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## Social Relevance of Human Right Education in India

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### ABSTRACT:

Human rights education is an essential component of the right to education, and it has recently earned greater recognition as a form of human rights. Knowledge of one's own rights and freedoms, as well as those of others, is regarded as a critical tool for ensuring that all people's rights are respected. The cornerstone of human rights education is that it should not only aspire to produce skilled professionals but also to instill a feeling of greater purpose in them. Human rights education strives to provide people and students with the skills they need to effect and produce social change. Education is widely recognized as a means of empowering people to enhance their quality of life and increase their ability to participate in decision-making, resulting in desired changes in social, cultural, and economic policies.

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**Keywords:** India, Human rights, Education, Students, Social, Empower.

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### INTRODUCTION:

At least in the early and fundamental stages, education should be free. Elementary education will be required of all students. Technical and professional education will be made widely available, and higher education would be open to everybody on a merit-based basis.

India, the world's largest democracy, is a massive country with numerous human rights issues. If human rights are infringed in India, the world's largest democracy will be jeopardized. Human rights education is critical for India's democracy and long-term development since understanding of human rights is the strongest defense against their infringement. The purpose of this paper is to emphasize the relevance of human rights education in India for properly carrying out the obligations imposed on all Indian citizens by the different articles incorporated in our Constitution. The current study focuses on the attempts done by Indian education organizations such as the UGC, NCERT, NCTE, and others to promote human rights education in India, as well as the challenges that these organizations confront in completing this important work. The report finishes with some suggested actions that should be included in educational programs in order to make education an effective instrument for preventing human rights violations. The Universal Declaration of Human Rights declares in Article 1: "All human beings are born free, equal in dignity, and with the same rights." Human rights are basic fundamental rights that no individual or government can deny a person just because he or she is a human being. They are universal and apply to all people.

Following WWII, the United Nations established two basic goals: (i) to prevent future wars, and (ii) to preserve and promote human rights. The United Nations designated a decade for human rights education from 1995 to 2004 in order to educate and make people aware of those rights (human rights). The decade's human rights education objectives include:-> Building and strengthening HRE programs and capacities at the international, regional, national, and local levels,-> Assessing needs and formulating effective strategies for the advancement of HRE at school levels, in vocational training, and formal and non-formal learning. Human Rights collaborates with UN specialized agencies such as UNESCO, UNICEF, and the World Health Organization, as well as international non-governmental organizations. These universal human rights are recognized and protected in almost every national constitution. In the fight for a future where people live together in harmony, tolerance, and mutual respect, national and local non-governmental organizations have developed. Human rights are enshrined in the Indian constitution of 1950. The government of India formed a committee under the chairmanship of the home secretary, comprised of secretaries of various ministers and departments, to disseminate HRE. The coordination committee asked the Nationwide Human Rights Commission (NHRC) to create a national plan of action for human rights education when it was established in September/October 1993.

When the national plan of action for HRE was finalized in 2001, the task was completed. The plan centered on human rights awareness tactics, such as increasing and sensitizing specific target groups such as students, law enforcement officers, and others. Human rights education programs are implemented in collaboration with civil society and the National Human Rights Commission. The National Council of Teacher Education has also reported that the secondary and higher education sectors have undertaken certain activities related to HRE, including the preparation of curriculum, revision of textbooks, and development of a number of training modules for teachers in English, Hindi, and local languages (NCTE).

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## WHAT IS HUMAN RIGHTS EDUCATION?

“Human rights education is all learning that develops the knowledge, skills, and values of human rights “As per provisions within universal declaration of human rights and other international documents and treaties, human rights education can be defined as education, training and information aiming at building a Universal culture of human rights through the sharing of knowledge, imparting of skills and moulding of attitudes directed to:

- (a) The strengthening of respect for human rights and fundamental freedoms;
- (b) The full development of the human personality and the sense of its dignity;
- (c) The promotion of understanding, tolerance, gender equality and friendship  
Among all nations, indigenous people and racial, national, ethnic, religious and linguistic groups;
- (d) The enabling of all persons to participate effectively in a free and democratic Society  
Governed by the rule of law;
- (e) The building and maintenance of peace;
- (f) The promotion of people – centred sustainable development and social justice.

There are three dimensions to the promotion of human rights education:

-> Knowledge--- providing information about human rights and the mechanisms that exist to protect those rights; Values, beliefs and attitudes ---promoting a human rights culture through the development of these processes; and -> Action --- encouraging people to defend human rights and prevent human rights abuses.

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## THE INDIAN CONSTITUTION AND HUMAN RIGHTS:

The country's view of human rights is shaped by the constitution. The preamble, fundamental rights, Fundamental Duties, and State Policy Directive Principles are all meaningful steps toward achieving human rights. The protection of human freedom and liberty is highlighted in fundamental rights and state policy directive principles, whereas basic aims are specified in the preamble. The child's rights have been given the highest emphasis. Fundamental Responsibilities (Article 51) are also necessary because rights and duties are inextricably linked. This article was published in the Asia Pacific Journal of Research, Vol. I, Issue XXXVI, February 2016, ISSN: 2320-5504, E-ISSN: 2347-4793.

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## HUMAN RIGHTS EDUCATION IN INDIA- PRESENT SCENARIO:

In 1980, the University Grants Commission convened the Sikri committee to study and report on the various strategies and means of boosting HRE in India. The group recommended instilling values with marks, weight, and age at the school level. At the collegiate level, it was thought that at the very least, all disciplines should cover human rights themes that are directly related to their fields. HRE is now included in a variety of university programs, including certificates, diplomas, postgraduate diplomas, and even master's degrees in HR. Human education is often conducted as international law and Indian constitutional law at the undergraduate level (fundamental rights). Only India's National Law School in Bangalore offers a full human rights programme for Bachelor of Laws students (LL.B). HRE is still a small portion of the course on India's constitutional and political evolution (basic rights) and foreign politics in political science courses (United Nations). HRE is taught as part of sociology, economics, and modern Indian history in some universities. Specialized HRE is offered as an elective subject at the master's level in various legal departments. A master of laws (LL.M.) degree in human rights law is not offered by any university. Human rights are only taught in one or two courses in political science departments. Central University in Hyderabad and the National Law School of India University (Bangalore) recently launched a distance-learning master's program in human rights. A one-year postgraduate diploma course in human rights is also being offered by a few universities. HR was also included in the IGNOU curriculum as a subject. Human rights has been the subject of only a handful of PhD dissertations. The constitutionally protected fundamental rights, their judicial interpretations, and enforcement have all been the subject of advanced-degree theses. Only at the newly established Nascent Centre for Human Rights Education and Research.

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