, ensuring that education played a pivotal role in fostering a culture of human rights globally.

The **Council of Europe** and the **United Nations** have played pivotal roles in advancing the cause of human rights education (HRE). The Council has passed several resolutions emphasizing the importance of HRE, while the United Nations has supported conferences, workshops, and various other activities to promote the movement. Alongside these efforts, there has been a remarkable growth in the number of **non-governmental organizations (NGOs)** working specifically on HRE (Suárez, 2006).

One notable outcome of these initiatives is the proliferation of **publications on HRE** in multiple languages. These works range from academic studies published by traditional publishers to practical guidebooks produced by **intergovernmental organizations (IGOs)** and **international non-governmental organizations (INGOs)**. Although these publications adopt diverse approaches, perspectives, and methods for implementing HRE, they share a common emphasis on the **integration of human rights into school curricula**.

By the 1970s and 1980s, the growing body of literature and initiatives significantly increased the visibility of the human rights education movement. A wide variety of activities—including seminars, training programs, and curriculum development—brought HRE into mainstream discourse. These efforts were further solidified after the **World Conference on Human Rights in 1993**, held in Vienna. This conference was a watershed moment, as it declared **human rights education to be a central priority for the international community**.

The conference resulted in the **Vienna Declaration and Programme of Action**, which explicitly recognized the importance of education in promoting respect for

human rights and fundamental freedoms. It called upon nations worldwide to develop educational strategies that integrate human rights principles into formal and informal learning.

Since then, an increasing number of nations have included human rights in their curricula, reflecting a growing global commitment to this cause. However, despite this progress, there remain significant disparities in how countries approach HRE, with variations in depth, accessibility, and alignment with global standards. These challenges underscore the ongoing need for collective action, innovative methodologies, and sustained efforts to ensure the universal realization of human rights education.

In 1995, the **United Nations** took a significant step in advancing human rights education (HRE) by declaring the **Decade for Human Rights Education (1995–2004)**. This initiative marked a pivotal moment, as it formally redefined HRE with a comprehensive framework focused on fostering a universal culture of human rights. The core elements of this reform emphasized **education, training, and information-sharing**, all aimed at achieving the following objectives (United Nations, 1998):

1. **Strengthening respect for human rights and fundamental freedoms**- Encouraging the recognition and appreciation of inherent human rights to ensure they are respected and upheld globally.
2. **Fostering the full development of human personality and dignity**-Enabling individuals to realize their potential and appreciate the dignity of every person.
3. **Promoting understanding, tolerance, gender equality, and friendship**-Advancing harmony among diverse groups, including nations, indigenous peoples, and racial, ethnic, religious, and linguistic communities.
4. **Empowering participation in democratic societies governed by the rule of law**-Equipping individuals with the skills to engage effectively and responsibly in free and democratic systems.
5. **Building and maintaining peace**-Instilling values and practices that contribute to lasting peace at the local, national, and global levels.

6. Promoting people-centered sustainable development and social justice- Aligning human rights education with sustainable development goals to address pressing global challenges and ensure equitable progress.

This expanded definition built on earlier understandings of HRE but introduced new dimensions by explicitly addressing **issues of gender equality, ethnicity, and indigenous peoples**. While the earlier 1978 definition primarily emphasized teaching about human rights and developing practical awareness, the 1995 approach broadened the scope to incorporate socio-cultural and global contexts, reflecting a growing recognition of intersectionality in human rights discourse.

Both definitions underscore the need to integrate human rights education into formal curricula. However, the **1995 reform** highlighted the importance of inclusivity and targeted social issues such as discrimination and inequality, aligning HRE with the broader goals of **social justice and sustainable development**. This shift demonstrated an evolving understanding of human rights education as not merely theoretical knowledge but as a tool for transformative action in achieving global equity and harmony.

The report on the United Nations Decade for Human Rights Education (1995–2004) provides a comprehensive overview of the achievements, challenges, and future directions in global human rights education (HRE). One of the Decade's key accomplishments was its success in elevating the importance of HRE on international, regional, and national agendas. Governments and organizations increasingly recognized the transformative potential of HRE as a tool for fostering respect, tolerance, and active citizenship. A significant achievement was the integration of human rights principles into formal education systems. Many countries revised school curricula, textbooks, and extracurricular activities to reflect these values. Teacher training programs were also developed to prepare educators to effectively deliver HRE, addressing both pre-service and in-service needs. These measures ensured that human rights became a recognized part of education in several contexts. Additionally, the Decade facilitated the creation of institutional mechanisms, such as national focal points and committees, to coordinate and implement HRE

programs. These mechanisms often involved collaboration between governmental bodies and NGOs, reflecting a collective effort to strengthen the movement.

The report also highlights thematic advancements during the Decade. Some initiatives addressed critical areas such as anti-discrimination, intercultural education, and the inclusion of vulnerable groups in human rights discourse. Moreover, HRE was extended beyond schools to sectors such as law enforcement, judiciary, and civil services, further embedding human rights principles into diverse societal structures. The role of partnerships was pivotal, with organizations such as UNESCO and OHCHR providing technical and financial support. Regional and bilateral collaborations enabled the exchange of best practices and resources, fostering a shared commitment to advancing HRE. Despite these successes, the Decade faced several limitations that hindered its broader impact. One major challenge was the uneven reach of HRE initiatives, with urban areas benefiting disproportionately compared to rural regions. Certain critical areas, such as economic, social, and cultural rights, as well as environmental concerns, were inadequately addressed, leaving gaps in the overall scope of HRE. Methodological issues were another significant barrier. The report notes the reliance on traditional, knowledge-based approaches to education, which often failed to produce the attitudinal changes necessary for fostering a culture of human rights. This highlighted the need for innovative, context-specific pedagogical methods that resonate with learners' daily lives.

