



**UNIVERSITY GRANTS COMMISSION  
BAHADURSHAH ZAFAR MARG  
NEW DELHI – 110002**

**XI PLAN GUIDELINES FOR HUMAN RIGHTS EDUCATION**

**1 INTRODUCTION**

In 1985, the UGC prepared guidelines for human rights teaching and research at all levels of education. There was a serious attempt to structure the syllabi, introduction of foundation courses and fresh initiatives in the form of new courses in human rights. In the decade of nineties there was considerable fillip given to this initiative. As part of this endeavour a number of universities and colleges came forward to participate in this programme. There was a slight shift in the emphasis during late nineties when values and duties were added as important components of Human Rights Education (HRE). In the XI Plan the UGC will give a fresh thrust to HRE.

HRE is acquiring greater importance in the changing national and global scenario in the wake of globalization. While it is opening up new possibilities for realization of creative human potential, there are very disturbing trends in the forms of violence including terrorism within and across the Nation States. The Governments are finding it increasingly difficult to cope with the complexity and magnitude of the problems. This new context may give rise to arbitrary exercise of power by organs of the State resulting in legitimacy crisis. The society should have enough of democratic potential where people, particularly the youth, would play a positive role in facing the new challenges. This is possible only when the people, the younger people in particular, in all walks of life are sensitized and humanized so that they will be a part of the solution and not of the problem. HRE can create the necessary moral, intellectual, and democratic resources for this purpose. The ultimate overall vision of building a humane, participatory and democratic society has to be promoted and sustained.

HRE has three dimensions: moral, legal and contextual. The ethical terrain of the human kind lies in its sensitivities and sensibilities which are rooted in the moral potential, which always reminds the people that the world can be a better place than what it is at a given point of time. The standard-setting exercise that international agencies like the UN took up from 1948 with the commencement of Universal Declaration of Human Rights has been an attempt in exploration of the 'moral' dimension of HRE. There was no year after 1948 when the UN did not come up with new fresh standards. Today, there are about one hundred documents in the form of Declarations, Conventions, Covenants and Treaties on human rights. The people all over the world should be enabled to appreciate the deepening

of the scope and content of human rights, and their relevance to protect and enlarge human freedoms.

The second dimension of Human Rights Education is the rights that are already guaranteed by the Constitution and legal systems of the country. There have been varied laws enacted to ensure equity and justice. Effective enforcement is possible only when the law reigns supreme. It is necessary that a 'rule of law' culture is adequately institutionalized. Rule of law is an objective standard that has the potential to mediate the complex web of social interactions and tilt the balance of power in favour of the weak. The law enforcement agencies will have to be a part of this standard maintaining process. HRE should draw the law enforcing personnel more and more into this effort where they become life long learners.

The Armed Forces, Police Training Institutions and the other agencies have introduced HRE in their curriculum. This is a welcome change and it needs full support and encouragement. Legal literacy in the form of rights education is essential to ordinary people. It is more so to the marginalized and excluded sections like the Scheduled Castes, Scheduled Tribes, Backward Classes, minorities and women to make them aware of their rights. It would contribute to enhancement of dignity and self-respect of 'downgraded' human beings.

HRE should also focus on the concrete changing context and the growing concerns on how the Nation States are responding to these new challenges and devising the forms through which people can express their anger and anguish, but not necessarily through violent outbursts. A creative society will always find ways and means to channelise the human potential for constructive development of the society.

Human rights are in themselves ends as well as means. They are ends in terms of standards to be attained and are means as they enable and empower the people to use the rights to enjoy the rights. It is both an area of academic enquiry and also a part of every day life experience of humans as members of a society.

## **2 OBJECTIVES**

In the XI<sup>th</sup> Plan there are three components of the HRE Scheme:

- a) human rights and duties;
- b) human rights and values;
- c) human rights and human development.

### **2.1 Human rights and duties**

Although every right entails a duty, there has been a feeling in certain quarters that rights education is promoted and the question of duties has not been adequately addressed. In a society which emphasized on duties for centuries, rights education comes as a correction of historical distortions. The violation of rights could be corrected only when the

privileged persons are reminded of their duties towards the marginalized sections, and the marginalized sections are gradually empowered through rights education. HRE at these levels would extend to such areas as gender equity, caste and community relations, majority-minority conflicts, 'forward-backward' dilemma and North-South power relations. In short, all power relations have to be humanized and democratized through restructuring of rights and duties.

