

AN ARTICLE-HUMAN RIGHT: UNIVERSITIES AND SOCIAL NEEDS

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Introduction:

Democracy, development, cultural pluralism and respect for human rights are interdependent. Development and democracy are also related to the establishment of a new international economic order and the right of nations to develop their own natural resources and the right of all nations and peoples to self-determination. Important milestones in the struggle for human rights include the struggle between the British Crown and Parliament, the French Revolution, the American struggle for independence, the Russian Revolution, and the adoption by the United Nations of the Universal Declaration of Human Rights on 10 December 1948. In 1959, the Declaration of the Rights of the Child proclaimed the child's right to life, education, health, protection and development. The Universal Declaration of Human Rights contains many guarantees that make this possible.

- Don't just live, live with dignity.
- Fully develop and use your human qualities, intelligence and talents. and conscience; and
- To meet physical, mental, social and spiritual needs;

In other words, it claims the right to be human. The declaration's first sentence states that respect for human rights is "the foundation of freedom, justice and peace in the world". This declaration influenced the constitutions and legal systems of each country. It was followed by many other declarations adopted at the International Conference on Human Rights (Tehran, 1968), the International Conference on Human Rights Education hosted by UNESCO (Vienna, 1978), and the Seminar on Human Rights Education (Geneva, 1988). The United Nations World Conference on Human Rights (Vienna, 1993) recommended the adoption of his Decade of Human Rights Education (1995-2004).

The past half-century since the passage of the United Nations Charter has been tough on human rights. Some say its devastating (Dev 1996). Human rights education is emphasized in all human rights documents as "an essential contribution to the development of a global human rights culture."

Democratic Society:

It is therefore important to include the study of peace, human rights and democracy in education as integral to the development of society. Education should be directed to the full development of the human personality and to strengthening respect for human rights and fundamental freedoms.

The 1978 International Conference on Human Rights Education and the 1993 Vienna Conference called on United Nations Member States to integrate human rights education into education at all levels. The 1993 Vienna Conference reaffirmed the urgency of respect for human rights and fundamental freedoms and emphasized that human rights education must be seen as integral to

the development of a global human rights culture. The World Conference on Human Rights considers human rights education, training and public relations essential to promote and achieve stable and harmonious relations between communities and to promote mutual understanding, tolerance and peace. States should endeavor to eliminate illiteracy and direct education towards the full development of the human personality and the strengthening of respect for human rights and fundamental freedoms. The World Conference on Human Rights calls on all countries and institutions to include human rights, humanitarian law, democracy and the rule of law as subjects in the curricula of all formal and non-formal educational institutions. Human rights education, as defined in international and regional human rights instruments, aims to achieve common understanding and recognition with the aim of strengthening a universal commitment to human rights, peace, democracy, development and human rights. Taking into account the World Plan of Action on Education for Human Rights and Democracy and other human rights instruments adopted by the International Conference on Education for Human Rights and Democracy of the United Nations Educational, Scientific and Cultural Organization in March 1993, The Conference recommends that States adopt specific programs and develop strategies to ensure the widest possible human rights education and public information dissemination, paying particular attention to the human rights needs of women.

According to the Vienna Declaration, the United Nations has declared the years 1995-2004 her Decade of UN Human Rights Education.

Assess needs and develop strategies for promoting human rights education at all school levels, vocational training, and formal and informal learning.

- Build and strengthen human rights education programs and capacities at international, regional, national and local levels;

- Coordinate the development of human rights education materials.
- Strengthen the role and capacity of mass media in promoting human rights education.
- Disseminate the Declaration worldwide in as many languages as possible and in formats suitable for different levels of literacy and disability.

Human rights education is defined as training, dissemination and information efforts aimed at building a universal culture of human rights by imparting knowledge and skills and shaping attitudes. He has five aspects to human rights education.

- Enhanced respect for the human personality and its dignity.
 - Full development of the human personality and its dignity.
 - Promoting understanding, tolerance, gender equality and friendship all Nations, indigenous peoples, races, nations, peoples, Religious and language Groups.
 - Enable all people to participate effectively in a free society. When
 - Promoting UN peacekeeping operations
- (Guidelines of the National Action Plan for Human Rights Education- UN-A/52/469/Add.1.)