Coordination challenges further compounded these issues. Many initiatives lacked synergy between governments, NGOs, and educational institutions, resulting in fragmented efforts. At the international level, weak coordination mechanisms diluted the effectiveness of HRE programs. Resource constraints also emerged as a recurring theme, with financial and human resource shortages affecting the sustainability of initiatives. Donor inconsistency and limited political will further exacerbated these challenges. Additionally, the lack of systematic evaluation and impact assessments hindered the ability to refine strategies based on evidence, limiting the potential for continuous improvement.

Recognizing these shortcomings, the report proposes actionable steps for the future. A key recommendation is the proclamation of a second Decade for Human Rights Education (2005–2014) to consolidate achievements and address remaining challenges. The report also advocates for the establishment of a voluntary fund to provide financial support for HRE programs, particularly in resource-constrained settings. Enhanced regional and subregional collaboration is another priority, with the creation of regional centers and networks to promote localized solutions to HRE challenges. Aligning HRE with broader global initiatives, such as the Sustainable Development Goals (SDGs), is proposed to create synergies and address overlapping issues like social justice and environmental sustainability.

For India, and particularly for a state like Uttar Pradesh, the report's findings provide valuable insights. Uttar Pradesh, with its socio-economic diversity and historical challenges of caste-based discrimination and gender inequality, can benefit from a localized approach to HRE. Efforts must focus on rural outreach, capacity building for educators, and the inclusion of vulnerable communities in HRE initiatives. The need for innovative teaching methods and culturally sensitive curricula is particularly significant in addressing the unique challenges of the state. Resource mobilization, through partnerships with international and national organizations, can help bridge existing gaps. Furthermore, integrating HRE into state-level education policies and teacher training frameworks is critical for sustained progress. In conclusion, the report underscores the transformative potential of human rights education while highlighting the need for sustained efforts to overcome systemic challenges. For Uttar Pradesh, leveraging these insights can foster a rights-conscious generation capable of addressing the state's complex social realities and contributing to a more equitable and inclusive society.

1. International Frameworks and National Commitments

The World Conference on Human Rights in Vienna, 1993

Human rights education is a cornerstone for fostering stable and harmonious relations among communities while promoting mutual understanding, tolerance, and peace.

Recognizing its pivotal role, the World Conference on Human Rights emphasized the necessity of integrating human rights education, training, and public information into educational systems to achieve these objectives. States are urged to take proactive steps to eradicate illiteracy and orient education towards the holistic development of individuals, thereby strengthening respect for human rights and fundamental freedoms. The inclusion of human rights, humanitarian law, democracy, and the rule of law as part of the curricula in both formal and non-formal educational settings is vital. This approach aligns with the broader vision of nurturing global citizens who are informed, empathetic, and committed to upholding democratic principles and the rule of law. Human rights education should encompass themes such as peace, democracy, development, and social justice, as outlined in international and regional human rights instruments. By doing so, education serves as a medium to cultivate a universal understanding of and commitment to human rights, bridging gaps and promoting shared values across diverse communities.

To achieve this, the World Conference on Human Rights called on states to develop specific programs and strategies to ensure the broadest possible access to human rights education. The creation and dissemination of public information campaigns are seen as crucial tools in raising awareness about human rights issues. Particular attention should be paid to the human rights needs of marginalized groups, especially women, as highlighted in the World Plan of Action on Education for Human Rights and Democracy, adopted in March 1993. This plan serves as a guiding framework for states to formulate comprehensive educational policies that address the unique challenges faced by vulnerable populations. Governments, in collaboration with intergovernmental organizations⁵, national institutions, and non-governmental organizations, have a critical role in promoting awareness of human rights and fostering mutual tolerance. Strengthening the World Public Information Campaign for Human Rights, initiated by the United Nations, is identified as a key strategy in achieving this goal. Moreover, targeted education and training programs should be developed for specialized groups, including military forces, law enforcement personnel, police, and health

professionals. These programs must ensure the effective application of international human rights standards and humanitarian law in their respective domains.

The conference also emphasized the importance of immediate and responsive support from the United Nations system through its advisory services and technical assistance programs. These services should address requests from states for educational and training activities in human rights, offering specialized education on the standards contained in international human rights instruments and their practical implementation. Furthermore, the proclamation of a United Nations Decade for Human Rights Education was proposed as a means to concentrate global efforts on promoting and advancing human rights education. This initiative would encourage states and institutions to intensify their focus on human rights awareness, ensuring that educational activities are well-resourced, widely implemented, and impactful.

Governments, with the assistance of intergovernmental organizations, national institutions and non-governmental organizations, should promote an increased awareness of human rights and mutual tolerance. The World Conference on Human Rights underlines the importance of strengthening the World Public Information Campaign for Human Rights carried out by the United Nations. They should initiate and support education in human rights and undertake effective dissemination of public information in this field. The advisory services and technical assistance programmes of the United Nations system should be able to respond immediately to requests from States for educational and training activities in the field of human rights as well as for special education concerning standards as contained in international human rights instruments and in humanitarian law and their application to special groups such as military forces, law enforcement personnel, police and the health profession. The proclamation of a United Nations decade for human rights education in order to promote, encourage and focus these educational activities should be considered.⁶

Overall, the conference's recommendations underscore the transformative potential of human rights education in building inclusive

societies where justice, democracy, and peace prevail. By embedding human rights education in all learning environments and addressing the needs of diverse groups, states can create a foundation for sustainable development and social harmony. This vision aligns with international efforts to empower individuals with the knowledge and skills necessary to advocate for their rights and the rights of others, fostering a culture of dignity, respect, and equality. Thus, human rights education emerges not only as a tool for legal and social reform but also as a fundamental component of global citizenship and the pursuit of universal human dignity.

