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Significance of Human Rights Education

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Human rights education (HRE) in India has evolved significantly, driven by the country's commitment to justice, equality, and human dignity. This research explores the significance, historical context, and challenges associated with HRE in India. The theoretical framework underpinning HRE is based on liberal, critical, and constructivist perspectives, aligning with India's democratic ethos and constitutional principles. India has made notable strides in incorporating HRE into its legal and educational systems. Significant landmarks encompass the guidance provided by the National Curriculum Framework (NCF), the formation of the National Human Rights Commission (NHRC), and the engaged participation of non-governmental organisations (NGOs) and civil society entities. However, challenges persist, such as regional disparities in implementation, deeply rooted cultural and societal norms, resource constraints, and gender disparities. To address these challenges and unlock the full potential of HRE in India, the research suggests standardising HRE, promoting cultural sensitivity, allocating resources effectively, developing evaluation mechanisms, and emphasising gender-focused initiatives. By acknowledging these challenges and implementing these recommendations, India can continue its journey towards fostering an informed, rights-conscious society committed to justice, equality, and human dignity.

Keywords: *human rights education, India, significance, historical context, challenges, theoretical framework.*

INTRODUCTION

Throughout the intricate fabric of human history, the relentless pursuit of justice, equality, and human dignity has been a common thread, guided by the unwavering principle of human rights. The notion of human rights is intrinsic to the core of our collective humanity, grounded in the fundamental belief that every person, irrespective of their heritage, race, or personal history, holds certain inherent rights that cannot be taken away¹. This universally acknowledged principle, codified in international law, encapsulates the hopes for a world characterised by justice and equity, where all individuals can live without the weight of oppression, discrimination, or fear. Human rights education, a fundamental element in nurturing this vision, is a potent tool for elucidating these principles and cultivating a culture that values respect, empathy, and social responsibility.

The genesis of the contemporary human rights framework stands as a testament to the persistent requirement for a worldwide dedication to preserving the innate dignity of every human being. Arising from the aftermath of two catastrophic world wars, the Universal Declaration of Human Rights, endorsed by the United Nations in 1948, represented a momentous milestone in human history. It eloquently expressed an unwavering belief in the intrinsic value of every individual and enshrined a set of essential rights and liberties to which all individuals are inherently entitled. As a global commitment to ensure that the atrocities of the past would never be repeated, human rights emerged as the guiding beacons that led us away from the darkness of totalitarianism, oppression, and discrimination.

India, recognised as the world's most extensive democracy, aligns itself with the worldwide aspiration of safeguarding human rights. Its historical quest for independence was firmly grounded in the ideals of justice, liberty, and equality. As a country that emerged from the crucible of colonial dominance, India's evolution towards embracing human rights reflects a narrative characterised by tenacity, self-determination, and a resolute dedication to upholding the dignity of its populace. Nevertheless, in a nation as diverse and intricate as India, the

¹ Universal Declaration of Human Rights 1948

endeavour to actualise human rights for all its citizens remains an enduring challenge².

STATEMENT OF PROBLEM

Despite significant progress since gaining independence, the nation faces persistent issues related to poverty, discrimination, social exclusion, and violence. The statement of the problem at the heart of this research centres on the critical role of human rights education in addressing these challenges.

India has made notable progress in acknowledging and legislating human rights principles, yet a significant disparity persists between the legal framework and the day-to-day realities experienced by its population. Discrimination on the grounds of gender, caste, religion, and economic disparities continues to be widespread. Frequently, marginalised communities lack awareness of their rights and available channels for seeking recourse. This raises the pressing question of whether India's existing human rights education initiatives are effectively disseminating knowledge and nurturing a culture of respect for human rights.

RESEARCH QUESTIONS

1. To what extent has the incorporation of human rights education occurred within the Indian educational framework, and what are the primary obstacles and hindrances encountered during its implementation?
2. What are the outcomes of human rights education on both individuals and communities in India concerning the promotion of awareness, the cultivation of respect for human rights, and the stimulation of civic engagement?
3. How effective is human rights education in India in combating discrimination, sexism, and other barriers to human flourishing?
4. What are the most effective strategies and empirical examples that illustrate successful methodologies for human rights education in India, and how can these models, which

² Pratap Bhanu Mehta, 'Hinduism and the Politics of Rights in India' in Thomas Banchoff and Robert Wuthnow (eds), *Religion and the Global Politics of Human Rights* (Oxford University Press 2011)

saw success in the past, be re-implemented and expanded to achieve the same standards of human rights education and have a wider influence?