Indian Constitution and Human Rights:

A constitution forms the concept of human rights in a country. The Preamble, Fundamental Rights, Fundamental Obligations, and Guiding Principles of State Policy are concrete steps towards realizing human rights. While the basic goals are defined in the Preamble, the protection of human liberty and liberty is emphasized in the Fundamental Rights and Guiding Principles of Government. Children's rights were a top priority. Since rights and duties are inseparable, fundamental duties (Article 51) are also obligatory. These provisions embody the collective will and aspirations of all Native Americans. The following provisions in Constitution safeguard human rights:

- Equality before the law (Article 14);
- Non-discrimination on ground of religion, race, caste, sex, and place of birth (Article 15);
- Equality of opportunity (Article 16);
- Freedom of speech, expression, assembly, association, movement, residence, acquisition, and disposition of property, practice of any profession, carrying out any occupation, trade, or business (Article 19);
- Prohibition of traffic in human beings and forced labor (Article 23);
- Prohibition of labor in case of children below 14 years (Article 24);
- Freedom of religion (Article 25);
- No provision for religious instruction in any educational institution wholly maintained out of State funds (Article 28);
- Conservation of language, scripts, and culture (Article 29 [1]);
- Right of minorities to administer educational institutions (Article 30);
- State guarantee of social order (Article 38 [1], Directive Principles of State Policy);
- Adequate means of livelihood, equal pay for equal work for both men and women, non-abuse of health of the worker, opportunity for children to develop in a healthy manner and in conditions of freedom and dignity (Article 39, Directive Principles of State Policy) Right to work, education, and public assistance in specific cases (Article 41, Directive Principles of State Policy);
- Provision for free and compulsory education of children up to 14 years of age (Article 45, Directive Principles of State Policy); and
- ensuring education and economic development of scheduled castes, scheduled tribes, and other weaker sections of society (Article 46, Directive Principles of State Policy).

Educational Policies and Human Rights:

Various school board reports and education policy statements have emphasized the importance of educational rights and human rights education as part of efforts to reform and develop education. They assign special status to women, registered castes, registered tribes, minorities and persons with disabilities in the national education system, emphasizing education with dignity. It also defines basic elements of the core curriculum that reflect some key human rights issues. The National Curriculum Framework is set out in the 1986 National Education Policy. It is designed to transcend narrow disciplinary boundaries and promote values such as India's shared cultural heritage, egalitarianism, democracy, secularism, gender equality, adherence to small family norms and indoctrination of academic dispositions. . Contains core elements.

Policies and Actions:

According to UNICEF's annual report (1999), 130 million children of primary school age in developing countries are denied the right to basic and quality education. Unfortunately, in the early 1990s, more than a quarter of her 95 million school children in the developing world were not in her fifth grade. Human rights education is not just a vision. Informal education is necessary to turn millions of children into good citizens of the world. Frameworks need to be developed to support informal human rights education

Why Human Rights Education in the School Curriculum?

Schools not only provide basic education, but also help children explore the world and express their ideas under the best of circumstances. Schools can help lay the intellectual groundwork for teaching the historical development of human rights and their contemporary implications. Ultimately, this knowledge must reach beyond the student's immediate environment and culture. Human rights should be presented in the context of a society's moral and social traditions. Schools do more than convey national ideologies and common historical memories through their curricula. At a deeper level, schools, like political states, are places constructed where students and citizens are treated equally, regardless of where they come from. The concept of school is like an "impersonal, formal concept of citizenship." By understanding the idea of school as a community, citizens come to understand and feel included in the political state" (Osler and Starkey 1996). As John Dewey (1909) suggested, schools are models of good society. Schools are places where it is theoretically possible to run communities based on social justice and human rights. The school climate should foster open expression and dialogue between students and teachers. Schools can work to build closer relationships with themselves and the community. Human rights need to permeate the entire school, from the culture and organization to the content of the curriculum. The first National Curriculum Framework, developed by the National Council of Educational Research and Training (NCERT) in 1975, stated:

"The awakening of social consciousness, the development of democratic values, the sense of social injustice, and national integration are paramount... All subjects should be taught in a way that encourages the spirit of scientific humanism. The National Curriculum Framework for Primary and Secondary Education (NCERT 1988) promotes values such as egalitarianism, democracy, secularism and equality, removes social barriers and creates a sense of common citizenship. And others have identified and addressed some of these concerns. It proposes that the school curriculum reflects some world issues and helps make children become aware of and appreciate different world cultures. Highlighting the need to strengthen national identity, the National Curriculum Framework for School Education (NCERT 2000) reaffirms the 10 core components identified in the National Policy on Education (1986):

- The history of India's freedom movement;
- Constitutional obligations;
- The content essential to nurture national identity;
- India's common cultural heritage;
- Egalitarianism;
- Democracy and secularism;
- Equality of the sexes;
- Protection of the environment;
- Removal of social barriers;
- Observance of small-family norms; and
- Inculcation of scientific temper.

It further emphasizes the need to include the fundamental duties as laid down in Article 51 A of Part IV A of the Constitution as common core components of the curriculum:

"These core components need to be integrated in school curriculum in a suitable manner. It is envisaged that they would help in instilling a nationally shared perception and values and creating an ethos and value system in which a common Indian identity could be strengthened."

Curriculum Development:

Curriculum development includes curriculum planning, curriculum policy development, implementation, and evaluation. The curriculum update process needs to be continuous to accommodate new developments and changes in the various subjects. Curriculum development exercises should be conducted as systematically planned improvement strategies based on recognized core principles. Human rights education should not only be included as a separate subject in the formal curriculum, but should be integrated throughout the curriculum, including the covert curriculum (i.e. school culture and teacher education institutions and programs). Educational materials on human rights should be produced in various forms. There should be no separate human rights curriculum. Rather, human rights aspects can be integrated into existing curricula. At the heart of human rights education is curriculum development for all levels of schooling. The curriculum should include valuable ideas from the Vienna Declaration, including human rights, humanitarian law, and democracy, rule of law, peace, development and social justice. More can be added to create local colors and relate human rights to the needs of learners at different stages. Some of these topics may already be in the curriculum, but the challenge now is to make them the main agenda of learning.

Goals of Human Rights Education:

Human rights education has the following objectives:

- Improved knowledge and understanding of human rights.
- Promote an attitude of tolerance, respect, solidarity and responsibility.
- Raise awareness of how human rights can be translated into social and political realities.
- Develop human rights protection skills. Curriculum design should build on the philosophical, psychological and sociological foundations of curriculum planning and development. The school curriculum should work towards the holistic growth of the individual.

Methodology, Approach and Strategy:

Human rights education can be integrated into school curricula in a number of ways.

• **Formal Curriculum:**

Schools may choose to investigate their existence Create a curriculum and identify areas where topics and elements of human rights education already exist. Human rights education is considered to be the most important part of the core curriculum of good general education.

• **Informal Curriculum:**

human rights education

It is facilitated through school activities and extracurricular activities.

• **Hidden Curriculum:**

Human rights education should also address this.

The school's extensive covert curriculum to create a school atmosphere that truly reflects respect for human rights. Values, attitudes, knowledge and behavioral patterns are integrated into the student's personal experience and are designed to help the student see reality critically.

Context and Approaches to Curriculum Organization:

The background and approach to incorporating human rights education into the curriculum are as follows.

- **Direct Context:** This includes, for example, incorporating certain subjects or subjects focused on human rights education into mathematics, science, or history subjects. India has introduced human rights education at the higher education level. Recently, Indira Gandhi National Open University (IGNOU) launched a accredited course in human rights education.

