

Chapter 1

Introduction

1.1. Introduction

Human rights education is universally accepted mechanism to ensure protection and promotion of human rights. The progress in the field of science and technology has made many miracles in human life. On the other hand, these technological developments have created new social issues, and dimensions of human rights violations. Globalisation added with technology has created new actors in world politics in the form of Multinational Corporations (MNCs). These MNCs with international operations and huge economic capacity have ability to influence the domestic as well as international policy formulation. Traditional role of nation-state is diluting under these modern circumstances, and non-state actors are playing a vital role in international world politics. Technocrats being the main workforce behind all these developments cannot be devoid of human rights education (HRE) under the illusionary excuse of productivity and efficiency. The state cannot be the sole responsibility bearer for HRE under these circumstances. This responsibility should be equitably shared by state as well as non-state actors. Technology without humanity will lead the world towards many unpredictable disasters, which have not been observed in recorded world history. In past decades development and growth of globalisation and MNCs have created huge human rights violations worldwide. Under the influence of globalisation similar pattern of human rights violations have been observed throughout the world. This simply indicates the industrial pattern of human rights violation in contemporary era. Therefore there is a need to train the masses about human rights. HRE of the professionals working in the field of engineering and technology need special attention. It should include HRE during formal education system, as well as during service.

1.2. Background of the Study

‘United Nations Decade of Human Rights Education (1995-2004)’ was declared to promote the concept of human rights via interventions in educational curriculum.

‘World Programme for Human Rights Education (WPHRE)’ was declared in year 2004. (WPHRE) is divided into four phases. ‘First Phase of the WPHRE (2005-2009)’ was focused on the primary and secondary school systems. UN Human Rights agenda for ‘Second Phase of WPHRE (2010-2014)’ was focused on human rights in higher education, and on human rights training programs for teachers and educators, civil servants, law enforcement officials, and military personnel. The purpose of the ‘Third Phase of WPHRE (2015-2019)’ was to advance and consolidate the efforts undertaken during the two phases of the world programme. Youth is the focus group of the ‘Fourth Phase of HRE (2020-24)’, with special emphasis on education and training in equality, human rights and non-discrimination, and inclusion and respect for diversity with the aim of building inclusive and peaceful societies, and to align the fourth phase with the 2030 Agenda for Sustainable Development and specifically with target 4.7 of the Sustainable Development Goals (SDGs).¹ For this an assessment of the planning, coordination, implementation and evaluation of the two phases, and the related national plans is required. On the basis of the results of the analysis further strategies need to be developed for improvement, and proper implementation of WPHRE. In order to achieve purpose of third phase of human rights education; present policies, and HRE programme need to be analysed. As a result of the analysis of present policies and HRE programme, new and revised policies for HRE should be formulated.²

1.3. National Education Policy 2020

National Education Policy (NEP 2020) envisages that the curriculum and pedagogy of our institutions must develop among the students a deep sense of respect towards the Fundamental Duties and Constitutional values, bonding with one’s country, and a conscious awareness of one’s roles and responsibilities in a changing world. The vision of the Policy is to instill among the learners a deep-rooted pride in being Indian, not only in thought, but also in spirit, intellect, and deeds, as well as to

¹ *World Programme for Human Rights Education: adoption of the plan of action for the fourth phase*, A/HRC/42.L.5. U.N. GE.19-16053(E), Sep.23, 2019, (United Nations, 2019), Available at: <https://undocs.org/pdf?symbol=en/A/HRC/42/L.5>, (Last Visited on June 01, 2020).

² *World Programme for Human Rights Education (2005-ongoing)*, available at: <https://www.ohchr.org/EN/Issues/Education/Training/Pages/Programme.aspx> (Last visited on June 01, 2020).

develop knowledge, skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being, thereby reflecting a truly global citizen.³

NEP 2020 emphasis no hard separations between arts and sciences, between curricular and extra-curricular activities, between vocational and academic streams, etc. in order to eliminate harmful hierarchies among, and silos between different areas of learning. It focuses on multidisciplinary and a holistic education across the sciences, social sciences, arts, humanities, and sports for a multidisciplinary world in order to ensure the unity and integrity of all knowledge. The goal of NEP 2020 includes to incorporate ethics and human & Constitutional values like empathy, respect for others, cleanliness, courtesy, democratic spirit, spirit of service, respect for public property, scientific temper, liberty, responsibility, pluralism, equality, and justice.⁴

