

CONTENTS

	Page Nos.
<i>Declaration</i>	<i>i</i>
<i>Plagiarism Certificate</i>	<i>ii</i>
<i>Certificate</i>	<i>iv</i>
<i>Student Approval Form (for Shodhganga Purpose)</i>	<i>v</i>
<i>Acknowledgement</i>	<i>vii</i>
<i>Contents</i>	<i>ix</i>
<i>Abbreviations</i>	<i>xviii</i>
<i>List of Tables</i>	<i>xxiii</i>
<i>List of Charts</i>	<i>xxv</i>
CHAPTER 1: INTRODUCTION	1-20
1.1. Introduction	1
1.2. Background of the Study	1
1.3. National Education Policy 2020	2
1.4. Rationale of Research	4
1.5. Problem Profile	5
1.6. Research Objectives	6
1.7. Hypothesis	7
1.8. Research Methodology	7
1.9. Data Collection Details	8
1.10. Thesis Structure	8
1.11. Review of Literature	9
1.12. Ethical Consideration	20
1.13. Limitations of Study	20
CHAPTER 2: HUMAN RIGHTS	21-52
2.1. Introduction	21
2.2. History of Human Rights	24
2.3. Key Milestones in Human Rights History	25
2.4. Human Rights as Legal Rights	27
2.5. Human Rights as Social Claims	28
2.6. Human Rights as Ethical Concerns	28
2.7. Religion and Human Rights	30

2.8.	Non Government Organizations and Human Rights	31
2.9.	State Sovereignty and Human Rights	32
2.10.	International Bill of Human Rights	32
2.11.	Classification of Human Rights	33
2.12.	Three Generations of Human Rights	36
	2.12.1. First Generation Human Rights	37
	2.12.2. Second Generation Human Rights	38
	2.12.3. Third Generation Human Rights	40
2.13.	Human Rights Protection and Promotion	41
2.14.	Human Rights Obligations/ Enforcement	42
2.15.	Human Rights: Constitutional and Legal Framework	43
2.16.	National Institutions for the Protection and Promotion of Human Rights	47
2.17.	National Human Rights Commission	49
2.18.	Summary	52
 CHAPTER 3: HUMAN RIGHTS EDUCATION		53-89
3.1.	Introduction	53
3.2.	Human Rights and Human Rights Education: A Brief Introduction	54
3.3.	World Programme for Human Rights Education	59
3.4.	Four Phases of World Programme of Human Rights Education	60
	3.4.1. First Phase of World Programme for Human Rights Education	60
	3.4.2. Second Phase of World Programme for Human Rights Education	61
	3.4.3. Third Phase of World Programme for Human Rights Education	61
	3.4.3.1. Purpose of Third Phase of World Programme for Human Rights Education	61
	3.4.3.2. Plan of Action for Third Phase of World Programme for Human Rights Education	62
	3.4.3.2.1. Human Rights through Education	63
	3.4.3.2.2. Human Rights in Education	63
	3.4.3.3. Discussion on Human Rights Education Policy during “Third Phase of World Programme for Human Rights Education”	64

3.4.4.	Fourth Phase of World Programme for Human Rights Education	66
3.5.	Types/ Models of Human Rights Education	66
3.5.1.	Human Rights Education for Global Citizenship	67
3.5.2.	Human Rights Education for Coexistence	68
3.5.3.	Affective Human Rights Education	69
3.5.4.	Transformative Human Rights Education	73
3.5.5.	Accountability Model of Human Rights Education	77
3.6.	Essential Components of Human Rights Education	78
3.6.1.	Audience for Human Rights Education	80
3.6.2.	Interdisciplinary Approach for Human Rights Education	81
3.6.3.	Human Rights History and Human Rights Documents	81
3.6.4.	Contemporary and Historical Human Rights Issues	82
3.6.5.	Focus on Marginalised and Vulnerable Sections of Society	82
3.6.6.	National Human Rights Protection Legislations and Mechanisms	83
3.7.	Various Actors and Stakeholders in Human Rights Education	83
3.8.	Key Challenges and Issues with Human Rights Education	84
3.9.	Teaching Pedagogy and Methodology for Human Rights Education	85
3.9.1.	Building Blocks for Human Rights Education	86
3.9.2.	Role of Community in Human Rights Education	86
3.9.3.	Adoption of Local Context, Cultures, and Concerns	87
3.9.4.	Selection of Appropriate Methodology	87
3.10.	Summary	89