2. UN Decade for Human Rights Education 1993-2004 - Achievements of India

The United Nations' Decade for Human Rights Education (1995-2004) encouraged governments to develop national action plans for human rights education. At the national level, the Plan of Action called for the establishment of a national committee for human rights education, initiated by governments or other relevant institutions. This committee was expected to be a broad coalition of both governmental and non-governmental actors, tasked with developing and implementing a national plan of action that was comprehensive, effective, and sustainable over the long term. The plan should have a wide outreach, include effective educational strategies, and be developed in consultation with regional and international organizations. Moreover, the plan should be an integral part of a broader national human rights strategy or, where applicable, complementary to it. Both the United Nations General Assembly and the Commission on Human Rights have reiterated the importance of establishing such national plans.

In India, responding to this call, the Government constituted a **Coordination Committee** under the chairmanship of the Secretary, which included secretaries from other ministries and departments. The committee recommended that the **National Human Rights Commission (NHRC)** draft a national plan of action for human rights education, which was finalized in 2001. The **National Action Plan for Human Rights Education** was supposed to primarily focus on strategies to raise awareness and sensitize key groups such as students and judicial

officers. Civil society organizations also played a crucial role in the implementation of these education programs, alongside the NHRC.

In 1999, the United Nations organized an Inter-session Workshop in Bangkok aimed at developing a National Plan of Action (NAP) for the promotion and protection of human rights. Shri A. Gopinathan, Joint Secretary (UN) in the Ministry of External Affairs, who attended the workshop, forwarded the workshop's conclusions and suggestions for the NAP to the Ministry of Home Affairs (MHA). Subsequently, the matter was presented to the Commission during its meeting on August 13, 1999. In 2000, the MHA expressed the view that creating such a National Action Plan would be valuable and necessary. The Ministry suggested that steps like conducting a baseline study, identifying priorities, and developing strategies were crucial for formulating the plan. On the question of who should conduct the baseline study, the MHA proposed that the National Human Rights Commission (NHRC) would be the ideal agency to take charge of this task.

The Commission was firm in its view that the responsibility for preparing the National Action Plan lay with the government. However, since the government had requested the NHRC to take the lead in the process, the Commission agreed to support the government in guiding the preparation of the NAP. To this end, the MHA forwarded a draft prepared by Shri Shankar Sen from the Institute of Social Sciences in New Delhi, requesting the Commission's assistance in formulating the NAP. During the Commission's meeting on May 27, 2004, it was agreed that the NHRC had no objections in principle to undertaking the preparation of the NAP, but the Commission would proceed on its own terms, in alignment with its status as an independent national institution.

The preparation of the National Action Plan was considered again by the Commission on February 18, 2005. The Commission decided to move forward with this task, using the draft by Shri Shankar Sen as a base paper and maintaining ongoing dialogue and consultation with the MHA until the draft was finalized. To facilitate this, the Commission established a Working Group and an Advisory Committee to work on the formulation of the NAP.

Meetings of the Working Group for the

NAP were held in February and June 2006 at the Commission's office. It was decided that continuous dialogue and discussions were necessary before the draft NAP could be fully developed. The first meeting of the Advisory Committee was held on December 19, 2006. In this meeting, it was decided that small groups would be formed for each topic within the NAP. These groups would include one or two experts from the relevant areas, representatives from the concerned ministries, and state governments. The expert inputs from these small groups would be used to shape the content of the National Action Plan.

The expert groups provided draft sections of the National Action Plan on critical human rights issues, including the Right to Health, Right to Food, Right to Housing, Right to Custodial Justice, Prevention of Human Trafficking with a Special Focus on Children and Women, and the Right to Education. The second meeting of the Advisory Committee was held on October 30, 2007, and it was decided to hold additional meetings under the chairmanship of Dr. Justice Shri Shivaraj V. Patil, to focus on each of the specific topics. The process of finalizing the National Action Plan on these topics was underway and was expected to be completed by December 31, 2007.⁷

Additionally, India undertook several specific actions in the education sector to promote human rights. A **curriculum revision committee**⁸ was established to revise textbooks in line with human rights principles. The **National Council for Teacher Education (NCTE)** developed a number of training modules for teachers in English, Hindi, and regional languages, ensuring that educators could effectively teach human rights. The **University Grants Commission (UGC)** provided financial assistance to universities and colleges to develop specific courses on human rights. Furthermore, India launched a project to establish a **national resource center** at **Indira Gandhi National Open University (IGNOU)**, which would house materials and educational tools focused on human rights.

These efforts reflect India's commitment to the objectives of the UN Decade for Human Rights Education, aiming to raise awareness, educate diverse target groups, and integrate human rights principles into educational curricula across the country.

Comparative NGO Landscape of India:

Legal vs. Movement-Based Approaches: While Sri Lanka's human rights education was dominated by lawyers, India's approach has been more movement-centric. Organizations like the People's Union for Civil Liberties (PUCL) and the Association for Democratic Reforms emerged from social movements rather than legal practice. This movement created different pedagogical approaches - emphasizing collective action and popular education over individual legal literacy. In contrast to Sri Lanka's structured NGO-led human rights education programs, India's post-independence landscape has been characterized by mass movements that advanced human rights principles without explicitly framing themselves as human rights education initiatives. The Narmada Bachao Andolan, focused on the displacement and livelihood rights of rural communities affected by large dam projects, exemplified grassroots resistance that inherently challenged state development models and advocated for the rights of marginalized populations. Similarly, the Chipko movement, while primarily environmental in its articulation, fundamentally concerned itself with the rights of forest-dependent communities to control their natural resources and maintain their traditional livelihoods.

More recently, Anna Hazare's anti-corruption movement, centered on the Lokpal Bill, represented a different ideological trajectory - one that challenged existing power structures and demanded transparency and accountability in governance. Though not explicitly framed in human rights language, these movements embodied core human rights principles: the right to participation, transparency, environmental justice, and protection from state abuse.

