

DAY 1 (08.10.26)

SESSION-1

The Online Short-Term Course on “Human Rights and Values in the Digital Age”, organised by the UGC-Malaviya Mission Teacher Training Centre (MMTTC), Punjabi University, Patiala, began on 8 September 2026 with an inaugural ceremony followed by an insightful academic session.

Day 1: 8 September 2026

Inaugural Session (Session I)

Reviewer : Dr. Shivani Arora, Assistant Professor, Amritsar Law College, Amritsar

The Inaugural Session of the Online Short-Term Course on “Human Rights and Values in the Digital Age”, organised by the UGC-Malaviya Mission Teacher Training Centre, Punjabi University, Patiala, was held on 8 September 2026.

The programme commenced with the University Dhuni, followed by the welcome address delivered by Dr. Raman Maini, Director, UGC-MMTTC. Prof. (Dr.) Naresh Kumar Vats, Course Coordinator, then addressed the participants and briefly highlighted the objectives and relevance of the course.

The inaugural ceremony was graced by Prof. (Dr.) Jagdeep Singh, Hon’ble Vice-Chancellor, Punjabi University, Patiala, as the Chief Guest, and Prof. (Dr.) Arvind Kumar Bansal, Vice-Chancellor, IKGPTU, Jalandhar, as the Guest of Honour. Their addresses highlighted the importance of human rights, values and education in the changing digital environment.

The session provided an appropriate and meaningful beginning to the course by bringing attention to the growing relevance of human rights and values in the digital age. The presence and valuable insights of the distinguished dignitaries made the inaugural ceremony both informative and inspiring for the participating faculty members.

The session concluded with the Vote of Thanks delivered by Dr. Shveta Dhaliwal, Course Co-Coordinator, followed by the National Anthem.

Overall, the inaugural session successfully set the tone for the academic sessions that followed and created a strong foundation for meaningful discussions on human rights, values and contemporary digital challenges.

DAY 1: SESSION-2

Reviewer: Dr. Shivani Arora, Assistant Professor, Amritsar Law College, Amritsar

The Second Session of the Online Short-Term Course on “Human Rights and Values in the Digital Age” was conducted on 8 September 2026, from 11:15 a.m. to 12:45 p.m. The session was delivered by Prof. Dr. R. Venkata Rao, Vice-Chancellor In-charge, India International University of Legal Education and Research, Goa, and former Vice-Chancellor of the National Law School of India University, Bengaluru and title of the session was Human Rights and Values in the Digital Age

Prof. Rao began by discussing the role and responsibilities of teachers in protecting and promoting human rights. He emphasised that teachers have an important responsibility not only to impart knowledge but also to develop values such as equality, dignity, respect and sensitivity towards the rights of others.

The session then moved towards the relationship between human rights and the digital era. The discussion highlighted how rapid technological development has transformed the way people communicate, learn and interact, while also creating new challenges for the protection of human rights and individual freedoms.

Another important aspect of the session was the importance of values in education and society. Prof. Rao stressed that technological progress must be accompanied by strong ethical and human values. He also discussed the significance of the digital era and the need for educators to understand and respond responsibly to the changes brought about by technology.

The session was interactive, informative and thought-provoking. Prof. Rao’s extensive academic experience and practical insights made the discussion particularly valuable for the participants and encouraged them to reflect on the role of educators in safeguarding human rights and values in an increasingly digital society.

DAY 1: SESSION-3

Date: 8.09.26

Chairperson: Dr Amanpreet Kaur

Reviewer: Dr Shivani Arora

Resource Person: Prof Amar Pal Singh

Topic: “Human Rights and Values in Constitution of India and Digital Era Challenges”

1. Content of the lecture:

A highly informative, insightful and thought-provoking lecture on “Human Rights and Values in Constitution of India and Digital Era Challenges” was delivered by Prof. Amarpal Singh. The lecture focused on the continuing significance of constitutional values and human rights in the rapidly transforming digital environment. The speaker highlighted that while technology has become an indispensable part of modern life and is transforming the way individuals communicate, work, learn and access services, technological advancement must remain guided by human dignity, constitutional morality and fundamental rights.

Prof. Singh began the lecture by explaining the concept and significance of human rights. He observed that human rights are inherent and universal rights available to every individual simply by virtue of being human. These rights are closely connected with the principles of dignity, liberty, equality and justice. He related these fundamental principles to the constitutional vision embodied in the Preamble of the Constitution of India, which seeks to secure justice, liberty, equality and fraternity to all citizens. The discussion also referred to the international development of human rights, particularly the Universal Declaration of Human Rights, 1948, and its influence on the global understanding and protection of human dignity and fundamental freedoms.

The speaker further discussed the constitutional protection of fundamental rights in India and highlighted the dynamic relationship between individual rights and constitutional power. The Golaknath case was referred to in this context to explain the judicial understanding of Fundamental Rights and the power of constitutional amendment. The discussion helped participants appreciate that constitutional rights are not merely theoretical principles but form the foundation for protecting individuals against arbitrary exercise of power.

The lecture subsequently moved towards the rapid evolution of technology and its implications for law and society. Prof. Singh discussed emerging technologies and developments such as biometrics, cloud computing and algorithmic decision-making. He pointed out that technological changes are occurring at an unprecedented pace, often faster than the development of legal frameworks intended to regulate them. Although technology creates enormous opportunities for economic growth, innovation, education and public administration, it simultaneously creates new legal and ethical challenges. Therefore, law must remain responsive and adaptable while ensuring that technological development does not undermine fundamental human values.

A significant portion of the lecture was devoted to privacy and data protection in the digital era. Prof. Singh explained that individuals continuously generate enormous amounts of personal information through smartphones, social-media platforms, online transactions, biometric systems and other digital services. The collection and processing of such information raise important questions regarding consent, purpose limitation, data security, storage and subsequent use.

The speaker emphasised that personal data must not be treated merely as an economic resource. Individual privacy is closely associated with dignity, autonomy and personal liberty. Therefore, technological progress must be accompanied by adequate safeguards for protecting personal information and preventing its misuse.

Another major issue examined during the lecture was freedom of speech and expression in the digital environment. Social-media platforms and other digital technologies have provided individuals with unprecedented opportunities to communicate, express opinions and participate in public discourse. At the same time, these platforms may also be misused for spreading misinformation, hate speech, harassment and other unlawful or harmful content. Prof. Singh therefore emphasised the need to maintain an appropriate balance between the constitutional protection of freedom of expression and responsible digital behaviour. The important message was that digital freedom must be accompanied by digital responsibility.

The lecture also addressed the constitutional principle of equality and accessibility in the digital era. As education, banking, governance, healthcare and other essential services increasingly move towards digital platforms, unequal access to technology can create new forms of social and economic exclusion. The speaker highlighted the importance of bridging the digital divide so that technological development benefits all sections of society. He also discussed concerns relating to algorithmic bias, particularly where automated systems may produce discriminatory outcomes based on gender, culture or other characteristics. Fairness, transparency and accountability in algorithmic systems are therefore essential to preserve constitutional equality.

The issue of cybersecurity and cyber-attacks was another important component of the lecture. Prof. Singh observed that increased dependence on digital systems exposes individuals, institutions and critical services to various cyber threats. Cybersecurity is consequently not merely a technological concern but also a legal, social and institutional responsibility. The speaker emphasised the importance of responsible digital conduct, effective legal mechanisms, institutional preparedness and coordination among stakeholders to address emerging cyber threats.

Particular attention was also given to the growing challenges associated with Artificial Intelligence (AI). Prof. Singh discussed the increasing influence of AI systems and the growing power of private technology corporations. The discussion raised important questions regarding accountability, transparency, decision-making and human control over emerging technologies. The speaker stressed that technological systems must remain subject to appropriate human oversight and that AI development should be guided by ethical and constitutional principles. Humanity, human dignity and human interests must remain at the centre of technological innovation.

The lecture concluded by emphasising that law alone cannot address every challenge emerging in the digital space. Effective regulation requires cooperation among governments, courts, technology companies, educational institutions, civil society and other stakeholders. Legal frameworks must evolve continuously in response to technological developments, while ethical awareness and responsible digital citizenship must also be promoted.

Overall, Prof. Amarpal Singh's lecture was highly informative, relevant and thought-provoking. It successfully connected the foundational principles of the Constitution—particularly human dignity, liberty, equality, justice, fraternity and fundamental rights—with contemporary challenges involving privacy, data protection, freedom of expression, digital inequality, cybersecurity, algorithmic bias and Artificial Intelligence. The session encouraged participants to critically reflect upon the relationship between technology and constitutional governance. The central message of the lecture was that technological progress should be human-centric and must remain consistent with the constitutional commitment to human rights, dignity and justice.

2. Method of delivery

Method of delivery of lecture is Verbal and Oral Presentation (Lecture method)

3. Teaching Aids Used:

Verbal explanation and interactive discussion with participants.

4. Intensity of Interaction

High – Active and meaningful interaction with participants through questions, responses, and discussion.

5. Whether the Session was Relevant to the Participants' Needs

Yes. The session was highly relevant to the participants' academic and professional needs. It enhanced their understanding of constitutional values and human rights in the context of contemporary digital challenges, including privacy, data protection, freedom of expression, cybersecurity, digital equality and Artificial Intelligence.

