



PRESENT SCENARIO OF HUMAN RIGHTS IN SECONDARY EDUCATION

Dr. Laxman Shinde
Reader, School of Education,
Devi Ahilya Vishwavidyalaya, Indore, India

Introduction

Education is a process which is constructive by nature and which drags a person from darkness, poverty and misery and leads him on to the poles of enlightenment, prosperity and happiness by developing his individuality in all its aspects i.e. physical, mental and social. Each society, keeping in view its own needs, ideals, and aspirations, organizes its education in such a manner that it is able to realize its ideals and develop its individuals into dynamic citizens. The ideal of the society determines the virtues and values which education is to achieve. A close and despotic society will have its organizational pattern of education, to develop qualities of absolute and meek obedience together with attitudes of complete and unquestionable self-surrender. Such are the systems in Russia and China. But open and democratic societies like Indian society will advocate education to promote free thinking, free reasoning, self discipline, awareness of law to citizens. Such societies encourage peoples' education as awareness education. Then naturally the awareness will be regarding constitution, provisions, facilities, rights, duties etc.. Hence for creating awareness in the citizens, the best way is to educate the children in a way that nobody should be able to exploit the others. In such a democratic Indian society which gave the vision of 'वसुधैव कुटुम्बकम्' (Vasudhev Kutumbkam), there is needed to talk about human rights.

Concept of human rights

Human rights, is the most fundamental of all the rights. These rights belong to each, man, woman and child. These are the rights to life, liberty including all the political, civil,

social, economic and cultural necessity for people to lead dignified life. The essential elements in human rights are that these belong to everyone and they are basic rights of all members of human family. These are enjoyed by all without discrimination with regard to race, gender, language, religion, political, social or national origin, property birth or other status.

The universal declaration of human rights says, "all members of human family are created free and equal in dignity". These human rights are often divided into different groups:

1 Fundamental freedom: rights to freedom of speech, religion and assembly.

2 Legal rights: Freedom from arbitrary arrest, unreasonable search or seizure of property, arbitrary imprisonment, self-incrimination and unfair adjudication.

3 Equalitarian Rights: Rights to equality and to access of employment, education, housing and service without discrimination on the basis of race, religion, or sex.

4 Economic Rights: These include an adequate standard of living by having adequate food, clothing and housing including the right to gain a living by working, the right to own property and right to interact with others.

Relationship between human rights and education

"Human rights education is a human right, a precondition for sustainable development, of the civil society and democracy." This definition was adopted by UNESCO's 'International Congress on education for Human Rights And Democracy' in Montreal (March'1993). Human Rights and education are closely related.



These relations can be understood under the following points:

1 Human Rights are essential part of Social Studies curriculum, because Human Rights fosters social studies goals.

2 Human Rights abuses, as history reveals, sow the seeds of future wars.

3 Effective Human Rights Education is a necessary precondition for a healthy democratic society, especially in times of crisis and threat- locally nationally and globally. The understanding of human rights is an important ingredient for all young people in the context of life in a multicultural and democratic society.

4 Developing all human beings as human rights literate.

5 Developing global awareness.

6 Promoting explaining and defining positions with regard to the responsibilities of citizens in a participatory democracy to promote human rights of all persons at home and abroad.

Society, human rights and education:

Society is the group of more persons who live together with common feelings, bonds and aspirations. Thus it is an organization of persons which guarantees security to the members for their individuality and existence. Society has its own political, economic and religious ideologies which provide more and more opportunities to individuals to develop their various powers and capacities to the fullest possible extent and side by side developing the society by their best and utmost efforts.

Human Rights cannot be understood or evaluated or diverted from the historical and social context. The status of human rights takes us to the life-style of a society. Hence the Indian constitutional approach is soaked in the social surroundings and human conditions and is not a trans Atlantic transplant.

It is the society which determines and formulates the pattern of its education according to its needs, ideals and ambitions.

Thus education follows and tries to realize ideals of the society, which it serves. The changing pattern of Society Brings about corresponding changes in the educational processes and patterns. The fact remains that it is not only the society which influences education, education is also a useful tool to modify society.