RESEARCH OBJECTIVES

1. To evaluate the current state of human rights education within the Indian educational system, encompassing its integration, curriculum content, and pedagogical methodologies.
2. To gauge the impact of human rights education on the knowledge, attitudes, and behaviours of both individuals and communities in India, with a specific focus on its role in enhancing awareness and fostering respect for human rights.
3. To investigate the potential contributions that education on human rights may make to resolving some of India's most significant societal issues, such as inequality between the sexes and social exclusion.
4. To provide policymakers, educators, and other stakeholders with actionable recommendations based on an analysis of successful implementation and best practices in human rights education in India.

RESEARCH METHODOLOGY

The primary research approach utilised in this work is doctrinal research. Doctrinal research entails doing a thorough analysis of prevailing legal literature, legislation, case law, and legal principles to get a deeper understanding of the subject area. Within this particular framework, the investigation will comprehensively examine legal documentation, international conventions on human rights, domestic legislation, educational policies, and academic literature about the intersection of education and human rights in the Indian setting. The research will analyse and synthesise the current legal framework to provide a thorough understanding of the conceptual and regulatory facets of human rights education in India. In addition, the study will conduct a comparative analysis of legal provisions and their practical execution to spot discrepancies and develop areas for improvement. The importance of human rights education in the Indian context will be investigated using an analytical methodology augmented with a qualitative investigation of case studies and exemplary techniques.

REVIEW OF LITERATURE

Amartya Sen (1999):³ In 'Development as Freedom', which is a groundbreaking piece of research, Amartya Sen argues that the idea of development should be understood as the expansion of individual freedoms and capabilities rather than merely focusing on economic progress alone. Sen believes that this conception of development is more accurate than the traditional one. Sen dives into the complex relationship that exists between human rights and development, highlighting the essential role that liberty plays in empowering individuals to pursue lives that are congruent with their ideals and goals. He persuasively argues that education and the protection of human rights are cornerstones of human progress and that development programmes should focus on empowering people to pursue their dreams. In addition, he argues that development policies should prioritise enhancing individuals' capabilities to achieve their goals.

Sunil Mani (2018):⁴ The significance of the law in resolving private pollution is highlighted in *The Economics of Industrial Pollution Control in India*, which focuses on environmental regulation and pollution control. This book has little to do with human rights education, but it does stress the need for legal frameworks and laws to protect environmental rights and protection. It proves the value of learning about and being aware of environmental laws.

Manasi Chatterjee (2016):⁵ *Human Rights and Education in India: Policies and Practices* investigates the possibility of educating students about human rights in the classroom and the types of legislation that would be most helpful in this endeavour. The importance of education in creating a society that values human rights is emphasised. The opportunities and threats associated with teaching about human rights in India's public schools are also examined in this research.

Vinod Kumar and Rama Kant (2014): The authors, Kumar and Kant, investigate the many reasons and tactics in the article *Human Rights Education in India: Issues and Challenges*. It

³ Amartya Sen, *Development as Freedom* (Oxford University Press 1999)

⁴ Sunil Mani, *The Limits of the Law: Public Regulation of Private Pollution* (Oxford University Press 2018)

⁵ K M Ashifa, 'Human Rights Education in India: Perspectives and Practices' (2020) 58(1) *Psychology and Education Journal* <<http://dx.doi.org/10.17762/pae.v58i1.1208>> accessed 07 September 2024

explores the specific context of India, its challenges, and the approaches used in imparting human rights education. The article highlights the need for context-specific approaches and methodologies to effectively educate individuals about their rights.

Upinder Singh (2017): Challenges and Prospects of Human Rights Education in India offers a comprehensive examination of the present state of human rights education in India while delving into the associated challenges and potential pathways forward. It investigates the advancements and disparities in human rights education within India and provides perspectives on potential avenues for its enhancement. Singh emphasises the significance of awareness and education in the context of advancing the promotion and protection of human rights in India.

