



Human Rights Education in Colleges and University

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INTRODUCTION

Human Rights imply the rights relating to life, liberty, equality and dignity of the personality. However, it was only in the 20th century particularly after the end of the second world war, that Human Rights for all coin to be recognized as one of the key objectives of our cultured life for the achievement of the objective of human rights, the UN General Assembly adopted the Universal Declaration of Human Rights on 10 December 1948. Human rights were born along with mankind. However, in recent years, human rights concept as such has gone through a set of transformation. Needless to say, in the present era, human rights have become more and more relevant. There are a variety of dimensions of human rights out of which only civil and political rights were focused upon for a long time. However, now a days the economic, social and cultural rights are also being given Prominence. As such the human rights in the broader sense have paved the way to latest laws, charters and covenants: Notwithstanding this, in the changing national and international context is a result of globalization, there has been a severe threat to human rights. One of the ways by which this thread could be met, is by bringing human rights education at every levels of learning.

The National Human Rights Commission has been making all out efforts in gratifying the obligations entrusted to it under the section 12th of the Protection of Human Rights Acts 1993 to promote human rights literacy and alertness. It is the strong belief of the commission that Human Rights Education to the juvenile of the country through our colleges and universities will go a long way and the present model curriculum is a small fort by the Commission in that track. The commission constituted a Task Force consisting of eminent academicians and legal experts in the area drawn from different parts of the country. On the basis of the deliberations of the Task Force, the commission organized five regional conferences at Cochin, Gandhinagar, Goa, Hyderabad and Jaipur to address the issue of human rights education leading to various levels of programme at the universities and colleges.

Main The Objectives of Human Rights Education in Colleges and Universities:

1. To develop the interaction between society and educational institutions.
2. To sensitize the citizens so that the norms and values of human rights and dudes education programme are realized.
3. To encourage research activities.
4. To encourage research studies regarding the relationship between Human Rights and duties education and international Humanitarian.
5. Encourage universities and colleges to undertake academic and other activities pertaining to teaching, research and extension Programme in respect of morals and culture in extramural lectures, conferences, seminars, workshops and orientation programme for teachers and students.

From the above objectives the National Policy on education has had considerable emphasis on significant education by highlighting the need to make education a forceful tool for cultivation of social and moral values. The policy has initiated that in our culturally plural society education should foster universal and eternal values oriented towards the unity and amalgamation of our people.

In 1985, the UGC prepared a blueprint for encouragement of Human Rights teaching and research at all levels of education. This blueprint contained proposals for reorganization of existing syllabi, and introduction of new courses in human rights. This was for students of all faculties a undergraduate, graduate and post-graduate levels for both professional and non-professional learning. The UGC has been promoting and supporting

Human Rights and Duties Education in universities and colleges since the IX plan and the UGC should continue to strengthen this programme in the X plane also.



All Universities and Colleges under section 2018 12(B) of the UGC Act, 1956 are eligible to be given grants from UGC:-

Under this Act the college and universities may introduce the following programme Human Rights duties education for which they may be provided financial assistance by UGC.