NEP 2020, further mentions that towards the attainment of such a holistic and multidisciplinary education, the flexible and innovative curricula of all HEIs shall include credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based education. Environment education will include areas such as climate change, pollution, waste management, sanitation, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable development and living. Value-based education will include the development of humanistic, ethical, Constitutional, and universal human values of truth (satya), righteous conduct (dharma), peace (shanti), love (prem), nonviolence (ahimsa), scientific temper, citizenship values, and also life-skills; lessons in seva/service and participation in community service programmes will be considered an integral part of a holistic education. As the world is becoming increasingly interconnected, Global Citizenship Education (GCED), a response to contemporary global challenges, will be provided to empower learners to become aware of and understand global issues and to become

³ Ministry of Human Resource Development, Government of India , *National Education Policy*2020, 6, available at: https://www.mhrd.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf

⁴ *Id.* at 5.

active promoters of more peaceful, tolerant, inclusive, secure, and sustainable societies.⁵

Technical education will, thus, also aim to be offered within multidisciplinary education institutions and programmes and have a renewed focus on opportunities to engage deeply with other disciplines. India must also take the lead in preparing professionals in cutting-edge areas that are fast gaining prominence, such as Artificial Intelligence (AI), 3-D machining, big data analysis, and machine learning, in addition to genomic studies, biotechnology, nanotechnology, neuroscience, with important applications to health, environment, and sustainable living that will be woven into undergraduate education for enhancing the employability of the youth.⁶ These goals cannot be achieved without the incorporation of human rights education in technical education system.

In response to MHRD's formal recognition of a new disruptive technology, the National Research Foundation will initiate or expand research efforts in the technology. In the context of AI, NRF may consider a three-pronged approach: (a) advancing core AI research, (b) developing and deploying application-based research, and (c) advancing international research efforts to address global challenges in areas such as healthcare, agriculture, and climate change using AI.⁷ Therefore for human rights centric research and education need to be promoted in the field of engineering and technology to achieve the goals of NEP 2020.

1.4. Rationale of Research

Technologies come from the paradigms of science. The purpose of the technology is to convert the science in usable form, and serve the humanity. But as soon as the science becomes technique, it start developing as a separate stream, and leaves behind the humanitarian principles, that is what has happened in the case of development of science and technology (S&T) in modern era. If mere economic achievements are the only purpose for development of science and technology, then the human race will become the victim of its own scientific and technical developments, as we have seen

⁵ *Id.* at 37.

⁶ *Id.* at 51.

⁷ *Id.* at 57.

in the case of holocaust in past. Many people have achieved very high standards in their professional life but they are often missing the rung called humanity, and leaning against the wrong wall. Without the proper incorporation of humanity in the development of science and technology, we may see an occasional evolution in science and technology, but it will not lead to the real human advancement, which is desired. Due to non incorporation of science with the humanities, despite of very high technological development after industrial revolution, all the old inequalities and injustices are still with us in one form or another. It is very important to induce proper understanding of humanitarian principles in technocrats and working professionals. Without this the development for which we are running will be directionless. HRE is the best tool to teach humanitarian principles to the citizens of modern world, irrespective of their social, economic, political, cultural, educational status.

Education is a lifelong process, and same is the case for HRE in the field of engineering and technology (E&T). HRE should start right from the schooling, and continue during higher education, as well as during on job training of the technocrats. HRE should include fundamental training of the human rights required for day to day human life, as well as for profession. Rationale of the research undertaken is to check the status of HRE in technical education system of India under the limelight of WPHRE. Research is also focused to check the status of on service HRE of technocrats during service. Ultimate goal of the research is to propose the improvements in existing HRE policies for professionals working in the field of engineering and technology.

1.5. Problem Profile

It has been observed that majority of the initiatives in the field of HRE has been taken in the school education system, while the HRE in higher education system is still a neglected area, especially in the field of engineering and technology. In majority of the courses and institutions strategies for the promotion of HRE has not been done. Syllabus of the science stream of education after matriculation level mainly constitutes the science and mathematics studies. There is very selective exposure of the students of science stream with social science subjects, and is primarily restricted to obtain linguistic and communication skills. The students who enrolls themselves in

the professional E&T courses have further little exposure to the social studies, and the training of human rights is nearly absent for these students. Absence of HRE, along with a distance from study of social sciences makes it more important to provide HRE in higher technical education institutions.

