



Sensitization of human rights among the high school students

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Abstract: Majority of the subjects are of its opinion that human rights violations are taking place in the society. They want human rights education much reach common people. They are of the opinion children are neglected and abused both within and outset family. Therefore the need of hour is to sensitize parents to encourage the children for education this attitudinal change among the parents is very much driver to achieve this end sensitization of human rights value among children. The parent's professional and nonprofessional community must be sensitized about human rights. The role of mass media cannot be undermined. The NOGs working at different levels need to extent their support to governmental agencies.

Key Words: School, Students, Education, Human Rights, United Nations, NGOs

Introduction

Dignity and worth of inherent in the human person is the central subject of human right and fundamental freedoms. In simple terms whatever adds to the dignified and free existence of a human being should be regarded as human rights. Thus, human rights are the right relating to liberty, equality and dignity of the individual guaranteed by the Indian constitution as embodied in the fundamental rights and international covenants which re enforceable by courts of India. Concept of the Human Rights is a dynamic one which will find expanded expression and constantly cover new areas as human society continues to evolve to higher levels of development. Therefore, it is common to refer to the evolution of contemporary concepts of human rights into three generations of human rights. The first generation rights are those that are concerned mainly with the civil and political rights of the individual or the liberty oriented rights. There were meant to impose negative obligations on governments to

desist from interfering with the excise of individual liberties.

The second generation of rights is those which can be said to be security oriented and provided for social, economic and cultural security. These rights social economic and cultural rights are positive in nature. The universal declaration of human rights reflects the consensus on the principles which form the basis of the first and second generating rights. The third generation rights are of relatively recent origin. They have evolved in response to various new concerns over which international consensus has emerged in recent years. These include environmental, cultural and developmental rights. These are concerned with rights of groups and people rather than individual and include such rights as the right to self-determination and the right to health, right to environment and right to development etc. The Vienna Declaration rightly affirmed that "All human rights are universal indivisible interdependent and interrelated". Thus, one can say the road traveled by human



rights movement has been historic and impressive.

Human Rights Education (HRE)

A simple answer to this question can be that, HRE is all learning that develops the knowledge, skills and values of human rights. The need for human rights education has been emphasized in the Universal declaration of human rights and other international documents etc. The human rights education consists of efforts to build a universal culture of human rights through the imparting of knowledge and skills and the molding of attitudes. Such education should be directed towards.

1. Strengthening respect for human rights and fundamental freedom
2. Fully developing the human personality, promoting understanding, tolerance, gender ethnic, religious and linguistic groups.
3. Enabling everyone to participate effectively in a free society
4. Furthering United Nations activities for maintaining peace.

The first International Conference on the Teaching of Human Rights Vienna in September 1978 reiterated the objectives set in the UDHR and further elaborated that human rights education and teaching must aim at:

- Fostering the attitudes of tolerance, respect and solidarity inherent in human rights.
- Providing knowledge about human rights, in both national and international dimensions and institutions established for their implication.
- Developing the individual's awareness of the ways and means by which human rights can be translated into a social and political reality at both national and international levels.

The General Assembly of the United Nations proclaimed in December 1994 that the period spanning from 01 January 1995 to December 2004 will be the UN Decade for Human Rights Education. The General Assembly defined human rights education at Training Dissemination and Information efforts aimed at the building of universal culture of human rights through imparting of knowledge and molding of attitudes.

OBJECTIVES

- To make the students aware of the universal yearning for rights
- To give students basic knowledge concerning international instruments protecting human rights
- The students think critically about these issues and their applications in cases where human rights have been denied.
- To encourage empathy for those who have experienced violations of their rights.

The objectives of United Nations in its human rights educational efforts are to teach to "common language of humanity" to people everywhere. The organization strives to make human kind fluent in the vocabulary of human rights and to enable people everywhere student and farmer police officer and soldier cabinet minister and teacher to apply that vocabulary and meaning to their daily conduct.

Role of Teachers and Trainers

In any teaching and training program the role of a committed teacher and trainer is of crucial importance. Teachers are the pivots around which all education revolves. Any attempts to introduce human rights education at all levels will not be successful unless teachers or trainers are properly



oriented. In the field of human rights too, the human rights perception of teacher / trainers and their commitment to the cause will count more than any well-prepared curriculum or elaborate guidelines. Hence, training workshops should be organized for resource persons and educators of ASCs and RCCs at regional and national levels to keep them abreast with the latest development in the field of human rights proactive role should be played by the UGC, NCTE, NCERT and other such institutions in this regard. This aside action oriented research should be undertaken by universities, research institutes and NGOs in close collaboration with the NHRC, SHRCs and other such agencies. A number of universities as per the directions of UGC organizing refresher course in Human Rights in collaboration with Academic staff colleges and Human Rights departments. UGC already extended financial assistance to number of universities for human rights value based education to a number of universities in the country. It is also heartening to mention many independent departments of human rights have launched P.G Diplomas M.A. Programs and M. Phil and Ph.D. research activities. Apart from teaching and research activities many human rights departments in collaboration with local / regional and national NGO organization strengthen its activities in extension work to take the message of human rights to common people at the grassroots level.