DAY 1: SESSION-4

Reviewer: Dr. Shivani Arora, Assistant Professor, Amritsar Law College, Amritsar

Topic: Human Rights in China

The Fourth Session of the Online Short-Term Course on “Human Rights and Values in the Digital Age” was held on 8 September 2026, from 3:30 p.m. to 5:00 p.m., with Prof. Shrikant Kondapalli, Professor, School of International Relations, Jawaharlal Nehru University, New Delhi, as the resource person.

The session focused on Human Rights in China and provided participants with an interesting comparative perspective on the human rights systems of China and India. Prof. Kondapalli discussed various aspects of human rights in the Chinese context, with particular attention to labour rights and the Hukou system.

A significant part of the session dealt with the use of technology as a means of social control and surveillance. The speaker discussed the Social Credit System, real-time monitoring and facial recognition, and examined their possible implications for privacy, individual liberty and human rights.

The discussion was particularly relevant in the context of the digital age, as it encouraged participants to think about the balance between technological advancement, State control and protection of individual rights.

Overall, the session was informative, engaging and thought-provoking, and provided participants with a deeper understanding of the challenges surrounding human rights and digital surveillance in contemporary China.

DAY 2 (9 September, 2026) : SESSION-1

The Online Short-Term Course on “Human Rights and Values in the Digital Age”, organised by the UGC-Malaviya Mission Teacher Training Centre (MMTTC), Punjabi University, Patiala, began on 8 September 2026

Session : I

Reviewer : Dr. Manjit Kaur, Assistant Professor, Department of Political Science, Guru Nanak Dev University College Verka Amritsar

Chairperson : Dr. Teghbir Kaur

Reviewer Report

The presentation made by Prof Rachana Sharma entitled “Being human in a digital world” dealt with the question whether and how digital technology affects our being human. In a well structured way she gave a conceptual framework that linked human rights with values and responsibility at individual level in the digital space. Digital space consists of arenas adhering to certain universal principles and human values is important to ensure can come to the rescue of rights and prevent their violation, prior to invoking of the regime to secure them. These values are fundamental to our constitution also, which guarantees human dignity to the citizens. She explained in detail about, right to freedom of speech and expression in digital spaces, in context of Shreya Singhal Vs Union of India, 2015 Supreme court struck down Sec 66 A of IT Act, 2000 to uphold case Justice K.S. Puttaswamy Vs. Union of India, 2017)

Right to privacy is a fundamental right. It was argued that empathy as a value is endangered in digital space. Similarly, attention economy has limited our autonomy in making choices. Then there is the crisis of social connectivity amidst or loneliness digital connectivity. She also emphasized the need for digital literacy to steer safe from the challenges posed by digital arrest or deepfakes, phiggle. Her presentation was captivating and engaging. With her immense conceptual clarity she could evoke ample interest among the participants. The presentation was very relevant and illustrations through real life situations were helpful in putting across the message.

In the larger context cardinal values like pause & verify before sharing or posting on social media can go a long way in creating an environment where human dignity and rights are upheld and respected in the digital space also. After all its not the responsibility of the technology to

define what it is to be a human rather being humans it is our duty to employ the technology in a way to ensuring just a humane and value oriented public space in the digital era.

DAY 2: SESSION-2

Title of session: Genesis and Relevance of Human Rights

Session No and Date: SII, 09.09.2026.

Name of Resource Person: Prof. Y S R Murthy

Pro Vice Chancellor, School of Law, SRM Institute of Science and Technology, Chennai

Name of Chairperson: Dr. Astha Srivastava

Name of Reviewer: Dr. Sujoy Majumder (Sl. No. 42) Assistant Professor, Department of Mathematics, Raiganj University, Raiganj, West Bengal.

General Assessment:

Session II, entitled “Genesis and Relevance of Human Rights,” provided a comprehensive introduction to the concept, evolution, and importance of human rights in society. The session focused on how human rights have developed as universal principles aimed at protecting the life, liberty, equality, and dignity of every individual. It also explored the different categories of rights, including civil and political rights, economic, social and cultural rights, and group rights. The discussion further connected these concepts with the Indian Constitution, particularly Parts III and IV, and the Protection of Human Rights Act, 1993. Overall, the session highlighted the continuing relevance of human rights in promoting justice, equality, freedom, and dignity in a democratic society.

Key Discussion Points:

2a). Generations of Human Rights:

The session traced the evolution of human rights through three distinct categories:

Civil and Political Rights (First Generation): These focus on individual liberty and protection against arbitrary state power, including the right to vote, freedom of speech, and fair trial rights.

Economic, Social, and Cultural Rights (Second Generation): These focus on well-being and social security, covering rights to work, health, education, and an adequate standard of living.

Group / Collective Rights (Third Generation): These focus on broader community well-being, including the right to a clean environment, self-determination, peace, and development.

2b). Negative Rights vs. Positive Rights:

Negative Rights: Require the state to refrain from interfering with individual freedoms (e.g., freedom of speech or protection against unlawful arrest). They cost nothing directly to uphold—the state simply needs to avoid overstepping.

Positive Rights: Require affirmative action by the State to ensure that individuals can actually enjoy their rights. Rights relating to education, healthcare, social welfare, and other basic necessities may require appropriate governmental measures and resources.

This distinction helped demonstrate that human rights involve both protection from interference and positive steps towards creating conditions for a dignified life.

2c). Constitutional Framework: Part III and Part IV:

The discussion connected universal human rights concepts directly to the Indian Constitution:

Part III (Fundamental Rights): Enforceable in courts, these align primarily with Civil and Political Rights (Negative Rights). They act as a check on state action.

Part IV (Directive Principles of State Policy): Part IV contains the Directive Principles of State Policy, which provide guidelines for the State to promote social and economic justice and establish conditions necessary for the welfare of the people. Although the Directive Principles are not enforceable in the same manner as Fundamental Rights, they are fundamental to governance and have great importance in realizing the broader objectives of a welfare state.

The session highlighted the complementary relationship between Fundamental Rights and Directive Principles in promoting justice, equality, and human well-being.

2d). The Protection of Human Rights Act, 1993 (PHR Act): The session concluded with the legal definition of human rights under Section 2(1)(d) of the Protection of Human Rights Act, 1993. The Act explicitly defines human rights as those relating to:

- Life
- Liberty
- Equality

- Dignity of the individual

The discussion demonstrated that these rights form the foundation of a meaningful human existence. The right to life extends beyond mere physical existence and is closely connected with living with dignity. The right to liberty protects individuals against arbitrary restrictions on their freedom. Equality ensures that people are treated fairly and without unjust discrimination, while dignity recognizes the inherent worth of every human being.

Brief Discussions/ Interaction

The session included an interactive discussion in which participants actively shared their views and raised questions regarding the meaning, scope, and practical relevance of human rights. The major issues discussed were:

Participants sought clarification on the difference between civil and political rights and economic, social and cultural rights, and how these rights are interconnected.

Questions were raised regarding the distinction between negative rights and positive rights, particularly the responsibility of the State in protecting and fulfilling these rights.

The participants raised questions about the Protection of Human Rights Act, 1993, particularly its definition of human rights and the institutions responsible for their protection.

Participants discussed the relationship between Fundamental Rights under Part III and the Directive Principles of State Policy under Part IV of the Constitution.

The interaction emphasized the challenges involved in ensuring equal protection of human rights in society and the need for greater awareness of constitutional and legal safeguards.

Overall, the interaction was engaging and helped participants connect the theoretical concepts discussed in the session with real-life situations and contemporary human rights concerns.

Overall Assessment:

Overall, Session II was both highly informative and thought-provoking, offering a structured understanding of the multi-dimensional nature of human rights—spanning civil, political, economic, social, cultural, and group rights. By exploring the distinction between negative and positive rights alongside the constitutional provisions of Parts III and IV and the Protection of Human Rights Act, 1993, the session clearly established the legal and constitutional bedrock of human rights in India. The session was particularly relevant as it effectively connected the historical evolution of human rights with contemporary social realities. The discussion

encouraged participants to reflect on emerging human rights challenges arising from technological advancements, privacy concerns, digital rights, and the growing use of artificial intelligence. It highlighted the need to ensure that technological progress is accompanied by adequate safeguards for individual freedom, privacy, equality, dignity, and other fundamental human rights.

Ultimately, the session reinforced that human rights are far more than mere statutory provisions; they are indispensable elements for upholding life, liberty, equality, dignity, and social justice. In doing so, it underscored the critical need for continuous public awareness and robust mechanisms to safeguard these fundamental rights across society.

DAY 2: SESSION-3

Dated: 09-09-2026 (Time: 1:45pm to 3:15pm)

Report of third Technical Session

On dated 9-9-2026, the third Technical Session was chaired by Dr. Jaspal Kaur, and the resource person of the session was Dr. Jasleen Kewlin, Associate Professor, Sociology, Rajiv Gandhi National Law University, Punjab. She delivered an informative lecture on the topic “Digital Divide and Digital Gap in the Digital World: A Human Rights Perspective”. She explained the meaning and importance of the digital divide and digital gap in today’s digital world. The presentation covered important concepts such as databases, information, digital space, digital safety, and liability concerns. She also discussed various aspects of the digital gap and explained how factors related to human development, social development, sustainable development, and economic development influence access to digital technologies.

