

Need and Importance of the Human Rights Education Among Twenty First Century Students

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Abstract

Human Rights' is one of the most talk of an hour in today's society and the existence of that is universal, right of all people was asserted in the United Nations General Assembly's Declaration of December 1948. Human Right is the right that every human being possessed just because he/she is being born as a human; irrespective of caste, creed, religion, sex, race, nationality, region, etc. Being born as a human being is the only criteria to possess human rights so, one can say that human are the most gifted creature of the entire universe who possess all different kinds of rights as soon as one is born; whether he/she is being aware of it or not. We have all kinds of rights and responsibilities as being enshrined in the constitutional provision as well as in the Universal Declaration of Human Rights. But to get justice and to be sure whether one is living a dignified life, one should be aware of human rights concept first and then all kinds of rights that we possess. The present study highlights on human rights education which is that education towards enabling one to know and understand the concept of human rights and its need and importance and to be aware of the human rights 21st century students. They are a universal phenomenon because rights have been imbibed in our society over the years and has been realized that without human rights we cannot live as human beings. These rights are necessary to ensure the dignity of every person as a human being irrespective of one's race, religion, nationality, language, sex or any other factor and the concept of human rights is based on the assumption that human beings are born equal in dignity and rights.

It was after the two world wars that the necessity for promoting and promoting human rights was felt seriously, and the General Assembly of the United Nations provides that all men and women are entitled to civil, political, economic, social and cultural rights without any discrimination. Human rights education is not something like consideration of abstract ideas reflecting certain generous ideas, it is naturally to be adapted to the specific needs of every human being by providing one with norms, values and criteria to which 21st century individual can refer to in the course of daily life.

Keywords: - Awareness, Education, Importance, Human Rights, Need, School, Students.

Introduction

Education is seen as a way to empower people, improve their quality of life and their capacity to participate in the decision-making processes leading to social, cultural, moral, economic policies, etc. Human Rights Education (HRE) implies the learning and practice of human rights or in other words it is said to be educating the people to understand about their birth right and it in fact is a comprehensive term which includes a lot more than just learning about human rights. Education for human rights help people feel the importance of human rights, internalize human rights values and integrate them into the way they live. Education for human rights also gives people a sense of responsibility for respecting and defending human rights and empowers them, through learned skills, to take appropriate action. We know that right to education is a fundamental right of every citizen. The Article 26 of UN

Declaration of Human Rights states that, “Everyone has the right to education and education should be directed to the full development of human personality and to be strengthening of respect for human rights and fundamental freedoms. It shall promote understanding tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace”. HRE is not only about imparting knowledge and skills, it is also about creating attitudes and behavior allowing people to participate in their communities and society in a constructive and respectful way for themselves and others and it promotes democratic principles. It examines human rights issues without bias and from diverse perspectives through a variety of education practices. It asserts the responsibility to respect, protect and promote the rights of all people. Human Rights teaching covers all levels in the context of both school and out- of- school education. HRE is not something like consideration of abstract ideas reflecting certain generous ideas, it is naturally to be adapted to the specific needs of every human being by providing him/her with norms, values and criteria to which he/she can refer in the course of daily life. An education of this kind cannot be purely theoretical at least in the early years of life.

The roots of such an education are to be found in the living relationship between the teacher and the taught, the parent and the child, the educator and the pupil. Human Rights are to be enjoyed by all people without exception at all times, and no one set of rights can be enjoyed at the expense of other rights. To know one’s rights is the first step towards making efforts at obtaining their recognition. The UN General Assembly called upon all member states to publicize the text of UDHR and ‘to cause it to be disseminated, displayed, read and expounded principally in schools and other educational institutions, without distinction based on the political status of the countries/territories. Thereafter, again, while the text of the ICCPR, ICESCR and the optional protocol to the ICCPR were approved, it was recommended that while the texts should be made throughout the world, the Governments of States and NGOs should also publicize the text of these instruments ‘as widely as possible, using every means at their disposal, including all the appropriate media of information.’ While the NGOs did their part even with all the limited resources at their command, governmental response in most cases has been frankly negative. By their studied silence, governments sought to hide facts regarding the approved and acknowledged human rights from the people. More than fifty years back, UN Member States pledged themselves ‘to achieve, in cooperation with the UN, the promotion of universal respect for and observance of human rights and fundamental freedoms’ for all without distinction as to race, sex, language or religion. But fifty years after the UDHR regime, governments have been found sorely wanting in respecting human rights, nay governments more often than not, treated human rights with contempt.