## **2.2 Human rights and values**

HRE will also focus on value education:

- (a) One of the objectives is to create awareness and commitment to values where the individualistic self-interest is properly reconciled with the collective and common good.
- (b) There has to be a debate on universal values and relativistic values that are culturally determined. The search for universal values assumes added importance in a globalizing but fragmented world.
- (c) The values like pluralism, respect for all religions, scientific temper, open mind, public reasoning, all of which have been part of long Indian traditions, will have to be sustained and promoted.

## **2.3 Human rights and human development**

Rights are not only standards, but also claims of the citizens on the allocation of resources of the society. Indian economy is growing at a fast pace, but the economic disparities are also growing. It is necessary to recognize that development needs and equity concerns should go hand in hand. Any level of material development will not lead to human happiness unless it values human life and provides the conditions for fuller realization of the human potential. Human being is both a subject and an object of development. The State has an obligation in the promotion and enforcement of the rights and has to envision rights approach to development. No doubt these obligations when they are carried out will lead to balanced human development. HRE will include all these components.

## **3. NATURE OF ASSISTANCE FOR HUMAN RIGHTS EDUCATION**

The following programmes of Human Rights Education have been identified for financial support:

- i) A foundation course
- ii) A certificate course
- iii) An undergraduate course, i.e., B.A. or B.A (Hons.)

- iv) A post-graduate diploma course
- v) A post-graduate degree (MA/LL.M) course
- vi) Integrated masters programme
- vii) Seminars/Symposia/Workshops
- viii) Moot Court/Mock Trial.
- ix) Promoting nodal centers of excellence
- x) Encouraging Publication of books and journals

### **3.1 Foundation course in human rights**

The foundation course will aim at making the learners acquire conceptual clarity and develop respect for human rights norms and values, and make the learners sensitive to the weaker and the vulnerable sections of society. A full understanding of international and national standards and mechanism for realization and enforcement of rights will be promoted. It will include awareness of civil society organizations and rights movements for promoting human rights. The foundation course shall be meant for undergraduate students of all disciplines. Special effort shall also be made to encourage and promote human rights awareness among professional groups in disciplines such as medical, engineering, management and basic sciences. The duration of the foundation course of four credits may be spread over not less than three months. For this purpose the UGC curriculum on Human Rights and Duties Education may be used as a model.

### **3.2 Certificate course in human rights**

- a. The certificate course in Human Rights Education targets the students and professional groups such as medical doctors, engineers, IT professionals, trade unions, school teachers, NGOs, media people and functionaries of rural and urban local bodies (both administrative and political).
- b. At least two or three certificate courses may be organized every year by the institutions that are providing HRE with a view to catering to the needs of each and every group mentioned in (a) above.
- c. Any recognized college, university or professional institution will be eligible for assistance for running the certificate course. This course can also be held by the institutions in collaboration with professional bodies such as Medical Council, Bar Council, Institute of Engineers and Chambers of Commerce.

### **3.3 Undergraduate course in HRE**

Human Rights shall be introduced at the undergraduate level leading to a degree: either BA or BA (Honors). This can be done in three ways: Human rights may be introduced on a par with other optionals like sociology, economics, political science and history. Secondly, human rights can also form a full-fledged main course for undergraduate studies with other social science subjects as subsidiaries. Thirdly, an honors course exclusively on human rights can also be contemplated for support and assistance. Thus the aim of the undergraduate human rights degree courses is to create knowledgeable human rights personnel all over the country. As human rights courses mature as a separate discipline, the varying needs of society shall be met. The undergraduate course may comprise such papers as outlined in the curriculum on HRE. The course may be offered even as an add-on course, or as an additional paper.

### **3.4 Post-graduate diploma course in HRE**

#### **(a) Formal education mode**

The post-graduate diploma course in HRE is meant to be interdisciplinary in nature. The course must be established in any post-graduate department of the university/college, viz., political science/law/sociology or any other discipline as may be identified as a nodal department by the applicant university. The nodal department should have adequate teaching faculty.