Dr. Kewlin further highlighted the problems of inequality, cyber security, and cyber threats in the digital age. She discussed the major problems and challenges created by unequal access to digital resources, while also explaining the benefits and importance of digital technology for education, development, communication, and social inclusion. In her Concluding Remarks She emphasized the need to reduce the digital gap so that all sections of society can enjoy equal opportunities and digital rights.

Finally, Dr. Jaspal Kaur concluded the session with her valuable remarks. She appreciated the presentation and highlighted the relevance of the topic in the present digital era. She delivered the vote of thanks (on the behalf of MMTTC-Punjabi University Patiala), expressing gratitude to the resource person, Dr. Jasleen Kewlin, and all the participants for their valuable contribution and active participation in the session.

Thank You

Report presented by: S.N. 7. Dr. Yog Raj
(Reviewer of the third Session)

DAY 2: SESSION-4

Review Report on the Lecture

Title of the Lecture: Human Rights and Values in the Digital Age

Speaker: Prof. Balwinder Kaur

Chair: Prof. Suthakaran Raj

Reviewer: Dr. Ripan Saha

1. General Assessment

The lecture on “Human Rights and Values in the Digital Age” was highly relevant and timely, particularly in view of the rapid development of Artificial Intelligence (AI), facial recognition, and AI-generated digital content. The speaker successfully highlighted the emerging challenges posed by technology to fundamental human rights and values in contemporary society.

2. Major Points Discussed

The lecture addressed several important issues, including:

- The violation and protection of human rights in the digital age.
- The increasing use of facial-recognition technology and its ability to identify and distinguish individuals, raising concerns regarding privacy and individual freedom.
- The right to privacy and the freedom of assembly as important human rights that may be affected by digital technologies.
- The potential of AI-generated videos and deepfakes to violate human dignity, privacy, and other fundamental rights.
- The circulation of AI-generated or manipulated videos on social media and their potential to cause abuse, humiliation, harassment, and emotional harm.
- The use of technology for online security and the associated concerns regarding surveillance and privacy.

- The need to ensure that technological advancement does not come at the cost of human dignity, liberty, and privacy.
- The importance of examining how technology is increasingly intervening in and influencing our everyday lives.

3. Critical Evaluation

A major strength of the lecture was its focus on the ethical and human-rights dimensions of emerging technologies rather than considering technological development only from a scientific or economic perspective. The discussion of AI-generated content and privacy was particularly relevant in the present context.

The lecture also appropriately raised the question of how technology can be used responsibly while protecting fundamental human rights. The discussion emphasized that technological progress should be accompanied by appropriate safeguards, ethical standards, and awareness of individual rights.

The reference to Article 12 of the Universal Declaration of Human Rights, concerning protection against arbitrary interference with privacy, family, home or correspondence, was particularly significant in establishing the legal and human-rights perspective of the discussion.

4. Overall Review

Overall, the lecture was informative, thought-provoking, and highly relevant to contemporary society. It successfully drew attention to the fact that technological advancement must be accompanied by respect for human dignity, privacy, liberty, and fundamental rights. The lecture encouraged participants to critically examine the social and ethical consequences of emerging technologies and emphasized the need for a responsible and human-centred approach to digital development.

DAY 3 (10.09.26): SESSION-1

REPORT ON SESSION

Making Philosophy Actionable in the Age of AI

Session: 1

Speaker: Prof. Padmakumar Nair

Institution: Thapar Institute of Engineering and Technology (TIET), Patiala

The first session of the programme was held on 10 September 2026 on the theme “Making Philosophy Actionable in the Age of AI.” The session was delivered by Prof. Padmakumar Nair, Thapar Institute of Engineering and Technology (TIET), Patiala. The session provided an insightful discussion on the relevance of philosophy, human values and critical thinking in the rapidly developing age of Artificial Intelligence. Prof. Nair emphasized the importance of identifying values that deserve to survive our scrutiny in a technologically changing world. He highlighted values such as empathy and excellence, along with the need for ethical consistency in our personal, professional and technological decisions. The discussion emphasized that technological progress should not come at the cost of human values and ethical responsibility.

A significant part of the session focused on critical thinking. Critical thinking was presented as the ability to examine information carefully, question assumptions, evaluate evidence and arrive at a reasoned judgment rather than accepting information blindly. In the age of AI, this skill becomes particularly important because AI can generate information rapidly, but human beings remain responsible for judging its accuracy, relevance and ethical implications.

Prof. Nair also discussed how to develop critical fundamentals by cultivating curiosity, asking meaningful questions, examining evidence, identifying assumptions and considering different perspectives before reaching a conclusion. Participants were encouraged to move beyond simply receiving information and instead develop the habit of thoughtful inquiry and reflection. The session further highlighted that empathy, excellence and ethical consistency are essential qualities for responsible engagement with AI. AI should be treated as a powerful tool that supports human capabilities, while human beings should retain responsibility for values, judgment and purpose.

Conclusion The session was highly informative, engaging and thought-provoking. It encouraged participants to reflect on the values that should guide human action in the AI era and demonstrated how philosophy can become practical through critical thinking, empathy, excellence and ethical consistency. The session successfully emphasized that AI may enhance human capabilities, but human values and responsible judgment must remain at the centre of technological progress.

DAY 3: SESSION-2

REVIEW OF THE LECTURE

Reviewer: Dr. Sithara PM, Assistant Professor, Department of English, KMM Government Women's College, Kannur

Date: 10.09.2026

Chairperson: Ms. Vineetha Vijayan N.

Resource Person: Dr. Ashutosh Angiras

Topic: "Sanskrit Shaastriya: A Critique of Human Rights and Values in the Digital Age"

Session 2 began with an introductory note by Ms Vineetha Vijayan N., who welcomed and introduced the resource person, Dr Ashutosh Angiras, Professor of Sanskrit Studies, SD College, Ambala, Punjab. Dr Ashutosh's talk was on the topic "Sanskrit Shaastriya: A Critique of Human Rights and Values in the Digital Age." He began his lecture by posing four questions:

What kind of future do we want by discussing human rights and values?

What do we want to sustain, for whom, and for how long, by discussing human rights and values?

What does our thinking have to do with our current reality and our ability to achieve a culture of human rights and values?

What does our education have to do with our thinking about a culture of human rights?

He distinguished between the concepts of adhyayan ("to construct") and swadhyay ("to plant"), stating that articles and rights are adhyayan, as they can be constructed and completed, whereas values require lifelong nurturing and cannot be treated as programmes with an end or conclusion. He further mentioned that Loka Samgraha focuses on the welfare, preservation, and harmonious order of society, while Yoga-Kshema focuses on the attainment and preservation of what has already been attained. According to him, the Constitution should strive to perform Yoga-Kshema.

The speaker emphasised that teachers should encourage students to question, doubt, and pursue their own answers. One can attain truth through austerity and peace rather than by blindly relying on others. He also stressed the importance of being unbiased in the search for truth. Dr Ashutosh then proceeded to discuss how one should question oneself and identify one's own disposition before raising questions about human rights. After identifying why teachers and

students pose questions about human rights, one has to evaluate oneself as a doer, enjoyer, and knower of human rights based on six categories: language, actions, sense of freedom, thoughts, knowledge, and emotions.

Having subjected oneself to this process of inner evaluation, one may proceed to examine the purpose of knowing dharma in relation to human rights and values. He further examined the reasons for human rights violations and identified the desire for power and control, fear and greed, systemic bias, and weak institutions as the chief causes. Based on the Shastras, he identified six enemies of human rights, including uncontrolled greed, anger, desire, pride, and envy.

The speaker argued that one need not seek further clarification about human rights if one is well versed in the Vedas. The Manusmriti states that dharma must be understood through logical reasoning and the teachings of the Vedas. According to the speaker, if the values mentioned in the Vedas were properly inculcated in us, there would be fewer human rights violations, and external legal rules might not be necessary. He also invoked the principle that we should not do to others what we would not want others to do to us. He advised that one should neither tell sweet lies nor utter harsh truths.

The speaker further elaborated on the four paradigms of the culture of dharma: Vedas, Yajna, Puranas, and Yoga-Kshema, and described a proposed Sanskrit Shaastriya Model of Human Rights incorporating resolutions and articles. The Sankalp (Resolution) states that all beings have the right to live without fear and with dignity, that one should recognise the self in all beings, and that dharma protects those who protect it.

The proposed articles are divided into five sections covering Fundamental Rights, Social Justice, Economic Rights, Cultural Rights, and Environmental Rights. The speaker emphasised that once one has made a decision based on the Shastras, one must test one's choice by examining the reasons that prompted the decision and by considering its consequences for the lives and well-being of others.

The speaker emphasised that the Sanskrit Shaastriya Model of Human Rights, based on the integration of ancient wisdom with contemporary human rights principles, emphasises dharma, prioritises ahimsa, and encompasses economic, cultural, environmental, and political rights. It also advocates international cooperation and global citizenship. According to him, this model can help humanity evolve a culture of human rights because of the holistic approach, timeless wisdom, cultural relevance, moral foundation, and evolutionary potential it offers.