CHAPTER 4: HUMAN RIGHTS ISSUES AND CHALLENGES

IN THE FIELD OF ENGINEERING AND TECHNOLOGY 91-162

4.1.	Introduction	91
4.2.	Globalisation, Multinational Corporations and Human Rights	92
4.3.	Human Rights in the Era of Automation, Artificial Intelligence and Robotics	103
4.3.1.	Implications of Technological Advancements on Society	104
4.3.2.	Expectations from the Technocrats	105

4.3.3.	Effects of Robotics, Automation, and Artificial Intelligence on Daily Life	107
4.3.4.	Surveillance Capitalism	109
4.3.5.	Need of Code of Ethics for Engineers	111
4.3.6.	Effects of Technology on Human Relationships	112
4.3.7.	Issue of Right to Ownership and Control	112
4.3.8.	Influences of Artificial Intelligence on Individual Decision Making	115
4.3.9.	Content Policing	116
4.3.10.	Discrimination against Marginalised and Vulnerable Sections	116
4.3.11.	Importance of Two Novel Rights	117
4.3.12.	Data Mining by Corporate Elites, and Illusions associated with Artificial Intelligence	118
4.3.13.	Difficulties in Defining Corporate Responsibility for Human Rights Violations	119
4.3.14.	Content Moderation	122
4.3.15.	Regulations: A Difficult Question to Answer	123
4.4.	Effect of Emergence of Engineering and Technology on Human Rights in Warfare and Correctional Services	124
4.5.	Emergence of Engineering and Technology and its Effects on Employment in 21 st Century	126
4.6.	Migration and Human Rights in Globalised World	133
4.6.1.	Main Categories of Migrants	134
4.6.1.1.	Migrant Workers	135
4.6.1.2.	Temporary Labour Migrants	135
4.6.1.3.	Highly Skilled and Business Migrants	136
4.6.1.4.	Permanent Migrants	136
4.6.1.5.	Irregular Migrants	137
4.6.1.6.	Family Members	137
4.6.1.7.	Development Displaces	137
4.6.1.8.	Internally Displaced Persons	138
4.6.1.9.	Refugees	139
4.6.1.10.	Asylum Seekers	139

4.6.2.	Human Rights Impact of Migration	140
4.6.3.	Internal Migration in India	145
4.6.4.	Effects of Migration on Vulnerable Population	147
4.7.	Industrial Pollution and Human Rights	149
4.8.	Denial of Access to Information and its effects on Human Rights of Affected Population	153
4.9.	Resource Extraction and its effects on Human Rights	155
4.10.	Land Acquisition and Violation of Human Rights of Displaced Population	157
4.11.	Summary	161

**CHAPTER 5: HUMAN RIGHTS EDUCATION IN THE
FIELD OF ENGINEERING AND TECHNOLOGY 163-190**

5.1.	Introduction	163
5.2.	Human Rights Education: Global Development	164
5.3.	Human Rights Education in India	166
5.3.1.	Human Rights Education at School Level in India	167
5.3.2.	Human Rights Education in University Education System in India	168
5.3.3.	Human Rights Education at School Level versus in Higher Education System	170
5.3.4.	Human Rights Education for Students in the Field of Engineering and Technology: Present Scenario and Developments in India	171
5.4.	Human Rights Education for Working Professionals in the Field of Engineering and Technology	173
5.5.	Human Rights Education and Sustainable Development Goals	174
5.6.	Human Rights Due Diligence	176
5.7.	Human Rights Impact Assessment	177
5.7.1.	Objectives of Human Rights Impact Assessment	177
5.7.2.	Importance of Human Rights Impact Assessment	178
5.7.3.	Methodology for Human Rights Impact Assessment	179
5.7.3.1.	Identification and Prioritization	179
5.7.3.2.	Rights Holder Engagement	179

5.7.3.3. Additional Aspects	180
5.7.4. Human Rights Impact Assessment: Key Findings and Recommendations	180
5.7.5. Categorisation of Human Rights Impacts	180
5.7.6. Levels of Human Rights Impact Assessment	182
5.7.6.1. Corporate Level Human Rights Impact Assessment	183
5.7.6.2. Country Level Human Rights Impact Assessment	183
5.7.6.3. Site Level Human Rights Impact Assessment	184
5.7.6.4. Product Level Human Rights Impact Assessment	185
5.8. Human Rights Impact of Actions of Working Professionals in the Field of Engineering and Technology	186
5.9. Summary	190