HYPOTHESIS

1. Efficiently embedding education related to human rights into the Indian educational framework, coupled with an inclusive and culturally attuned methodology, holds the potential to notably heighten awareness of human rights principles and cultivate a culture that reveres these rights. This, in turn, can play a substantial role in diminishing instances of discrimination and inequality.
2. Education related to human rights possesses the capacity to empower individuals and communities across India, stimulating their active participation in civic affairs and advocating for human rights in diverse spheres of society.
3. Human rights education, when adequately implemented and evaluated, can contribute to tangible improvements in addressing human rights challenges in India, including discrimination, gender inequality, and social exclusion.
4. By examining successful case studies and best practices in human rights education, this research will provide valuable insights and recommendations for enhancing and scaling human rights education initiatives in India.

UNDERSTANDING HUMAN RIGHTS

Concept and Origins of Human Rights: Human rights, fundamentally, comprise the essential entitlements and liberties that naturally belong to every person. They are characterised by their universality, applying to all individuals, their inalienability, as they cannot be relinquished or transferred, and their indivisibility, as they are interconnected and interdependent. The concept of human rights is deeply ingrained in historical and philosophical contexts, and it finds formal articulation in a multitude of legal conventions and international agreements. The roots of contemporary human rights can be traced to a series of pivotal events and philosophical underpinnings.

One of the initial expressions of human rights principles is evident in the Magna Carta, a document signed in the year 1215. This historic charter curtailed the authority of the English monarchy and laid the foundation for specific legal rights granted to the English nobility. Nevertheless, the modern human rights movement garnered significant impetus following the conclusion of World War II, culminating in the adoption of the Universal Declaration of Human Rights (UDHR)⁶ in 1948.

The Universal Declaration of Human Rights (UDHR), which was endorsed by the United Nations General Assembly, holds a pivotal status as a foundational document. It elucidates an exhaustive array of rights and liberties, encompassing civil and political rights (such as the right to life, freedom, and a just trial) and economic, social, and cultural rights (including the right to education, employment, and a decent standard of living). Often regarded as a ‘universal benchmark of accomplishment for all individuals and all nations,’ this declaration established the groundwork for subsequent human rights treaties. In India, the principles of human rights are intricately woven into the fabric of the Constitution. The Preamble of the Indian Constitution dedicates the nation to the mission of ensuring justice, liberty, equality, and fraternity for all its citizens. Additionally, the Constitution encompasses an array of fundamental rights, including ‘the right to equality, freedom of speech and expression⁷ and the right to life and personal

⁶ Universal Declaration of Human Rights 1948

⁷ Constitution of India 1950, art 19(1)(a)

liberty⁸.' It also integrates Directive Principles of State Policy, which serve as directives for the government in its pursuit of securing social and economic justice for the populace.⁹

Human Rights in the Indian Context: Within the Indian context, the Constitution of India stands as the supreme legal framework for human rights. Key provisions encompass:

Right to Equality: These provisions secure the equal protection of the law and explicitly forbid discrimination based on factors such as religion, race, caste, gender, or place of birth.¹⁰

Right to Freedom: These articles establish and ensure various freedoms, including those related to speech and expression, assembly, association, and the freedom of movement.¹¹

Right to Life and Personal Liberty: This article is the bedrock of personal rights, protecting the life and liberty of every person.¹²

Right to Education: The Constitution recognises the right to education as a fundamental right for children.¹³

Right against Exploitation: These articles prohibit trafficking, forced labour, and child labour.¹⁴

India's legal framework encompasses specialised acts and legislations dedicated to human rights, such as the Protection of Human Rights Act 1993¹⁵, which institutes the National Human Rights Commission (NHRC) with the mandate of advancing and safeguarding human rights across the nation. To grasp the concept of human rights within the Indian context, it is crucial to develop a nuanced understanding of these principles enshrined in the Constitution, further bolstered by international treaties, and augmented by domestic statutes. These rights form the bedrock for human rights education and advocacy within the country.

⁸ Constitution of India 1950, art 21

⁹ International Bill of Human Rights 1996

¹⁰ Constitution of India 1950, arts 14-18

¹¹ Constitution of India 1950, art 19

¹² Constitution of India 1950, art 21

¹³ Constitution of India 1950, art 21A

¹⁴ Constitution of India 1950, arts 23-24

¹⁵ Protection of Human Rights Act 1993

EDUCATION RELATED TO HUMAN RIGHTS: THEORETICAL FRAMEWORK

The Importance of Human Rights Education: The Human Rights Education (HRE) initiative is based on the fundamental principle that education plays a crucial role in advancing and safeguarding human rights. The aforementioned mechanism functions as a means of enabling individuals, imparting them with knowledge regarding their entitlements, and fostering attitudes and actions that exhibit reverence for and compliance with the tenets of human rights. The theoretical underpinning of Human Rights Education (HRE) is based on the premise that a population that is well-informed and educated is more inclined to actively participate in promoting and safeguarding human rights. The value of human rights education (HRE) is underpinned by several theoretical approaches¹⁶.

