



## HUMAN RIGHTS EDUCATION AND INCLUSIVE EDUCATION: TWO SIDES OF A SINGLE COIN

**Choudhari Shubhangi<sup>1</sup> & Manoj Kar<sup>2</sup>**

<sup>1</sup>Research scholar, Indian Institute of Education, Pune

<sup>2</sup>Professor, Indian Institute of Education, Pune

### Abstract

*Human Rights are an integral part of our society and belong to every human being. One cannot differentiate Human rights on the basis of race, gender or on the basis of any other background. Human Rights are the consequences of humanity's mounting and continual insist for equality, dignity, justice, respect and freedom. All these things are needed for decent human existence. Call for Inclusive Education and Human Rights Education has been increasing day by day. Education can play vital role in the promotion and protection of human rights. This paper throws light on the development of concept of human rights education at global level and at national level also. Researcher tried to study inclusive education from the perspective of human rights principle.*



*Scholarly Research Journal's* is licensed Based on a work at [www.srjis.com](http://www.srjis.com)

### Introduction

Human rights are the rights which belong to everyone irrespective of gender, caste, or social status. These are the rights bestowed on all human beings by virtue of their birth. Education is the basic human rights of every child and no one can deny this right on the basis of gender, cast, and disability.

Historical perspective of Human Rights Education - Though the study of human rights is of great importance, the origins of human rights are slightly problematic. Whilst it is said that this idea emerged in antiquity, the tablet of Hammurabi is the very first human rights document. The human rights consciousness that the Magna Carta (1215AD.) generated in England provoked the human conscience in different western countries, and was manifested in America, French and Russian revolution afterward. The culture of human rights as a dominant discourse emerges in the times of the French Revolution and the document *The Rights of Man and Citizen*. It is with this document that the perfection of the philosophy of European Enlightenment was

completed. The philosophy of human rights since 1789 became a universal and necessary philosophy for humanity. The need for human rights emerged in the 20<sup>th</sup> century not only when anti-democratic organizations emerged in Europe (like the Italian fascists and the German Nazis), but more so with the devastation from the Two World Wars. Human Rights Education said that the idea of humanity is central to all humans, irrespective to what nationality or class the individual belonged. This idea is double rooted:

(1) in antiquity (in India with Buddhism), and (2) in modernity.

At universal level, groundwork for human rights was done in 1948 with the UDHR that is Universal Declaration of Human Rights. Universal Declaration of Human Rights was made for the protection of human dignity, respect for mankind and freedom of every person. International covenant on Civil and Political Rights (ICCPR, 1966), its Optional Protocol and International Covenant on economic social and cultural rights (ICESCR, 1966) are known collectively as International Bill of Human Rights.

The baseline for the UNESCO'S work on human rights is UDHR. All member states of UNESCO'S accepted recommendation on education for peace, cooperation, international understanding, and education for human rights in 1974. And UNESCO has decided to take review of the progress of human rights education of member state.

In 2003, the 190 member states of the General Conference of UNESCO adopted unanimously the UNESCO Strategy on Human Rights. This incorporated a core emphasis on the importance of HRE not only in terms of content (curriculum) and provision (the legislative and normative framework), but also in term of process (the democratization of school life itself). Ambitiously, the strategy proposed the integration of HRE into EFA national plans and its main streaming into all education system (UNESCO 2003 Strategy on Human Rights, Para29) still there was no remarkable change in human rights education strategy of various countries. Up till now, very few countries have introduced Human Rights Education. In view of this, UN declared "Decade for Human Rights" for 1995 to 2004, emphasising on propagation of human rights through education.

In December 2004, UN declared world programme for Human Rights Education (WPHRE). The plan of action was based on five factors –

- Educational Policies.
- Policy Implementation.
- The learning Environment.

- Teaching and learning processes and tool.
- Education and professional development of teachers and other educational personnel.

The World Programme for Human Rights Education was prepared into two phases. The first phase was intended for 2005 to 2009, targeting primary and secondary school education. The second phase was from 2009 to 2014, focussing on Human rights education for higher education and teacher training.