Present scenario of education and human rights

During the last two decades, there has been explosion of knowledge and technology. The changes are not only in methodology of work, mechanism and tools but also in the process of thinking. The role of human rights education has been emphasized in universal declaration of human rights and other international documents and treaties. Human rights education should be directed towards strengthening respect for human rights and fundamental freedom; promoting understanding, tolerance, gender equality and friendship among all nations and inside nations, to maintain peace prosperity and equality.

Constitutional Provisions: there are various laws inconsistent with fundamental rights:

Right to Equality:

(a) Equality before law,

(b) Prohibition of discrimination on grounds of religion, race, caste, sex, or place of birth.

Right to Freedom:

(a) Freedom of speech,

(b) To form association or union,

(c) To move freely throughout the territory of India,

(d) To reside and settle in any part of the country.

Right against exploitation:

Prohibition of traffic in human beings and forced labor.

Right to freedom of religion: Freedom of conscience and free profession, practice and propagation of religion.

Cultural and Educational Rights.

Rights to Constitutional remedies.



Right to Education.

Rationale

In the modern world, all children and young people possess the right to have basic education. Education leads individual towards creativity and can improve participation in the social, economic cultural and political life of society. Education is a pre-requisite not only for the full exercise of the individual's rights but also for understanding and appreciating the rights of others.

Recently human right education is getting momentum. It is assumed that awareness of these rights will empower people to protect their own right as well as those of others. It is receiving a lot of attention at various national and international bodies and forums. The discourses about Human Right Education raises basic questions about ideology underlying the educational system itself i.e. its pedagogy, curriculum, processes involving curricular transactions particularly in schools. The curricular status of human rights education must undergo required changes to suit the United Nations declarations on Human Rights. The constitutional commitment of human rights particularly in the form of fundamental rights, the social commitment for Human Rights in the form of such above category rights to suit social justice, positive value orientation with the sense of equality of educational opportunity and equity as well as political initiative towards empowerment of such rights is very essentials. School can play a dominant role in creating awareness about the rights and it can also play a major role by infusing positive values through a well developed curriculum transaction process in the school i.e. from junior secondary stage, because this stage plays an important role in the behavior modification of the students. The present study intends to know the present status of curricular transaction towards human rights educations at higher secondary level.

Objective

To evaluate the social science text book for Class XII prescribed in CBSE and M.P. Board affiliated schools on the basis of human rights education.

Sample

The present study is based on the Syllabus of Class XII only of CBSE and Madhya Pradesh Higher Secondary Board, dealing with Human Rights Education content. 30 experts of different related fields were selected using 'Purposive Sampling Technique'. These experts were divided into three groups.

- 1 The Hon'ble Judges from Lower and Higher Judiciary (10),
- 2 Related teachers of Social Science (10),
- 3 Teachers of Law Colleges (10),

Then they were selected for conducting the study.

Delimitations

- 1 The sample was delimited to the law figures and social science teachers of higher secondary and college level.
- 2 The study was also delimited to syllabus of class XII only of CBSE and Madhya Pradesh Higher Secondary Board, dealing with Human Rights Education content.

Tools

The Observation Schedule was prepared by the researchers on the basis of the previous components representing status of human right education as per the background knowledge about it and after that direct survey of some schools made by the researchers and thereafter the final survey of the schools was completed.

Procedure of data collection.

After the construction of the tools, the researchers went to 'Sanyogitaganj Non-Govt. Hr. Sec. School'(Jagdale School) and 'Central School No. 1' of Indore city. Researchers first met with the Principal of the School and requested for permission to collect the data from the social science like, civics, history and social studies teachers.



Rapport was established with the teachers. The teachers explained the objectives of this study. A copy of the tool was given to each teacher. Further, the researchers collected the data from the Law College Teachers. The same procedure was followed by the researchers. Thereafter the researchers met the Hon'ble Judges personally and collected the data.

Data analysis

Due to qualitative nature of the study, the data with reference to syllabus of class XII of Madhya Pradesh Higher Secondary Board, were analysed by the '**Content Analysis**' technique.