Dr. Ashutosh then placed the Sanskrit Shaastriya Model of Human Rights alongside Western models of human rights and argued that the Indian system is inherently superior and can be

confidently presented before the world community. He observed that although the West considers itself far ahead of India in terms of human rights awareness, historical instances such as the Holocaust demonstrate the limitations and contradictions within the foundations of Western approaches to human rights. He therefore suggested that instead of looking for inspiration outside India, we should look within our own intellectual and cultural traditions.

The talk offered a distinctive perspective on human rights and stimulated considerable thought and discussion among the audience. The session concluded at 1:00 p.m. with a vote of thanks delivered by the Chairperson.

DAY 3: SESSION-3

Review – Session III held on 10th Sep 2026 by Dr. Vijay Kumar Singh

Topic: Ethics and Morality in Buddhism

Good morning everyone. I would like to thank the whole organizing committee of MMTTC, Panjabi University, Patiala, for assigning me the role of reviewer. Now,

I would like to present my review for session III held on 10th Sep 2026, topic was Ethics and Morality in Buddhism. Session was chairpersoned by Mrs. Nisha Ramachandran. Our esteemed speaker Dr. Vijay Kumar Singh discussed on Buddhist philosophy, ethics, morality, and the interpretation of Dhamma, particularly in the context of Dr. B. R. Ambedkar.

The discussion provided a comprehensive understanding of Buddhism by connecting its ethical, philosophical, psychological, and social dimensions. The explanation of Panchsheel established the foundation of Buddhist morality, emphasizing non-violence, honesty, responsible conduct, truthful speech, and self-control.

The Four Noble Truths, particularly the concept of Dukkha, helped us understand that Buddhism begins by recognizing human suffering and then provides a practical path for overcoming it. The Noble Eightfold Path further explains how right understanding, ethical conduct, mindfulness, and mental discipline can lead towards liberation.

A very meaningful way of understanding the overall Buddhist learning is:

Panchsheel + Four Noble Truths + Eightfold Path + Karma + Karuna + Mindfulness + Non-attachment + Middle Way → Nirvana.

The discussion of important Buddhist Suttas, especially the Dhammacakkappavattana Sutta, was significant because it connects directly with the Buddha's first sermon and the teaching of the Four Noble Truths. The discussion of the Abhidhamma Pitaka also showed the systematic and analytical dimension of Buddhist thought.

I found the discussion on Anatta particularly thought-provoking. The idea that there is no permanent and unchanging self raises deeper questions about karma, rebirth, Samsara, and Nirvana. It demonstrates the philosophical depth of Buddhism beyond ordinary religious understanding.

The concepts of Dukkha, Anatta, Karuna, Panchsheel, and Dhamma are also closely connected. They guide an individual from understanding suffering to developing compassion, ethical behavior, wisdom, and ultimately liberation.

The discussion on Dr. B. R. Ambedkar's views on Buddhism and ethics added an important social perspective. Ambedkar viewed Buddhism not simply as a personal spiritual path but as a framework for morality, equality, liberty, fraternity, social justice, and human dignity. His interpretation makes Dhamma particularly relevant to modern society.

The discussion of the Six Points of Dhamma and Ambedkar's Three Pillars of Dhamma further highlighted the importance of morality and social responsibility in his interpretation. These ideas help us understand why Ambedkar considered Dhamma essential for creating a just and humane society.

Overall Review

Overall, the discussion was comprehensive, intellectually stimulating, and socially relevant. What makes it particularly valuable is that it presents Buddhism not merely as a religion of belief and ritual, but as a way of thinking and living.

The central message I take from the entire discussion is that Buddhism begins with the understanding of Dukkha, develops through ethical conduct and mindfulness, deepens through wisdom, compassion, and non-attachment, and ultimately aims at liberation from suffering.

At the same time, Ambedkar's interpretation extends this individual transformation toward social transformation through equality, liberty, fraternity, morality, and human dignity.

Therefore, the discussion successfully demonstrates that Buddhist philosophy is relevant not only for individual peace and liberation, but also for building an ethical, compassionate, and socially just society.

DAY 3: SESSION-4

REVIEW OF THE LECTURE

Reviewer: Mrs. Dimpal, Assistant Professor, Bharat Group of Institutions, Babain, Kurukshetra. Date: 10.09.2026

Chairperson: Mrs. Sunita Kumari

Resource Person: Prof. (Dr.) Subhas Chandra Roy

Topic: “Human Rights and Values in Digital Age” Session 4 began with an introductory note by Ms. Sunita Kumari, who welcomed and

introduced the resource person, Prof. (Dr.) S.C. Roy, Dean Research and Development, DPIIT IPR Chair Professor, Director (Centre for Innovation Research and Facilitation), Chanakya National Law University, Patna, Bihar. Prof. Roy’s talk was on the topic “Human Rights in Digital Age”. He initiated his lecture by posing two questions:

1. What shall be the meaning of human rights?

2. Whether human rights will be safe of all us in this digital age or AI (Artificial Intelligence) Age?

He had drawn the attention back in 2018 when the digital age took birth and asked for what changes we have undergone before and after 2018 and more specifically after COVID-19.

Also, what were the challenges before us for implementation of human rights? Thereafter, the resource person drawn our attention to the very basic, yet most important question, i.e. what do we understand by term ‘Human Rights’? So, he explained the term which is comprised of two words i.e. human which means evolved Homo sapiens and rights means privileges and duties towards other humans. So, human rights mean rights of all of us and rights means interest recognized and protected by law.

Furthermore, Prof. Roy emphasized upon the first written instrument of human rights which is known as Universal Declaration of Human Rights (UDHR) commenced in 1948. UDHR sets standards for human rights which needs to implemented and protected by the State including

government authorities. Also, Prof. Roy while quoting, “All human beings are born free and equal in dignity and rights”, vehemently stressed upon the meaning and scope of the word ‘dignity’. He critically examined, why the United Nations General Assembly propounded this particular word ‘dignity’ in the very first Article of the UDHR. He stated that the word dignity is associated with the feel that we must be respected or regarded by each other. So, in every manner human beings must regard and respect in every possible manner which established brotherhood, fraternity and mutual understanding amongst each other. Moreover, Prof. Roy also stated the objective of enshrining the words like right to life, personal liberty, liberty, fraternity, brotherhood, equality for all, justice, and so on, in our Constitution of India. He stated that in order to adhere to the mandate of UDHR, the constituent assembly adopted the provisions of the UDHR under its Preamble and Fundamental Rights. Thereafter, Prof. Roy had drawn our attention toward Article 4 of the UDHR which states that no person shall be forced to slavery and must not be exploited. In consonance with the aforesaid Article 4, the constitution makers enshrined this provision under Article 23 and 24 which prohibits the exploitation of children and the trafficking of human beings.

Thereafter, Prof. Roy proceeded with the evolution of AI (Artificial Intelligence) with its beginning with the advancement of the machine language models like robots and automated machines. By the end of COVID 19 in the mid of year 2022-23, there is sudden boom in the technological advancement with the introduction of OpenAi, Google Gemini and DeepSeek AI and all such other Linear Language Models. These AI assistants have undergone various developments till now with its different aspects affecting our lives in different ways. AI has intervened into our lives with its roots extending deep into our private matters. However, there are some rules and regulations which regulate the usage of AI and allows users to hand-in control over their personal things.

More significantly, our right to life and personal liberty, directly or indirectly, is affected by the AI. Especially, AI uses our personal data like photos, videos, location and our interaction with AI, which enables AI to get our routine life footprints which, somehow, grants access to

the AI models which starts regulating our decision making ability along with constant fear of getting our personal data leaked over servers making our privacy become publicly available. The most important thing is that AI taking control over our lives, and our personal data. The resource person added that there is dire need of regulation over the activities of AI and limiting the access to our personal data. More specifically, Prof. Roy placed reliance on the measures to curb the menace of affecting human rights. He stated that in this digital age of AI people must be aware of the usage policy of the AI models making it ethical and responsible AI. In addition, government authorities must establish such a platform or constitute any regulating authority with its primary purpose to deal with the issues related to human rights. Consequently, the resource person Prof. S.C. Roy while stressing upon the necessity to regulate the access of AI over human rights. Instead, AI must be trained in such a manner or prescribed with such instructions that its usage must strictly be limited to fruitful purposes rather than stealing the personal information of the users. In addition, these AI models must be designed to accelerate the process of promoting, protecting and enforcing human rights and achieve the purpose of UDHR. At the end, AI must used for mankind rather than against the mankind.

DAY 4 (11.09.26):SESSION-1

Review Report

Event Details:

Session Title: Security and Threat Modelling

Speaker: Prof. (Dr.) Maninder Singh (Professor & Dean, Academic Affairs, Thapar Institute of Engineering and Technology)

Date: September 11, 2026

Session Number: Session 1

Executive Summary

Prof. (Dr.) Maninder Singh delivered an insightful expert talk focusing on holistic cybersecurity, threat modelling, and the critical role of human awareness alongside technical defenses. The session highlighted that security is not purely a technology problem, but a multidimensional discipline spanning humans, processes, systems, and vendor networks.

