



## **COURSE MANUAL**

**Name of the Elective Course:  
Human Rights Projects**

**Course Code: L-EC-0009**

**Name of the responsible Faculty Instructor:  
Prof. Ajay K Pandey**

**FALL 2026  
(AY2025-26)**

This document is prepared by the course instructor and contains basic information relevant to the execution of the course. It is the official record for all intents and purposes as far the elective course, Human Rights Projects, is concerned.

This course manual can be used as a general guide to the subject. However, the instructor can modify, extend or supplement the course (without tampering its basic framework and objectives) for the effective and efficient delivery of the course. The instructor will provide students with reasons for such changes.

## **Part I**

Course Title: **Human Rights Projects**

Course Code: **L-EC-0009**

Course Duration: **One Semester (14 Weeks)**

No. of Credit Units: **4 Credits**

Level: **UG and PG Both**

Medium of Instruction: **English**

Pre-requisites (if applicable): Offered to 3<sup>rd</sup> year onwards to 5 year law programme, 2<sup>nd</sup> year onwards to 3 year law programme, 3<sup>rd</sup> year of BA Legal Studies and LL.M. programme students

Equivalent Courses: N/A

### **1. Acknowledgement of Course Ideators**

This course is developed through grassroots experiences of working on issues of human rights. It pursues an overarching objective of making human rights real for the masses. The participants of the course acknowledge the need to create and congeal a culture of human rights in society. The course acknowledges that the best form of human rights work is prevention of human rights violations. Those who engage in human rights promotion and protection work need adequate training inter alia to draw the best support from the relevant ecosystem.

### **2. Course Description**

International community aspires to secure “all human rights for all.” Such a lofty mission requires gigantic efforts to succeed. Protection and promotion of human rights is the basis of peace and security in the world. Therefore, every individual and every organ of society has the responsibility to promote human rights, through teaching and education, and strive to achieve their effective observance. India shares this global responsibility and manifests it by, inter alia, ratifying the two most important international human rights treaties: International Covenant on Civil and Political Rights (ICCPR); and the International Covenant on Economic, Social and Cultural Rights (ICESCR). Above all, the Constitution of India guarantees human rights by way of its provisions on Fundamental Rights and the Directive Principles of State Policy. India also has several forums, including the Supreme Court, the High Courts and the National Human Rights Commission, committed to the cause of human rights. Thus, India has a very strong framework to fulfil the objective of international human rights regime. However, the challenges of meeting these objectives are manifold. The need for human rights education, training, sensitization, legal action and developing an overall culture of human rights explains some of these challenges.

Teaching and learning of human rights in the class room often reminds us of the larger objective of making human rights real for the masses. An important question that follows is how to secure a society and an environment that is human rights compliant. Indeed, the aspirations for the regime of human rights are very large and India requires legally trained, sensitive and qualitative resource persons to respond to various needs and challenges of this

regime. Human Rights Projects elective is offered with the above stated thoughts, objectives and concerns. The course adopts the methodology of project based learning to prepare students to respond to situations of human rights as initiatives of legal professionals. The students will work for the practical realization of human rights at the grassroots and, thus, will particularly strengthen human rights movements at that level. Students' work in the community will sensitize them to the needs of the poor and the marginalized and will enable them to analyze the role of law in fulfilling them. This will also prompt the students to advocate the desired legal reforms. The students' participation and work through the course will have vibrant and youthful support for the promotion and protection of human rights.

The ecosystem of our times presents several challenges to teach and learn human rights effectively. It is even more challenging when education has to respond to the larger goal of making "all human rights for all" a reality for the masses. While exploring ways to work around this situation, the course uses a unique method of forming sculptures in the class for mindfulness and embodiment. In this method, the students use their own bodies to make sculptures depicting situations of human rights and roles of different stakeholders.

### **3. Course Aims**

The course aims at preparing a cadre of well trained, socially committed and sensitive lawyers to fulfil the objectives of the human rights regime.

#### ***Students get to experience wider and socially relevant areas of human rights***

Students in this course will get to experience substantial and socially relevant areas of human rights and ways for their effective realization. The efforts of students through the course will be directed at strengthening the human rights regime and experiential learning.

