

EDUCATION OF HUMAN RIGHTS IN GUJARAT: AN EYE OPENING SITUATION

DR. BELUR O BAXI

ASSISTANT PROFESSOR

FACULTY OF BUSINESS ADMINISTRATION GLS UNIVERSITY

GLS CAMPUS AHMEDABAD

MOBILE: 9328517755

b.baxi71@gmail.com

DR NIRAV PANDYA

ASSISTANT PROFESSOR

MAHDI COLLEGE

BHAVNAGAR

MOBILE: 9825012542

nirav.pandya07@gmail.com

DR SHAILJA TIWARI

ASSISTANT PROFESSOR

GUJARAT COLLEGE

AHMEDABAD

MOBILE:9558988311

shailja.c.tiwari@gmail.com

Abstract

To claim your rights you must know your rights. Education of rights is necessary and in the root of any society. Human Rights are fundamental rights given to every human being on the earth. Human rights are several principles or norms that describe certain human behaviour which protects natural and legal rights. Human Rights are those minimal rights which every individual must have against the State or other public authority by virtue of his being a 'member of the human family', irrespective of any other consideration. The concept of human rights is as old as the ancient doctrine of 'natural rights' founded on natural law, the expression 'human rights' is of recent origin, emerging from (post-Second World War) international Charters and Conventions.

Human rights education need to include in the curriculum of school. In the current research paper we make an attempt to know the efforts of state government towards education of human rights in the schools and colleges of Gujarat state. With the formulation of National Policy on Education, India initiated a wide range of programmes for achieving the goal of UEE through several schematic and programme interventions, such as Operation Black Board, Shiksha Karmi Project, Lokjumbish Programme, Mahila Samakhya, District Primary Education Programme etc. Currently, Sarva Shiksha Abhiyan is implemented as India's main programme for universalizing elementary education. These provisions are aligned with the legally mandated norms and standards and free entitlements mandated by the RTE Act

Even though the awareness of human rights amongst the students of state is significantly lower. As education of human rights is not included in the formal education in state. Primary investigation shows that human rights are not included in the curriculum Scholl education. Similarly education of human rights is the graduation as well as post-graduation has been ignored. Except law discipline education of human rights is missing. The said area of research is not under the lense of investigation amongst researchers as well as amongst the policy makers. This leads to conclude that there is need of explorative research in this area with highly flexible method of data collection.

Through this research paper we make an attempt to know current policy of state in education of human rights. We have made to recommend pedagogy of teaching human rights at school and college level. The said research work is explorative in nature. We have interviewed several educationist and lawyers in this respect to suggest appropriate curriculum and methodology for teaching human rights to students at school and college level.

Key Words: Human Rights, Education, Explorative Research.

INTRODUCTION

To claim your rights you must know your rights. Education of rights is necessary and in the root of any society. Human Rights are fundamental rights given to every human being on the earth. Human rights are several principles or norms that describe certain human behaviour which protects natural and legal rights. Human Rights are those minimal rights which every individual must have against the State or other public authority by virtue of his being a 'member of the human family', irrespective of any other consideration. The concept of human rights is

as old as the ancient doctrine of 'natural rights' founded on natural law, the expression 'human rights' is of recent origin, emerging from (post-Second World War) international Charters and Conventions.

Human rights education need to include in the curriculum of school. In the current research paper we make an attempt to know the efforts of state government towards education of human rights in the schools and colleges of Gujarat state. With the formulation of National Policy on Education, India initiated a wide range of programmes for achieving the goal of UEE through several schematic and programme interventions, such as Operation Black Board, Shiksha Karmi Project, LokJumbish Programme, Mahila Samakhya, District Primary Education Programme etc. Currently, Sarva Shiksha Abhiyan is implemented as India's main programme for universalizing elementary education. These provisions are aligned with the legally mandated norms and standards and free entitlements mandated by the RTE Act

Even though the awareness of human rights amongst the students of state is significantly lower. As education of human rights is not included in the formal education in state. Primary investigation shows that human rights are not included in the curriculum Scholl education. Similarly education of human rights is the graduation as well as post-graduation has been ignored. Except law discipline education of human rights is missing. The said area of research is not under the lenses of investigation amongst researchers as well as amongst the policy makers. This leads to conclude that there is need of explorative research in this area with highly flexible method of data collection.