However, this movement-centric approach has meant that India lacks the systematic, institutionalized human rights education framework that emerged in Sri Lanka. While Indian movements successfully mobilized public consciousness around rights issues and achieved significant policy changes, they did not translate into sustained educational programs that could systematically build human rights literacy across diverse populations. The episodic nature of these mobilizations, while powerful in their immediate impact, created

gaps in long-term capacity building for human rights understanding.

This absence of formal human rights education infrastructure in India represents both a strength and a limitation - movements created organic, experiential learning about rights through struggle, but failed to institutionalize this knowledge for broader public education.

State-NGO Relations: India's relationship with NGOs has been more ambivalent and politically contested, especially regarding foreign funding (through regulations like the Foreign Contribution Regulation Act). This has shaped how Indian NGOs approach human rights education - often being more cautious about direct confrontation with state power and more focused on building civil society capacity.

Scale and Diversity Challenges: India's vast linguistic, cultural, and regional diversity created different challenges for human rights education compared to Sri Lanka's more concentrated context. You could discuss how Indian organizations had to develop more decentralized, vernacular approaches to rights education, often working through existing social institutions **rather** than creating parallel structures.

Caste and Social Justice Framework: Indian human rights education has been significantly shaped by anti-caste movements and Dalit rights organizations, creating a more structurally-oriented approach to rights that differs from Sri Lanka's focus on state violence and ethnic conflict.

3. Role of NEP 2020 in Curriculum Transformation

The National Education Policy (NEP) 2020 represents a pivotal shift in India's educational landscape, marking an ambitious effort to modernize the country's schooling system and align it with the needs of the 21st-century knowledge economy. At its core, the NEP seeks to create an education system that fosters holistic development, equity, and inclusivity, while ensuring that students acquire both foundational and advanced skills to navigate a rapidly evolving world. One of the most significant outcomes of this policy is its emphasis on curriculum transformation, aimed at making learning a dynamic and meaningful process. The National Curriculum

Framework for School Education 2023 (NCF-SE) emerges as a key instrument to realize this vision, translating the broad objectives of NEP 2020 into actionable strategies.⁹

NEP 2020 departs from traditional approaches to curriculum design by advocating for a framework that is responsive to students' diverse needs and the nation's aspirations. The policy introduces the 5+3+3+4 curricular structure, which reorganizes school education into four distinct stages: foundational, preparatory, middle, and secondary. This structure is designed to ensure that the curriculum is developmentally appropriate and addresses the unique requirements of each age group. In Uttar Pradesh, as in other states, this framework holds the potential to revitalize secondary education by integrating innovative teaching methodologies, inclusive practices, and interdisciplinary approaches.¹⁰

The transformative vision of NEP 2020 is deeply rooted in its emphasis on human and constitutional values. These elements are fundamental to the policy's goal of fostering responsible and empathetic citizens who are equipped to contribute meaningfully to society. By incorporating these values into the curriculum, NEP 2020 aims to bridge the gap between academic knowledge and real-world applications. The NCF-SE, as a practical extension of NEP 2020, outlines a comprehensive strategy for embedding human rights education into the school curriculum. This focus is particularly significant for secondary education in Uttar Pradesh, a state characterized by its cultural diversity and socio-economic challenges. By emphasizing human rights, the curriculum not only nurtures awareness of constitutional principles but also promotes empathy, inclusion, and social justice.¹¹

One of the critical innovations introduced by NEP 2020 is its holistic definition of the term 'curriculum.' Traditionally, curricula have been narrowly associated with textbook content and pedagogical practices. However, NEP 2020 broadens this definition to include the school environment, culture, and overall learning experiences. This integrated approach recognizes that meaningful education extends beyond classroom instruction to encompass the values and practices that shape a child's development. In this context, the NCF-SE provides detailed guidance on transforming

school culture to reflect democratic values, respect for diversity, and a commitment to environmental sustainability. These principles align closely with the objectives of human rights education, reinforcing the importance of fostering inclusive and equitable learning environments.¹²

In Uttar Pradesh, the implementation of NEP 2020's curriculum reforms necessitate a localized approach that accounts for the state's unique socio-cultural and economic context. The state's secondary education system, which serves a large and diverse student population, stands to benefit significantly from the NEP's emphasis on interdisciplinary learning. By integrating subjects such as social sciences, languages, and environmental education, the curriculum encourages students to develop critical thinking skills and a nuanced understanding of societal issues. The inclusion of human rights themes across disciplines ensures that students not only acquire knowledge but also cultivate ethical reasoning and a sense of civic responsibility. For instance, lessons on constitutional rights and duties, combined with discussions on contemporary social challenges, can empower students to actively engage in democratic processes.¹³

A hallmark of NEP 2020 is its focus on innovative pedagogical practices that prioritize experiential and activity-based learning. This shift addresses long-standing criticisms of rote memorization and passive learning, which have historically dominated India's education system. In the context of human rights education, these pedagogical changes are particularly impactful. Students are encouraged to participate in debates, role-plays, and group discussions that simulate real-world scenarios. Such activities not only enhance their understanding of human rights principles but also develop essential skills such as communication, empathy, and collaborative problem-solving. In Uttar Pradesh, where classrooms often reflect a microcosm of India's socio-cultural diversity, these practices can foster mutual respect and inclusivity among students.¹⁴

Assessment reforms introduced under NEP 2020 further reinforce the transformative potential of the curriculum. Moving away from traditional examination-centric approaches, the policy advocates for competency-based assessments that evaluate students' understanding and application of knowledge.