#### **Learning for Students (Skills and Values)**

Important skills required to pursue human rights will have special attention in the course. They include research skills, interviewing and fact finding skills and their ethical dimensions.

In addition to regular skills and values that experiential learning helps students to develop, the course focuses on three key values required for human rights:

- (1) The value to pursue the cause of truth;
- (2) The value of empathy and compassion; and
- (3) The value of making laws and their processes inclusive of masses.

#### 4. Teaching Methodology

This course will use methods of experiential learning. Students in the course will work on a human rights project and learn by doing. Through their work on the project, they will develop a method to respond to issues and concerns of human rights. The classes will be interactive and its various activities will aim at securing the required mindfulness and sensitivity for learning and doing human rights.

#### 5. Intended Learning Outcomes

Course Intended Learning Outcomes	Weightage in %	Teaching and Learning Activities	Assessment Tasks/ Activities
By the end of the course students should be able to:			
<ul style="list-style-type: none"> <li>• <b>Analytically and critically describe and explain</b> the main components of human rights covered in the syllabus.</li> </ul>	50% weight	<p><i>Reading of articles, cases and other material, research and engagement with issues and concerns of human Rights.</i></p> <ul style="list-style-type: none"> <li>• Students will acquire knowledge of the substantive aspects of human rights covered in the syllabus.</li> <li>• Preparation outside the class <i>Lectures</i></li> <li>• Students will be given guidance on their reading and</li> </ul>	<p><i>End-of-course completion of course diary and of presentation of student work (50% of marks)</i></p> <p>Students' ability to describe and explain and work on the main substantive aspects of human rights covered in the syllabus will be tested by all the three assessment tasks/activities.</p>

Course Intended Learning Outcomes	Weightage in %	Teaching and Learning Activities	Assessment Tasks/Activities
		<p>research for their lectures and field work.</p> <ul style="list-style-type: none"> <li>Students will, by responding to questions and performing exercises, develop their analytical and critical capabilities to discuss important issues of human rights covered in the syllabus.</li> </ul>	
<ul style="list-style-type: none"> <li><b>Analyse and critically evaluate:</b></li> </ul> <p>→ issues and concerns in the field of human rights particularly relevant to communities served by the course</p>	<p>35% weight</p>	<p><i>Lectures</i></p> <ul style="list-style-type: none"> <li>Students will be introduced to issues and concerns and aspects of the operation of substantive aspects of human rights.</li> </ul> <p><i>Preparation for tutorials</i></p> <ul style="list-style-type: none"> <li>Students will research issues of human rights.</li> </ul> <p><i>Class Work/Participation</i></p> <ul style="list-style-type: none"> <li>Students will give presentations on selected topics in</li> </ul>	<p><i>End-of-course examination</i></p> <p><i>Class work/Participation Assignment/s</i></p> <p>Students' ability to analyse and critically evaluate will be tested by all three assessment tasks/activities to determine their ability to apply their learning to a given fact situations.</p>

Course Intended Learning Outcomes	Weightage in %	Teaching and Learning Activities	Assessment Tasks/ Activities
		<p>which they will scrutinise, analyse and evaluate issues and concerns in the field of human rights.</p>	
<ul style="list-style-type: none"> <li>• <b>Apply</b> the learning of the subject to support promotion and protection of human rights by: <ul style="list-style-type: none"> <li>→ researching issues of human rights;</li> <li>→ analysing and innovating to resolve problems concerning issues of human rights;</li> <li>→ communicating their solutions orally and in writing clearly, coherently and accurately in their own words and in plain language.</li> </ul> </li> </ul>	<p>15% weight</p>	<p><i>Lectures</i></p> <ul style="list-style-type: none"> <li>• Students will be shown how the cause of human rights is supported by engaging with communities, institutions and issues and applying classroom learning to real situations.</li> </ul> <p><i>Preparation form classwork</i></p> <ul style="list-style-type: none"> <li>• Students will research issues of human rights.</li> </ul> <p><i>Class Work/Participation</i></p> <ul style="list-style-type: none"> <li>• Students will give presentations on selected topics in which they will scrutinize, analyse and evaluate issues and concerns and current developments in the field of human rights.</li> </ul>	<p><i>End-of-course examination</i></p> <ul style="list-style-type: none"> <li>• Students' ability to apply the principles of law to given situations and resolve problems will be tested.</li> </ul> <p><i>Class work/participation</i></p> <ul style="list-style-type: none"> <li>• Students will be required to make presentations on problems and questions allotted to them and all students will be required to participate and contribute to tutorial discussions whether they are making a presentation or not.</li> <li>• Students' ability to research, analyse and resolve problems, and communicate</li> </ul>