UNESCO organised a roundtable conference of international thinkers and activist on Human Rights Education issue. Conference concentrated on promotion of research and policy in HRE.

To protect all the human rights of people with disability, many international organizations took initiative in the form of, International documents like International year of disable person 1981, UN convention on the right of child 1989, world declaration for education for all 1990, Asian and Pacific decade of disable persons 1992, UN world conference on special education 1994, convention on rights of person with disability are some documents based on human rights advocates inclusive education.

### **Development of human rights concept in India**

Indian history of freedom and Indian social reform movement were based on the principle of equality, democracy, peace and social development.

1) Indian freedom fighter Lokmanya Tilak was demanding for the fundamental rights of Indian people and announced that “Swaraj is my birth right and I shall have it.”

2) In 1927, Indian National Congress prepared “Swaraj Constitution For free India” which was based on the Declaration of rights.

3) In 1928 all Indian political parties’ representatives were demanding for the constitutional reform in India. They were demanding for the rights of voting in political elections and protection of fundamental rights of religious and ethnic minority.

4) In August 1928 Motilal Nehru Committee set 19 Fundamental Rights. In 1931 Indian National congress arranged session at Karachi and accepted the resolution which shows the significance and an obligation for fundamental civil rights including socio- economic rights. Constituent assembly was demanding for the guarantee of fundamental rights in the constitution of India. That was the clear start for Human Rights in India.

As per the recommendation of National Human Rights Commission July 2007, fundamental rights of India which are included in Indian Constitution and Universal

Declaration of Human Rights, are very similar. Both documents highlighted education as a basic right of child.

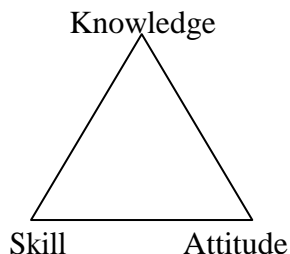
Recently, Human Rights Education is introduced in teacher education and higher education in India. The Central Board of Secondary Education (CBSE) has involved a syllabus for Human Rights Education at lower education level which came into force in 2008.

### **Concept of Human Rights Education**

After the two world wars, the concept of Human Rights originated. Universal Declaration is foundation document for human rights. The directives for the human rights education clarifies that everyone has right to know their rights. Even the preamble of Universal Declaration of Human Rights encourages every individual and every organ of the society to endeavours by education and teaching to promote respect for human rights.

a) Definition by UNO- knowledge, skill and attitude-

United Nation defined Human Rights Education in 2006. “Human Rights Education means Education, training and information aimed at building universal culture of Human Rights through the sharing knowledge, imparting of skills and molding of attitudes”.



As per this definition, one can understand the concept of HRE. This definition consist three objectives that are knowledge, skill and attitude. Everyone should have knowledge of their basic rights .Every person should have awareness about Human rights and should be bound to protect it.

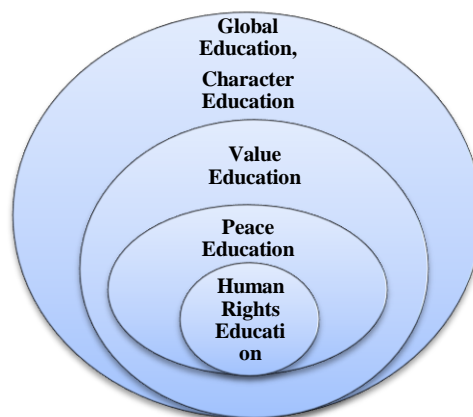
Knowledge gives the realization of problem. Human Rights Education should make person to think over the problem. It should develop the critical thinking, decision-making skills, action skill and a sense of empowerment to exercise their rights and responsibilities.