The lack of HRE and human rights violation is also affecting the performance of the engineering students during their education, and affecting their future employability. The human interface is the most important part of any profession, whether it is engineering, medical science or management. Incidences of industrial accidents, infrastructure collapses, along with other human rights abuses associated with industry highlights the importance of HRE in the field of E&T. Lack of HRE can create big disasters in public interface. We have seen tragedies like ‘Bhopal Gas Disaster’, where technical mistakes created huge human rights violations. Proper HRE makes the person more sensitise about the after-effects of his/her own actions. This enhances the feeling of social responsibility in the professionals, and gross violation of human rights can be checked in industrial accidents by promoting HRE in technical education system. There is an absence of national law and policy for on job HRE of professionals working in the field of E&T. UNGPs are also silent on HRE of technocrats. Too often, even when rights protections exist on paper, effective enforcement of these standards is weak. First step for enforcement of human rights is education, and awareness of the rights. Where protections of human rights are lacking, marginalized groups are often vulnerable to abuses and face significant challenges to full realization of their rights, including within the formal justice system, and it affects the ‘Access to Justice’ adversely. Therefore the HRE in the field of engineering and technology cannot be neglected.

1.6. Research Objectives

1. To study the existing human rights education system in India.
2. To study and explore contemporary human rights issues in the field of human rights education.
3. To explore the status of human rights education in educational institutions imparting education and training in the field of engineering and technology.

4. To examine the status of human rights education among engineers/ academicians and professionals working in the field of engineering and technology.
5. To explore the model human rights education methodology and/or syllabus for students, engineers, academicians, and professional working in the field of engineering and technology.

1.7. Hypothesis

The research methodology discussed above would be assessed by the following hypothesis

1. Status of human rights education is satisfactory among engineers/ academicians and professionals working in the field of engineering and technology.
2. The consensus among the engineers/ academicians and professionals working in the field of engineering and technology is in the favour of having human rights education during education and employment.
3. The present syllabus/ content and methodology adopted for human rights education in Industry and University education system is appropriate.

1.8. Research Methodology

In order to attain the objectives set out for research, research methodology used is 'Mixed Method'. The data for the research is collected with the help of empirical and doctrinal means. Research is primarily empirical in nature; however doctrinal approach is used for the facilitation and validation of research. It helped the researcher to collect evidences for the verification of the research findings. It was also useful to cross verify the research findings in order to avoid and eliminate the prejudices of respondents, as well as researcher.

Doctrinal research is used to explore history, human rights issues, HRE methodologies prevelant, international obligations, policies, law, and developments

on the issue. It helped the researcher to strengthen human rights perspective in the field of E&T. Research is concerned with the study of the existing guidelines on the HRE, and to suggest the appropriate human rights education policy for implementation of HRE for engineers/academicians and professionals working in the field of E&T. For the purpose of analysis of the data collected, qualitative research methodology is used.

1.9. Data Collection Details

Data collection for the research was done through following means

1. 'Pilot Empirical Study' was conducted over the engineers/ academicians, and professionals working in the field of Engineering and Technology. Questionnaire method was used in the collection of data from 50 key respondents.
2. Face to face interview of 10 migrant workers was conducted in the industrial city of Faridabad. These workers were either working in organised sector, or were retired from their service.
3. RTI requests (Two RTI requests each) were filed and monitored to 18 IITies, and 30 NITies in India.
4. Course Content analysis of 10 state universities, and 10 IITies was performed for the streams of Mechanical Engineering, Computer Science and Engineering, and Chemical Engineering. Course curriculum were accessed through the official websites of the concerned Universities/ Institutions.
5. Literature review was done in order to collect the relevant data on the issue. Library resources, as well as e - resources were utilised for the purpose.