Course Intended Learning Outcomes	Weightage in %	Teaching and Learning Activities	Assessment Tasks/ Activities
			<p>solutions orally will be tested.</p> <p><i>Assignment/s</i></p> <ul style="list-style-type: none"> <li>Students' ability to research, analyse and resolve problems, and communicate solutions in writing will be tested.</li> </ul>

## 6. Grading of Student Achievement

To pass this course, students shall obtain a minimum of 40% in the cumulative aspects of coursework, i.e., internal assessments (including moot court, mid-term exam, presentations, research paper) and the end term examination. Internal assessments shall carry a total of 70 marks. **End of semester exam shall carry 30 marks out of which students have to obtain a minimum of 30% marks to fulfil the requirement of passing the course.**

The details of the grades as well as the criteria for awarding such grades are provided below:

PERCENTAGE OF MARKS	GRADE	GRADE VALUE	GRADE DESCRIPTION
80 and above	O	8	<b>Outstanding</b> – Exceptional knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules and principles and extraordinary critical and analytical ability
75 – 79	A+	7.5	<b>Excellent</b> - Sound knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules and principles and critical and analytical ability

PERCENTAGE OF MARKS	GRADE	GRADE VALUE	GRADE DESCRIPTION
70 – 74	A	7	<b>Very Good</b> - Sound knowledge of the subject matter, excellent organizational capacity, ability to synthesize ideas, rules and principles, critically analyze existing materials and originality in thinking and presentation
65 – 69	A-	6	<b>Good</b> - Good understanding of the subject matter, ability to identify issues and provide balanced solutions to problems and good critical and analytical skills
60 – 64	B+	5	<b>Fair</b> – Average understanding of the subject matter, limited ability to identify issues and provide solutions to problems and reasonable critical and analytical skills
55 – 59	B	4	<b>Acceptable</b> - Adequate knowledge of the subject matter to go to the next level of study and reasonable critical and analytical skills.
50 – 54	B-	3	<b>Marginal</b> - Limited knowledge of the subject matter and irrelevant use of materials and, poor critical and analytical skills
45 – 49	P1	2	<b>Pass 1</b> – Pass with basic understanding of the subject matter
40 – 44	P2	1	<b>Pass 2</b> – Pass with rudimentary understanding of the subject matter
Below 40	F	0	<b>Fail</b> - Poor comprehension of the subject matter; poor critical and analytical skills and marginal use of the relevant materials. Will require repeating the course
Incomplete	I	0	<b>Incomplete</b> - “Extenuating circumstances” preventing the student from taking the end-semester, or re-sit, examination as the case may be; the Vice Dean (Examinations) at their discretion assign the “I” grade. If an "I" grade is assigned, the student would appear for the end-semester, or re-sit examination, as

PERCENTAGE OF MARKS	GRADE	GRADE VALUE	GRADE DESCRIPTION
			the case may be, as and when the subsequent opportunity is provided by the University.

## 7. Criteria for Student Assessments

Assessment of the participants will be based on the following criteria.

Assessment	Weightage	Remarks
Course Diary	20	Students are required to submit their course diary every week. In all there will be 12 course diaries. Weekly diaries are a way of reflective learning and students are required to document various details of their work and learning etc. through the course.
Project and Presentation	45	Students are required to work on their chosen projects and complete various milestones within the timelines set in the class. There will be two components to assess the projects. Written submissions and oral presentations in the class.
Class Participation	5	Students are required to attend all the classes and actively participate in them.
End Semester Examination	30	They will be an end-semester examination/component for all participants of the course who have successfully completed the course work. The end semester examination will include submission of a compilation of course diaries, assignments, course report and its presentation in the class.

