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30	HUMAN RIGHTS AND RIGHT TO EDUCATION IN INDIAN CONTEXT <i>Prin. Dr. M.S. Pondhe</i>	108-112
31	A STUDY OF HUMAN RIGHT AWARENESS OF SCHOOL STUDENTS <i>Dr. Nannar R. K.</i>	113-119
32	HUMAN RIGHTS EDUCATION: ROLE OF TEACHERS & TEACHER EDUCATORS <i>Vijay Santu Patole & Deepali Shivram Kharat</i>	120-123
33	IMPORTANCE & AWARENESS OF HUMAN RIGHTS <i>Bhoye Chandrakant M.</i>	124-126
34	प्राथमिक शिक्षकांच्या प्रशासकीय कामांचा शोध घेणे व उपाययोजना सुचविणे. <i>श्री. आषाव एकनाथ गुजाबा आणि प्रा.डॉ. पगारे पी.बी.</i>	127-130
35	मानवी हक्क <i>Kolage Rohini</i>	131-135
36	HUMAN RIGHTS FOR SUSTAINABLE DEVELOPMENT <i>Mr. Nana Bhagwan Wagh</i>	136-139
37	महिलांच्या मानवी हक्कांचा विकास आणि शिक्षणाची भूमिका <i>प्रा. एकनाथ दत्तात्रय वाजगे आणि प्रा. डॉ.बापूसाहेब गणपत चौगुले</i>	140-148
38	FUNDAMENTAL HUMAN RIGHTS IN THE INDIAN CONSTITUTE <i>Prof. Narayan H. Mengal</i>	149-151
39	HUMAN RIGHT EDUCATION NEED OF AN HOUR IN INDIAN EDUCATION <i>Prof. Vivek M More & Dr.L.D.Bhor</i>	152-154
40	राजनीति में समता, बंधुता एवं मानवधिकार की अवहेलना (कमलेश्वर के उपन्यासों के आधारपर) <i>प्रा. डॉ. अनुप सहदेव दळवी</i>	155-156
41	GOVERNMENT'S LEGISLATION TO CONTEXT HUMAN RIGHT EDUCATION <i>Dr. S. G. Vaidya</i>	157-162
42	मानवी हक्क आणि मराठी साहित्य प्रवाह <i>प्रा. सौ. उज्वला भोर</i>	163-165
43	OVERVIEW OF RIGHT TO EDUCATION IN INDIA <i>Dr. Chandrabhan Bhanudas Chaudhari</i>	166-169
44	मानवी हक्क व महिला <i>प्रा. डॉ. सीमा रवींद्र चव्हाण</i>	170-173
45	HUMAN RIGHTS FOR SUSTAINABLE DEVELOPMENT <i>Nangare Nutan Krishnarao</i>	174-176

39. HUMAN RIGHT EDUCATION NEED OF AN HOUR IN INDIAN EDUCATION

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Introduction: Human Right is a universal concern today. The issue, themes, perspective and points of views have always been talked, discussed, deliberated and planned. Human rights are rights inherent to all human beings, whatever our nationality, place of residence, sex, national or ethnic origin, colour, religion, language, or any other status. We are all equally entitled to our human rights without discrimination. These rights are all interrelated, guaranteed by law, in the forms of international law, general principles and other sources of Role of Education in Promotion and Protection of Human Rights NibeditaMahapatra international law. International human rights law lays down obligations of Governments to act in certain ways or to refrain from certain acts, in order to promote and protect human rights and fundamental freedoms of individuals of groups. Most ancient cultures, like the Indian, have been founded on the concept of fusion of rights and duties, maintaining a priority of duty over right. The transformation of the ancient Indian culture into a composite culture over the millennia, assimilating into itself the best of the various religions, has only strengthened the perception of the interrelationship of rights and duties. After the Second World War international community began with recognition of primacy of rights. It is now increasingly drifting towards the Indian ethos of giving equal emphasis to both rights and duties and their inter-relationships. Therefore, education must pay due attention to teaching human rights and duties and not merely human rights. Educational Policies in India and UGC stated the importance of Human Right Education (HRE) in Indian Universities. Theses constituted bodies imparted and involved all universities for awareness of HRE among students and faculty members. University of Pune actively participated in HRE and the paper included in Credit System Pattern compulsory for all PG level students after 2013.

