



HUMAN RIGHTS EDUCATION AND EQUALITY: WITH SPECIFIC REFERENCE TO TRIBAL SOCIETY IN INDIA

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ABSTRACT

This paper aims to map out the dynamic role of education in general and higher education in specific among tribal population facilitating awareness of human rights. The constitutional provisions and the legal entitlements for tribal population are intrinsically interlinked with higher education. Thus, the paper aims to focus on the dimensions of enhancement of human rights aura intellectually, practically and socially through education among tribal groups. It is substantiated with few case studies and theoretical orientations as well. Methodologically it opts for observation and situates itself mainly on secondary sources. The concept of expanding human rights through education is now popularly present and travelled to encompass as the third generation rights itself. So it is very important that the society needs to know the role of education in promotion and preaching human rights in real terms.

KEYWORDS: *Education, tribal population, socio-economic development, human resource development*

INTRODUCTION

Education has been in consideration with the cardinal aspect of socio-economic development both at the micro and macro level since long past. But more specifically modern education has proved itself to have great implications on shaping up of the overall development goals at the levels of individuals, families, communities and finally nation as a whole. Socio- economically, a nation is more advanced if its people are literate and educated as compared to others. Education as explained by Functional Sociologist, Emile Durkheim refers to the system which mushrooms sufficient degree of homogeneity among the students in order to maintain cohesion in the society. There are several positive impediments of education. These may broadly include improvement of self esteem, empowerment of pupil, increased political participation which would contribute to quality of public policies and democracy, cultural benefits, cultural unity and improvement in health and gender equality. (UNESCO, 2006: 136-145) Education performs several functions in the society. The specialized branch of Educational Sociology deals with the entire process of such functioning. It explains that education is a critical input in human resource development and is essential for the country's economic development, via growth rate of economy, birth rate, decrease in economy, birth rate, literacy rate/and decrease in infant mortality rate infant mortality rate and literacy rate. Education not only shapes the future of the country but also transmits the cultural elements of a society into the individual concerned. The Constitutional provisions for proper education, run through

several articles, one of which is Article 45 of the Constitution which stipulates that the State shall endeavour to provide within a period of ten years from commencement of the Constitution, for free and compulsory education for all children until they complete the age group of fourteen years. Further the canvas of the accessibility to education is widely opened through- the right to education.

This paper aims to map out the dynamic role of education in general and higher education in specific among tribal population facilitating awareness of human rights. The constitutional provisions and the legal entitlements for tribal population is intrinsically interlinked with higher education. Thus, the paper aims to focus on the dimensions of enhancement of human rights aura intellectually, practically and socially through education among tribal groups. It is substantiated with few case studies and theoretical orientations as well. Methodologically it opts for observation and situates itself mainly on secondary sources.

It is a universal entitlement to education, and is recognized as a fundamental human right. According to the International Covenant on Economic, Social and Cultural Rights, 1976, the right to education includes the right to free, compulsory primary education for all, an obligation to develop secondary education accessible to all, in particular by the progressive introduction of free secondary education, as well as an obligation to develop equitable access to higher education, and ideally by the progressive introduction of free higher education. The right to education also includes the responsibility to provide basic education for individuals who

have not completed primary education. In addition to these access to education provisions, the right to education encompasses the obligation to rule out discrimination at all levels of the educational system, and to set minimum standards and to improve quality of education. In continuation to encourage the right to education, at the International level even the United Nations celebrates the UN Literacy Decade (2003-2012). UNESCO has developed a major new strategy for achieving literacy for all: the Literacy Initiative for Empowerment or LIFE. Linking literacy with gender, sustainable development, health and empowerment, LIFE works towards the achievement of several goals of the United Nations Millennium Development. A literate population is essential for the overall development of the nation. India a signatory to the global commitment of Education For All (EFA) has put in place several innovative schemes to achieve its EFA targets within the specified frame. These include a renewed thrust on open and distance education with the aim of bringing out persons into fold of education through equivalency programmes at different levels. Through all these multi faced awareness aspects gradually a demand for the higher education also emerged. In order to meet the growing demands for higher education, supplementary systems of educational process was introduced in order to reinforce the students. Facilitation of the human rights course work in all most all sections of higher educational courses right starting from post graduation to doctoral work can actually bring a wave of awareness among the youth section of the society and causing a visionary change in the future.

The term **human rights** denote all rights that are present in our society and without which one cannot live as human being. Human rights are the basic rights that a person irrespective of race, gender or any other background cannot be denied anywhere or at any condition. 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 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. Human rights are commonly understood as basic fundamental rights that a person cannot be denied by any individual or any government simply because he or she is a human being. They are universal and same for everyone.

The concept of expanding human rights through education is now popularly present and travelled to encompass as the third generation rights itself. So it is very important that the society needs to know the role of education in promotion and preaching human rights in real terms.