The NCF-SE aligns with this vision by emphasizing assessments that measure higher-order skills such as ethical reasoning, logical analysis, and critical thinking. In the context of human rights education, this approach ensures that students are evaluated on their ability to apply theoretical concepts to real-life challenges. For example, students might be assessed on their capacity to analyze case studies related to social justice or propose solutions to issues such as discrimination or inequality. Such reforms not only make learning more relevant but also prepare students to navigate the complexities of a globalized world.¹⁵

While NEP 2020's curriculum reforms hold immense promise, their successful implementation in Uttar Pradesh faces several challenges. Infrastructure gaps, particularly in rural areas, pose significant barriers to creating the enabling environments envisioned by the policy. Many schools lack basic facilities such as libraries, laboratories, and digital resources, which are essential for modern pedagogical practices. Additionally, the state's education system grapples with a shortage of trained teachers, which undermines the effectiveness of curriculum delivery. Addressing these challenges requires targeted investments in infrastructure and teacher training, with a specific focus on equipping educators to teach human rights-related themes. Initiatives such as capacity-building workshops and continuous professional development programs can play a crucial role in bridging these gaps. Another critical challenge lies in overcoming socio-economic barriers that hinder access to quality education. In Uttar Pradesh, marginalized communities, including those from economically disadvantaged and minority backgrounds, often face systemic obstacles that limit their educational opportunities. The NEP's emphasis on inclusion and equity provides a framework for addressing these disparities, but its implementation requires sustained efforts at the policy and grassroots levels. Ensuring that human rights education reaches all students, regardless of their circumstances, is essential to achieving the NEP's vision of an equitable and inclusive education system.

Despite these challenges, the NEP 2020 offers a unique opportunity to transform secondary

education in Uttar Pradesh. By embedding human rights into the curriculum and adopting innovative teaching and assessment methods, the policy lays the groundwork for a more just and democratic society. The NCF-SE serves as a blueprint for realizing this vision, providing practical strategies for curriculum development and implementation. However, its success depends on the collective efforts of stakeholders, including educators, policymakers, and communities. Collaborative initiatives, such as partnerships between schools and civil society organizations, can further enhance the impact of these reforms by promoting awareness and advocacy for human rights.

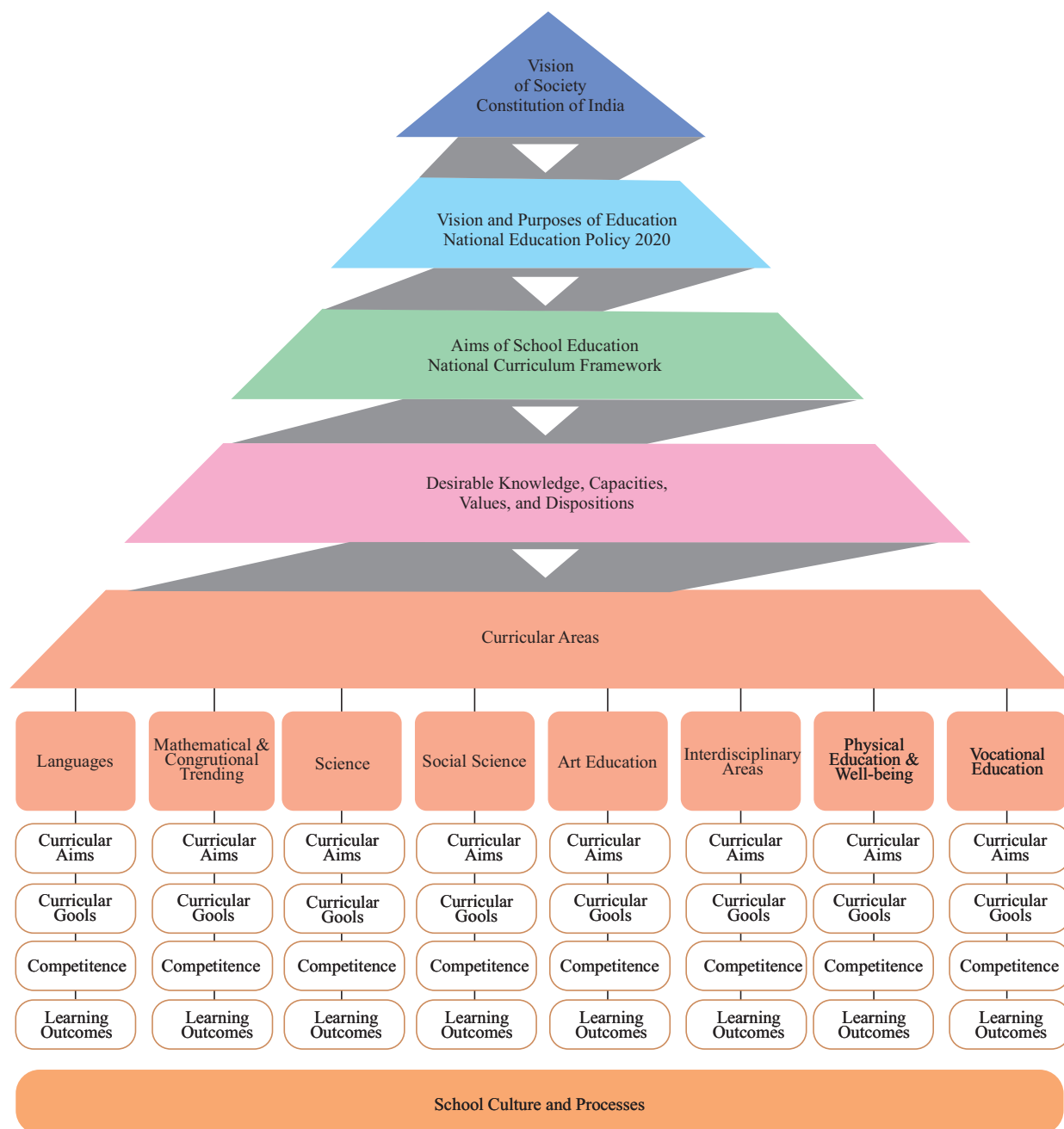
4. Human Rights Education (HRE) within the National Curriculum Framework 2023