Dissemination of information

There is lack of coordination and exchange of information at basically low levels. Firstly, between the government and university / research institution level for example, how many universities /

research institutions / teachers of human rights are aware of the plan of action prepared by government of India and the state governments regarding the UN decade for Human Rights Education. The second area lack coordination is between training institutions and universities on the one hand NGOs and universities on the other. Thus, there is a strong need to develop institutional mechanisms to exchange information at different levels to facilitate universities and activists to concentrate on important areas of human rights violations. In this regard civil society and NGOs could play an important role.

Role of NGOs

In our country, only a few NGOs are working seriously in the field of human rights. Therefore, the need of the hour is for NGOs to be mobilized to concentrate on human rights issues in close collaboration with the NHRC and state government in preparing of the teaching and trainers should also be prepared by NGOs citing cases of human rights violation and action taken by the appropriate agencies such as NHRC/SHRC the government and so on.

Role of Media

Media both print and electronic can play a very effective role in the advancement of human rights. Radio, Television and newspapers particularly at the regional and local levels, can carry the message of human rights to every corner of the country and can shape and mould the thinking of people on human rights issues. They can serve as powerful instruments for advancement of human rights and alert society against suppression and violation of human rights.



Human Rights and values in Education

The UGC has been promoting and supporting Human Rights and Duties Education in universities and colleges since the IX plan and the UGC would continue to strengthen this program in the X plan also.

The National Policy on Education has laid considerable emphasis on value education by highlighting the need to make education a forceful too cultivation of social and moral values. The policy has stated that in our culturally plural society education should foster universal and eternal values oriented towards the unity and integration of our people. In the present times of unprecedented change dislocating traditional values and creating conflict between traditional and vales there is a universal concern in respect of erosion of values promoting values and culture which fit in turn with the needs of the modern times. This concern is universal but is more acute for our country which has leads its own distinct culture, worked view and a living value tradition. The process of developing into a modern nation, with new social political and economic institutions and with emphasis on science and technology has thrown up many new values challenges in all areas of our national life. It is important that we examine these challenges and prepare our youth to face and resolve them.

National Policy on Education and Human Rights

The NPE (National Policy on Education) -92 recognizes that political and social life in the country is facing the danger of erosion of long-accepted values. The instrumentality of the NPE should help the coming generation to acquire ability to internalize new ideas constantly and creatively. They have to be imbued with a

strong commitment to human values and to social justice. The NPE recognizes that education has an acculturating role which refines sensitivities and perceptions that contribute to social cohesion a scientific temper and independence of mind and spirit thus furthering goals of socialism secularism and democracy enshrined in our constitution. The policy further enjoins access to education of comparable quality to all irrespective of caste, creed, location or sex and stipulates that the national curricular framework shall have a common core which would cut across subject areas and be designed promote values such as India's common cultural heritage egalitarianism, democracy and secularism, equality of the sexes, protection of environment, removal of social barriers, observance of small family norm and inculcation of scientific temper. These facts one way or the other inevitably linked to the concept of human rights. Indeed, in promising equal opportunities of accessing comparable standards of education to all persons regardless of religion, creed, caste or sex the NPE itself offers what might be appropriately termed as a precious human right.

Respect and realization of human rights requires evolving a culture that is more sensitive to the basic needs of every human being. It respects the need for ensuring to everyone justice social economic and political and provides fair and equal opportunities for growth and development to every individual and group of people. The goal of evolving human rights culture requires operating at various levels such as

➤ Spreading awareness, amongst masses of and about these rights and also their duty for respecting the rights of others.



➤ Not only creating awareness amongst masses particularly amongst weaker, poor and vulnerable groups but also imparting capacities and confidence in them to stand for protection and preservation of their rights.

➤ Requiring many to shed away some of their prejudices and reform some of the attitudes which are derogatory to others dignity.

➤ Creating different kind of knowledge innovating or reforming structures methodologies and normative regimes and imparting new skills and competencies so that policy making its enforcement and realization become more sensitive to the demands of human rights culture.

➤ Establishing new structures of accountability and making existing modes of accountability more effective so that the state its agencies and its personnel can be easily effectively and meaningfully made responsible for human rights violation on one hand and can be made to internalize respect for these rights on the others.

Extension education in Human Rights

In connection with extension the researcher selected urban students. The purpose of the present research is sensitizing human rights among school going children. The researcher in the pre-test collected the level of awareness of child rights among the selected students. After that the researcher has sensitized the human rights values among the same group of subjects. Towards the end the head of the institution teachers and students have thanked the researcher for the sensitizing Human Rights.

CONCLUSION

The child is the greatest human asset and most valuable wealth of any family in the Indian context both in the institutionally family and outset the family structure. The child rights are abused and violated. There are gross Human Rights in the society. The role of education is vital for promoting and protecting human rights. The extension activity undertaken by the researcher is aimed in the direction. In the present study an attempt is made to identify the level of awareness of school going children about the human rights and also as part of extension work the researcher attempted to sensitize rights of children among urban children. Majority of the subjects are of its opinion that human rights violations are taking place in the society. They want human rights education much reach common people. They are of the opinion children are neglected and abused both within and outset family. Therefore the need of the ours is to sensitize parents to encourage the children for education this attitudinal change among the parents is very much driver to achieve this end sensitization of human rights value among children. The parents, professional and nonprofessional community must be sensitized about human rights. The role of mass media cannot be undermined. The NOGs working at different levels need to extent their support to governmental agencies.

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