HUMAN RIGHTS EDUCATION HISTORY

The emphasis on Human Rights Education began in 1995 with the beginning of the UN Decade for Human Rights Education, though previously addressed in 1953 with the UNESCO Associated Schools Program, which served as an "initial attempt to teach human rights in formal school settings". The first formal request for the need to educate students about human rights came about in UNESCO's 1974 article Recommendation concerning Education for International Understanding, Cooperation and Peace, and

Education Relating to Human Rights and Fundamental Freedoms. The participants of the International Congress on the Teaching of Human Rights eventually met in 1978 to form a specific definition of what would be required application of the education in formal curricula. The aim at which the Congress agreed upon included the encouragement of tolerant attitudes with focus on respect, providing knowledge of human rights in the context of national and international dimensions as well as their implementations. It finally helped in developing awareness of human rights translating into reality whether social or political on national and international levels.

Human Rights Education became an official central concern internationally after the World Conference on Human Rights in 1993. This conference brought the issue of educating formally to the top of many countries' priority lists and was brought to the attention of the United Nations. It was two years later that the United Nations approved the Decade for Human Rights Education, which reformed the aims of application once again. Since the development of the UN Decade, the incorporation of human rights education into formal school curricula has been developed and diversified with the assistance of nongovernmental organizations, intergovernmental organizations, and individuals dedicated to spreading the topic through formal education. The Vienna Declaration declared the decade from 1995 to 2004 as the *UN Decade of Human Rights Education*

UNESCO has a responsibility to promote human rights education, and was a key organiser of the UN's Decade for Human Rights Education. UNESCO attempts to promote human rights education through.

- Development of national and local capacities for human rights education, through its co-operation in development projects and programmes at national and sub-regional levels.
- Elaboration of learning materials and publications and their translation and adaptation in national and local languages.
- Advocacy and Networking Activities.

Following the Decade of Human Rights Education, on 10 December 2004, the General Assembly proclaimed the *World Programme for Human Rights Education*, and ongoing project to advance the implementation of human rights education programmes in all sectors:

Building on the achievements of the United Nations Decade for Human Rights Education (1995-2004), the World Programme seeks to promote a common understanding of the basic principles and methodologies of human rights education, to provide a concrete framework for action and to strengthen partnerships and cooperation from the international level down to the grass roots.

United Nations High Commissioner for Human Rights website

THEORETICAL GROUNDING

Functionalist perspective on Education explains that education is indispensable in the society. Durkheim explains that the major aim of education is to transmit society's norms and values. Education thus injects the social being in the individual being. Similarly, Parson (1959:51) explains that education in the schools makes the students aware of the future role played by them in the societal setting. It includes several commitments such as commitment to the implementation of the broad values of society for specific

roles within the structure of the society. Gender theorist Mary Woolstone Craft explains the necessity of education for women in order to overcome the gaps in the gender relations in the society. Integrationists postulate the role of education to be much of role realization. For instance Mead explains that individuals adhere to the learning of role through education during school days only.

Further Gender Sociologist, Nancy Chodorow also explains that parents must understand the importance of education in the life of a boy and girl and should give them equal opportunity to excel in education. In case of human right thinkers, they entail both right and obligation issues. Human rights developing from the concepts of natural rights became culminate with the thoughts of philosophers like John Locke, Francis Hutcheson, and Jean-Jacques Burlamaqui and they became prominent with American Revolution and French Revolution. Most of the basic ideas and norms of human rights existing are adopted as Universal Declaration of Human Rights by United Nations General Assembly in 1948 and has its root from Second World War.

Case Study of promotion of human rights awareness through several ways such as-

The Commonwealth Human Rights Initiative (CHRI) is an independent, non-partisan, international non-governmental organisation, mandated to ensure the practical realisation of human rights in the countries of the Commonwealth. In 1987, several Commonwealth professional associations founded CHRI. They believed that while the Commonwealth provided member countries a shared set of values and legal principles from which to work and provided a forum within which to promote human rights, there was little focus on the issues of human rights within the Commonwealth. The objectives of CHRI are to promote awareness of and adherence to the Commonwealth Harare Principles, the Universal Declaration of Human Rights and other internationally recognised human rights instruments, as well as domestic instruments supporting human rights in Commonwealth member states.

Through its reports and periodic investigations, CHRI continually draws attention to progress and setbacks to human rights in Commonwealth countries. In advocating for approaches and measures to prevent human rights abuses, CHRI addresses the Commonwealth Secretariat, member governments and civil society associations. Through its public education programmes, policy dialogues, comparative research, advocacy and networking, CHRI's approach throughout is to act as a catalyst around its priority issues. The nature of CHRI's sponsoring organisations allows for a national presence and an international network. These professionals can also steer public policy by incorporating human rights norms into their own work and act as a conduit to disseminate human rights information, standards and practices. These groups also bring local knowledge, can access policymakers, highlight issues, and act in concert to promote human rights.

CONCLUSION AND RECOMMENDATION

It can be thus concluded that human right education can promote welfare in the society and can make the people more assertive. Further the education process including human rights issue must include in its educational process some fundamental areas covered by human rights report 2007 such as – violation of the human rights by the security forces in Kalinga Nagar, violation of human rights by naxlites, violation of rights of scheduled caste, tribes. Further the starvation deaths in the interior of the KBK districts are also to be covered under the issue of violation of human rights due to unavailability of the food. Thus, this brings into account the necessity of the food security bill as an essential alternate to the starvation deaths. Human rights education can thus strengthen the strings of human rights awareness opening the doors of ample opportunity for enhancement of moral values and equality.

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