The post-graduate diploma course can be offered to the members of all the target groups noted for the certificate course in paragraph 3. 2 above, provided they have a basic graduate degree. In addition, this course can be offered to judges, lawyers, civil servants, political elites, teaching community at all levels, and last but not the least, the police, para-military and army personnel. Those among them interested to pursue the post-graduate diploma course should get encouragement and support by way of official sponsoring from the appropriate authorities.

#### **(b) Distance education mode**

The post-graduate diploma course in HRE could be offered through distance education also. This will open up new avenues for those who cannot pursue HRE through the regular formal education. Presently there are some universities offering these courses. They are very popular with different target groups including the armed forces and other law enforcing agencies. The UGC will extend support to such initiatives in distance education until the Distance Education Council takes the responsibility to extend support to such programmes.

### **3.5 Post-graduate degree (MA/LLM) courses in HRE**

LL.M degree course in human rights may be offered by a Law college or a University Law Department. M.A. degree course in human rights may be offered by any department imparting courses in other disciplines. While the LL.M course in human rights will have

law and jurisprudence components, the M.A course will have less such components, but with a thrust on human rights components drawn from their own respective disciplines. The UGC curriculum shall be tuned to meet these requirements.

Both for the LL.M. and for the M.A courses in human rights, the curriculum should contain a project report on any facet of human rights, preferably focusing on local human rights problems and issues. The research output from such projects should be made available to National and State human rights agencies, and to the institutions concerned with human rights questions. The project work shall be supported financially by human rights programmes.

### **3.6 Integrated Masters Programme**

Since some of the universities have launched five year integrated masters programme, there is enough flexibility to incorporate human rights education as part of their new initiative. The students of all disciplines, including the students from science streams, may be encouraged to offer human rights as part of the foundation course. This would lead to greater sensitization of future scientists and technologists. The need for such a sensitization has to be recognized as we are entering into the technology mediated social relations. The fall-outs of technological advancement without human and social sensibilities are manifest in cyber crimes and all round misuse of technology. Therefore, human rights should be made a compulsory module for all the students irrespective of the discipline that they are pursuing in integrated masters degree programme. The universities may be encouraged and supported to start post-graduation in Human Rights as a part of this new venture and all the necessary support for the faculty and infrastructure may be provided.

### **3.7 Seminars/Symposia/Workshops**

- (a) A seminar, symposium or workshop must yield fruitful output in terms of generation of new ideas, dissemination of new knowledge, initiation of young scholars in the art of academic discourse, and sharpening of sensitivity and sensibility.
- (b) A workshop is organized for such purposes as curriculum development, preparation of teaching materials, intensifying areas of interdisciplinary programmes, selection of appropriate teaching methods and training of teachers, inculcation of human rights awareness and knowledge of public functionaries and rendering acquaintance in research methodology. It should also expose the participants to the acute problems of the socially excluded sections of the society. The workshop should aim at learning through mutual exchange of experiences imparting new social concerns.
- (c) The theme of the seminar/symposium/workshop should have the maximum relevance to the human rights movements especially keeping in view the Indian human rights situation. Human rights activism and academic pursuits should find points of convergence and benefit from mutual interaction and experience.

- (d) The theme as well as the approach should as far as possible be interdisciplinary.
- (e) The participants should include new teachers and scholars who shall be given grass-roots orientation and inter-disciplinary perspective. As such it has to be a mix of resource persons, experienced and younger teachers and scholars drawn from relevant disciplines, NGOs and other sections.
- (f) The usefulness and relevance of these programmes should gradually get reflected in the follow up action. As a result, the society should benefit from all such activities in terms of sensitization, mutual cooperation, communal harmony, appreciation of other cultures and identities.
- (g) The theme of the seminar or symposium or workshop for a college should preferably be woven around local and regional issues and problems. The participants too should preferably be drawn from within the State or region. They can invite one or two specialists to guide the proceedings.
- (h) A final report shall be submitted by the organizers within a month of the conclusion of the activity. The report should highlight the issues discussed, views expressed, consensus built up, other achievements and future course of action envisaged, if any, and the details of the papers submitted.