1.10. Thesis Structure

Chapter 1: Introduction

Chapter 2: Human Rights

Chapter 3: Human Rights Education

- Chapter 4: Human Rights Issues and Challenges in the Field of Engineering and Technology
- Chapter 5: Human Rights Education in the Field of Engineering and Technology
- Chapter 6: Human Rights Education: an Empirical Study
- Chapter 7: Conclusion and Suggestions

1.11. Review of Literature

One of the most relevant materials revisited during research is **“The Human Rights Education Handbook, Effective Practices for Learning, Action and Change”** available on the website of “University of Minnesota”. This handbook provides detailed and useful information about human rights education, art of facilitation of human rights education, essential components of human rights education, methodologies for human rights education, planning presentations for human rights education and evaluation of human rights programmes.

In article, **“Human Rights Education: Ideology, Location, and Approaches”**, **“Monisha Bajaj”** has mentioned various types of HRE including global education, intercultural/ anti racist education, development education, environmental education, peace education, law related education, citizenship education, personal and social values education. Author has also discussed three models of HRE, which includes HRE for global citizenship, HRE for coexistence, HRE for transformative action. Author has explained HRE for global citizenship by giving the example of “The Indian Institute of Human Rights”. While discussing the HRE for coexistence author has given the example of “The Centre for Social Justice’s human rights education program”. According to author HRE for transformative action radical pedagogy is required to bring transformation in the masses. Paper gives the example of “The Institute of Human Rights Education” for transformative HRE.

“Ruya Hung” in **“Toward an Affective Pedagogy of Human Rights Education”** explores the notion of affective pedagogy of HRE. This pedagogy highlights the significance of affectivity and body in the process of learning. Author emphasis that attitudes, feelings, beliefs, and emotions are central to HRE. Body and aesthetic

experience are very important part of learning process; therefore HRE should involve learning through senses. Author suggests that course curriculum for HRE should enable learners to become more sensitive, mindful, attentive and responsive; Demonstrate sensitivity and responsiveness to others' feelings and sufferings. The learner should demonstrate responsiveness and responsibility to reduce others' sufferings and to put creative modes of thinking into practice to reduce cruelty, injustice, or misery.

Human Rights in the Robot age Challenges arising from the use of Robotics, Artificial Intelligence, and Virtual and Augmented Reality (Expert Report Written for the Committee on Culture, Science, Education and Media of the Parliamentary Assembly of the Council of Europe (PACE); Van Est, R. & J.B.A. Gerritsen, with the assistance of L. Kool; 2017; The Hague: Rathenau Instituut.) gives recent insights about human rights challenges in the contemporary world due to advancement in the fields of robotics, artificial intelligence and internet. This report discusses in details effects of contemporary evolutions on the right to respect for privacy, human dignity, right to ownership, freedom of expression, prohibition of discrimination, access to justice and the right to a free trial, and safety, responsibility and liability of multinational companies in the protection and promotion of human rights. Report also suggests the measures to safeguard human rights in robotic age from frequent violation by state as well as non state actors.

In the research paper **“The Privatization of Human Rights: Illusions of Consent, Automation and Neutrality”** by **“Emily Taylor”**, author discussed the human rights risks of big data collection by online internet platforms and government agencies. Author has emphasised how terms and conditions of these platforms are based on illusion of consent and illusion of neutrality to garner greater economic benefits. Paper discusses how the corporations are shielding human rights responsibilities under the umbrella of illusion of consent. Author emphasis the need of ethics and respect for human rights obligations of individuals in the research paper.

In article **“What happens if Robots take the Jobs? The Impact of Emerging Technologies on Employment and Public Policy”**, **“Darrell M. West”** discusses how few developments in the field of robotics, artificial intelligence, 3-D printing and unmanned vehicles have transformed human life, but the effects of these technologies

on employment and public policy yet need to be determined. Artificial intelligence is now days incorporated in a variety of areas like finance, transportation, telecommunications and aviation. Paper gave future employment projections in various sectors in U.S. economy. Paper highlights the future trends of future unemployment in U. S. economy as a result of these technological developments. It has been observed in the paper that knowledge societies are destroying industrial and manufacturing jobs, and exacerbating social and economic divisions in the society, it may lead to a permanent underclass of unemployable people. Author recommends providing the citizens benefits outside of jobs, provide a basic income guarantee, providing activity accounts for lifetime learning and job retraining, incentives for volunteerism, encourage corporate profit sharing, curricular reform, and expanding arts and culture for leisure time to counter the human rights issues like mass unemployment due technological developments.