Everyone must obtain an attitude of appreciation for such principles as freedom, tolerance, fairness and respect for truth and for the non-violent resolution of social and

political problems (Lister, 1984). If our knowledge does not enlighten our attitudes, wisdom, and ability of critical inspection of situation around us, our knowledge loses its purpose.

b) Multi -dimensional approach

Human Rights Education is really a multidimensional concept. Previously various concepts were taught to students like value education, global education, character education, environment education, concept of multiculturalism, peace education, education for sustainable development etc. All the above concepts foster the principle of Human Rights.



Core of Inclusive education is a concept human rights education. Inclusive education have strong base of human rights principle. The main principles of Human Rights is they are Universal and inalienable, Interdependent and Indivisible, Non-discrimination and equality, Human Dignity. Inclusive education is standing on the strong base of Human rights principle. The main principle of human rights is equality. Equality poses to bring all people in the one category; inclusive education brings this equality in education system. Inclusive education provides respect to every child's dignity. Without any kind of discrimination inclusive education provides opportunity of education to every child.

**Need of Human Rights Education and Inclusive Education**

The concept of human rights came up after Second World War. Basically human rights are extremely motivational and realistic as well. Human rights are representing the anticipation and principles of most of the human being and also empowering people to achieve them. Human rights education shares those motivational and realistic facets. Not only it sets standard but also brings change in society. The best example of this kind of change is call for inclusive education from society. That's why

human rights education is needed. Good human rights education can do following things.

a) Awareness about Human Rights

Awareness always brings drastic change in the society. Every society in the world has various types of discrimination. Every society has discrimination on the basis of gender, cast, and religion. But even they are not aware about their situation. Several surveys were done to study the human rights awareness level of the people. And the results of the researches also show less awareness level of people. But situation may change through human rights education. It will bring awareness among society. Inclusive Education is bringing that expected awareness among disables.

b) As an effective strategy to prevent human rights abuses-

Everyday newspapers manifest several cases of Human Rights abuses. There is a wide range of human rights abuses such as gender-base oppression, racism, health inequalities, human trafficking, religious persecution, etc. The question that emerges is why are these violation of human rights happening around the world? Answer of this question, may be many and complex, but as a part of the answer may lie in the lack of education about human rights and what is referred as a part of human right education. For the promotion, protection, and effective realization of human rights; human rights education is important. Human rights education includes knowledge, skill and attitude. This will empower the weaker section of the society and will work as effective preventing strategy for human rights abuses.

Inclusive Education is a good practice of human rights. Inclusive education provided equal opportunity of education to special need children and prevented child right abuse practically.

c) Empowerment of people

There is poverty and various types of discrimination everywhere .It's human history that weaker is oppressed by powerful people. Human Rights Education increases their knowledge about rights. It gradually increases moral force among society which empowers ordinary people. They can fight against the violation of their rights and can demand to their government for protection of their human rights. Various initiatives taken at universal and global level for disable will definitely empower disables.

d) Development of a global culture of human rights-

Basically human rights education creates understanding about global issues as well as way to avoid such situation or way to handle such situation.

Human rights education develops some qualities of students like understanding

of other's rights, brotherhood, peaceful co-existence etc. which develops students approach towards peaceful global culture.

e) Equitable society -

Human rights education and Inclusive education both require for the creation of equality in society. No one should be discriminated on any basis like gender, cast, class, creed, disability. To bring every human being on equal level Inclusive education and human rights education is playing important role.

f) Feeling of responsibility-

Rights and responsibility are the two side of one coin. If students will get knowledge about their rights eventually they will understand about their responsibility. For the protection of their own rights, they need to respect others rights. And automatically future generation will behave with great responsibility. Inclusive education is making people aware about their responsibility towards disables.