❖ **Objective of Human Right Education:** Education has always been and continues to be one of the most important needs of mankind. It helps man indoctrinate values and apply the technical know-how in real life situations. Of late, there has been an increasing trend towards awareness of Human Right. Human rights are highly inspirational and also highly practical, embodying the hopes and ideals of most human beings and also empowering people to achieve them. Human rights education shares those inspirational and practical aspects. It sets standards but also produces change. Effective human rights education can

- To promote human rights, particularly nonviolent resolution of conflict, and equality and justice.
- To impart in HRE's mission is to encourage personal growth and acceptance of others, and to foster cooperation and peace among individuals and countries.
- To achieve this, a wide variety of activities in schools and collaboration with teachers and students are essential.
- Produce changes in values and attitude
- Produce changes in behaviour.
- Produce empowerment for social justice.
- Develop attitudes of solidarity across issues, communities, and nations
- Develop knowledge and analytical skills
- Encourage participatory education.

NATIONAL SEMINAR ON HUMAN RIGHTS EDUCATION

- ❖ **Active Citizenship:** Human rights education is essential to active citizenship in a democratic and pluralistic civil society. Citizens need to be able to think critically, make moral choices, take principled positions on issues, and devise democratic courses of action. Participation in the democratic process means, among other things, an understanding and conscious commitment to the fundamental values of human rights and democracy, such as equality and fairness, and being able to recognize problems such as racism, sexism, and other injustices as violations of those values.
- ❖ **Informed Activism :** Learning is also essential to human rights activism. Only people who understand human rights will work to secure and defend them for themselves and others. Peter Benenson, who first envisioned Amnesty International, believed that if people knew about "the forgotten prisoners," they would be moved to action and that publicity campaigns based on accurate evidence would serve as the most effective means of embarrassing repressive governments and thus protecting their citizens. This idea has proved one of the great mobilizing forces of the late twentieth century. Educating the public through reliable, objective, and timely information is a principal strategy of organizations like Amnesty International and Human Rights Watch.
- ❖ **Human Rights Education in Local Communities:** Once people grasp human rights concepts, they begin to look for their realization in their own lives, examining their communities, families, and personal experience through a human rights lens. In many cases people find these values affirmed, but human rights education can also lead to recognition of unrealized injustices and discriminations. This sensitization to human rights in everyday life underscores the importance of not only learning about human rights but also learning for human rights: people need to know how to bring human rights home, responding appropriately and effectively to violations in their own communities.
- ❖ **The Audience for Human Rights Education:** The HRE is plays vital role to cultivate human values and principles among the society. The following are the audience for the HRE.
 - **Young children and their parents:** Educational research shows conclusively that attitudes about equality and human dignity are largely set before the age of ten. Human rights education cannot start too young. Indeed, some of the most creative and effective human rights educators are found in pre-school and primary classes.
 - **Teachers, principals, and educators:** No one should be licensed to enter the teaching profession without a fundamental grounding in human rights, especially the Convention on the Rights. Teachers do not work in isolation, however. To succeed, human rights education requires the endorsement and support of the whole educational system, including those who oversee continuing education, who license or certify teachers, who set curriculum standards and content, and who evaluate students, teachers, and schools. These officials are as unlikely as anyone else to have knowledge of human rights, and they too need to achieve "human rights literacy."
 - **Especially vulnerable populations :** Human rights education must not be limited to formal schooling. Many people never attend school. Many live far from administrative centres. Yet they, as well as refugees, minorities, migrant workers, indigenous peoples, the disabled, and the poor, are often among the most powerless and vulnerable to abuse. Such people have no less right to know their rights and far greater need.
 - **Activists and non-profit organizations :** Many human rights activists are not solidly grounded in the human rights framework and many human rights scholars know next to nothing about the strategies of advocacy. Few people working in nongovernmental organizations (NGOs) recognize

NATIONAL SEMINAR ON HUMAN RIGHTS EDUCATION

that they may be engaged in human rights work, and even human rights advocates usually acquire their knowledge and skills by self-teaching and direct experience.

- **Public office holders, whether elected or appointed :** In a democracy no one can serve the interests of the people who does not understand and support human rights. People should require all candidates for election, from the head of state to the local council member, to make a public commitment to human rights. And human rights should be included in the orientation of all new office holders.
- **Power holders:** This group includes members of the business and banking community, landowners, traditional and religious leaders, and anyone whose decisions and policies affect many peoples' lives. As possessors of power, they are often highly resistant, regarding human rights as a threat to their position and often working directly or indirectly to impede human rights education. To reach those in power, human rights need to be presented as benefiting the community and themselves, offering long-term stability and furthering development.

Conclusion: Human Right Education is vital for overall development of mankind. The promotion of human right among all human being without any binderies cast, creed, colour, religion and gender are able through the educational policy. Human Right Education helps to build the new generation with an appropriate way to succeed in life without any obstacle or hindrance about their right and duties..

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