Various Theoretical Perspectives underpin the significance of HRE:

1. Theories and Models of Human Rights Education

Liberal Theory: This perspective emphasises individual freedoms and rights as central to the human experience. HRE, from a liberal standpoint, cultivates informed citizens who can exercise their rights and participate in democratic processes. India's Constitution, which guarantees fundamental rights, embodies liberal principles, reinforcing the importance of HRE in the country.

Critical Theory: Critical theorists argue that education should not merely promote compliance with existing norms but also encourage critical thinking and social change. HRE, from a critical perspective, challenges students to analyse and question systemic injustices, fostering a sense of social responsibility. This approach is essential in addressing deep-seated human rights issues in India¹⁷.

Constructivist Theory: Constructivism posits that individuals construct their understanding of the world. HRE, within this framework, is about providing students with the tools to develop

¹⁶ Richard Pierre Claude, 'The right to education and human rights education' (2024) 2 International Journal of Human Rights <<https://sur.conectas.org/en/right-education-human-rights-education/>> accessed 08 September 2024

¹⁷ Robin Celikates and Jeffrey Flynn, 'Critical Theory (Frankfurt School)', *Stanford Encyclopedia of Philosophy* (2023)

their own moral and ethical compass. By encouraging learners to engage in critical self-reflection, constructivist HRE enables them to internalise human rights values.

2. Relevance to India

In the Indian context, human rights education is crucial for several reasons. India's diversity, coupled with persistent challenges related to discrimination, gender inequality, and social exclusion, underscores the significance of HRE. The theoretical underpinnings of HRE harmonise with India's dedication to democracy, justice, and equality, as articulated in the Constitution. Moreover, by raising awareness of constitutional rights and global human rights norms, HRE serves as a conduit to narrow the divide between legal stipulations and the lived realities of marginalised communities in India. It empowers individuals with the understanding and values required to actively engage in the democratic system, advocate for their rights, and contribute to the development of a fair and equitable society. HRE, rooted in various theoretical perspectives, becomes a dynamic means, making it an indispensable element in the country's educational landscape. Its relevance is underscored by the persistent challenges India faces in upholding the dignity and rights of all its citizens.

SIGNIFICANCE OF HUMAN RIGHTS EDUCATION FOR INDIAN SOCIETY

Promotion of Social Justice: The promotion of social justice within Indian society is significantly influenced by the implementation of human rights education (HRE). India, a country characterised by its multifariousness and historical inequities, confronts persistent obstacles to discrimination based on caste, gender disparity, religious frictions, and societal marginalisation. The Indian Constitution demonstrates a strong dedication to social justice through its inclusion of provisions on affirmative action and reserves for historically marginalised populations. HRE supplements these legislative protections by promoting an environment where diversity and equality are valued. It enables people to take on roles as advocates for social justice, to combat discrimination, and to assist in the elimination of structural inequities.

Empowerment and Civic Engagement: Human rights education (HRE) assumes a pivotal role in equipping individuals with the necessary information to exercise their rights. The aforementioned activities facilitate the enhancement of individuals' analytical capacities, serve

as a catalyst for their active engagement in local communities, and instil within them a feeling of social responsibility. Citizens with more agency are more inclined to take part in political activism, promote positive social change, and demand accountability from their government. HRE is especially important in India because of the country's thriving democracy, which depends on the engagement of its citizens. HRE strengthens India's democratic institutions by teaching people how to exercise their rights and fulfil their responsibilities as citizens.

Fostering Tolerance and Inclusivity: Tolerance and acceptance must be actively fostered in a country as diverse as India. India's Constitution affirms the country's commitment to pluralism and secularism, which calls for a welcoming environment for people of all faiths and backgrounds. Human Rights Education (HRE) has shown to be a very efficacious approach to fostering acceptance and cultivating a sense of community.