Key Concepts & Presentation Takeaways

1. The Four Lenses of Service Security Prof. Singh introduced a structured framework to evaluate any digital service across four distinct perspectives:

Human Lens: Examines human vulnerabilities such as phishing, social engineering, manipulation, and insider actions.

Key Query: Who can be misled or misuse access?

Technical Lens: Focuses on standard technical attack vectors including malware, zero-day exploits, and system misconfigurations.

Key Query: What weakness enables the security event?

Organisational Lens: Analyzes systemic risks driven by internal policy gaps, lack of training, and legacy infrastructure.

Key Query: Which working conditions sustain risk?

Supply Chain Lens: Addresses third-party risk exposure through external vendors, third-party code dependencies, and outsourcing.

Key Query: Whose systems and decisions do we inherit?

2. Social Engineering in Practice Through a practical real-world scenario—"I am calling for the Dean"—Prof. Singh illustrated how attackers exploit organizational helpfulness. Attackers leverage authority figures' names, create artificial urgency, and exploit time pressure on helpdesk personnel to execute unauthorized account resets without proper verification.

3. Insider Threats: Intentional Misuse vs. Unintentional Errors The presentation emphasized that insider threats extend beyond malicious actors:

Curiosity/Misuse: Unauthorized inspection of sensitive support cases or record files out of personal curiosity.

Negligence: Exporting sensitive records to open or publicly accessible links.

Offboarding Gaps: Former contractors or employees retaining active system accounts due to delayed access revocations.

Mitigation Strategies: Strict implementation of least privilege principles, periodic access reviews, and non-punitive safe reporting channels.

4. Organisational Vulnerabilities & Systemic Exposure Prof. Singh highlighted how poor organizational hygiene creates security gaps:

Account sharing driven by strict response-time targets.

Inadequate scenario-based training for staff to handle high-pressure requests.

Reliance on unsupported legacy software that cannot be patched easily.

Unclear ownership across departments leading to unmonitored access controls.

Key Recommendations & Conclusion

The session concluded with actionable insights for academic and corporate environments:

Shift security focus from technical-only defenses to building a robust organizational security culture.

Conduct regular access audits and strictly enforce the principle of least privilege.

Establish clear procedures for identity verification during high-urgency operational requests.

DAY 4:SESSION-2

Review by Dr. Navya V.K. (Roll No.48)

"AI Ethics and Human Values" – Lecture by Dr. Angshuman Hazarika, IIM Ranchi

(Session II, 11.09.2026)

Dr. Angshuman Hazarika's session on "AI Ethics and Human Values" offered a rare combination of technical grounding, philosophical depth, and legal cum regulatory currency. The presentation moved well beyond the standard "AI is good or bad" framing to ask the harder question such as how much autonomy should AI be granted, and who remains accountable when it acts? The lecture unfolded in two coherent parts. The first traced AI's evolution from 1955

(checkers-playing computers) up to today's generative AI and India's national AI strategy — giving the audience a clear historical spine before diving into ethics. He then broke AI capability into three functional layers — Sense, Comprehend, Act — which usefully framed where ethical judgment must be inserted into a system's pipeline. From there, the session moved into the definitional bedrock of ethics itself: distinguishing values, morals, and behavior, and highlighting the core tension of the entire talk — these are human constructs, not things inherent to a machine, so "teaching" ethics to AI is an inherently fraught paradigm. A highlight was the discussion of autonomous weapons, AI's so-called 'Oppenheimer moment' — a reminder that no Geneva Convention yet exists for algorithmic warfare. Just as compelling was the use of real, recent examples — cases anyone following the news would recognize- the Supreme Court's 2026 rules on how AI can be used in courtrooms or actor Ravi Kishan's fight over his image rights. These examples kept the talk from becoming theoretical and showed the pace at which jurisprudence is now catching up to the technology.

The second half's focus on accountability was the intellectual core of the lecture: who bears responsibility for an autonomous decision, how violations are handled, and where the line sits between beneficial automation and unchecked surveillance. The 2024 Vienna Conference reference — that legal accountability cannot be transferred to machines and that systems not fully understood cannot be meaningfully human-controlled — was a sharp, well-chosen anchor for this argument. The closing segment mapped out realistic regulatory pathways — from self-regulation to comprehensive state regulation — and distilled them into seven guiding principles (trust, people-first design, innovation over restraint, fairness, accountability, understandability, and safety/resilience). This gave the audience something actionable rather than leaving the ethical questions unresolved. To conclude, the lecture succeeded in making AI ethics feel current rather than academic — its greatest strength was the density of recent, real-world examples (courts, regulators, corporations) tied to each conceptual point. The talk delivered exactly what it promised: a framework for thinking about AI beyond hype or fear. The major takeaway of the lecture - as the speaker put it, AI should function as an intelligent tool that augments human creativity and judgment — not a replacement for it hence human control, not human displacement, should remain the design principle.

DAY 4: SESSION-3

REVIEW REPORT

Human Rights and Values in the Digital Age

Reviewer: Mr. Surinder Singh, Assistant Professor, Department of Law, Amritsar Law College

Date: 14.09.2026

Session: Session 3

Chairperson: Dr. Tejinder Pal Singh Singh Brar

Resource Person: Dr. Ivneet Kaur Walia

Session 2 began with an introductory by Dr. Tejinder Pal Singh Singh Brar, who welcomed and introduced the resource person, Dr Ivneet Kaur Walia, Associate Professor and registrar (officiating) RGNUL PUNJAB. The digital age has fundamentally changed the way human beings communicate, learn, work, conduct business and participate in society. Artificial Intelligence (AI), social media, smartphones, cloud computing, digital payments and online platforms have created enormous opportunities for economic and social development. At the same time, these technologies have generated new challenges concerning privacy, equality, human dignity, freedom, mental well-being, cyber security, children's development and environmental sustainability.

INTRODUCTION

The digital age has fundamentally changed how people communicate, learn, work, conduct business and participate in society. Artificial Intelligence (AI), social media, smartphones, cloud computing, digital payments and online platforms create major opportunities for economic and social development. At the same time, they raise concerns about privacy, equality, human dignity, freedom, mental well-being, cybersecurity, children's development and environmental sustainability. Human rights, once discussed mainly in relation to the physical and social world, now have an important digital dimension. Rights to privacy, freedom of expression, equality, security, access to information and human dignity must increasingly be protected in digital environments. The central concern is therefore how technological development can be encouraged while keeping human rights and human values at the centre of digital society.

1. HUMAN RIGHTS IN ARTIFICIAL INTELLIGENCE

AI refers to computer systems capable of performing tasks that normally require human intelligence, including recognising patterns, generating content, making predictions and supporting decisions. AI is increasingly used in healthcare, banking, education, recruitment, insurance, law enforcement, customer service, financial services and scientific research.

AI creates several human-rights concerns. First, biased training data can reproduce or amplify discrimination—for example, an AI recruitment system may disadvantage otherwise qualified applicants if historical recruitment data favoured one group. Second, AI can process large amounts of personal information, creating privacy concerns. Third, important decisions affecting employment, education or finance require appropriate human oversight because people should not be treated merely as data points. Transparency and explainability are also important when automated decisions significantly affect individuals. Finally, organisations cannot avoid responsibility by blaming AI. The core principle is that AI should serve human beings and respect dignity, equality and fundamental rights.

2. “IDIOT SYNDROME” AND ITS IMPACT

“Idiot syndrome” is not a recognised medical or psychiatric diagnosis and should not be presented as an established medical condition. In digital-culture discussions, the phrase is sometimes used informally for perceived cognitive and behavioural effects of excessive rapidly delivered digital content. A more academically appropriate expression is “cognitive and behavioural effects of excessive digital-media consumption.”

Possible effects include difficulty sustaining attention, constant smartphone checking, dependence on instant information, reduced patience for lengthy tasks, difficulty with deep reading, information overload, reduced tolerance for boredom, habitual multitasking and dependence on continuous entertainment. For example, a student accustomed to 20–30 second videos may find it more difficult to concentrate on a 30-page academic article. However, short videos do not automatically make a person less intelligent; the pattern, duration and nature of consumption are important.

3. BUSINESS MODEL OF SOCIAL MEDIA

Social-media platforms generally operate as commercial businesses. Platforms may measure time spent, content viewed, likes, shares, searches, interactions, interests and advertising responses. For example, repeated viewing of automobile videos may lead a platform to infer an interest in cars and show related content or advertisements. This creates a human-rights tension

between commercial interests, personal data and human attention. Important questions include how much data companies should collect, whether consent is meaningful, how transparent recommendation algorithms are, whether children require special protection, and whether excessive engagement can harm autonomy, privacy and well-being.

4. DATA-CENTRE COOLING ISSUES

The digital world depends on physical infrastructure. Data centres contain servers that process and store information, and these servers generate heat. Cooling is therefore essential for performance and reliability. Technologies may include air cooling, chilled-water systems, evaporative cooling and liquid cooling.

