



Education for Human Rights & Citizenship in Schools - A Big Need

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Abstract:

Education for human rights and citizenship is a subject to be taught, so that citizens learn about our democratic political processes, perhaps as a means of instilling commitment to their society and nation. Is it a form of training in society's values and cultural ethos? Is it an opportunity for community involvement and endeavour? Is it learning how to be a good or active citizen? My purpose for this article was to understand what is taught about education for human rights and citizenship in class rooms at Indian Schools ? What concepts of education for human rights and citizenship are addressed in the national curriculum and the text books and what role education for human rights and citizenship plays in Indian schools to produce productive citizens? My assumption that a big need of the society to this type education. Schools have direct impact on civics understanding of the students and how they use their civics knowledge in everyday life. Human rights and citizenship education raises students, political, governance and social awareness and informs them about their rights and responsibilities as citizens. The purpose of my article to strengthening Indian schools in producing more productive citizens.

Keywords: *Citizenship, Education for Human rights and Citizenship, Human rights, Need and importance*

1. Introduction

By this article we want to explain the need of students, teachers and schools at present time. We are anxious that the wider public should understand precisely why we think human rights and citizenship education should be entitlement for all students in schools and for young people generally even beyond the age of 16. So before offering our detailed suggestions about how human rights and citizenship might be taught, we state the need for it, the public benefits that could follow and offer broad guidelines as to what principles should be followed and what should be the educational aims and learning outcomes, including the importance for education for human rights and citizenship and schools of positive relations and interaction with communities and community organisations.

Education for human rights and citizenship is an unfulfilled expectation and a national level in Indian schools. The required a 'balanced and broadly based curriculum' which 'promotes the spiritual, moral, cultural, mental and physical development of students' and also 'prepares such pupils for the opportunities, responsibilities and experiences of adult life'. Education for human rights and citizenship in a parliamentary democracy is also part of preparation for adult life, just as the activity of acting as a citizen not just as a subject, is part of adult life. Citizenship education must be education for human rights and citizenship. It is not an end in itself given if it will involve learning a body of knowledge as well as the development of skills and values.

2. Need and importance

We believe that the need and importance of education for human rights and citizenship in schools learning and activities will bring benefits to pupils, teachers, schools and society at large. The benefits of education for human rights and citizenship education will be :

- For students - an entitlement in schools that will empower them to participate in society effectively as active, informed, critical and responsible citizens.
- For schools - a firm base to coordinate existing teaching and activities to relate positively to the local community and to develop effective human rights and citizenship education in the curriculum for all students.
- For teachers - advice and guidance a making existing citizenship provision coherent, both in intellectual and curriculum terms as part of stronger, coordinated approaches to education for human rights and citizenship in schools.
- For society - an active and politically - literate citizenry convinced that they can influence government and community affairs at all levels.

Education for human rights and citizenship which encouraged a more interactive role between schools, local communities and youth organisations could help to make local government more democratic, open and responsive.

3. Human Rights

“Human rights are the rights a person has simply because he or she is a human being”.

Human rights are held by all persons equally, universally and forever. Human rights are inalienable: you cannot lose these rights any more than you can cease being a human being. Human rights are indivisible: you cannot be denied a right because it is “less important” or “non-essential.” Human rights are interdependent: all human rights are part of a complementary frame work. For example, your ability to participate in your government is directly affected by your right to express yourself, to get an education and even to obtain the necessities of life. Another definition for human rights in those basic standards without which people cannot live in dignity. In claiming these human rights every one also concept the responsibility not to infringe on the rights of others and to support those whose rights are abused or denied.

4. Citizenship

A citizen is a participatory member of a political community. Citizenship is gained by meeting the legal requirements of a national, state or local government. A nation grants certain rights and privileges to its citizens. In return, citizens are expected to obey their country’s laws and defend it against it’s enemies. The values of citizenship varies from nation to nation. In some countries, citizenship can mean a citizen has the rights to vote the right to hold government offices and right to collect unemployment insurance payments to name a few examples.

5. Education for human rights and citizenship

Many seminar and workshop for teachers training on education for human rights and citizenship have been organised every year by the educators and teachers training agency at National - International and local level, as an integral part of in-service and pre-service teachers training. The aims of training at developing teacher’s knowledge, awareness and skills for teaching human rights and citizenship education following cross curricular and extra curricular activities that are often combined with students projects in human rights and citizenship education. A part from human rights and citizenship education, teachers are also trained in other areas, with peaceful conflict resolution, mock trails, simulation, intercultural education, education for tolerance, legal education and global education. Deliberate efforts should be made by every teachers to impart knowledge they have gained in education for human rights and citizenship to the children they teach. The all level teachers should be motivated through in kind by parents-teachers association, the government, other stockholders of

education. Again since the purpose of education for human rights and citizenship in India is to educate learners to become good citizens it is recommended that the teachers training in primary, secondary and higher levels of education should try to instill such characteristics into the children while they are still young so that when they grow they will not part from them.

6. Conclusion

At present time the central and states government, NCTE, NCERT, UGC, Human Rights Commission, Schools, teachers, NGO's and all responsible institutions are recognizing that education for human rights and citizenship can be enhanced by and can make significant contributions to - as well as draw upon - other subjects and aspects of the curriculum. We stress, however, that citizenship education is education for human rights and citizenship, behaving and acting as a citizen, therefore it is not just knowledge of citizenship and civic society, it also implies developing values, skills and understanding.

We also recognize that such an education is linked to, two other developments in schools and depends on their effectiveness like early stages of children's developments. Firstly, the increase of personal, social and mental health education. Secondly, a whole-school approach to the promotion of students spiritual, moral and cultural values development. So we suggest which values are more specific to democratic politics, drawing or thought not restricted by, the values in the context of society, identified by the National Forum for values in Education and Community.

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