### **3.8 Moot court/mock trial**

The University Department concerned may hold Annual Moot Court/Mock Trial by involving neighbouring universities: The minimum number of neighbouring universities to be covered shall be 5.

### **3.9 Promoting the Nodal Centers of Excellence for HRE**

In the XI Plan there will be at least six centers initially in different regions of India. These centers will be patterned on the lines of Centers of Social Inclusion and Exclusion. The grants and the staffing pattern can be similar to these centers of social inclusion and exclusion .

These centers, in addition to carrying on the main objectives of human rights education, will act as nodal centers to assist all the programmes carried out by different universities, institutes and colleges within the region. They can periodically arrange the meetings of all the coordinators of human rights education in the respective regions for exchange of ideas and experience. They can also keep two or more centers to take up HRE activities together whenever and wherever it is possible. Collaborative work will get priority.

The directors or coordinators of the regional centers could meet periodically, preferably once a year, to benefit from mutual experience. The UGC Officer in-charge of HRE may co-ordinate and help the centers and give the feedback to the UGC from time to time. This continuous and constant interaction will go a long way in building up the necessary culture and climate for HRE.

### **3.10 Encouraging Publication of books and journals**

It is necessary to promote publication of books and journals to spread human rights literacy and the cause of HRE. Given the wide-ranging experience of the Indian society, it has to be debated, discussed and conceptualized. This will contribute to the ongoing international thinking and update national awareness in human rights protection measures. With this object in view, the publications - journals and/ or books - have to be encouraged by rendering and supporting sufficient infrastructural facilities to those colleges and university departments which undertake such publications. Needless to say, those institutions which have a long standing experience of publications of academic journals maintaining periodicity and other high quality publications relating to human rights issues should be given priority.

## **4. PROMOTION OF HUMAN RIGHTS STANDARDS, SOCIAL CONCERNS AND HUMAN DEVELOPMENT**

Financial support for the following activities for promotion of human rights standards, social concerns and human development have to be provided for:

- (a) Research
- (b) Teaching
- (c) Organization of Conferences/ Seminars/ Workshops/ Lecturers and awareness/sensitization programmes and Human Enrichment/ Holistic development of human person.

A one time grant will be provided to take up these activities and the maximum ceiling will be Rs.10.00 lakh (Rupees ten lakh only). The proportion of the grant for each activity will be as follows:

- (i) Research - 25% of the ceiling
- (ii) Teaching - 25% of the ceiling
- (iii) Awareness & sensitization programmes and Human Enrichment/Holistic development and character building, organizing seminar/ conference/ workshop - 50% of the ceiling.

### **4.1 Research**

The nature of research projects under this Scheme would be different from the usual Ph.D. oriented academic research. They would be aimed at understanding and clarifying value issues of contemporary concern in the public and social life, and to suggest possible ways of resolving these value problems. The research could be a combination of

conceptual and empirical investigations. Some of the likely areas of the research projects are:

- i. The tensions and issues emanating from the relations between the individual and the collective, universalism and relativism, violence - counter violence, non-violence, roots of terrorism global and national, human values and rights standards and transformative processes through peoples assertions.
- ii. Values relating to democratic polity, collective living, peace dialogue and negotiations, the concepts and parameters of human happiness.
- iii. Social values of professional groups like engineering, medicine, law, teaching, public service, management and business.
- iv. Values of good governance, administration, judicial responses, changing role and nature of the State.
- v. Social concerns relating to environment, science and technology, and sustainable development.
- vi. Strategies of transmission of knowledge and transformation of values through formal/non-formal education.
- vii. The role of the films and the multi-media in respect of value transmission and the potentials of multi-media to promote consciousness and appreciation of human concerns.

The research, in essence, should provide insight into the transition of society, new human and social concerns, transformative processes, civil societal initiatives, changing nature of social movements, levels of growing consciousness of the marginalized sections and possibilities of ensuring fuller human development.

## **4.2 Teaching**

Support under this head would be provided for encouraging and facilitating introduction of new courses on socially related themes like social concerns, professional values, environmental concerns, science, technology, parliamentary democracy, civil society and the rule of law and other human concerns. It would also include historical and philosophical foundations of National and International standards. Financial assistance would be provided by way of:

- (i) giving grant to teachers teaching such courses for writing books, preparation of teaching material, travel grant to consult libraries elsewhere, to attend national and international conferences/lectures on themes related to the subject matter, preparation of manuscript for writing books, etc.
- (ii) giving grant to university/college/department for paying honorarium to retired teachers, visiting professors to teach such courses.