### *Student Diary*

**This course manual has a student diary which needs to be filled by the students on a weekly basis. Completion of this diary on a weekly basis is mandatory.**

## Part III

### Course/Class Policies

**Cell Phones, Laptops and Similar Gadgets are not to be used in the class.**

## **Academic Integrity and Plagiarism**

Learning and knowledge production of any kind is a collaborative process. Collaboration demands an ethical responsibility to acknowledge who we have learnt from, what we have learned, and how reading and learning from others have helped us shape our own ideas. Even our own ideas demand an acknowledgement of the sources and processes through which those ideas have emerged. Thus, all ideas must be supported by citations. All ideas borrowed from articles, books, journals, magazines, case laws, statutes, photographs, films, paintings, etc., in print or online, must be credited with the original source. If the source or inspiration of your idea is a friend, a casual chat, something that you overheard, or heard being discussed at a conference or in class, even they must be duly credited. If you paraphrase or directly quote from a web source in the examination, presentation or essays, the source must be acknowledged. The university has a framework to deal with cases of plagiarism. All form of plagiarism will be taken seriously by the University and prescribed sanctions will be imposed on those who commit plagiarism.

## **Disability Support and Accommodation Requirements**

JGU endeavours to make all its courses inclusive and accessible to students with different abilities. In accordance with the Rights of Persons with Disabilities Act (2016), the JGU Disability Support Committee (DSC) has identified conditions that could hinder a student's overall well-being. These include physical and mobility related difficulties, visual and hearing impairment, mental health conditions and intellectual/learning difficulties e.g., dyslexia, dyscalculia. Students with any known disability needing academic and other support are required to register with the Disability Support Committee (DSC) by following the procedure specified at <https://jgu.edu.in/disability-support-committee/>

Students who need support may register before the deadline for registration ends, as communicated by the DSC via email each semester. Those students who wish to continue receiving support from the previous semester, must re-register every semester prior to the deadline for re-registration as communicated by the DSC via email. Last minute registrations and support are discouraged and might not be possible as sufficient time is required to make the arrangements for support.

The DSC maintains strict confidentiality about the identity of the student and the nature of their disability and the same is requested from faculty members and staff as well. The DSC takes a strong stance against in-class and out-of-class references made about a student's disability without their consent and disrespectful comments referring to a student's disability. With due respect for confidentiality, faculty and students are encouraged to have honest conversations about the needs of students with disabilities and to discuss how a course may be better tailored to cater to a student with disability.

All general queries are to be addressed to [disabilitysupportcommittee@jgu.edu.in](mailto:disabilitysupportcommittee@jgu.edu.in)

## **Safe Space Pledge**

This course may discuss a range of issues and events that might result in distress for some students. Discussions in the course might also provoke strong emotional responses. To make sure that all students collectively benefit from the course, and do not feel disturbed due to either the content of the course or the conduct of the discussions. Therefore, it is incumbent upon all within the classroom to pledge to maintain respect towards our peers. This does not mean that you need to feel restrained about what you feel and what you want to say. Conversely, this is about creating a safe space where everyone can speak and learn without inhibitions and fear. This responsibility lies not only with students, but also with the instructor.

P.S. The course instructor, as part of introducing the course manual, will discuss the scope of the Safe Space Pledge with the class.

## **Part IV**

### **Keywords Syllabus**

The varied legal instruments that the students work with, in the course include:

- The Constitution of India;
- The Charter of the United Nations;
- The Universal Declaration of Human Rights;
- The International Covenant on Civil and Political Rights;
- The International Covenant on Economic, Social and Cultural Rights;
- The Convention on the Elimination of all forms of Discrimination against Women;
- The Convention on the Rights of Children;
- The Right to Information Act, 2005; The Consumer Protection Act, 2019;
- The Commissions for Protection of Human Rights Act, 1993;
- The Legal Services Authorities Act, 1987;
- The Commissions for Protection of Child Rights Act, 2005;
- The Juvenile Justice Act, 2015;
- The Rights of Persons with Disabilities Act, 2016; and
- The Right of Children to Free and Compulsory Education Act, 2009.