PRESENT EDUCATION OF HUMAN RIGHTS IN GUJARAT

School Level:

Presently at school level education of human rights is provided at Primary, Secondary and Higher Secondary level. However the inclusion of human rights topic is one of the crucial in the present education system. Hence at the national and state level human rights are being thought directly and indirectly. Direct teaching of human rights is lesser and indirect teaching in higher. Indirect teaching is in the form of fundamental rights and duties of the constitution of country. In India we do not have separate legal framework for human rights as well as we do not have separate subject called human rights. Indian constitution includes all the human rights and it provoke all such rights. Hence it is easier from the view point of teacher and educationist of the country to teach fundamental rights to the students though associated subjects like civic, sociology and Hence teaching of fundamental rights only to the students directly is less preferred.

NCERT

Human rights are in the syllabus from standard one. However systematic inclusion of topic in the syllabus is from standard 4 to standard 7. From standard 8 to 10 significant detail aspects of human rights have been included. And lastly in the higher secondary level much detail aspects are covered in the curriculum. Inclusion of number of pages in the NCERT books across the country is constantly increasing from standard 7 onwards. However direct teaching and direct inclusion of the human rights in the syllabus is not constant. Number of pages in he total syllabus of all the books of NCERT is increasing. It has been observed that proportion of human rights in total syllabus in the direct teaching is just 1% at standard 11-12 and 2% in standard 9-10. Freedom of speech and other fundamental rights are covered int eh syllabus. However there is not directions for the teaching methodology. Right to equality before law, right to life and right to liberty can be explained properly the different level at school. Ambiguity about teaching methodology and evaluation of the student is prevailing.

GUJARAT

Scenario of education of human rights in Gujarat State is not so great as compare to NCERT. Situation of inclusion of human rights in the syllabus in school is very similar to NCERT. However the inclusion of direct teaching of human right at various levels in school is less as to NCERT. Direct human rights inclusion is observed in case of standard 6 only in the primary section. Similarly in case secondary level at standard 10 inclusion of several topic of human rights in the form of civic can be observed. Direct teaching of human rights in the school level is just 1% as to total topics included in syllabus. Indirect inclusion of human rights is 11% in the syllabus of standard 6 to 8 and 11% in case of standard 9 to 10 and 11-12 each. Teaching of direct human rights is difficult and complex. Hence syllabus has been synchronised with other topics and presented in the form of history, fundamental rights and other aspects.

College level

At present at graduation and post-graduation level there is no inclusion of human rights in the education. Even Indian constitution in which all such rights are included are not taught.

(Source: Report on Human Rights Education in India 2012)

Current challenges of human rights education

Human rights are considered to be one of the essential requirement for healthy democracy in the country. Human rights are several set of rules and regulations which put every human on same level. Education of

human rights is key for awareness towards human rights. Proper education of rights ensure expected behaviour of citizens of the country. However education of human rights is still challenging task for the country. Followings are major challenges faced in the currently in education of human rights in the state of Gujarat.

1. One of the biggest challenge is development of frame work of human rights for the school and colleges. At present human rights are included in the Indian constitution. In the constitution almost all the rights are not covered (which are recommended by UNESCO). Here there is confusion for development of curriculum at school and college level. Should we keep uniform syllabus at school level at primary, secondary and post-graduation level.
2. At present at school level student is already burden with seven subjects regularly and other subjects also. Hence one should not offer "Human Rights" separately. Human rights subject need to be merged with the other subject. However we can't get 100% conscious for the subject.
3. Broad areas to be covered in the human rights need to be decided by the education ministry for making its education more vital and relevant. However there is no clarity about such topic is given by education department.
4. Several topics or several rights need to be synchronised with the other topics for better understanding of subject and clarity to the student. However currently different state boards are following different practices for such. There is no uniformity about such across the country. Central government need to consider this topic as important for Scholl education.
5. Total number of hours for teaching human rights are not clarified but he authority. This creates big ambiguity amongst the teaching institutions. Hence there is chance of being ignoring such important topic for teaching.
6. No information about teaching methodology to be adopted by the teacher for such a tough subject.
7. Monitoring authority for all the state board's syllabus is also remain silent and not playing any active role for implementing human rights education in the country.
8. Even constitution in which major fundamental rights are covered is not taught to the students at school and college level also.