(iii) providing teaching positions and establishing human rights chairs wherever desirable.

### 4.3 Financial Support for Programmes and Activities

Financial Support for Programmes and Activities will be as under:

#### 4.3.1 Courses

Items	Foundation course (Rs.)	Certificate course (Rs.)	Under-graduate course (Rs.)	P.G. Diploma course (Rs.)	P.G. Degree course (Rs.)
1 Books and Journals (one time grant)	1,00,000/-	1,50,000/-	2,00,000/-	-	-
2 Books and Journals, Periodicals, CD ROMs, audiovisual equipment, computers, etc. (one time grant)	-	-	-	2,00,000/-	3,00,000/-
3 Developing advocacy skills (Moot court/ Mock trial wherever applicable) (one time grant)	75,000/-	-	-	-	-
4 Guest/Visiting Faculty (for five years)	75,000/-	1,50,000/-	2,00,000/-	3,00,000/-	4,00,000/-
5 Extension Activities and Field Work (for five years)	-	1,00,000/-	1,50,000/-	2,00,000/-	3,00,000/-

The financial assistance will be provided till the end of the XI Plan or on actual basis whichever is less.

Large component of mandatory field work and research to be financially supported.

The institution may be allowed to reappropriate the budget within the given amount with proper justification.

### **Research grant**

For major and minor research project programme there shall be special allocation for human rights research.

#### **4.3.2 Symposia, Seminars and Workshops**

The funds for organizing seminars, symposia and workshops would be as follows:

Symposia (1/2 days) - Rs.1,50,000/- for a University; Rs.75,000/- for a College

Seminar (2/3 days) - Rs.2,00,000/- for a University; Rs.1,00,000/- for a College

Workshop (7/10 days) - Rs.2,50,000/- for a University; Rs.1,50,000/- for a College

### **5. PROCEDURE FOR APPLYING UNDER THE SCHEME**

The university/college which is eligible to receive the grant from the UGC can apply under this Scheme by submitting its proposal on the prescribed proforma. (Annexure-I to III).

### **6. PROCEDURE FOR APPROVAL BY THE UGC**

Proposals will be evaluated with the help of an Expert Committee. The recommendations of the Expert Committee will be considered and final approval will be conveyed.

### **7. PROCEDURE FOR RELEASE OF GRANT BY THE UGC**

80 per cent of the one time grant and 100 per cent of first year recurring grant approved by the UGC will be released as the first installment. Subsequent grants will be released on receipt of an annual progress report of the work done by the university/college along with the statement of expenditure and utilization certificate duly signed by the Registrar/Finance Officer/competent authority in the prescribed proforma. Subsequently the university/college may send an audited utilization certificate.

### **8. PROCEDURE FOR MONITORING/EVALUATION**

The nodal centers in different regions will associate themselves in the human rights programmes held by various colleges and university departments within the region. The centers shall have an overview of the programmes so as to help the colleges and university departments for successful completion of the programmes.

The university/college will send an annual progress report of the work done in the prescribed format (Annexure IV & V). Once the tenure is completed, the UGC will review the progress, wherever required.

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**PROFORMA FOR SUBMISSION OF PROPOSAL FOR INTRODUCTION OF**  
**FOUNDATION COURSE IN**  
**HUMAN RIGHTS EDUCATION**

1. Name of the University/College  
(In case of a College, name of the University to which it is affiliated)
2. Address  
Telephone No..... Fax No.....  
Email: .....Telegram:.....
3. Is the University/College included in section 2(f) and 12(B) of the UGC Act?
4. Specify the objective and give full justification of the proposed course (please attach brief proposal separately).
5. Name of the department, which proposes to conduct the course
6. Name of the nodal person
7. No. of the departments to be associated in this programme (as the course is inter-disciplinary in its nature).
8. Faculty strength
9. Number of U.G. students
10. Number of U.G. students expected to join the proposed course.
11. Infrastructure available for running the course
12. Library /documentation facilities available
13. Any other information in support of the proposal.