Findings, discussion and interpretation

- ❖ The various teaching methods are not being used for even the presentation of civics curriculum.
- ❖ Facilities for extra-curricular related activities area are few in numbers
- ❖ Only written tests are used as tools for student's curricular evaluation.
- ❖ Both the teachers and experts are not satisfied with the present status of human rights education.
- ❖ It seems that both the experts and the teachers apparently favored human rights education and its curriculum besides its present status but they did not show concrete majority consent in favor of a new paper like human rights education due to the fear of excess burden on present curriculum even after recognizing its importance.
- ❖ The following conclusions made by the researchers with the help of suggestions and informations are available with the experts:
- ❖ At school level human rights education should be introduced as a compulsory paper to measure the empowerment orientation, it should be linked with activity oriented curriculum (e.g.: in the form of project work), the other curricular

activities such as debate, drama as well as the programs like NSS or NCC etc.

- ❖ Developing awareness among students and making necessary modifications in curriculum.
- ❖ Human rights education should be part and parcel of education, one designed work should be given.
- ❖ Need and importance of human rights education must be included.
- ❖ The ideal students as well as good citizens must be created by providing human rights education as a part of school education:
- ❖ By building good human values in themselves.
- ❖ By discussions and debate in school education.
- ❖ By practicing human rights in day to day life
- ❖ By involving them in need based activities i.e. their rights and duties in relation to family, peer groups, surroundings to various co-curricular, extra-curricular activities linked to information network i.e. computer, T.V. and films.
- ❖ By discussion in classroom
- ❖ BY giving film assignments when they attend some practical exercise and study of surrounding.
- ❖ By motivating or giving instructions for teaching work
- ❖ By giving project self analysis interaction between students and give favorable communication system.
- ❖ By functioning on the relevant contents
- ❖ By requisite contents.
- ❖ Human rights education's qualitative aspect besides achievement is quantitative so it is not possible in practical terms.
- ❖ By developing their interests towards direct participation.



- ❖ By using methods of student's interest
- ❖ Evaluation through Projects discussions.
- ❖ To inculcate in them written and oral language skills for debate, symposium, seminars for clear and convincing self expression on the one side and to bear the ideas of others on the other side.
- ❖ To make them appreciate the fundamental human unit and richness of various world cultures.
- ❖ To make them aware of the various social, economic, political and religious communication, ethnic problems vis-à-vis their roles, responsibilities and rights pertaining to each of them.
- ❖ To inform and equip them with proper skills and procedures as to ascertain their rights in relation to various social, political and economic agencies.
- ❖ The contents in general must be related to the objectives given above. However specific stress should be laid in the following areas:
 - ❖ The origin and development of the human rights concept.
 - ❖ Duties and responsibilities of various categories of citizens.
 - ❖ Inequalities, discriminations in various types of moral laws justifying them at different levels of society.
 - ❖ Personalities, organizations, movements linked to human rights.
 - ❖ The international conferences, declarations, reports in relation to human rights.
 - ❖ Role of Indian people and government for human rights.
 - ❖ Factors affecting human rights education as per UN Declaration.
 - ❖ Role of U.N.O. and UNESCO for human rights.
- ❖ Role of Indian Constitution and Judiciary for human rights awakening.
- ❖ Social reform movement in India and human rights.
- ❖ Lesson on fundamental law (rights) constitutional provisions in education.
- ❖ Illustrations and examples from practical life..
- ❖ Place of child and woman in society and other weaker sections in society.
- ❖ Remedial programs and influencing factors.
- ❖ Students should also be acquainted with some remedial measures such as F.I.R. at police station, rights of customers, rights against corporal punishments at school etc.
- ❖ Collection of news paper cuttings on human rights and justice.
- ❖ Situational play, critical decisions, discussing experiences.
- ❖ The role playing method will be effective for 12th class students.
- ❖ Co-operation, preservation and proper utilization of wealth and discipline are some basic values and priorities at social, political and economic levels.
- ❖ Co-operation, faith and medical assistance for every individual.
- ❖ Equality, justice and participation in political activities:
 - ❖ Helping in 'Survodaya Societies'.
 - ❖ Sound mind in sound body and participating democracy.

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