The National Curriculum Framework for School Education (NCF-SE) 2023, envisioned under NEP 2020, emphasizes Human Rights Education (HRE) as a critical dimension of India's transformative educational agenda. By integrating HRE across disciplines and developmental stages, the framework aspires to nurture students who are not only well-rounded individuals but also conscientious citizens committed to justice, equity, and sustainability. The emphasis on empathy, ethical reasoning, and constitutional literacy establishes HRE as a foundational element within the curriculum.¹⁶

Vision and Objectives of HRE

The NCF articulates the need to develop students into ethical and compassionate individuals who can meaningfully engage with societal challenges. The curriculum is designed to foster a deep understanding of constitutional values,¹⁷ democratic principles, and global human rights norms. This holistic approach aligns with the overarching aims of school education, which include the cultivation of rational thought, ethical reasoning, and the ability to contribute to democratic, economic, and cultural spheres.

Through HRE, students are encouraged to engage critically with issues like racism, discrimination, and inequality. As highlighted in the NCF, fostering a mindset that values empathy and inclusion equips learners to advocate for a more humane and equitable society.



Curricular Integration of HRE

The NCF integrates HRE into various subjects and interdisciplinary areas, emphasizing its cross-cutting relevance. For instance:

- **Social Science Education** incorporates lessons on constitutional rights, duties, and the principles of justice, equity, and fraternity. These topics provide a foundation for understanding systemic issues and historical struggles for human rights.

- **Environmental Education** connects HRE with sustainability, emphasizing justice and equity in the context of climate change and environmental degradation. Students at Secondary Stage learn to view environmental issues through a socio-ecological lens, linking human well-being with ecological balance. Students will view Environmental Education from the perspective of a social-ecological perspectives, as opposed to a perspective informed

primarily by either Science or Social Science. The social-ecological perspective emphasises interdisciplinary, integrating conceptual frameworks and methods from the Natural and Social Science for a holistic understanding of interlinkages between society and the environment. Central to the idea of the social-ecological framework are ideas of equity, environmental justice, and human well-being – all fundamental to the development of sustainable societies. In this Stage, Environmental Education will also encourage students to develop knowledge about traditional practices across communities for prevention of environmental degradation, issues related to the survival of animal species, and sustainable use of resources, such as forests and rivers.¹⁸

- **Language Education** enables students to engage with literature and texts that explore themes of justice, equity, and human dignity. **Language** across Stages will help students develop democratic and epistemic values, and dispositions of respect for culture and diversity in society ('cultural literacy'). Learning more than one language will broaden students' horizons and learning another India language will enable a deeper connection with the country and develop a sense of pride of belonging to the country.

Students will be encouraged to think independently, take an interest in books, and read to learn about the world at large. Young learners will develop an attitude of thirsting for knowledge about the world through books. They will also develop the ability to express themselves, fostering independent analysis, organising thinking, and creative expression. This fosters a nuanced understanding of human rights in cultural and historical contexts. HRE with respect to Disabled Students-The National Curriculum Framework (NCF) provides a comprehensive blueprint for education in India, focusing on inclusivity and accessibility for all students, particularly those with disabilities. In consonance with the provisions of the Rights of Persons with Disabilities (RPWD) Act, 2016, the NCF emphasises the right of children with disabilities to enjoy equal opportunities and rights in the field of education, thereby endorsing the Act's recommendations regarding school education.

The RPWD Act, 2016, is a landmark piece of legislation that aims to ensure the full participation of persons with disabilities in all aspects of society, including education. The Act guarantees that children with disabilities shall have access to quality education in a non-discriminatory and supportive environment. It mandates the creation of inclusive educational institutions that cater to the diverse needs of children with disabilities, ensuring that they are not segregated or excluded from general education settings. The Act highlights the importance of adapting educational infrastructure, teaching methods, and materials to meet the specific requirements of children with disabilities.

The NCF aligns with the RPWD Act by promoting an inclusive curriculum that acknowledges and respects diversity in learners. It stresses the need for schools to be equipped with necessary resources and support mechanisms to accommodate children with a wide range of disabilities. This includes providing appropriate infrastructure, specialized teaching methods, and learning materials that can be accessed by all students, regardless of their abilities. The NCF underscores the importance of teachers being trained in inclusive pedagogies to effectively engage with children with disabilities, creating a learning environment where these students can thrive alongside their peers. By promoting a culture of inclusivity, the NCF aims to break down societal barriers that often stigmatize children with disabilities, ensuring that they are not isolated from the broader school community. It recognizes the need for a collaborative approach, where teachers, parents, and the community work together to provide support and resources for children with disabilities, enabling them to succeed in an inclusive educational environment.

The RPWD Act also calls for the identification and removal of barriers that hinder the access of children with disabilities to quality education. The NCF endorses this by recommending that schools adopt flexible and adaptable methods of teaching, assessment, and curriculum delivery. This can include the use of assistive technologies, alternative formats for learning materials, and personalized support for students with special needs. By focusing on individual strengths and needs, the NCF aims to create an education system where every child can reach their full potential.

Furthermore, the NCF promotes the concept of inclusive education as a key component of social justice. It emphasizes the need to foster a sense of equality and dignity among all students, recognizing the unique contributions of each child. By aligning with the RPWD Act, the NCF ensures that the education system is not only accessible but also empowering for children with disabilities, allowing them to lead independent, productive lives as active participants in society.

In conclusion, the NCF and the RPWD Act, 2016, share a common vision of an inclusive educational system where children with disabilities are given the same rights, opportunities, and respect as their peers. By endorsing the provisions of the RPWD Act, the NCF contributes to the creation of an equitable and inclusive society, where all children, regardless of their abilities, can access quality education and achieve their full potential.