5. OVERUSE OF TECHNOLOGY

Technology becomes problematic when use is excessive, uncontrolled or interferes with important areas of life. Potential effects include sedentary behaviour, eye strain, poor posture and reduced physical activity; stress, difficulty disconnecting and constant digital stimulation; reduced face-to-face interaction and less meaningful communication; and distraction, reduced productivity and frequent task

switching. For example, a person intending to check social media for five minutes may continue scrolling for an hour, affecting sleep, study or work. The appropriate response is not necessarily rejection of technology. The objective should be responsible use, moderation and digital discipline.

6. SHORT ATTENTION SPAN OF STUDENTS AND ADULTS

The modern digital environment provides enormous quantities of rapidly changing information. Notifications, short-form videos and continuous feeds can encourage frequent shifts in attention. However, it would be inaccurate to claim that social media universally or permanently causes shorter attention spans. Effects depend on content type, duration, individual characteristics and patterns of consumption. Students may experience difficulty with sustained activities such as reading academic books and research papers, attending lengthy lectures, writing essays, conducting research and solving complex

problems. A student may consume many short educational videos but still struggle to write a coherent long-form answer. Information consumption is not the same as deep learning. Deep learning requires attention, understanding, reflection, application and critical thinking. Education can respond through long-form reading, classroom discussion, problem-solving, research assignments, writing exercises and critical evaluation of online information.

7. RIGHT TO PRIVACY IN THE DIGITAL AGE

Privacy is a major human-rights concern in the digital era. People routinely provide information through social media, online shopping, banking, mobile applications, search engines, digital payments, Human Rights and Values in the Digital Age educational platforms and cloud services. Depending on the context, services may process names, contact information, photographs, location, browsing activity, purchasing behaviour, device information, biometric information and communication data. For example, when a mobile application requests location access, users should be able to understand why it is needed and how it will be used. Digital privacy therefore involves control, consent, transparency, security and responsible processing. In India, privacy has constitutional significance. The Supreme Court's landmark K.S. Puttaswamy judgment (2017) recognised privacy as a fundamental right under the Constitution. Digital development must consequently respect individual privacy while addressing legitimate public and economic interests.

8. CHANGING MINDSET OF CHILDREN DUE TO SOCIAL-MEDIA CONSUMPTION

Children are increasingly exposed to digital content from an early age. Social media can provide education, creativity, communication and access to information, but excessive or inappropriate exposure can influence attitudes and behaviour. Consumerism may be encouraged through influencers and targeted advertising. Social comparison can arise when children compare ordinary life with carefully selected online representations. Repeated exposure to idealised images may create unrealistic expectations about appearance. Continuous entertainment can encourage instant gratification, while influencers may become important role models. For example, repeatedly seeing influencers display expensive clothing, phones or holidays may lead a child to associate material possessions with popularity or success. Nevertheless, social media can also provide educational material, exposure to different cultures, creative activities, positive communities

and scientific information. The appropriate response is digital literacy, parental guidance, age-appropriate safeguards and critical thinking rather than treating all social media as harmful.

9. HACKERS AND THEIR MODUS OPERANDI

Cybersecurity is closely connected with human rights because cyberattacks can threaten privacy, financial security, identity, confidential information, freedom of communication and organisational security. White-hat hackers are authorised security professionals who identify vulnerabilities. Black-hat hackers gain unauthorised access or exploit vulnerabilities for malicious or illegal purposes. Grey-hat hackers may identify or exploit vulnerabilities without

appropriate authorisation, although their motives may not fit the traditional black-hat category. A common attack process includes reconnaissance, social engineering, phishing, credential theft, malware and ransomware. For example, a fraudulent message may appear to come from a bank and direct a person to a fake website requesting login credentials. This demonstrates that cybersecurity attacks exploit human psychology as well as technical vulnerabilities. Cybersecurity education is therefore essential.

10. CONCEPT OF DIGITAL INHERITANCE

Digital inheritance refers broadly to the management and transfer of digital assets and accounts after death. In addition to traditional property, people may possess digital photographs, cloud documents, emails, websites, social-media accounts, digital intellectual property, online businesses, domain names and certain digital financial assets. For example, a deceased person may have thousands of family photographs stored in a cloud account. Family members may wish to preserve them, but access can depend on the service provider's terms, applicable law and the person's prior arrangements. Important questions concern who can access digital accounts, who controls photographs, what happens to social-media profiles, how intellectual-property rights are transferred, and how online businesses and digital financial assets are handled. Digital estate planning can include an inventory of important digital assets and lawful arrangements for their management after death. Digital inheritance demonstrates how property and identity are changing in the digital era.

INTEGRATED ANALYSIS

The ten issues are closely connected. AI can process personal data, creating concerns about privacy and equality. Social-media platforms depend heavily on engagement, raising questions about attention, autonomy and commercial use of data. Excessive technology use may influence behaviour and concentration, while children may be especially vulnerable to inappropriate or excessive digital content. Human Rights and Values in the Digital Age Cybersecurity threats can compromise privacy and financial security. The physical infrastructure behind digital technology creates energy, water and environmental concerns. Digital inheritance shows that digital lives can retain significance after death.

The overall relationship can be represented as: Technology → Data → Human Behaviour → Economic

Interests → Human Rights → Ethical Responsibility.

CRITICAL REVIEW

The topic “Human Rights and Values in the Digital Age” is highly relevant because technological development has changed how people communicate and how rights and responsibilities are understood. Its major strength is its interdisciplinary character: AI connects technology and law; social media connects economics and psychology; privacy involves constitutional and legal principles; hacking involves cybersecurity; children's social-media use involves education and psychology; data-centre cooling involves environmental sustainability; and digital inheritance involves law, property and digital identity.

A balanced approach is essential. Technology is not inherently harmful. AI can support medical research, digital education can expand access to knowledge, social media can connect people, digital payments can increase convenience, cloud computing can support businesses, and cybersecurity technologies can protect information. The central challenge is therefore not technology versus humanity, but how humanity can use technology without allowing technological systems to undermine dignity, freedom, privacy, equality and social values.

CONCLUSION

The digital age is one of the most significant transformations in human society. It has created opportunities for communication, education, innovation and economic development while introducing challenges involving privacy, AI-based decision-making, social-media dependence, children's development, cybercrime, attention, environmental sustainability and digital inheritance.

DAY 4: SESSION-4

Review Report

Date 11/09/2026

Short Term Course – Session 4

Topic: Human Rights in Transition: Emergence of Fourth Generation Human Rights

Resource Person: Dr. Deepak Kumar Srivastava, Registrar (I/C), Dean, UG Law Programme, Director, School of Law and Governance, Hidayatullah National Law University, Raipur, Chhattisgarh

Reviewer: Amit kumar , Assistant Professor, Amritsar law college, Amritsar

The fourth session of the short-term course was delivered by Dr. Santosh Kumar on the topic “Human Rights in Transition: Emergence of Fourth Generation Human Rights.” The lecture explained how the concept of human rights has evolved in response to rapid developments in technology, globalization, biotechnology, and artificial intelligence.

Dr. Kumar discussed the progression from first, second, and third generation rights to the emerging fourth generation of human rights. He highlighted issues such as digital privacy, data protection, genetic rights, cyber security, environmental sustainability, and the ethical use of AI. The session emphasized that modern societies require new legal and ethical frameworks to safeguard human dignity in the digital age.

The lecture was informative, thought-provoking, and enriched with contemporary examples that helped participants understand the relevance of fourth generation human rights in education, governance, and everyday life.

Overall Review: The session was highly insightful and provided a comprehensive understanding of the emerging dimensions of human rights. It encouraged participants to critically examine the challenges and responsibilities associated with protecting human rights in a rapidly changing world.

DAY 5 (14.09.26): SESSION-1

Review of the Lecture

Reviewer: Dr. Priya Chaudhary, Assistant Professor, Department of Geography,
GSSDGS Khalsa College, Patiala **Date: 14-09-2026**

Session: I

Chairperson: Dr. Gorakh Singh

Resource Person: Prof. Manoj Kumar Sinha

Topic: “Human Rights, Human Values and Digital Civilization”

Session-I start with an introductory note by Dr. Gorakh Singh, who welcomed and introduced the resource person Prof. Manoj Kumar Sinha, Vice-Chancellor, Dharmashastra National Law University, Jabalpur. The lecture was on “Human Rights, Human Values and Digital Civilization” was an insightful and thought-provoking academic session delivered. The lecture provided a comprehensive understanding of the relationship between human rights, human values, technological advancement, warfare, and the emerging concept of digital civilization. The speaker highlighted that technological development has transformed almost every aspect of human life, but such advancement must always remain guided by ethical principles, human dignity, compassion, justice, and respect for life.

The session began with a discussion on the fundamental meaning and importance of **human rights and human values**. Human rights are essential for protecting the

dignity, freedom, equality, and security of every individual, while human values provide the moral foundation for responsible human behaviour. The speaker emphasized that technological progress without human values can create serious social and ethical challenges. Therefore, the development and application of technology should not be considered merely from the perspective of efficiency or innovation but also in terms of its consequences for human beings and society.