In the book **“Migration; Economic Change, Social Change”** by **“Christian Dustmann”** author addresses the issue of large movements of people across and within national borders as a result of changing economic reality of last decade. Book addresses the economic, social and political challenges of migration. While discussing the economic migration author discusses the case of migration from the former Soviet Union to Israel in the early 1990s and the mass migration from rural to urban areas in China that started in the mid 1990s. Author also discusses research methodologies in analysing the migration data and the issues faced by the researchers. In second part the author discusses the effects of migration on the societies. Author investigates the issues of pitfalls of policies, family reunification, issue of multicultural society and the impact on the social structure of the receiving society. Book discusses the complexity of the phenomenon of migration and the challenges to policy and society as a result of migration.

In book **“Nomadic Peoples and Human Rights”** written by **“Jeremie Gilbert”** human rights of nomadic peoples have been discussed in detail and with beautiful presentation. Book explores how human rights law could be used as a vehicle to support the genuine wishes of nomadic communities, knowing that law has traditionally supported the forced sedentarisation and assimilation of nomadic communities. Author sets out a comprehensive analysis of human rights law in

relation to nomadic people. Most international law and national law is predicated on the perspective of those settled in one place, but this book gives the perspective of nomadic peoples. Book tries to develop emerging jurisprudence linking the rights of people who are settled, with the rights of people who move. Writer considers nomadic peoples as the guardians and protectors of natural reserves and therefore advocates the protection of the rights of nomadic peoples. Book accommodates recent histories of extermination and discrimination against nomadic peoples in 19th, 20th and present century as a result of colonisation, modern state formation, globalisation and development. Writer takes into consideration the perception that nomadic activity is widely regarded as undermining of state authority and is labelled as backward, primitive, anarchic, and anachronistic because the history, domestic law and international law has been written as per the perspective of the settled population without taking into consideration of the rights of nomadic population. Book explores the concept of territorial rights of the nomads. Book covers recent international law developments regarding nomadic indigenous peoples' land rights in United Nations declaration of the Rights of Indigenous people, International Labour Organisation's Conventions 107 and 109, Dana Declaration on Mobile Peoples and Conservation and the Segovia Declaration. Book addresses the importance of collective land rights, use rights, right to movement, right to mobile services (Health, education, welfare, right to culture), and the right to self-determination in engagement with multinational corporations of the nomadic people. Author argues for greater recognition of their rights to move within and across sovereign states.

“Globalisation and Human Rights; Challenges and Answers from a European Perspective” by **“(Editors) Jesus Ballesteros, Encarnacion Fernandez Ruiz-Galvez, Pedro Talavera”** analyses some of the current threats to human rights in modern era of globalisation and their avoidable nature. Author discusses the role played by Information and Communication Technology (ICT) in the protests and demonstrations in Arab countries which have meant hope for recovery of the liberty and dignity of their people. Author also discusses how economism is intimately connected to globalisation. Book highlights the predomination acquired by capital over other production factors, such as human nature and human work possible. As a result of precedence on opaque financial instruments over the true economy (production of goods and services) and over politics (such as cooperation for the

common good) the human rights are compromised. Book is primarily divided into three parts. In Part I soft threats to human rights have been discussed, these are the violation of human rights due to economic reasons. Part II discusses hard threats to human rights, which includes violation of human rights due to armed conflict and due to war. Part III of the book discusses how a how a peaceful society can be created by countering the phenomenon of war, neo liberalism and market economy by taking the example of European Union.

“A. C. L. Davies” in his book **“Perspectives on Labour Law”** introduces two of the main perspectives used by advocates in the analysis of labour law today; human rights and economics. Author offers a brief history of evolution of labour law with reference to human rights and economics from 1950s to the present day explains neoclassical and new institutional economics and summarises the historical development of international human rights law. Book is divided into two parts; first part introduces and discusses the historical developments since 1950, both perspectives of labour law and the modes of regulation in international, regional and domestic law. Second part of the book constitutes the application of insights of rights theorists and economists to selected topics in labour law.