TIME LINE OF ADOPTION AND IMPLEMENTATION OF HUMAN RIGHTS IN WORLD

1930

Led by Gandhi, the Salt March to Dandi—a campaign of nonviolent protest against the British salt tax in colonial India—begins in March. The Salt March draws widespread attention to the independence movement in India, to the injustice of colonialism, and to nonviolence as a powerful political tool.

1939

World War II begins following Germany's invasion of Poland.

1941

- Signed by Great Britain and the United States, the Atlantic Charter creates a blueprint for the post-war peace and the basis of the mutual recognition of the rights of all nations.
- US President Franklin Delano Roosevelt (FDR) gives his famous "Four Freedoms" speech in which he claims that postwar peace must be rooted in the recognition of "the Freedom of speech and expression, the freedom of religion, freedom from want, and the freedom from fear."
- FDR coins the term "United Nations" for the Allies he led against the Nazis.

1942

The Declaration of the United Nations is signed by the Allied Powers who pledged to form a peacekeeping organization by that name, on the basis of the Atlantic Charter.

1943

The Tehran Conference, the first of three wartime conferences between Britain, the United States, and the Soviet Union, is held. The most significant development for human rights from this gathering was the agreement by the three powers to form an organization of "united nations" after the war.

1944

At the Dumbarton Oaks Conference, the charter of the United Nations is drafted and negotiated. Its membership and structure are also debated and set.

Spring to Summer 1945

- World War II ends. The Nazi concentration camps are liberated. The United States drops the atomic bomb on Hiroshima and Nagasaki.
- The United Nations Conference on International Organization is held in San Francisco and adopts the United Nations Charter, as ratified by the original 51 signing nations. The UN Charter states that one of its main purposes is the promotion of "respect for human rights and for fundamental freedoms for all without distinction as to race, sex, language or religion."

1945-1949

At the Military Tribunals at Nuremberg (and later, in Tokyo), the Allied Powers prosecute accused war criminals for crimes against humanity.

1946

The Commission on Human Rights is established by the United Nations. Eleanor Roosevelt is selected by the General Assembly to be its chairperson. The committee would later draft a declaration of human rights.

1948

- On December 9 the UN General Assembly adopts the Convention for the Punishment and Prevention of Genocide.
- On December 10 the UN General Assembly adopts the Universal Declaration of Human Rights as proposed by the Commission on Human Rights.

1961

In response to a decline in international support for the UDHR, Amnesty International, an international organization devoted to the monitoring and protection of human rights, is established.

1976

International Covenant on Civil and Political Rights and the International Covenant on Economic, Social, and Cultural Rights enter into force after sufficient UN member states sign it.

1983

The National Human Rights Commission (NHRC) of [India](#) is a Statutory public body constituted on 12 October 1993 under the Protection of Human Rights Ordinance of 28 September 1993. It was given a statutory basis by the Protection of Human Rights Act, 1993 (TPHRA). The NHRC is the National Human Rights Commission of India,^[3] responsible for the protection and promotion of human rights, defined by the Act as "Rights Relating To Life, liberty, equality and dignity of the individual guaranteed by the Constitution or embodied in the International Covenants".

2006

The Gujarat State Human Rights Commission is an autonomous state body with [quasi-judicial](#) powers tasked to investigate any violation of [human rights](#) in the western state of [Gujarat](#) in India. The body was constituted on 12 September 2006.¹

(Source: <https://www.facinghistory.org/for-educators/educator-resources/universal-declaration-human-rights-timeline>)

RESEARCH METHODOLOGY

Research Objectives

- To know current situation of human rights education in state of Gujarat
- To recommend teaching and evaluation model for human rights at school and college level.