1. Foundation course in human rights & duties education: The foundation course will aim at making learner acquire conceptual clarity and develop respect for norms and ethics of equality, freedom, fraternity and justice with their philosophical, ethical and political dimensions. It will comprise awareness of civil society organizations and movements promoting human rights. The foundation course shall be designed for undergraduate students of all disciplines
2. Certificate course in human rights:
 - a) The certificate course in Human Rights and Duties Education is intended for students and specific target groups such as civil segments, law enforcement personnel, NGOs, Social Action Groups
 - b) At least two or three certificate courses may be organized every year by the concerned organization.
3. Under-Graduate course in Human Rights & Duties Education: Human Rights and Duties Education should become an integral element of university education at the undergraduate level. Graduate course may comprise such papers as outlined in the UGC model prospectus on Human Rights and Duties Education. The course may be permitted to be introduced as a stand-alone, or as an add-on course, or as a supplementary paper, under the following conditions:
 - i) The university shall give ample information on the existing facilities for introducing the undergraduate course in Human Rights and Duties Education.
 - ii) Teachers of the said institution shall engage at least 50 per cent of the teaching hours.
4. Post-graduate diploma courses in Human Rights and Duties Education: The post-graduate diploma course in Human Rights and Duties Education is supposed to be interdisciplinary in nature. The course must be established in any postgraduate department of the university/college, viz, political science/law/sociology or any other stream as may be identified as a nodal department by the applicant university. The nodal department should have adequate teaching facility.
5. Post-graduate Human Rights and Duties Education: degree (MA/LLM) in: The post-graduate degree (MA/LLM) in Human Rights and Duties Education is expected to be interdisciplinary in nature. The course may be established in any discipline of the university/college viz law/political science/sociology/psychology/history etc: The department looking for assistance from the UGC should have adequate teaching facility. The post-graduate degree may include such papers as outlined in the UGC model curriculum on Human Rights and Duties Education.
6. Seminars/Symposia/Workshops: When a substantial amount of funds and effort is invested in organizing a seminar, symposium or workshop, it must be to give the maximum output in terms of generation of new ideas, dissemination of innovative knowledge, initiation of budding scholars in the art of academic discourse, consensus building on issues, and the like.
 - a. The workshop may be organized for curriculum development, preparation of learning materials, intensifying areas of interdisciplinary programme, teaching method, training of teachers, research methodology and other similar purposes.
 - b. The theme of the seminar/symposia/Workshop should have the utmost relevance to the human rights and duties movements especially keeping in view the Indian human rights situations.
 - c. The theme as well as the approach should as far as possible be interdisciplinary.
 - d. The participants should be so chosen as to make certain fruitful conduct of the activity, initiation of new teachers and scholars' grass roots orientation and interdisciplinary approach. As such it has to be a mix-up of resource persons, experienced and younger teachers and scholars drawn from relevant disciplines, NGOs, SAGs and other sections.

PROMOTION OF ETHICS AND HUMAN VALUES SUCH AS

1. Research.
2. Teaching.
3. Organization of conference Seminars/Workshops/Lectures Awareness/Sensation Programme Human Enrichment/integrated personality development and personality building etc.
 1. Research: The nature of research projects under this system would be different from the usual Ph.D. Oriented Academic Research, be aimed at understanding and clarifying value issues of existing concern in the public and professional life, and to suggest possible ways of resolving these value problems. The research projects could be:
 1. Core values of human life with reference to the human being, family, community, nation and human society.
 2. Values relating to Democratic policy and the Rule of Law.
 3. Professional values, like of engineering, law, medicine, teaching, public service management, business etc.
 4. Values of good governance, supervision and of judiciary.



5. Values relating to environment science and technology and sustainable development. The theme should be developed in the light of Indian philosophy, inspirations and social realities. The upshot of this research should be in the form of book monograph, research papers, and report. The assistance provided would be way of seed money which could be utilized for the purpose contingency books & journals, travel and field work, stationary, typing and hiring of services etc.

2. Teaching:- Financial assistance under this head would be provided for encouraging and facilitating introduction of new course on value related themes in human values etc Financial assistance would be provided by way of

1. Grant to teachers teaching such courses for books, preparation of teaching material, travel grant to consult libraries elsewhere, to attend conferences/lectures themes related to the subject matter, groundwork of manuscript for writing books etc.

2. Grant to university/college/department for paying honorarium to retired teachers, visiting professors to teach such.

3. Organization of conference/ Seminars/Workshops/Lectures Awareness Sensitization/Programmes Human Enrichment integrated personality development and quality building etc.

The Human enrichment integrated personality improvement and character building could be effective non-formal of seeking a positive change in the value-temper of students and teachers. They could be planned during vacations or after the working hours. They could include presentations and discussions on various themes like spiritual, moral, aesthetic, social, cultural, environmental values, values of democratic temper, communication skills, problems of youth, career choices etc Awareness and sensitization programme could be in the form of lectures, workshops for a day or two aimed at specific groups like teachers, research scholars and students of a exacting discipline, academ administrator, non teaching staff etc, Some of these workshops could also be for groups from outside the university, like school teachers, NGO, corporate executive, Government officials, etc

Conclusion: The Human Rights Education Commission constituted a Task Force consisting of distinguished academicians and legal experts in the are drawn from various parts of the country. All universities and colleges under the section 201) and 12(B) of the UGC Act 1956. Through the courses the study may offer all students human rights and duties education and they can perceive the diverse academic disciplines and human rights are be perceived in the light of cultural diversity. The students increase experience in interdisciplinary research, and will also be qualified to pursue academy research in the field of human rights education

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