**CHAPTER 6: HUMAN RIGHTS EDUCATION: AN EMPIRICAL
STUDY**

191-326

6.1. Methodology	191
6.2. Content Analysis of Syllabus in Selected IITs and State Universities	194
6.2.1. Objectives	194
6.2.2. Content Analysis for the Institutions Selected	195
6.2.3. Model Scheme of Instruction and Syllabi for Engineering Degree Programmes: All India Council of Technical Education	209
6.2.4. Status of Human Rights Education in Institutions/ Universities selected for Course Content Analysis	210
6.2.5. Summary	217
6.3. Analysis of Information received through RTI Request Replies	222
6.3.1. Objectives	223
6.3.2. Institutions not having Human Rights as part of Course Curriculum at U.G. and P.G. Level	223
6.3.3. Institutions having Human Rights as part of Course Curriculum at U.G. and P.G. Level	224
6.3.4. Programmes Conducted by Selected IITs and NITs on Human Rights during Year 2018	228
6.3.5. Selected Important Observations	232

6.3.6.	RTI Request Response Time Analysis	233
6.3.7.	Summary	236
6.4.	Primary Data Collection	236
6.4.1.	Objectives	237
6.4.2.	Key Parameters	237
6.4.3.	Data Collection Details	237
6.4.4.	Analysis from Responses Obtained	238
6.4.4.1.	Human Rights Education and Academics	238
6.4.4.2.	Human rights Education during Job/ Service	239
6.4.4.2.1.	Human Rights Education Policy in Organisation	238
6.4.4.2.2.	Human Rights education during Job/ Service	240
6.4.4.2.3.	Seminars/ Conferences/ Awareness	242
6.4.4.3.	Opinion/ Motivation of Respondents regarding Human Rights Education	244
6.4.5.	Summary	248
6.5.	Interview of Migrant Workers	249
6.5.1.	Objectives	250
6.5.2.	Case Study Details	250
6.5.3.	Parameters and Interviews	251
6.5.4.	Analysis from the Responses Obtained	298
6.5.4.1.	Migrant Workers' Issues	298
6.5.4.1.1.	Source of Information/ Awareness about Human Rights	298
6.5.4.1.2.	Problems faced by Migrant Workers during Initial Phase of Resettlement and Role of Company Management	298
6.5.4.1.3.	A Comparison of Organised Sector Workers versus Unorganised Sector Workers	300
6.5.4.1.4.	Role and Effectiveness of Labour Unions	301

6.5.4.1.5.	Rights of Workers and Affected Population in case of Industrial Accidents	302
6.5.4.1.6.	Effects of Automation	304
6.5.4.2.	Other Human Rights Issues in Industry	306
6.5.4.2.1.	Environmental Pollution and Role of Industrial Managers	306
6.5.4.2.2.	Respect of Human Rights and related Laws by Company Management	307
6.5.4.2.3.	Effects of Hazardous Industries over the Health of Workers and Their Families	308
6.5.4.2.4.	Comparison of Original Equipment Manufacturers and Vendor Companies	309
6.5.4.2.5.	Pollutant Recycling/ Waste Management Policies of OEMs versus Vendor Companies	310
6.5.4.2.6.	Primary Reasons behind Industrial Accidents	310
6.5.4.2.7.	Problems in Demanding Rights of Workers/ Affected Population	311
6.5.4.2.8.	Liability in Case of Human Rights Violations	312
6.5.4.3.	Human Rights Education	313
6.5.4.3.1.	Approach of Management towards Human Rights	313
6.5.4.3.2.	Training of Managers/ Engineers about Human Rights	314
6.5.4.3.3.	Awareness among Engineers/ Managers regarding Human Rights Implications of their Actions during Job	315
6.5.4.3.4.	Training of Engineers/ Managers about existing Laws and Policies associated with their Work Profile	316

6.5.4.3.5.	Humanitarian Interaction between Management and Workers	316
6.5.4.3.6.	Major Human Rights Issues in Industry	317
6.5.4.3.7.	Opinion about Human Rights Education	317
6.5.5.	Summary	319
6.6.	Hypothesis Testing	324
CHAPTER 7: CONCLUSION AND SUGGESTIONS		327-336
7.1.	Conclusion	327
7.1.1.	Existing Human Rights Education System in India	328
7.1.2.	Contemporary Human Rights Issues in the field of Human Rights Education	330
7.1.3	Status of Human Rights Education in Educational Institutions Imparting Education and Training in the field of Engineering and Technology	331
7.1.4.	Status of Human Rights Education among Engineers/ Academicians and Professionals working in the field of Engineering and technology	332
7.1.5.	Model Human Rights Education Syllabus for Students, Engineers, Academicians and Professionals working in the field of Engineering and Technology	333
7.2.	Suggestions	335
BIBLIOGRAPHY		337-349
ANNEXURE		350-380