- **Indirect context:** This includes using all subjects as vehicles for human rights education. Some examples include (i) creating “human rights learning units” to integrate the content of different subjects to solve specific problems; and (ii) including human rights elements in each subject. increase.
- **Implicit context:**

This includes creating a socio-cultural ethos in schools that promotes students' understanding of human rights. The question is how the new curriculum can be introduced at different levels. It is clear that no more subjects can be added to an already overloaded curriculum, as this would lead to some kind of human rights abuse. Human rights education should be integrated into existing curricula. The question, however, is what and how much to integrate. Answers require question selection. Fundamental rights can be communicated under the umbrella of ethics. At the secondary education level, Fundamental Rights and Other Rights can be introduced into existing basic courses.

Content and core values:

A first problem in curriculum development is how human rights issues can be structured and elaborated at different levels.

The curriculum specifically emphasizes the following core values:

- **Human rights and democracy issues:**

(i) would...; (ii) Equality. (iii) Justice. (iv) Protection of Rights. (v) Free Participation.

(vi) Freedom of Speech and Expression. (vii) Freedom of Religion.

- **Values and attitudes:**

(i) Human rights and democracy; (ii) cooperation and solidarity; (iii) preservation of culture; (iv) self and others; (v) internationalism; (vi) protection of the environment; and (vii) spirituality. These values are deemed universally acceptable and desirable in such documents as the Declaration, the Convention on the Rights of the Child, the Convention on the Elimination of Discrimination against Women, etc. Human rights education is interdisciplinary.

The central area may be outlined as follows:

(i) education for tolerance; (ii) democracy and national understanding; (iii) protection of human rights; (iv) violation of human rights and democratic freedom; (v) economic rights; (vi) civil rights; (vii) critical thinking; (viii) scientific temper; (ix) intellectual honesty; (x) justice and empathy; (xi) legal awareness; (xii) equality of educational opportunity; (xiii) gender equality; (xiv) political economy and humanism; (xv) minority rights; (xvi) local government and civic rights; (xvii) constitutionalism and legitimacy; (xviii) history and philosophy of human rights; (xix) world citizenship; (xx) role of the UN; (xxi) human rights and national and world histories; (xxii) international understanding; and (xxiii) environmental protection. Human rights education should focus on attitudes of tolerance, respect, and solidarity, and develop individual awareness of how human rights can be translated into social and political reality.

Basic Approach

The basic approach to human rights education in schools is to integrate it into different subjects and not treat it as a separate field of study. It also requires a multifaceted approach. The human rights subject is closely related to other important curriculum topics. The National Curriculum Framework for Schooling (NCERT 2000) recommends integrating various curricular issues.

Curriculum development processes are affected by a “panic approach” in which local, national, or international developments with socio-economic and political implications influence curricular decisions without prior careful and structured planning. This “panic approach” of incorporating new time-limited curriculum concerns can often lead to curriculum overload. "Literacy", "family system", "regional education", "environmental education", "consumer education", "tourism education", "AIDS education", "human rights education", "legal education", etc., where 'peace education', 'population education', 'migration education', 'global education' and 'security education' claim their own place in school curricula, the best approach is careful consideration. is to integrate these ideas and concepts after Analysis in existing learning areas. Appropriate strategies for this integration can be crafted in an appropriate manner in detailed subject curricula.

When designing new curricula or introducing specific changes, it is important to consider available learning opportunities to avoid a mismatch between expectations and reality. It should represent a meaningful, responsive, results-oriented and realistic approach. Human rights is itself an educational concept that involves human interactions in and out of school. Human Rights Education and Curriculum Rather than being treated as a separate area of the curriculum, human rights education is integrated into different subjects at different levels.

- India's political system and constitution.
- Problems and challenges of modern life - political, economic, Social, cultural, educational - directly or indirectly affecting human rights.
- Diversity and Diversity of Indian Culture, Its Complexity and Non-complexity monolithic character;
- Indian social system and dynamics of social change.
- Significant events in Indian and world history related to the struggle Political, civil, economic and social rights and the role of people and prominent leaders in these struggles.
- The global human rights situation with respect to serious human rights violations.