Research paper **“The Social Impacts of Migration in India”** by **“Dr. Dineshappa. Singapur and Sreenivasa K N”** studies the issue concerning inter-state migration in India. Paper involves the study of inter-state migration, socio-economic conditions of migrants before and after migration, reasons of migration, and insights on the determinants of internal migration in India. Author considers migration as a social process in which human agency and social network play a major role. Migration affects social relationship within society and gives rise to loss of state control. Different societies takes the impacts of migration differently depending on whether immigrants are perceived to have brought competition or choice to local communities, and this may be felt in jobs, public services and so on. Author analyses the effect of migration in both “sending Societies” as well as “Receiving Societies”. Author has analysed the migration on the bases of distance as well as on the bases of duration of stay. Author points out that the Socio- Economic position of migrants can vary from sector to sector. Issue of housing is identified as one of the serious concern for migrants in India. Apart from housing migrants also faces human rights issues like

loss of access to entitlements and social services, lack of identification, access social welfare schemes such as subsidized food, fuel, health services, or education etc. This deprivation from basic human rights leads to aggravate the intergenerational transmission of poverty among migrants. In the receiving society migrant's identity presumed to be as an outsider, as a result of which above mentioned discrimination further aggravates. This discrimination further leads to economic and political exclusion of many groups. Paper discusses push factors and pull factors of migration. Then author tries to analyse the net benefit of migration for Receiving Society and sending Society. In the end, author concludes that although this complex phenomenon of migration has contributed a lot to India's economy but social protections available to migrants still remains sparse.

Research Paper **“Health Equity for Internal Migrant Labourers in India: An Ethical Perspective”** by **“Ajoke Basirat Akinola”** is focused mainly on the issues concerning the health issues of skilled and semi-skilled internal migrant labourers in India and some important initiatives taken by Indian states to tackle the issue. Migration of labourers is a common phenomenon in developing countries. Key health issues associated with migrant workers are discussed in the paper. Author points out how differences in cultural beliefs and practices, and language barriers aggravate the health issues among the migrant workers and complicate the delivery of effective healthcare services. Paper highlights that health problems of migrant labourers are different from the host society; these health problems include spread of communicable diseases, reproductive and child health, violence against women, child labour, adaptation, adjustment and psychosocial disorders, occupational diseases. Author advocates that the migrant labourers should be provided curative as well preventive healthcare facilities. Paper advocates need based allocation of funds instead of entitlement based allocation of funds Author has also quoted some of the important initiatives for equitable delivery of healthcare to migrant workers from the state of Tamil Nadu, Kerala and Ajeevika Bureau in Rajasthan.

In **“Impact of Globalisation on Human Rights and Environmental Protection”** by **“R M Kamble”** correlation of environmental development with environmental protection, interrelationship between environment and human rights, and finally effects of globalisation on human rights over human rights and environmental

protection have been discussed. Author points out that, globalisation has produced common social, economic and cultural environment throughout the world. Due to technological developments and globalisation people around the world are facing a threat to their environmental rights due to rapid environmental degradation. Apart from this right to property and culture is also at stake due to economic globalisation. First movements were primarily concerned with wild life conservation and nature conservation, but due to rapid urbanisation combined with industrial revolution there are huge negative impacts on human rights, which has not received proper attention. Paper emphasises that in post 2nd world war era addition of globalisation with industrial revolution led governments and individuals to realise the international and Trans- Boundary dimensions of environmental issues. Author points out that legal protection of human rights are essential to achieve the ends of environmental justice. Paper links human rights and environment through three dimensions of substantive justifiable rights to certain quality of environment, quality environment as an underlying precondition for the enjoyment of existing human rights, procedural rights of people in relation to control over their environment. Author also advocates the substantive right to a secure, healthy, and ecologically sound environment, as well as concept of intergenerational equity as mentioned in ‘draft declaration on principles on human rights and environment, 1994’. Author considers sustainable human development a multifaceted process and seeks a balance between the balance between the ecological, economic and social spheres, while also taking account of political (Participation and democratization), ethical (Responsibility, solidarity, social justice and sufficiency) and cultural (Local diversity and artistic expression) considerations. Author recognises that the making of balance between the preservation of natural environment and promotion of development to meet basic needs of humanity is a key challenge in front of policy makers. In the end the author concludes that human rights and environment go hand by hand as the degradation of the environment violates numerous well-recognised human rights.