Pedagogical Innovations for HRE

The framework underscores the importance of shifting from rote memorization to active, inquiry-based learning. For HRE, this means encouraging students to:

1. Analyze historical and contemporary examples of human rights violations.
2. Debate ethical dilemmas and propose solutions grounded in democratic values.
3. Engage in community service projects that emphasize empathy and social responsibility.

Teachers are encouraged to adopt discussion-based and project-based approaches, making HRE a lived experience rather than an abstract concept. These methods align with the framework's emphasis on reducing content overload, creating space for deeper exploration of essential topics.

Assessing HRE Outcomes

The NCF introduces reforms in assessment practices, moving towards competency-based evaluation. In the context of HRE, assessments aim to measure not just knowledge acquisition but also critical thinking, ethical reasoning, and problem-solving abilities. Students may be evaluated on their ability to apply human rights principles in real-world scenarios, such as resolving community conflicts or advocating for marginalized groups.

The Role of Schools and Educators

To ensure the effective implementation of HRE, the NCF emphasizes the creation of inclusive and nurturing school environments. Schools are encouraged to model human rights principles by fostering respect for diversity, ensuring non-discriminatory practices, and engaging with local communities. Teachers are positioned as pivotal actors in this transformation, requiring comprehensive training to deliver HRE effectively.

The integration of Human Rights Education within the NCF-SE 2023 represents a bold step towards creating an education system that is not only academically rigorous but also morally and socially transformative. By embedding HRE into the curriculum, pedagogy, and school culture, the framework seeks to empower students to become active, empathetic participants in shaping a just and equitable society.

Significance of Human Rights Education in Schools

Education is a transformative tool which amplifies its utility when mingled with human rights education at any stage of education be it primary, secondary or higher. The effect of human rights education is potential development of individuals into empathetic, critical thinkers who further become capable of driving societal change. As appropriately said by Ban Ki Moon:

*Education promotes equality and lifts people out of poverty. It teaches children how to become good citizens. Education is not just for a privileged few, it is for everyone. It is a fundamental human right.*²¹

Globally, only 56% of people say they know a fair amount about human rights, while 38% admit they know little to nothing, highlighting a significant gap in awareness and the need for comprehensive education on this topic".²² Lack of education in Human Rights education encourage violators to target vulnerable groups such as children, women, disabled individuals, illiterate or elderlies. Thus, effective human rights education given the current dynamics of the geo-political world become a non-negotiable. Human rights education as discussed in abovementioned paragraphs is not merely a theoretical subject, it is a skill. Therefore, employing critical pedagogy which further includes critical thinking and ethical awareness which are crucial for addressing the

country's multifaceted social challenges, from caste discrimination to gender inequality.

Critical Thinking

HRE encourages students to question and analyze entrenched societal norms and practices, such as the caste system, dowry, and child labor. For instance, by examining cases like the **Manual Scavengers Act (2013)**²³ or the **Sabarimala Temple entry**²⁴ issue, students explore the intersection of law, culture, and human rights. This subject further compel students of all age to think critically about systemic inequalities and understand the socio-legal frameworks designed to address them.

In schools adopting HRE principles, activities such as mock trials on landmark cases like **Kesavananda Bharati v. State of Kerala (1973)**,²⁵ **Navtej Singh Johar, Anuradha Bhasin and more** enable students to analyze constitutional values and their application.

Ethical Awareness

India's socio-cultural diversity offers ample scope for teaching ethical awareness through HRE. By discussing laws like the **Prohibition of Child Marriage Act (2006)**²⁶ or the **Protection of Women from Domestic Violence Act (2005)**, students are exposed to ethical dilemmas and the tension between traditional practices and human rights.

For example, lessons on **Beti Bachao Beti Padhao**, a government initiative aimed at combating gender-based inequalities, encourage students to question patriarchal mindsets and advocate for women's rights. Case studies on issues such as access to education for tribal children further enhance students' understanding of justice and equality in the Indian context. Programs conducted by non-profits like CRY (Child Rights and You) often serve as examples to discuss real-world ethical conflicts and resolutions.

Empathy

Empathy is particularly relevant in India, given its socio-economic disparities. HRE fosters empathy by helping students connect with the lived experiences of marginalized communities, such as Dalits, Adivasis, or persons with disabilities.

Role-playing activities, such as simulating the experiences of migrant workers during the

COVID-19 lockdown, make abstract concepts tangible. Similarly, initiatives like the **Right to Education (RTE) Act (2009)** can be used as teaching tools to discuss the transformative impact of inclusive education policies on underprivileged children. It is worth noting that schools implementing HRE based programs such as "Quit it!" in New York have observed reduced bullying and racial-based discrimination among students, fostering a more inclusive environment.

Implementing Human Rights Education in schools of State of Uttar Pradesh has the potential to achieve the same amongst students.

Pedagogical Approaches and Challenges

Implementing HRE in State of Uttar Pradesh involves interactive and experiential learning methods. Teachers can use examples like the **Chipko Movement** or **B.R. Ambedkar's fight for Dalit rights** to inspire students. Historical events, such as the Salt March or the Bhopal Gas Tragedy, help contextualize human rights within India's socio-political landscape.

However, challenges remain, such as inadequate teacher training and resistance to discussing sensitive topics like LGBTQIA+ rights. Overcoming these barriers requires integrating HRE into teacher education programs and aligning the curriculum with the goals of **National Education Policy (NEP) 2020**, which emphasizes global citizenship education and social-emotional learning.

Human Rights Education in Uttar Pradesh is not merely an academic endeavour but a transformative force that prepares students to address the nation's social inequalities with intellect and compassion. By fostering critical thinking, ethical awareness, and empathy, HRE empowers the next generation to uphold constitutional values and drive social change. As India moves toward becoming a more inclusive and equitable society, integrating HRE into mainstream education remains a critical step.

