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Human Rights Education: A Feasible Community Solution to Stop the Violation of Human Rights

Lopamudra Ghosh

Student (Fifth Semester)

BA History (Honours)

Kabi Joydeb Mahavidyalaya,

Affiliated to The University of Burdwan,

Bardhaman (West Bengal, India)

E-mail: lopamudraghosh42@gmail.com

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Abstract:

Human Rights protect the dignity and freedom of every human being. It is the basic fundamental right that every human being is entitled to. The Indian Constitution has incorporated a number of human rights in which the Right to Education is a fundamental human right under the Right to Freedom. In a democratic country like India, the issues and challenges of human rights still prevail which shows the utmost necessity of Human Rights Education. The human rights education is essential because the knowledge of human rights is the first step towards respecting, promoting and defending these rights. Human rights education empowers to develop the skills and attitudes that promote equality, dignity and respect in the society and also across the globe. In the present paper, the needs and importance of Human Rights Education in India have been discussed. It highlights the various national education commissions, national educational policies and the initiative taken by the Indian Constitution for promoting Human Rights Education in India. The employers focus on diversified talents as there is a shift from industrial economy to knowledge-based economy. Skill gap is an important problem, the world is now facing. It exists between the skills possessed by employees and the actual skill required for a job. The business organizations should conduct skill gap analysis to fix this problem. India has the largest youth population in the world, but face a very huge skill gap. The nation should adopt various measures to fill the skill gap for proper economic growth.

Keywords: *Economic Growth, Education, Human Rights, Right to Education, Right to Freedom.*

1. Introduction:

A nation whether good or bad can be ensured easily by the measuring units of human rights. The nation makes adequate provision for its citizens, a bunch of rights for the realization of potentialities and exaltation of personality. These rights are inalienable and inherent in all human beings without any difference by virtue of their humanity alone. It is concerned with the dignity of

individuals and is essential for the realization of one's self. As human rights are considered to be the goal of every society, protection of these rights has been the topmost tasks of the government. The United Nations placed a heightened thrust on education by proclaiming 1995 to 2004 as the Decade for Human Rights Education to promote awareness and understanding of global and individual human rights issues. The objectives of the human rights decade education include:

- i. The building and strengthening of programmes and capacities for human rights, education at the international, regional, national and local levels.
- ii. The assessment of needs and the formulation of effective strategies for the furtherance of human rights education at all school levels, in vocational training and formal as well as nonformal learning.
- iii. The strengthening of the role and capacity of mass media in the furtherance of human rights education.
- iv. The global dissemination of the universal declaration of human rights in the maximum possible number of languages and in other forms, appropriate for various levels of literacy and for the disabled.

The United Nation Human Rights initiatives have led to the worldwide human rights movement. The high-level bodies of the United Nation namely the International Human Rights Commission and the office of High commissioner for human rights are working in co-ordination with many UN specialized agencies for the protection of these universal rights.

2. Research Objectives and Key Hypothesis:

- i. Enhancement of the knowledge and understanding of the human rights education; and
- ii. Development of the necessary skills for promoting and protecting human rights.

3. Research Methodology:

The study is theoretical and descriptive in nature. The present study is based on secondary data collected from various sources such as books on Human Rights Education, paper in academic journals of various discipline, government publications, reports, relevant websites, database and articles from newspaper, newsletter etc.

4. Results and Discussions:

4.1.Human Rights Education:A Feasible Community Solution to Stop the Violation of Human Rights:

Human rights education is all learning that develops the knowledge, skills and values of human rights. Human rights education in broader sense also includes "education for democratic citizenship, peace education, global citizenship education and education for mutual respect and understanding which are based on internationally agreed human rights standards. The United Nation Decade for human rights education as training, dissemination and information efforts aimed at the

building of a universal culture of human rights through imparting knowledge, skills and moulding of attitudes.

The UN urges and supports all member states to make knowledge about human rights available to everyone through both formal school system and adult education. Teaching and education to promote respect for these rights and freedom is also the main foundation of human rights education. The United Nation Declaration on human rights education and training, 2011 establishes that human rights education encompasses three aspects Learning about human rights, which include providing knowledge and understanding of human rights norms and principles, the values and the mechanisms of their protection.

- i. Learning through human rights, which includes learning and teaching in a way that respects the rights of both educators and learners ensuring that the context and the way learning is organised and imparted in consistent with human rights values, recognizing that the process of learning is as important as the content of learning.
- ii. Learning for human rights, which includes empowering persons to enjoy and exercise their rights and respect the right of others.

Thus, human rights education has to be learned through experience, through being exposed to human rights in practice. This means that the “*how*” and the “*where*” human rights education is taking place must reflect human rights values, the context and the activities have to be organised such that dignity and equality are an inherent part of practice.

4.2.Human Rights Education as a Human Right:

Education is itself a fundamental human right and also a responsibility: the Preamble to the Universal Declaration of Human Rights (UDHR) exhorts - every individual and every organ of society to strive by teaching and educating to promote respect for these rights and freedoms. The United Nation (UN) Declaration on Human Rights (2018) explains:

- i. Everyone has the right to know, seek and receive information about all human right and fundamental freedom and should have access to human right education and training.
- ii. Human rights education and training is essential for the promotion of universal respect for and observance of all human rights and fundamental freedoms for all, in accordance with the principles of universality, individuality and interdependence of human rights.
- iii. The effective enjoyment of all human rights, in particular the right to education and access to information enables access to human rights education and training.

Based on various United Nation human rights instruments, human rights education is a component of the Right to Information and the Right to Education. The International Covenant on Civil and Political Rights (ICCPR) declares that “*a government may not stand in the way of people learning about their rights*”.