The overarching goals of Human Rights Education (HRE) projects encompass the examination and questioning of pre-existing assumptions, the facilitation of inclusive and constructive discourse, and the reinforcement of the inherent universality of human rights. They play a crucial role in cultivating a societal environment marked by enhanced peace and inclusion. This is especially imperative inside a nation where the presence of inter-community tensions and conflicts can present formidable obstacles and where the cultivation of an environment characterised by respect and coexistence is of utmost importance.

Legal Framework and Policy Support: The significance of the Hindu Religious Endowments (HRE) is firmly entrenched within the legal framework of India. The Preamble of the Constitution of India highlights the commitment of the nation to defend ideals of justice, liberty, equality, and fraternity for all individuals within its population. The Constitution ensures a range of fundamental rights, encompassing, among others, the right to education, the right to equal protection under the law, and the right to freedom of expression. Furthermore, the signing of several international accords and conventions in India, such as the Universal Declaration of Human Rights (UDHR), International Covenant on Civil and Political Rights (ICCPR), Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) acts as evidence of its steadfast dedication to the advancement and safeguarding of human rights.

Complementing the legislative framework, India's educational policies, particularly the National Curriculum Framework, emphasise the significance of HRE. By highlighting the importance of teaching students both the facts and the attitudes that support the fight for human rights, these policies help bring human rights principles into the classroom.

EDUCATION RELATED TO HUMAN RIGHTS IN THE INDIAN EDUCATION SYSTEM

Inclusion in School Curricula: According to section 14 of India's National Curriculum Framework (NCF)¹⁸, HRE should be taught in all public schools. This framework establishes standards for what should be taught and how it should be taught in classrooms across the country. HRE is made available to students from all across the country and all walks of life by being incorporated into the NCF.¹⁹

Role of Educational Institutions: Educational institutions, including schools and universities, play a significant role in delivering HRE to students. The NCF recommends that these institutions provide suitable content and pedagogical methodologies to teach human rights, and they are expected to do so. Human rights cells or clubs have also been founded at several schools, where students participate in lectures, workshops, and other events on the topic. These activities help to educate the public and provide a safe environment in which pupils can examine and grapple with human rights ideas.

Unni Krishnan v State of Andhra Pradesh²⁰: This case centred around the matter of the right to education and underscored the essential entitlement of children to receive free and compulsory education up to the age of 14. It brought to the forefront the importance of recognising education as a fundamental right and emphasised the state's responsibility to ensure access to high-quality education.

Vishaka v State of Rajasthan²¹: This pivotal case dealt with the issue of workplace sexual harassment and placed a spotlight on the significance of gender rights. It underscored the

¹⁸ National Curriculum Framework 2005, s 14

¹⁹ Priyansh Khodiyar, 'Future of INDIAN EDUCATION SYSTEM – NEP 2020' (*Medium*, 03 April 2022) <<https://zriyansh.medium.com/future-of-indian-education-system-nep-2020-b30ba57213e4>> accessed 08 September 2024

²⁰ *Unni Krishnan v State of Andhra Pradesh* (1993) 1 SCC 645

²¹ *Vishaka v State of Rajasthan* (1997) 6 SCC 241

requirement for increased awareness and education concerning gender-related matters and set forth directives to preclude sexual harassment within workplaces and educational institutions.

Mohini Jain v State of Karnataka²²: The significance of making a good education accessible at a reasonable price was a central theme of this case. It brought to light the importance of ensuring that people of all socioeconomic backgrounds had equal access to quality education.

M.C. Mehta v Union of India²³: The focus of this case was on how human rights education can more effectively include environmental education. To promote a healthy and sustainable ecosystem, it stressed the value of educating people about environmental issues.

Kusum Sharma v Batra Hospital and Medical Research Centre²⁴: Even though this example had nothing to do with teaching about human rights, it did show how important it is to have patients' permission before administering any kind of medication. Education of one's rights, especially in the context of medical care, was emphasised.

Sheela Barse v Union of India²⁵: The need for human rights education in jail was highlighted by this case, which focused on the rights of female inmates. It emphasised the importance of teaching detainees their rights and treating them with dignity.

Bandhua Mukti Morcha v Union of India²⁶: This lawsuit marked a watershed moment in the fight against bonded labour and workers' rights. Education of one's rights and the elimination of exploitative work practises were emphasised.