8. Role of Educators and Stakeholders in Human Rights Education

Human Rights Education (HRE) involves a broad spectrum of contributors, which includes teachers, non-governmental organizations (NGOs), government bodies, and community figures. Through their combined efforts, these stakeholders influence the frameworks, policy,

goals, and impacts of HRE, especially in diverse and complex social and political environment.

4. Educators' Role

Educators are central to the implementation and dissemination of HRE. They not only impart knowledge about human rights but also contribute in creating models of behaviours that respect and uphold such values. Effective HRE involves participatory teaching strategies that foster critical thinking and empathy. Educators in formal schooling environments create opportunities for students to connect theoretical knowledge with real-life applications, such as analyzing local rights issues or participating in community actions.

NGOs and Community Organizations

NGOs are pivotal in designing and implementing HRE initiatives, particularly in marginalized or post-conflict communities. For instance, in India, organizations like the Institute of Human Rights Education (IHRE) have integrated HRE into school curricula, focusing on issues such as caste discrimination, gender equality, and child rights (33 Hum Rts Q481 (1)). Such efforts underscore the adaptability of HRE to address localized challenges while aligning with universal human rights standards.

NGOs often employ grassroots strategies, combining community education with advocacy. This dual focus enhances the reach of HRE, ensuring that it resonates with diverse populations and fosters collective action. Furthermore, NGOs often act as bridges between international frameworks and local practices, ensuring that global human rights commitments are contextualized and operationalized effectively.

Governmental Stakeholders

State institutions, including education departments and human rights commissions, play a crucial role in institutionalizing HRE. They are responsible for policy formulation, curriculum integration, and teacher training. For example, the United Nations' World Programme for Human Rights Education has guided national governments in embedding HRE across educational levels. In India, government collaborations with NGOs have facilitated HRE implementation in public schools, ensuring wider accessibility.

Policy frameworks such as the National

Education Policy (NEP) emphasize the inclusion of values-based education, which aligns with HRE principles [33HumRtsQ481 (1)]. These policies encourage the development of curricula that foster respect for diversity, tolerance, and democratic engagement.

Students as Stakeholders

Students are not mere recipients of HRE but active stakeholders who influence its effectiveness. Empowered students often lead initiatives to promote awareness, challenge prejudices, and advocate for equitable practices within their communities. Educational strategies that encourage student-led projects or discussions on human rights violations cultivate a sense of agency and responsibility.

Challenges and Opportunities

The effective implementation of HRE requires addressing several challenges. These include the politicization of educational content, resistance to transformative pedagogies, and resource constraints. Furthermore, educators themselves may require extensive training to understand and teach human rights effectively.

However, the integration of HRE into broader educational goals, such as those outlined in the Sustainable Development Goals (SDGs), provides significant opportunities. Goal 4.7, for instance, emphasizes education for sustainable development, human rights, and global citizenship. Aligning HRE initiatives with such frameworks enhances their legitimacy and scalability.

In the context of Human Rights Education (HRE), educators and stakeholders from both public and private institutions play vital roles in advancing the principles of dignity, equality, and justice. Families, as fundamental social units, also emerge as significant stakeholders in promoting human rights awareness and values.

Educators in Public and Private Institutions

1. Public Institutions

- **Government School Teachers**
-Educators in government schools are pivotal for implementing HRE at scale, especially in underserved communities. Their role often involves creating awareness about basic rights and fostering inclusive environments that respect diversity and equality.

They serve as the primary facilitators of government-mandated curricula on human rights, democracy, and citizenship.

- **University Faculty in Public Institutions-** Faculty in public universities design and deliver specialized courses on human rights. They contribute to policy discussions, conduct impactful research, and mentor students to become active rights defenders.
- **Legal and Judicial Training Institution-** These institutions play a key role in sensitizing law enforcement officers, lawyers, and judges about human rights laws and their application. For example, institutions like the National Law Universities in India offer comprehensive human rights modules.

2. Private Institutions

- **Private School Teachers-** Private educators often have more flexibility to adopt innovative methods, such as experiential learning and project-based activities, to teach human rights. Their institutions may also partner with NGOs to implement targeted HRE initiatives, particularly in areas like anti-bullying and gender equality.
- **Private Universities and Law Schools-** Faculty in private institutions contribute by offering interdisciplinary courses combining human rights with subjects like international relations, environmental law, and corporate social responsibility. These educators often have access to better resources for conducting workshops and seminars.

Stakeholders and Their Contributions

Families as Stakeholders in HRE

Families serve as the first environment where children encounter concepts of fairness, justice, and empathy. Parents and caregivers model behaviors that either reinforce or challenge stereotypes and prejudices. By promoting open dialogue about human rights issues and encouraging critical thinking, families lay the foundation for active citizenship.

In some cases, familial traditions and cultural norms might conflict with human rights

principles, creating a need for HRE to address such discrepancies sensitively. Schools and NGOs can collaborate with families to bridge these gaps, ensuring consistent messaging between home and formal education environments.

CONCLUSION

This research demonstrates that Human Rights Education (HRE) is not merely an academic supplement but a foundational tool for cultivating democratic participation, constitutional literacy, and social justice. India's NEP 2020 and NCF 2023 represent ambitious steps toward embedding HRE into formal curricula through critical thinking, experiential pedagogy, and interdisciplinary approaches. Yet, implementation remains hampered by infrastructural gaps, teacher preparedness, and a lingering exam-centric culture.

A coherent plan, anchored in the state's constitutional and international commitments, would allow HRE to move from episodic NGO interventions to a holistic, nationwide educational strategy. Such a framework could update curricula periodically, embed rights across subjects, and introduce innovative assessment practices that measure not only knowledge but also empathy, critical reasoning, and civic engagement.

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