Forms of colonialism, racism and apartheid. When

- Literary works reflecting interest in and pursuit of human rights; freedom and rights. Important historical documents such as the American

Declaration of Independence, the French Declaration of Human Rights, the UN Charter, and the Universal Declaration of Human Rights need to be discussed. It is essential to discuss human rights curricula as a cross-curricular approach at the primary and secondary levels of education. Human Rights Education and Elementary School Curriculum The most important subjects related to human rights in the lower grades are social studies, environmental studies, and language studies.

- Human rights issues are integrated into environmental research from the beginning
 - Along with the child's immediate surroundings, gradually lead the child into the study of districts, states, countries and the world.
- Stories and biographies of historical men and women
 - Certain aspects of India and the world, India's struggle for freedom, and the Indian constitution should be included in this course.
 - Language curricula should focus on competence development
 - Compassion, tolerance and empathy through stories and poetry.
- Environmental research on families, neighborhoods and relationships;
 - Food, clothing, housing, religious celebrations and national heroes enhance knowledge and respect for diversity and human equality.
- Children also gain a better understanding of an independent India
 - Developed in the struggle for freedom. Learning about the goals of the state and the main features of the constitution (fundamental rights, guiding principles and fundamental obligations of state policy, secularism and democracy) helps promote human rights.
 - Main Subjects on Human Rights in Upper Secondary Education
 - Education is social studies, science and language.
 - History courses deal primarily with Indian history.
 - It emphasizes understanding and appreciation of the history of world civilizations, India's cultural heritage and complex nature, its richness and diversity. They are focused on understanding diversity and respecting the rights of others.
 - The human rights dimension is to provide important understanding
 - Centuries of Indian social history, focusing on the status of women and the inequalities created by the caste system.
 - Children need to be made aware of legislative reform and its role.
 - International Organization for the Advancement of Women and Children.
 - Geography classes help children develop a better understanding of geography.
 - Sharing common values through different ways of life, interdependence and different cultures. Civic education helps promote values such as democracy, secularism, socialism and national unity. It also includes research into issues related to the environment, the arms race, and human rights. Children develop perspectives on these issues in an international context. Students can be introduced to a broader perspective on the concept of human rights and the connection between secular and democratic ideals.
 - Thematic and ideal content of the language helps promote
 - Awareness of human rights, international understanding and related issues of global importance. Similarly, linguistic subjects lay the foundation for understanding underlying humanistic values conveyed through folk tales, legends, poetry, essays and dramas.
 - Science is an undiversified subject. Emphasis is placed on public education
 - It helps combat ambiguity and prejudice based on narrow considerations of caste, gender, or religion. Course guidelines also promote an understanding of the processes and issues surrounding agriculture, health and nutrition, environmental protection, energy, material resources, and, most importantly, academics for a broader and more diverse range of teaching and practice methods. Emphasizes the development of positive attitudes. human rights and
 - Observe your rights and obligations.
 - Literature courses can provide opportunities to learn about copyright.
 - Children and youth. Literature and language classes are available to facilitate cultural exchanges with schools in other countries and to promote social relations, peace, freedom and justice.

- At this stage, there is a 'global perspective' and a 'key concern'.
- Integrated into the social sciences. Human rights can be taught in the following contexts and understandings:

- **'Small' societies** – family life, schools, communities.
- **“Bigger” Society** – Communities, Countries, States.
- **Forms of government** – democracy, dictatorship, parliament, united nations
- Today's world – East-West issues, armaments, events,
- person in international affairs; The world around us - study of individual countries.
- Family and society – economy, politics, culture interdependence; and
- Religions and Philosophy of Life – Analysis of What Do We Believe?
- Different religions, traditional beliefs and practices. • Stories enable the study of human rights because they deal with such subjects
 - Growth of democracy, development of trade unions, social reform, independence movement. The industrial revolution and its impact on countries outside Europe have contributed to the study of the International Labor Organization and its efforts to ensure fair and just conditions for all workers and to eliminate child labor and other violations of human dignity. It may be related. It also introduces students to some of the most important human rights declarations, from the American Declaration of Independence to the Universal Declaration of Human Rights.
 - Geography emphasizes environmental and pollution issues and research.
 - International ecological issues.
 - Civics focuses on Indian democracy, including issues such as;
 - Individuals and Societies, Democratic Citizenship, Constitution, Justice, Democracy, Foreign Policy, UNO, World Issues (Human Rights, Disarmament, New International Order, etc.). • Economics focuses primarily on the study of the Indian economy.
 - Economic Development and Social Justice – by covering content areas such as consumer rights and consumer protection.
 - Science emphasizes the development of a scientific temperament. Cultivation of Social, ethical, and societal values; and possible misuse of science. Biology can explore the scientific basis of human rights and social prejudices. Science also includes research into health, disease, and the contributions of the World Health Organization.
 - Mathematics can teach introductory statistics and related skills.
 - Graphical displays that you can use to interpret data on food and population, agricultural and industrial production, defense and education spending, and other issues that affect basic human rights. Science and mathematics also reflect contemporary scientific and technological research that can benefit or harm humanity.