State of Gujarat v Hon'ble High Court of Gujarat²⁷: Access to justice and legal representation were highlighted in this case. Although it was not directly related to human rights education, it did bring attention to the importance of learning one's legal rights and being aware of the laws that protect them.

²² *Mohini Jain v State of Karnataka* (1992) 3 SCC 666

²³ *M.C. Mehta v Union of India* (1992) 2 SCC 353

²⁴ *Kusum Sharma v Batra Hospital and Medical Research Centre* (2010) 3 SCC 480

²⁵ *Sheela Barse v Union of India* (1986) 2 SCALE 230

²⁶ *Bandhua Mukti Morcha v Union of India* (1984) 2 SCR 67

²⁷ *State of Gujarat v Hon'ble High Court of Gujarat* (1998) 7 SCC 392

CRITICAL ANALYSIS

Progress and Achievements: Human Rights Education (HRE) has made great strides towards official recognition and incorporation within India's legal and educational frameworks in recent years. The Constitution guarantees key human rights, such as the right to equality, the right to freedom, the right to education and the right against exploitation. These rights form the foundation for HRE. The Constitution of India lays a solid groundwork for HRE, with its commitment to human rights, equality, and justice reflected in its fundamental rights and directive principles. Additionally, the National Curriculum Framework (NCF) and guidelines from the NCERT emphasise the importance of HRE, recommending its inclusion in the school curriculum.

The formation of the NHRC, along with state-level human rights commissions, serves as a testament to the dedication to advancing and safeguarding human rights in the nation. Numerous NGOs and civil society groups play an active role in enhancing awareness about human rights and organising human rights education (HRE) initiatives.

Challenges and Unresolved Issues: Despite these advancements, challenges persist. Variations in the implementation of HRE among states and regions result in unequal access to HRE, creating disparities in human rights awareness. The cultural and societal factors deeply ingrained in Indian society can pose obstacles to a uniform HRE approach. Caste-based discrimination, gender disparities, and violence against women are enduring human rights issues that require dedicated attention within HRE programs. Moreover, a lack of standardised metrics for assessing the effectiveness of HRE initiatives hampers the ability to evaluate their impact accurately. Monitoring and evaluation Mechanisms are essential to understand the outcomes of HRE and make necessary improvements.

Resource constraints and a lack of awareness also hinder the effective implementation of HRE, particularly in underprivileged regions. While policies such as the National Policy on Education (NPE) 1986, National Curriculum Framework (NCF) 2005 and Right of Children to Free and Compulsory Education Act 2009 (RTE Act) support HRE, disseminating these policies to the grassroots level remains a challenge.

CONCLUSION AND SUGGESTIONS

Suggestions

Standardisation of HRE: IT ensure equitable access to human rights education throughout the nation, India must adopt a standardised approach to human rights education (HRE) throughout its many states. The establishment of nationwide regulations and their subsequent implementation and enforcement at the state and municipal levels can achieve this objective.

Cultural Sensitivity: HRE initiatives need to be built with flexibility and cultural awareness in mind. It is possible to break down barriers of culture through the adaptation of materials and methods to local situations.

Resource Allocation: HRE programmes, especially in economically depressed areas, deserve adequate funding. Educator preparation, content creation, and public education initiatives all fall under this category.

Evaluation Mechanisms: To evaluate HRE programmes and make improvements, standardised metrics and monitoring and evaluation systems must be developed.

Gender-Focused Initiatives: Special focus should be devoted to resolving gender inequities and violence against women within HRE programmes. Equal representation of both sexes and open discussion of gender rights should be the goals of these projects.

Conclusion

Human rights education (HRE) is of great importance in India, a country characterised by its diverse population, socioeconomic inequalities, and dedication to principles of justice and equality. India has witnessed notable milestones in the progression of human rights education (HRE), wherein the nation's legislative and educational frameworks have established a robust groundwork for the promotion and growth of this domain. India's dedication to fostering a society that acknowledges and adheres to human rights is exemplified by the implementation of the National Curriculum Framework and the founding of the National Human Rights Commission (NHRC).

Nevertheless, several obstacles have to be addressed, encompassing diverse strategies for effecting the desired transformation, cultural impediments, limited availability of resources, and gender disparities. Despite the aforementioned limitations, India possesses favourable circumstances for advancing human rights education (HRE), hence fostering a culture that is characterised by enhanced levels of education and heightened awareness of individual entitlements.