5) Need of Human Rights Education in India –

It is essential to see why human rights education is required in India. There are several reasons for that-

a) High level of Diversity-

Human Rights Education states that the idea of humanity is central to all humans, irrespective to what nationality or class the individual belonged. In India there is vast diversity in culture, religion, language, region, etc. However the most important element in India is the social structure called “caste” which is essentially dehumanizing. This high level of diversity causes many nuisances. To tackle with all these problem aroused due to this diversity human rights education is necessary.

b) Multiculturalism-

Indian society is largely multicultural country. In India people of the various religions live together. Hindu, Muslim, Sikh, Christian, all these people are having variation in their culture. Not only as per religion but also as per region we find enormous variation in culture of the people. For example Maharashtra culture is different from Rajasthan culture; Bengali culture is different from any other state's culture. But cultural homogeneity is required for civil unity. Besides from the above situation we can develop civil unity in India through Human Rights Education. Human Rights Education will develop a sense of equality, freedom

from discrimination, and respect for human dignity. All the principles of human rights education are supportive for multiculturalism. Formerly the focal point was on individual rights and national unity via cultural homogenization, the new focus was on a triangle of individual rights, social group identities and national unity via cultural diversity within a democratic context.

c) To create awareness in all sectors of society-

Indian society is divided in different social stratum, Higher strata, middle strata, and lower strata. These levels are based on economy. Human Rights Education is needed to create awareness in all sectors of the society.

d) High rate of human rights abuses in India-

There are higher rate of abuses in India towards women, cast wise abuses, abuses related to religion and region.etc. Education is the only way to change the mindset of people. Human Rights Education can bring positive change in India. It can reduce the rate of abuses.

Present situation of HRE in India

National Human Rights Commission published a report in July 2007 “Module on the Human Rights Education for Teaching Professionals Imparting Education in Primary, Secondary and Higher Secondary Levels”. As per this report the national curriculum for school education NCERT has already included the human rights education component in the social science subject at various level of school education. But they accepted that teachers don't have that skill to impart this among students. To overcome this lacuna of teachers the commission undertook an exercise of envisage a syllabus for B.Ed., M.Ed., L.T. and other degrees in education. But this report showed the need of separate curriculum for Human Rights Education in Primary, Secondary, Higher Secondary schools in India. As per this report NCERT is preparing separate curriculum at school level. CBSE has also evolved syllabus for human rights education at school level which came in to force in 2008

### **Conclusion**

India is stepping towards the effective human rights education but still we are far behind the ideal situation. Some states like Tamil Nadu have introduced Human Rights Education but still most of the states haven't introduced it. There are no educational policies for human rights education. More human rights education policies are required in India for school level



education. But we can see practical application of human rights education in the form of inclusive education. Inculcation of human rights principles among school community is necessary requirement for the success of inclusive education. It should be ensured that all personnel who impart human rights education and inclusive education are aware about human rights concept, principles etc. After studying various universal conventions, laws and programs we find inclusive education and human rights education as a two side of a single coin.

## **REFERENCES**

- Flower, Nancy (2000), The Human Rights Education Hand Book effective practices for learning action and change, Washington real comet press.*
- Kumar, Sanjeev and Khagendra kumar, (2007), Inclusive Education in India, Electronic Journal of Inclusive Education, Vol.2 No.2.*
- Panda, Pranita.(2005), Responsiveness of Teacher Education Curriculum Towards Human Rights Education in India, Human Rights Education in Asian School, Volume VIII.*
- Singh, J.D.(2016), Inclusive Education in India Concept, Need and Challenges, Sclarly Research Journal for Humanity Science and History Language.*
- Sathiyaraj A., Jayaraman K. (2013). A study on child rights awareness among the primary school teachers in Tiruchirappalli district of Tamilnadu, International Journal of Scientific and Research Publications, vol.3.6 June 2013.*
- Recommendations of National Human Rights Commission, (2007). Module on human rights education for teaching professionals imparting education in Primary, Secondary, and Higher Secondary level. Rajika Press Services, NewDelhi.*
- Recommendations of National Human Rights Commission, (2007). Human Rights Education at the University and College Level. Rajika Press Services, NewDelhi.*
- UNESCO. (2012). World Programme for Human Rights Education Plan of action Second phase, New York and Geneva.*
- Yamasaki, Megumi. (June2002). Human Rights Education on Elementary School Level: Case Study, University of Minnesota.*