Human rights teaching has not proceeded in the manner set forth in the UDHR. As far as India is concerned, its human rights record has indeed been disappointing. With the operation of several black laws, tyranny and terror served as the keynote of governmental record vis-a- vis the human rights situation. Faced with organized human rights movement and international pressure, the Government of India had to move Parliament and thus, The Protection of Human Rights Act 1993, has to be cleared. The setting up of the National Human Rights Commission (NHRC) and the establishment thereafter of around half a dozen State HRCs have been positive steps. NHRC made some powerful interventions in defence of citizens’ human rights. But, then, it is wholly powerless to deal with complaints of violation of human rights by members of the armed forces: it can only seek reports thereon from the

Central Government and make recommendations to it. The NHRC cannot do anything to stop army atrocities: this is the tragic experience of the people in several parts of the country, more particularly in several states of the North- East. The Act needs a basic restructuring, particularly after India's ratification, at the instance of the NHRC, of the international convention against Torture and other Cruel Inhuman or Degrading Treatment or punishment.

Objectives of the Study

- ❖ To know about the awareness of students towards Human Rights Education
- ❖ To highlight Principles of Human Rights Education
- ❖ To Know students' Perception towards Human Rights Education
- ❖ To discuss Human Rights Education among Twenty First Century Students

Methodology- The present study is mainly established on secondary data which are gathered from renowned research articles, journals, position papers, etc. and are all related to "Need and Importance of the Human Rights Education Among Twenty First Century Students."

Principles of Human Rights - Human rights education and teaching should be based on the principles and equal emphasis should be placed on economic, social, cultural, civil. Political, etc. rights as well as individual and collective rights.

- ❖ The indivisibility of all human rights should be recognized.
- ❖ The concept of human rights should not be formulated in traditional/ classical terms alone and this should include the historical experience and contributions of all people having particular regard to major contemporary problems like self- determination and all forms of discrimination and exploitation.
- ❖ HRE must aim at fostering the attitudes of tolerance, respect and solidarity inherent in human rights, providing knowledge about human rights, in both their national and international dimensions and the institutions established for their implementation and developing the individual's awareness of the ways and means by which human rights can be translated into social and political reality at both national and international levels.
- ❖ Education makes an individual aware of his/her rights.
- ❖ At the same time instil respect for the rights of others.
- ❖ Constant care should be taken to create awareness about the close relationship between human rights and development and peace including inter alia disarmament.
- ❖ Human rights must be seen as an aspect of professional, ethical and social responsibility in all fields of research, study, teaching and work.
- ❖ HRE and teaching should stress that a new international economic, social and cultural order is essential to enable all people to enjoy their human rights and to promote and facilitate education on human rights at all levels in all countries.
- ❖ Human rights must be taught at all level of the educational system, as well as in out of school settings, including the family, and in continuing education programmes including literacy and post- literacy programmes.
- ❖ Human rights should also be taught as a subject integrated in the appropriate disciplines and in particular fields such as philosophy, political science, law and theology, they should be taught as an independent course.

- ❖ To enable the teacher of human rights to carry out his/her task properly, it is particularly important his/her personal integrity and freedom of expression be guaranteed.

Human Rights Education Among Twenty First Century Students - HRE in educational institutions is a comprehensive document covering as it does the latest developments in the field even while laying down a detailed set of guidelines for implementation of the scheme of HRE in the education system. It adds to our insight and understanding of the subject. The introduction to the document analyses the concept of human rights in its expanding comprehension and explains in clear terms the goal of evolving human rights culture, noting, at the same time, the existing deficiencies in the area of human rights teaching. The publicity of the work of the National Human Rights Commission (NHRC) also contributed to this new ethos. The human rights educators in India today, therefore, feel convinced that grassroots and indigenous orientation, focus on local human rights problems of deprived sections of the society is much more important than the mere projection of international human rights conventions and norms, a very important point has been made: 'one of the greatest challenges of today's time in pluralistic societies like India is the rising conflicts and tensions in the name of particularistic loyalties to caste, religion, one's own region or language. Such a situation is not in accord with the concept of unity in diversity and poses a threat to human rights as well as to principles of democracy and rule of law. The human rights education must imbibe the understanding, tolerance and respect for differences and diversities; further, human rights education has to be the catalyst in bringing about attitudinal and social change .