Research paper **“The Economic Globalisation and its Threat to Human Rights”** by **“Mr. Nisar Mohammad bin Ahmad”** explores the evolution of globalisation, particularly economic globalisation and its potential impact on human rights. Paper also discusses the possibility of establishing a regulatory transnational regime to make the players of globalisation accountable and socially responsible for human rights.

Author points out that Transnational companies (TNCs) are the main driving force behind the process of globalisation. The author advocates that the TNCs affect the civil, political, social, economic and cultural rights of the individuals negatively in industrialised as well and underdeveloped societies. Paper points out that the economic dimensions of globalisation have acquired a status higher than human values or fundamental human rights in the current trends of globalisation. Author emphasise that no business can flourish in an environment where fundamental human rights are not respected. The traditional image of TNCs as private corporations needs to be revised. Voluntary self regulations by TNCs are not sufficient for the protection of human rights in modern globalised world. Author advocates the voluntary ‘code of conduct’ for TNCs as well as legal obligations of TNCs for protection of human rights in domestic and international legal regimes, as voluntary initiatives by TNCs suffer from a number of weaknesses. On the other hand paper advocates that in countries where law enforcement mechanisms are weak self-regulation by TNCs under voluntary codes of conduct may actually be more effective than national or international codes forced on TNCs against their will, therefore human rights education can be an important tool for developing countries. ILO Tripartite Declarations of Principle Concerning Multinational Enterprises and Social Policy of 1977 and OECD Guidelines for Multinational Enterprises of 1976 are important code of conduct to guide TNCs for self declarations. Author emphasises the primacy of human rights over all legal regimes.

“Globalisation, Transnational Corporations and Human Rights – A New Paradigm; “Jennifer Westaway” addresses the significance of TNCs, and their role in the context of human rights. Paper discusses how as a result of global financial crisis economic and financial sustainability concerns have been given priority over the traditional concern of human rights violations. Author emphasises that the TNCs have the power to be able to compete with the power of sovereign states and they can hamper their economic sovereignty over natural resources and economic wealth, as well as potentially hampering their political sovereignty. Author has quoted multiple examples of Chad Cameroon Project, Yanacocha gold mine in Peru, Royal Dutch Shell in Nigeria, the Union Carbide chemical leak in Bhopal, India; the Nike, Disney and Levi Strauss sweatshops in such countries as Indonesia; the Wal-mart factories in China and Honduras; the case of Royal Dutch/Shell in Ogoni, Nigeria; the operations

of Unocal Oil Corporation in Myanmar, the policies of British Petroleum in Columbia, and the actions of Texaco in Ecuador, and Freeport-McMoRan in Indonesia where the basic fundamental rights were violated by the TNCs. Author emphasise on the increasing indirect responsibility of TNCs for the protection of human rights as a result of contraction in the availability of funds to developing countries as a result of the global financial crisis. Paper points out that there is a race to bottom where tax, labour safety, wage standards and social welfare programs are compromised in order to attract the more investment by underdeveloped, developing and poor countries. TNCs operating overseas employ a weaker moral code of responsibility, founded on their misbeliefs, which indicates clear imbalance of power, which can be exploited by the corporation. The prosecution of TNCs is difficult as they operate in different jurisdictions and home country of incorporation may well refuse to cooperate in any prosecution.

As per **“Human Rights Education in Primary and Secondary School Systems: A Self- assessment Guide for Governments (United Nations 2012)”**; “Human rights education can be defined as education, training and information aimed at building a universal culture of human rights through the sharing of knowledge, imparting of skills and moulding of attitudes to prompt action directed at strengthening respect for human rights, fundamental freedoms, tolerance, equality and peace, among individuals, within societies and among nations.” HRE is itself a fundamental human right and also responsibility of the state as well as society.

Preamble to the **“Universal Declaration of Human Rights (UDHR) 1948”** specifically mentions that "every individual and every organ of society" to "strive by teaching and education to promote respect for these rights and freedoms." Article 26 (2) clearly states the importance of human rights education as follows “Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace”. Therefore UDHR clearly states that HRE should be important part of each and every education system including technical education system.

“International Covenant on Civil and Political Rights (ICCPR), 1966” declares that a government "may not stand in the way of people learning about [their rights]." HRE should be universal in nature. However, certain groups have a particular need for HRE. Some need special emphasis on HRE because they are especially vulnerable to human rights abuses. On the other hand others require HRE because they hold official positions and upholding human rights is their responsibility, still others because of their ability to influence and educate.