Teaching Human Rights through Co-curricular Activities

Human rights education goes beyond academic education to organize other activities and should be considered an integral part of the overall educational process. Activities that promote cooperation and coexistence within the Group may include human rights content. Teachers can involve elementary school students in creative activities such as kirigami, drawing, collage, science, environmental and social science work. Exhibitions, exhibitions and discussions on human rights issues should be considered core elements of human rights education. The activity itself leads to an understanding of human rights, and children learn to cooperate and respect each

other. Theater and literacy activities should be part of human rights education. Role-playing is an important strategy for instilling values in children. Studying important literary and artistic works also promotes human rights education, international understanding, and peace. The Association of International Relations, Art, Music and Drama Circles, UNESCO and the United Nations Association promote international understanding. Put up wall newspapers and posters on current affairs, host debates, write essays and poems, celebrate special days such as Human Rights Day and World Health Day, work on population, apartheid, literacy and more. Inculcate human rights values and raise awareness of human rights. Human rights education projects can cover all subjects, including history, geography, civics, literature, and science. As extra-curricular activities complement human rights education in the curriculum, appropriate resources such as bibliographies and activity books are required.

Methodology:

As already mentioned, human rights education should permeate all aspects of school life, not just all subjects. It cannot be denied that human rights can be taught more effectively through a variety of extracurricular activities. In human rights education, methodological issues are relatively more important than content. Educational methods are essential to raising awareness, changing attitudes and creating a culture of human rights. Current educational methodologies may reduce human rights education to mere academic exercises, so it is important to bring real-world experience into the classroom and involve students in the community. A teacher's attitude and assessment methods are important in conveying important messages to students. It is also important that the practices adopted in schools and classrooms reflect the human rights climate and culture. The flesh and blood of schooling – the relationships between students, teachers, school administrators, and educational strategies – must be reframed on a core philosophy of human rights.

The central importance of teachers and teacher education:

Teachers are clearly important in human rights education. Can they teach with consistent competence? What about teachers who have no awareness of their rights and responsibilities in the classroom? Simply put, they need to be role models, so they need to be trained not only in content, but also in pedagogy, material preparation, and curriculum development. This is the most effective way to improve the quality and effectiveness of human rights education programmes. They need to be equipped with the knowledge, skills and understanding to mainstream human rights as part of teacher training courses, both at pre-service and in-service levels. Empowerment of teachers and parents is also an important issue and must be addressed at all levels of government. Education should be seen as a duty, not a right. Otherwise, the manifesto becomes a mere subject of academic research.

Conclusion:

The process of internationalization and globalization of human rights concepts over the past 50 years has produced the movement All Human Rights for All. In a complex country like India, human rights education at all school levels, especially teacher education, is needed for human rights violations at all levels. Therefore, human rights education should have a rightful place in school curricula, teacher training courses (pre- and in-service), textbooks, teaching aids, educational policies and school administration. Human rights education should affect a wide range of fields from early childhood education and build a human rights culture. Greater engagement from all sectors and the development of a firm and realistic action plan will

therefore lead to human rights education for all and transform the human rights movement into a mass movement for better social order and peaceful action, Helps achieve coexistence. In fact, this is one greatest 21st century challenges.

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