A significant part of the lecture focused on the **changing nature of warfare**. The speaker explained how warfare has historically evolved from conventional methods involving soldiers and physical weapons to technologically sophisticated forms involving artificial intelligence, drones, cyber capabilities, surveillance technologies, and other advanced systems. This transformation has created new possibilities as well as new challenges for the protection of human rights. Technology can make warfare faster and more precise, but it can also increase the possibility of large-scale harm if it is used without adequate ethical and legal safeguards.

The lecture included an illustrative story of *Kanaiya Lal Ji*, who served water to injured soldiers during a conflict. The example highlighted the importance of compassion and humanity even during situations of war and conflict. It demonstrated that human values should not disappear during difficult circumstances. The act of helping an injured person, irrespective of identity or side, reflects the fundamental principle of humanity. This example effectively connected traditional human values with the contemporary challenges created by technological warfare.

The speaker further discussed the importance of *International Humanitarian Law (IHL)* in regulating armed conflict. The lecture referred to the *four Geneva Conventions*, which establish important principles for the protection of persons affected by armed conflicts. The discussion emphasized that warfare cannot be conducted without limitations and that even during armed conflict, certain principles and rules must be respected to protect human life and dignity.

An important aspect of the session was the discussion of *Articles 35 and 36 of Additional Protocol I*. Article 35 establishes that the means and methods of warfare are not unlimited. The fact that a particular technology or weapon is technically possible does not automatically mean that it is legally or ethically permissible. The

use of weapons and methods of warfare must remain within the limits established by international humanitarian law.

The lecture also highlighted the importance of *Article 36*, which requires States to examine new weapons, means, or methods of warfare in order to determine whether their use would be consistent with applicable international law. This principle has increasing relevance in the contemporary technological environment, particularly with the emergence of artificial intelligence, autonomous systems, drones, cyber capabilities, and other advanced technologies. The speaker emphasized that new technological developments do not exist outside the framework of humanitarian principles and international law.

The discussion then moved towards the growing role of *digital technology in warfare and society*. Digital technologies have created a new dimension of conflict in which attacks may occur through cyberspace rather than only through physical weapons. Cyber operations, digital surveillance, artificial intelligence, and automated decision-making systems can have significant consequences for individuals, institutions, and nations. Therefore, the digital transformation of society requires stronger awareness of privacy, security, accountability, and ethical responsibility.

The concept of digital civilization was another important theme of the lecture. The speaker explained that digital civilization should not simply be understood as a society that uses advanced technologies. Rather, it should be a civilization in which technology is developed and used in a manner that promotes human welfare, equality, dignity, justice, and social responsibility. Technology should remain a means for improving human life rather than becoming an end in itself.

The lecture also addressed several contemporary concerns associated with digital development, including *privacy, equality, freedom of expression, misinformation, cybercrime, and digital inequality*. While digital technologies provide enormous opportunities for communication, education, economic development, and social interaction, unequal access to technology can create new forms of exclusion. Similarly, misuse of digital platforms can contribute to misinformation, cybercrime, discrimination, and violations of privacy.

The speaker therefore stressed the importance of human-centred technology. Technological innovation must be accompanied by ethical reflection and social responsibility. Artificial intelligence and other emerging technologies should be

designed and used in ways that protect human dignity and promote inclusive development. The human being should remain at the centre of technological decision-making.

Another significant learning from the lecture was the close relationship between human rights, human values, technology, and warfare. These areas cannot be considered separately in the contemporary world. Technological advancement affects the way conflicts are conducted, while warfare and technological development have direct implications for human rights. At the same time, human values provide the ethical foundation necessary to ensure that technology is not misused.

The lecture encouraged participants to think critically about the responsibilities associated with technological advancement. The development of artificial intelligence, autonomous technologies, cyber systems, and digital platforms raises important questions regarding accountability and ethical decision-making. The central concern is not simply whether technology can perform a particular action, but whether that action is consistent with human values, legal principles, and the protection of human dignity.

The session was particularly relevant in the present digital age because technology is rapidly becoming an integral part of education, governance, communication, defence, business, and everyday life. The lecture made it clear that technological advancement must be accompanied by **ethical literacy and human values-based education**. Individuals need to understand not only how technology works but also how it should be used responsibly.

Key Learning Outcomes

The lecture provided several important learning outcomes:

1. **Human rights and human values are fundamental to a just society** and must remain central to technological development.
2. **Modern warfare has undergone significant transformation** due to AI, drones, cyber technologies, surveillance, and other advanced systems.
3. **International Humanitarian Law places limitations on warfare**, ensuring that technological capabilities do not override humanitarian principles.

4. **Articles 35 and 36 of Additional Protocol I** are particularly significant in understanding the regulation and assessment of new weapons and methods of warfare.
5. **Digital civilization must be human-centred**, inclusive, ethical, and respectful of human dignity.
6. Emerging technologies create both opportunities and risks related to **privacy, equality, freedom of expression, cybercrime, misinformation, and digital inequality**.
7. Technological progress should always be accompanied by **accountability, ethical responsibility, compassion, and respect for human life**.

Conclusion

Overall, the lecture on “Human Rights, Human Values and Digital Civilization” was highly informative, relevant, and thought-provoking. It successfully connected traditional human values with contemporary technological and geopolitical realities. The discussion on warfare, humanitarian law, artificial intelligence, cyber technologies, and digital civilization provided participants with a broader understanding of the ethical responsibilities associated with technological progress.

The lecture conveyed the important message that technology should serve humanity, not replace humanity. Scientific and technological advancement can contribute significantly to human development only when it is guided by dignity, justice, equality, compassion, and responsibility. The discussion of humanitarian law and the limitations on warfare further demonstrated that technological capability must always remain subject to ethical and legal considerations.

The session encouraged participants to adopt a balanced perspective in which innovation and human values go hand in hand. In the emerging digital civilization, the challenge is not merely to develop more powerful technologies but to ensure that these technologies contribute to a safer, more inclusive, peaceful, and humane society. The lecture therefore provided a valuable academic and ethical perspective on the responsibilities of individuals, institutions, governments, and technology developers in shaping the future of humanity.

DAY 5: SESSION-2

Report on Short-Term Course

Theme: Human Rights and Values in the Digital Age

Topic: “Developing Human Rights: A Practical Approach”

Speaker : Dr. T. P. Singh

Thapar School of Liberal Arts and Sciences

Thapar Institute of Engineering and Technology

1. Introduction

A Short-Term Course (STC) on “Human Rights and Values in the Digital Age” was organised to examine the importance of human values, ethical responsibility and human rights in an increasingly digital and technology-driven world. One of the significant sessions of the course was delivered by Dr. T. P. Singh of the Thapar School of Liberal Arts and Sciences, Thapar Institute of Engineering and Technology. The session, titled “Developing Human Rights: A Practical Approach,” focused on an important question: What kind of individual should a university graduate become in the digital and Artificial Intelligence (AI) era? The discussion went beyond conventional academic qualifications. Dr. Singh emphasised that education should not merely produce knowledgeable or employable individuals; it should develop human beings who possess critical thinking, integrity, values, social responsibility and the ability to make ethical decisions.

2. The Graduate of the Digital and AI Era

One of the central ideas of the session was the changing meaning of education in the digital and AI era. With rapid technological development, access to information and technical knowledge has become easier than ever. Consequently, merely possessing information or technical skills is no longer sufficient. A university graduate should ideally possess a combination of:

Knowledge

Skills

Critical thinking

Employability

Integrity

Human values

Social responsibility

Ethical awareness

Ability to adapt to change

Holistic development

Technology can provide information and tools, but human beings have to decide how those tools should be used. This makes values and ethical reasoning particularly important in the age of AI.

3. Importance of Critical Thinking in the Digital Age

Dr. Singh highlighted the importance of critical thinking, particularly in relation to digital technology. The digital environment provides an enormous amount of information, but not all information is reliable, accurate or ethically appropriate. Artificial Intelligence can also generate information rapidly, but users must still possess the ability to question, evaluate and interpret that information. Critical thinking enables individuals to become responsible users of technology rather than passive consumers of information.

4. Integrity and Human Values

Another important aspect discussed during the session was integrity. Integrity means doing what is right even when there is no external pressure to do so. In a digital environment, integrity becomes even more significant because technology can make it easier to copy, manipulate, misrepresent or misuse information. Human values provide the ethical foundation for using knowledge and technology responsibly. Values such as honesty, respect, empathy, justice, responsibility, compassion, dignity and fairness help individuals make decisions that respect the rights and dignity of others. Thus, technical competence without ethical responsibility can be incomplete. A truly educated person should be capable of using knowledge for the benefit of both the individual and society.

5. Holistic Development of Students

The session also emphasised the concept of holistic development. Traditionally, educational success has often been associated with academic performance, degrees and employment. However, education has a much broader purpose. A student's development should include intellectual, emotional, social, ethical and professional dimensions. A holistic education should therefore aim to develop: Knowledge + Skills + Values + Character + Social Responsibility.

Such development prepares students not only for employment but also for responsible participation in society.

6. How Can These Qualities Be Developed Through Education?

An important question raised during the session was how qualities such as integrity, critical thinking and human values can actually be developed. Values cannot be developed effectively through theoretical lectures alone. They need to become part of the student's everyday educational experience. Education can promote these qualities through discussion and dialogue, case studies, experiential learning, collaborative learning, ethical decision-making exercises, role modelling by teachers, and reflection. In this way, education becomes a process of character formation, rather than merely knowledge transmission.