"United Nations Declaration on Human Rights Education and Training (Human Rights Council 2011)", Article 10, sub clause (1) states that "Various actors within society, including, inter alia, educational institutions, the media, families, local communities, civil society institutions, including non-governmental organizations, human rights defenders and the private sector, have an important role to play in promoting and providing human rights education and training".. Further Article 8, sub clause (2) states that "The conception, implementation and evaluation of and follow-up to such strategies, action plans, policies and programmes should involve all relevant stakeholders, including the private sector, civil society and national human rights institutions, by promoting, where appropriate, multi-stakeholder initiatives" Article 1, sub clause (1) states "Everyone has the right to know, seek and receive information about all human rights and fundamental freedoms and should have access to human rights education and training" Therefore the educational institutions, government agencies as well as transnational corporations should take equal initiatives to provide human rights education to students, academicians and working professionals in the field of engineering and technology.

On 10th November, 1989, the **“Convention on Vocational and Technical Education, 1989”** was adopted by the General Conference of the UNESCO held in Paris. Convention emphasises that it is the constitutional duty of the organisation to promote and develop education. Convention recognises that the development of technical and vocational education should contribute to the safeguarding of peace and friendly understanding among nations. Article 2 of the Convention emphasises the importance of HRE by mentioning that "The Contracting States agree to frame policies, to define strategies and to implement, in accordance with their needs and resources, programmes and curricula for technical and vocational education designed

for young people and adults, within the framework of their respective education systems, in order to enable them to acquire the knowledge and know-how that are essential to economic and social development as well as to the personal and cultural fulfilment of the individual in society.”

According to “**Convention on Technical and Vocational Education, 1989**” the contracting states agree to provide and develop technical and vocational education programmes that take account of the educational, cultural and social background of the population concerned and its vocational aspirations; the technical and professional skills, knowledge and levels of qualification needed in the various sectors of the economy, and the technological and structural changes to be expected; employment opportunities and development prospects at the national, regional and local levels; protection of the environment and the common heritage of mankind; occupational health, safety and welfare.

“**The World Conference on Human Rights**” (June 1993), considers human rights education, training and public information essential for the promotion and achievement of stable and harmonious relations among communities and for fostering mutual understanding, tolerance, and peace. Furthermore “**Vienna Declaration and Program of Action, 1993**”, Part II.D, para. 80 mentions that “Human rights education should include peace, democracy, development and social justice, as set forth in international and regional human rights instruments, in order to achieve common understanding and awareness with a view to strengthening universal commitment to human rights.”

The objectives of the “**United Nation’s World Program for Human Rights Education**” are to promote the development of culture of human rights. A common understanding based on international instruments regarding basic principles and methodologies for HRE need to be promoted. It is to ensure that at national, regional and international levels HRE should be in focus. For this purpose a common collective framework for actions by all relevant actors need to be provided. WPHRE should enhance partnership and cooperation at all levels. For this purpose survey, evaluation and support of existing human rights programme need to be done. Objective of these survey, evaluation and support should be to provide an incentive to continue and/or expand good practices in HRE programmes and to develop new ones.

But despite all these efforts human rights education of students, academicians and working professionals in the field of education and technology has been a neglected area throughout these developments. According to third phase of WPHRE, mechanisms of human rights education need to be strengthened and promoted in the field of engineering and technology as well.

1.12. Ethical Consideration

Researcher upholds the ethical standards and conduct expected from a researcher. Researcher tried to establish a meaningful relationship with the respondent without breaching the comfort of respondent. Researcher made the respondent aware about the purpose of this research, which was purely academic in nature. Due permission of the respondents was obtained before collecting the data through questionnaire, as well as during interview, and the researcher have not forced the respondent to answer any question. The researcher maintains confidentiality of the data collected (only for academic purpose), and also the confidentiality of the respondents. Researcher was also humble with the respondents, and due respect and acceptance was given to the social values and differences of the respondents with positive attitude.

1.13. Limitations of Study

1. Keeping in mind the universe of industries, industries covered are limited.
2. Keeping in the mind the numbers of Universities/ Institutions in the field of engineering and technology, number covered in the research is limited.
3. Labourers working in the unorganised sector are not covered in the research.