4.3. Development of Human Rights Education in India:A Case Study:

The Indian Constitution deals with human rights through fundamental rights and directive principles of state policy. The preamble of Indian Constitution talks about equality, liberty and dignity of an individual which means the basic objective of the Indian Constitution is to secure the rights of its citizens.

The reports of various Education Commissions in India and the declared educational policy have articulated the importance of education in human rights. The Indian education commission has recommended three major commissions for the reformation of education system in India. University Education Commission, 1948 under the chairmanship of Dr. Radhakrishnan, submitted its report on August 1949 and recommended various steps for higher education. It described duties and responsibilities of the universities for developing the skilled minds for the nation. Secondary Education Commission under the chairmanship of Dr. A. Lakshman Swami Mudaliar in 1952 suggested various changes and development in secondary education. Another commission, Indian Education Commission popularly known as Kothari commission was also established under the chairmanship of Daulat Singh Kothari on July 1964. The commission recommended 22 major recommendations in the education system like the equalization of educational opportunity, educational structure, improvement in methods of teaching, quality of textbooks, teacher's education, etc. Based on these recommendations, the National Education Policy resolution was passed in 1968. These commissions have defined the core curriculum and it has human rights as an important component. The National Curriculum Framework is provided by the National Education Policy, 1986 and Programme of Action, 1992. The framework laid emphasis on equalization of educational opportunity aspects bearing on education in human rights. Ministry of Human Resource Development has also taken various steps like *Sarva Shiksha Abhiyan* and introduced system for the girl child. Schemes have also been made to focus on the SCs and STs.

The mandate of the University Grant Commission (UGC) towards human rights education was reflected in the appointment of a committee under the chairmanship of Justice S.M Sikri. It aimed at developing curriculum for teaching human rights. University Grant Commission constituted a standing committee in the year 1997 under the chairmanship of Prof. Y. C Sikri which aimed at developing a scheme and conceptual framework for human rights education. University Grant Commission also formed a Malimath Committee in the year 1999 on the request of National Human Rights Commission. It drafted syllabi for undergraduate and postgraduate courses on human rights. In spite of these efforts, the inclusion of human rights education was initiated only on some courses.

4.4. Human Rights Education in India: Importance and Overall Impact:

Human Rights are prerequisite for peace, development and democracy. In India, moral and ethical values are declining. Human rights violations like trafficking, exploitation of women

commercially and sexually, religious violations, caste related issues are still taking place which is very harmful for the democracy and dignity of the individuals. For the sake of democracy and sustainable development in India, human rights education is essential. Knowledge of human right is the best defence for human beings to protect their rights of others and help to establish a peaceful society. Awareness programme plays an important role in order to resolve the human rights conflicts. The needs of promoting and protecting all human rights is important in order to secure full and universal enjoyment of these rights which cannot be fulfilled without mass awareness and sensitivity to human rights issues. Education is a tool for creating the real idea of human rights and making people know the importance of their daily life. Education imparts the skills needed to promote, defend and apply human rights in everyday life which is very important for each and every citizen because only an educated citizen know its rights and the knowledge to protect the same.

According to Kofi Annan, the former secretary General of United Nations, *“Education is a human right with immense power to transform. On its foundation rest the cornerstones of freedom, democracy and sustainable human development. Without education, we cannot recognize the universality of human aims and aspirations”*. Since human rights and human development are interwoven and contiguous, education on human right is a necessity.

5. Conclusion:

Skill gap and lack of quality education mainly affect the IT sector in the country. The gap between the skilled and unskilled workers are getting widened, which will badly affect the GDP of the country. Firstly, the skill gap leads to inflation and inequality in the economy. The companies will be forced to hire the available skilled employees at a higher rate which will create inequality in income and cause inflation. Secondly, as the economy will not be able to cater to the growing working-age population, the government will be forced to transfer funds to the social welfare programs that cater to the needs of the unemployed people in the country. This will hinder the growth of the economy. Thirdly, the shortage of skilled employees restrains the productivity of the existing skilled employees and hold back the economic growth. That is, they need to work for hours to sustain growth which will affect their productivity.

India has adopted various measures to overcome the problem of skill gap. Different skill development activities have been initiated by the government. Skill development has become inevitable for both economic growth and social development. The country is facing the problem of acute scarcity of skilled employees and non-employability of educated work force. There is a huge gap existing between industry requirement and the level of skill of employees.

For fixing skill gap to some extent, government has integrated, vocational and formal education at school and higher education levels in the New Education Policy. The policy framework of the government includes Apprentices Act, 1961 National Skill Policy and National Skill

Qualification Framework (NSQF).

Government has also organized various nodal bodies for skill development in India. The skill development eco system in India consists of the following: the nodal agencies, enablers, implementing bodies and beneficiaries. The nodal bodies are Ministry of Skill Development and Entrepreneurship, MHRD, Ministry of Rural Development and other Central Ministries. Enablers include State Skill Development Mission, National Skill Development Corporation, National Skill Development Agency, Sector Skill Councils, National Council for Vocational Training etc. Beneficiaries are marginalized society, unemployed youth, low-income group and school and college students.

There is no doubt that education has a major role to play for the protection and promotion of human rights. In a complex country like India, violations of human rights at all school levels necessitate human rights education. The United Nations also compels the nations to provide basic education about human rights at all levels of education. The values of cultural and social diversity should be inculcated as a basic teaching. Human rights education must exert its influence from early childhood education onward and through a broad range of discipline to build a human rights culture. Hence, greater commitment from all sectors can help achieve human rights education for all and transform the human rights movement into a mass movement to achieve a better social order and peaceful coexistence.

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