7. Kohlberg's Theory of Moral Development

Dr. Singh referred to Lawrence Kohlberg's theory of moral development to explain how moral reasoning develops in individuals. Kohlberg proposed that moral development progresses through different stages, moving from an understanding based largely on punishment and reward towards more mature forms of moral reasoning based on social expectations, principles and ethical considerations. The theory is relevant to higher education because universities are not only places where students acquire professional knowledge. They are also environments where young adults develop their understanding of responsibility, justice, rights and ethical behaviour. Education should therefore provide opportunities for students to move beyond asking, "What will happen to me if I do this?" towards asking, "What is the right thing to do, and why?"

8. Changing Role of the Teacher

The session also addressed the changing role of the teacher. In the traditional model of education, the teacher was primarily viewed as the source of knowledge. In the digital age, students have access to vast amounts of information through the internet, digital platforms and AI tools. As a result, the teacher's role is increasingly changing from being simply a provider of information to becoming a facilitator, mentor, guide, role model, critical-thinking enabler and ethical mentor. Teachers can help students distinguish between information and knowledge, and between knowledge and wisdom. The teacher therefore has an important role in helping students understand how knowledge should be used responsibly.

9. Development of a Value-Based Culture

Human values should not remain limited to individual behaviour. They should become part of the culture of an educational institution. A value-based institutional culture can be developed when students, teachers and administrators collectively practise values such as respect, fairness, responsibility, inclusion and integrity. Such a culture can be strengthened through ethical institutional policies, respectful teacher-student relationships, fair evaluation systems, student participation in decision-making, community service, social responsibility initiatives, open communication, respect for diversity and encouragement of ethical behaviour.

10 . Case Study: SARA – A Case of Transformation

One of the particularly interesting parts of the session was the case study of SARA, presented as a case of transformation. Dr. T. P. Singh referred to his association with SARA, mentioning that he joined in 2010 as Director. The case study was used to demonstrate how an institution can undergo transformation not merely through structural or administrative changes, but through a change in its culture, values and perspective towards life. The transformation of SARA illustrated that meaningful institutional development involves changing the way people think, interact and perceive their responsibilities. The case raised an important question: What changed in SARA? The deeper transformation involved a change in attitudes and perspectives. The case demonstrated how an educational institution can attempt to create an environment in which individuals develop a broader perspective towards life, learning and society.

11. Perspective Towards Life

A significant takeaway from the discussion was the importance of having the right perspective towards life. Education should enable individuals to look beyond personal success and consider their relationship with society and other human beings. Professional success, employability and technical competence are important, but they should be accompanied by questions such as: What kind of person am I becoming? How do my actions affect others? Am I using my knowledge responsibly?

What responsibilities do I have towards society? Can technology be used to promote human dignity and welfare?

12. Human Rights in the Digital and AI Era

The theme of the STC, “Human Rights and Values in the Digital Age,” becomes particularly relevant in the context of Artificial Intelligence and digital technologies. Technology has the potential to improve education, healthcare, communication and employment. At the same time, it can create ethical concerns involving privacy, misinformation, discrimination, surveillance,

access to information and misuse of personal data. Therefore, technological progress must remain connected with human rights and values. The fundamental principle should be: Technology should serve humanity, rather than humanity becoming subordinate to technology.

13. Major Learnings from the Session

The session provided several important insights:

Education is more than acquiring knowledge; it should contribute to the overall development of an individual.

Critical thinking is essential in an environment dominated by digital information and AI. Integrity and human values are necessary for the responsible use of technology.

Employability should be complemented by character and social responsibility.

Teachers have a changing role as mentors and facilitators rather than merely providers of information.

Moral development is a gradual process, as illustrated by Kohlberg's theory.

Values need to be practised, not simply taught theoretically.

Institutional culture plays a major role in shaping students' behaviour and perspectives.

Transformation begins with a change in perspective and attitude.

In the AI era, human qualities become more important, not less important, because technology cannot replace human responsibility and ethical judgement.

14. Conclusion

The session on “Developing Human Rights: A Practical Approach” provided a meaningful perspective on the purpose of education in the digital and AI era. It highlighted that the objective of a university should not be limited to producing technically competent and employable graduates. It should also develop individuals who possess critical thinking, integrity, empathy, ethical awareness and a sense of responsibility towards society. The discussion on Kohlberg's theory, the changing role of teachers, value-based institutional culture and the transformation of SARA demonstrated that values are developed through continuous experiences, relationships, reflection and practice. The most important takeaway from the session is that the future of education is not simply about producing people who can use technology, but about developing people who know how and why technology should be used responsibly. In an era where AI can increasingly perform tasks requiring knowledge and technical skills, distinctly human qualities such as integrity, empathy, moral judgement, critical thinking and respect for human dignity become even more valuable. Therefore, the true measure of an educated person should not only

be what they know or what they can do, but also what they stand for and how responsibly they use their knowledge and abilities for the betterment of society.

DAY 5: SESSION-3

TEST

DAY 5: SESSION-4

Review Report

Session on “Human Rights and Human Values
in the Digital Age”

Reviewer: Miss Nitasha Mahajan

Designation: Assistant Professor

Speaker: Professor Satnam Singh Deol

**Topic: Human Rights and Human Values
in the Digital Age**

Introduction

A thought-provoking session on “Human Rights and Human Values in the Digital Age” was delivered by Professor Satnam Deol. The session explored the relationship between human existence, social development, individual choices, human rights and the values that form the foundation of a civilized society. The speaker adopted a philosophical and evolutionary perspective to explain why human values continue to remain essential even in an increasingly technology-driven world.

Main Themes of the Session

Professor Satnam Deol began by discussing the fundamental objective of human survival. He explained that basic survival is closely connected with procreation, as the continuation of human life and society depends upon reproduction. From an evolutionary perspective, the chances of survival are influenced by the level of development of an individual and society. People who are

better developed socially, economically and physically may have greater opportunities and resources to survive and progress. The speaker also connected mate selection with human development and survival. He discussed how the selection of a suitable mate can influence the prospects of producing and raising offspring and, consequently, the continuation of future generations. This discussion provided an interesting perspective on how biological instincts and social development have interacted throughout human history. Another important aspect of the session was the reference to Thomas Hobbes' Social Contract Theory. Hobbes viewed human beings as individuals who, in a state of nature, seek security and preservation of their own lives. To overcome insecurity and conflict, individuals enter into a social contract and accept certain restrictions in exchange for protection and an orderly society. The discussion demonstrated how the development of organized society is connected with the need to balance individual interests with collective security.

Human Value System and Individual Choice

A significant part of the session focused on the human value system. The speaker emphasized that human beings are not merely individuals pursuing their own interests; they are also members of a society governed by certain moral and social values. The ability of an individual to express choices is an important aspect of human dignity and freedom. Human rights recognize the importance of individual autonomy and allow individuals to express their views, preferences and choices. However, individual freedom cannot be understood as an unrestricted right to disregard the rights and dignity of others. In this context, the speaker emphasized that no one in a civilized society can bypass human values. Progress in science, technology and digital communication may transform the manner in which people interact, but it cannot eliminate the fundamental values that sustain human relationships and social order.

Relevance in the Digital Age

The ideas discussed in the session are particularly relevant in the present digital age. Digital technology has expanded individual freedom, access to information and the ability to express one's choices. At the same time, it has created new challenges involving privacy, dignity, misinformation, online harassment, discrimination and misuse of personal information.

Therefore, technological advancement must be accompanied by a strong human value system. Human rights in the digital environment should not be viewed only as legal entitlements but also as responsibilities towards other members of society. Freedom of expression, for example, should coexist with respect for the dignity and rights of

others. The session therefore highlighted an important principle: technology may change the way human beings live, communicate and exercise their choices, but human values remain the foundation of a civilized society.

Critical Assessment

The session was valuable because it approached human rights from a perspective that went beyond merely discussing legal provisions and international instruments. The connection between survival, social development, individual choice, social contract and human values encouraged the participants to think about the deeper philosophical foundations of human rights.

The reference to Hobbes' Social Contract Theory was particularly useful in understanding why individuals accept certain social limitations for the protection and welfare of the larger community. Similarly, the discussion on individual choices highlighted the need to maintain a balance between individual liberty and social responsibility. One important takeaway from the session was that digital development should not result in the weakening of human values. In fact, the greater the power provided by technology, the greater the need for ethical responsibility in exercising that power.

Conclusion

The session by Professor Satnam Deol provided an insightful understanding of human rights and human values in the digital age. It connected basic human instincts and survival with social organization, individual choices and the development of a human value system. The discussion on Hobbes' Social Contract Theory further demonstrated the importance of balancing individual interests with collective welfare. The session reinforced the idea that human values are the foundation upon which human rights and civilized society rest. Even as digital technology continues to transform our lives, values such as dignity, respect, responsibility, equality and concern for others must remain central to human conduct. The session was therefore intellectually stimulating and relevant for understanding the challenges of protecting human rights in