**Signature of the Head of the  
Department of College/  
University (with seal)**

**Signature of the  
Principal of the College  
(with seal)**

**Signature of the  
Registrar of the  
University  
(with seal)**

**PROFORMA FOR SUBMISSION OF PROPOSAL FOR INTRODUCTION OF  
CERTIFICATE/UNDER GRADUATE/POST-GRADUATE COURSES IN  
HUMAN RIGHTS EDUCATION**

1. Name of the University/College  
(In case of a College, name of the University to which it is affiliated)
2. Address  
Telephone No..... Fax No.....  
E.mail: .....Telegram:.....
3. Is the University/College included in section 2(f) and 12(B) of the UGC Act?
4. Level of the course to be introduced:
  - i. Certificate course in Human Rights Education
  - ii. Undergraduate degree course in Human Rights Education
  - iii. Post-graduate diploma course in Human Rights EducationPost-graduate degree (MA/LLM) course in Human Rights Education
5. Specify the objective and give full justification of the proposed course (please attach brief proposal separately).
6. Name of the department, which proposes to conduct the course:
7. Name of the nodal person to be the coordinator of this course with his/her designation (Please enclose the detailed profile of the Nodal Person along with the list of publications):
8. No. of departments to be associated in this programme (as the course is inter-disciplinary in its nature):
9. Faculty strength (cadre-wise) that would be associated with the programme. (Please enclose the detailed profiles of the faculty alongwith a list of their publications):
10. Present students intake in the associated departments:
11. Expected students intake for the proposed course:
12. Infrastructure available for the successful completion of the course:

13. Library/ documentation facilities available:
14. Any other information in support of the proposal:
15. Area of research the department would like to take up (This is applicable only in PG degree course):  
(Please enclose a separate proposal as per the guidelines)
16. Please indicate if you intend to avail the facility of developing advocacy skills (Moot Court/Mock Trial).

**Signature of the Head of the  
Department of College/  
University (with seal)**

**Signature of the  
Principal of the College  
(with seal)**

**Signature of the  
Registrar of the  
University  
(with seal)**

Annexure-III

**PROFORMA FOR SUBMISSION OF PROPOSAL FOR THE ORGANIZATION OF SEMINAR/ SYMPOSIUM/ WORKSHOP/ CONFERENCE/LECTURES AWARENESS & SENSITISATION PROGRAMME AND HUMAN ENRICHMENT/ INTEGRATED PERSONALITY DEVELOPMENT AND CHARACTER BUILDING UNDER THE SCHEME OF HUMAN RIGHTS EDUCATION**

1. Name of the University/College  
(In case of a College, name of the University to which it is affiliated)
  
2. Address  
Telephone No..... Fax No.....  
Email: .....
  
3. Is the University/college included in section 2(f) and 12(B) of the UGC Act?
  
4. Name of the Principal Investigator/Nodal person/Deptt./Unit and full address,  
Telephone No. .... Fax No.....
  
5. Collaborating Institution/Department, if any .....
  
6. Type of activity proposed to be undertaken
  - a) Research
  - b) Teaching
  - c) Organization of Conferences/Seminars/ Awareness/ Sensitisation Programme/ Human enrichment/Integrated personality Development/Character Building Workshop
  
7. Give details of the activity:  
(For each activity a statement of problem/conceptual framework should be detailed. These details should include objective, target group, no. of persons involved, theme paper if any, expected outcome of the activity and all others relevant information).

8. Give the estimated budget for different kinds of expenditure for each activity
  - a.
  - b.
  - c.
  - d.

Total:

9. Recommendation of the Head of the Department/Principal/ Registrar/  
Competent Authority.

**Signature of the Head of the  
Department of College/  
University (with seal)**

**Signature of the  
Principal of the College  
(with seal)**

**Signature of the  
Registrar of the  
University  
(with seal)**

**PROFORMA FOR SUBMITTING THE PROGRESS REPORT ON**  
**HUMAN RIGHTS EDUCATION**

1. Period of report from ..... to.....
2. Name of the University/College/Institution:
3. Level of the course approved by the UGC:
4. Name of the department/faculty in which the Human Rights Education programme is running:
5. Name of the department/faculty associated in implementing the course approved by the UGC:
6. Name of the nodal person who is coordinating/implementing the course  
Address .....
- Telephone No..... Fax No.....
- E.mail.....Telegram .....
7. Date of approval of the programme:
8. Date of completion of the programme:
9. Financial assistance approved and provided by the UGC:

Item approved (as per approval letter)	Grant approved	Grant received so far	Actual expenditure incurred so far	Estimated expenditure for the coming academic/ financial year	Remarks
1	2	3	4	5	6

10. List of subjects taught in the programme:  
(Please enclose the detailed syllabus)
11. Student enrolment since the inception of the programme (year wise) for the course approved by the UGC:

12. Result:
  - a) Number of students appeared: .....
  - b) Number of students passed: .....
13. Employment record/opportunity of the students who have passed the course (give details):
14. Give details of any fellowship/internship (Awards) received by the students during the course.
15. Resources generated by the department through other resources:
16. Number of books in Human Rights Education in the library:
17.
  - i) Number of books/periodicals/ CD ROMs/Audio-visual equipment/ computers purchased out of the funds under the HRE programme:
  - ii) Number of journals subscribed in the library:
18. Number of workshops/seminars/ Symposia/ moot courts/ mock trials held in Human Rights Education:
19. Number of debates/discussions/general lectures held in Human Rights Education:
20. Extension work undertaken by the department (give details):
21. Any additional information the university/ college may like to furnish for Human Rights Education:

**Signature of the Registrar/  
Principal of the  
University/College.  
(with seal)**

**Signature of the Nodal Person/  
Head of the Human Rights  
Education programme  
(with seal)**

**PROFORMA FOR SUBMITTING THE PROGRESS OF  
RESEARCH PROGRAMMES ON  
HUMAN RIGHTS EDUCATION**

1. Period of report from ..... to.....
2. Name of the University/College/Institution:
3. Level of the course approved by the UGC:
4. Name of the department/faculty in which the Human Rights Education programme is running:
5. Name of the nodal person who is coordinating/implementing the course:  
Address .....
- Telephone No..... Fax No.....
- E.mail.....Telegram .....
6. Date of approval of the programme:
7. Date of completion of the programme:
8. Type of activity undertaken:
9. Objectives achieved:
10. Detailed report on the activity:
11. Financial assistance approved and provided by the UGC:

Item approved (as per approval letter)	Grant approved	Grant received so far	Actual expenditure incurred so far	Estimated expenditure for the coming academic/ financial year	Remarks
1	2	3	4	5	6

- 12 Number of books/periodicals / CD ROMs/Audio-visual/Computer purchased out of the funds under the HRE programme:

**Signature of the Registrar/  
Principal of the  
University/College (with seal)**

**Signature of the Nodal Person/  
Head of the Human Rights  
Education programme (with seal)**

**Annexure-VI**

**UTILIZATION OF GRANT RECEIVED FOR IMPLEMENTING THE HUMAN RIGHTS EDUCATION SCHEME**

Statement of actual expenditure incurred out of the grant approved and received from the UGC for ..... under the Scheme of promoting Ethics and Human Values in Higher Education & Human Rights Education.

(During the period from ..... to .....)

Item approved (as per approval letter)	Grant approved	Grant received so far	Actual expenditure incurred so far	Balance if any

**Signature of Registrar/  
Principal (with seal)**

**Signature of Govt. Auditor/  
Chartered Accountant (with seal)**

**UTILIZATION CERTIFICATE**

Certified that the grant of Rs..... (Rupees .....  
.....) as detailed below sanctioned to  
..... for  
..... \* by the University  
Grants Commission has been utilized for the purpose for which it was sanctioned, and in  
accordance with the terms and conditions laid down by the Commission.

S. No.	Sanction letter No. and date	Amount sanctioned	Amount utilized	Unspent balance
Total				

Certified further that the inventories of permanent and semi permanent assets created/  
acquired wholly or mainly out of the grant given by the UGC are being maintained in the  
prescribed form and are being kept up to date and these assets have not been disposed of,  
encumbered or utilized for any other purpose.

**Signature of Registrar/  
Principal (with seal)**

**Signature of Govt. Auditor/  
Chartered Accountant (with seal)**