In addition to practicing varied law, the students get to work at multiple forums including:

- (a) The Courts of Writ Jurisdiction;
- (b) Commissions appointed for Right to Information;
- (c) Commissions for Protection of Human Rights;
- (d) Commissions for Protection of Child Rights;

- (e) Commissions for Women;
- (f) Consumer Protection Forums;
- (g) Various Offices of Ombudsman;
- (h) Supreme Court’s Commissioner for the Right to Food; and (i) Legislative committees.

**Course Design and Overview (Weekly Plan)**

<b>Week</b>	<b>Topic and Description</b>
1.	Introduction – Introduction of the idea of human rights projects and identification of issues and concerns
2.	Formulation of the methodology of the course and identification of skills and values required for human rights work
3.	Framework and institutions of human rights – discussion on key provisions of human rights framework and various institutions and stakeholders at different levels
4.	Identification of issues, concerns, and areas of intervention for individual projects
5.	Techniques of fact finding, investigation, research, interviewing, documenting and reporting
6.	Associating with causes, assuming leadership roles, engaging with communities and building constituencies
7.	Stakeholder mapping for individual projects
8.	Engaging with institutions and mechanisms of human rights
9.	Designing human rights projects
10.	Community outreach and engagement Social Audit and Community Score Card
11.	Projects – individual projects will be discussed for assessment and cross learning
12.	Projects – continued from week 11
13.	Final presentations – the course participants will present their work for discussion and feedback
14.	<b>REVISION WEEK</b> <p>[NOTE: There shall be teaching classes scheduled during the fourteenth week subject to the JGU Academic Calendar circulated by the Office of the Registrar, JGU and any official declaration of non-working days by the JGU Registrar.]</p>

## Part V Relevant Readings / Essential Readings

Cristián Rettig, Towards an action-guiding theory of human rights, *Journal of Global Ethics*, 19, No. 2, 206–220 (2023).

Azadeh Chalabi, Phases of Human Rights Action Planning in Practice, in *National Human Rights Action Planning* (Azadeh Chalabi ed.), Oxford University Press, 184-214 (2018).

Vaibhav Goel & Manoj Kr. Tripathi, The Role of NGOs in the Enforcement of Human Rights: An Overview, *The Indian Journal of Political Science*, Vol. 71, No. 3, 769-793 (2010).

Ruth Wedgwood, Democracies, Human Rights, and Collective Action, *Ethics and International Affairs*, 23 (1), 27-37 (2009).

Ajay Pandey, Promoting Human Rights in India through Law School Human Rights Clinics, *Delhi Law Review*, Vol. XXVIII-XXIX, pp. 67-82 (2007).

Rose Cuison Villazor, Community Lawyering: An Approach to Addressing Inequalities in Access to Health Care for Poor, of Color and Immigrant Communities, 8 *N.Y.U.J. Legis. & Pub. Pol'y* 35, (2005).

Jane Harris Aiken, Access to Justice: The Social Responsibility of Lawyers, 16 *Wash. U. J.L. & Pol'y*, 81, 85, (2004).

Deena R. Hurwitz, Lawyering for Justice and the Inevitability of International Human Rights Clinics, 28 *Yale J. Int'l L.*, (2003).

Johanna Bond, The Global Classroom: International Human Rights Fact-finding as Clinical Method, 28 *Wm. Mitchell L. Rev.* 317, (2001).

Kevin R. Johnson, Lawyering for Social Change: What's a Lawyer to do?, 5 *Mich. J. Race & L.* 201, 205, (1999).

William P. Quigley, Reflections of Community Organizers: Lawyering for Empowerment of Community Organizations, 21 *Ohio N.U.L. Rev.* 455, (1994).

**Format of the Weekly Course Diary**

<b>Date</b>	
<b>Overview of the topic covered and/or discussion/activity in the class</b>	
<b>Description of the approach/es to make learning real and effective</b>	
<b>Tasks in hand</b>	
<b>Tasks accomplished</b>	
<b>Interaction with people/clients/visits to institutions, situations etc. and application of the class room learning to real situations</b>	

<b>Reading and writing done (including books, cases, newspapers, reports, articles, letters, representations, emails etc.)</b>	
<b>Skills identified, worked on and developed</b>	
<b>Values identified, worked on and imbibed</b>	
<b>Achievements and learning of the week</b>	
<b>Concerns and questions</b>	
<b>Comments and signature of supervisor</b>	