Conclusion, Discussion and Summary- The running thread of this presentation is promotion of human rights education as a means of ensuring the observance of these rights in the interest of this generation to come and science and technology have opened up tremendous prospects practically all along the line for material progress. Peaceful conditions should ensure a just social order for all human beings all over the world. National and regional efforts are to be directed at sharing the benefits of progress on an equitable basis. Before we conclude, we may refer to another matter of vital significance for the advance of the society. We have spoken of women's rights or, better still, human rights as a whole constituting of women's rights and HRE is an important concept where all the individuals should be aware of their own rights and responsibility.

Human Rights Education produces changes in attitude and values in all the individuals. Thus all the young generation should be aware of what is Human Rights and- Human Rights Education and its areas as well as its applicability. Everyone has the right to know about their rights. By receiving that education, people can identify when rights are being violated and stand up to defend them. This is because no matter the differences between people – race, gender, wealth, ethnicity, language, religion, etc. – we all still deserve certain rights. Human rights also protect diversity. The earlier people learn about this, the better it is for society. Learning about human rights through history challenges simple and biased narratives. It teaches students the origins of human rights, different historical perspectives, and how they evolved to today. With this foundation in history, students better understand modern human rights. An important piece of human rights education is recognizing that human rights are universal. When people realize that and then hear that rights are being violated elsewhere, they are more likely to feel empathy and solidarity. When people receive human rights education, what they learn can shape their values. They will realize how important human rights are and that they are something worth defending. People who've received human rights education are more likely to stand

up when they believe their rights. With HRE, people feel a stronger sense of responsibility to care for each other. Believing in social justice and equality is an important first step, but it often doesn't move far beyond a desire. HRE provides the knowledge and tools necessary for real change. Knowing more about human rights and activism helps people identify organizations that stand up for human rights. Human rights education doesn't only encourage people to hold organizations accountable and it encourages them to hold governments accountable, as well. Human rights experts say that HRE is critical to 21st century government accountability.

Educational Implications and Suggestions

- ❖ Education is one of the primary human rights.
- ❖ It is the one right which largely conditions in a very substantial manner all other rights.
- ❖ Human rights as also the need for teaching about human rights at all levels of education, including out of school settings.
- ❖ Human Rights Education should be made a compulsory subject for all the students in educational institutions.
- ❖ Basics of Human Rights concept should be introduced in the school education itself.
- ❖ Seminars, discussions, workshops, etc. should be conducted frequently to popularize the concept.
- ❖ Attitudes, values, and beliefs are shaped at an early age, and many argue that children therefore should be introduced to human rights in their initial school years.
- ❖ Despite strong support for HRE for children and young people, it does not seem to take place in schools as hoped for.
- ❖ Commencement of human rights education is of national nature.
- ❖ Setting up of human education cells in schools and colleges in each state and in all educational institutions is utmost necessity.
- ❖ In order to make all individuals aware of human rights education, it can be initiated through well designed activities.
- ❖ Commencement of human rights education is of national nature.
- ❖ Various seminars and debates must be organized and incentives must be provided to the participants.
- ❖ Clarity of human rights can also be provided by organizing various questionnaire hours.
- ❖ General illiteracy implies total inability of a person to read and write and illiteracy in particular implies lack of knowledge of human rights.
- ❖ The most important functional act is to provide human rights education at the elementary level of education.
- ❖ NGOs, government agencies, and institutions should organize seminars, festivals on human rights, to make the public aware about their own rights of survival.
- ❖ Extra and co-curricular activities should include human rights concepts.
- ❖ This will help in providing knowledge and information to that public, which does not have technical knowledge of human rights and their implementation.
- ❖ There must be availability of various courses on human rights education.
- ❖ Human right education must be introduced in the curriculum at all levels of the schools.
- ❖ Public awareness of human rights education is one of the utmost necessities.

- ❖ It can also be introduced in picture forms which will be more helpful in making the illiterate persons aware about human rights education.
- ❖ Human rights education as a subject not optional but as a compulsory subject of study should be included in the curriculum of schools, colleges and universities.

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