Research Design

We have adopted explorative research design. We make an attempt to know the current situation of human rights education. We have make an attempt to suggest teaching methodology for th subject on the basis of current syllabus and student' learning approach.

Data Collection Tools

- Primary Data: We have collected data from the experts of field. We have collected data in the form of structured interview of eminent lawyer Mr.Utpal Dave. A senior advocate at Gujarat High court since last 26 years.
- Secondary Data: We have collected secondary data from various books, journals and reports relating to Human Rights.

Data Collection Techniques

We have arranged indepth structured interview of expert of the subject Mr. Utpal Dave.

FINDINGS

General Findings

1. Role of regulatory body for designing syllabus of the state as well as for central board is negligible in the current scenario for human rights education.
 2. Clarity about syllabus for the topic is missing.
 3. No emphasis is given on Interactive sessions in the subjects like civic and history which covered all human rights directly and indirectly covered.
 4. No uniform syllabus and policy for education of human rights has been adopted by the different states for school level as well as at graduation level.
 5. UGC a one of the most important powerful authority and regulating body of the country has recommended education of human rights are higher education. However we couldn't find any topic relating to such in the syllabus of graduation as well as post-graduation in arts commerce and science.
 6. In the school curriculum also human rights are part of civic and history only. Direct teaching of human rights is intentionally lower as compare to other subjects.
 7. Indian constitution is one of the important document for democracy of the country. However it is surprising to know that at school level very few topics are covered from such and at graduation level there is no inclusion of it in formal education at all.
- Excerpts of Interview of expert.

On the basis of interview with lawyer Mr Utpal Dave we can conclude following:

1. *To what extent education of Human Rights is important in the current situation.*
 2. *Do you think that education of Human rights can bring awareness amongst majority of country citizen?*
 3. *What is role of Human Rights in Indian Democracy?*
 4. *Do you think that there is need of Human rights educational at school level so that now can develop awareness amongst young ones?*
- Knowledge of human rights is the best defence against these violation. Learning about human rights can create respect of each other in the society. It may lead to more tolerant and peaceful society. Need of promoting and protecting human rights can't be fulfilled without awareness and sensitivity towards human rights amongst citizens of the country.
 - Education of human rights may lead to impartment of skills to promote human rights in daily routine life.
 - An educated civilization can only know its rights and hence they have the knowledge to protect them.
 - Education can give foresight towards others. It enhances our horizons to understand different stakeholders of society and only to one self.
 - Without human rights education we can't recognise universality of human aims and aspiration.
 - Article 51 of Indian constitution 1950 has imposes a duty on all citizens to develop humanism and spirit of equality. Effective discharge of such can't be possible without education of human rights.
 - According to article 45 of Indian constitution Education in the country is compulsory and free for every child up to the age of 14. Human rights are a requisite for peace, development and democracy. India is the largest democracy in the world. It is also a big country with lot of human rights challenges. The major population of India resides in villages which do not get sufficient education support. About 35% of population is illiterate. Problems like human trafficking, exploitation of women commercially, and sexually, caste related issues etc are leading to violation of human rights.
 - Violation of human rights in the country may put question mark on sustainable development of country. For the sake of democracy and sustainable development human rights education is necessary.

Do you think that due to such education behaviour of the people in the society amongst others may change in long?

- Education of human rights can change the behaviour of people in long term. Human rights demand recognition and respect for the inherent dignity to ensure that everyone is protected against abuses which undermine their dignity, and give the opportunities they need to realize their full potential, free from discrimination.
- 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. All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood. Kant said that human beings have an intrinsic value absent in inanimate objects. To violate a human right would therefore be a failure to recognize the worth of human life. Human right is a concept that has been constantly evolving throughout human history. They have been intricately tied to the laws, customs and religions throughout the ages. Most societies have had traditions similar to the "golden rule" of "Do unto others as you would have them do unto you." The Hindu Vedas, the Babylonian Code of Hammurabi, the Bible, the Quran (Koran), and the Analects of Confucius are five of the oldest written sources which address questions of people's duties, rights, and responsibilities.

- Human rights are fundamental to the stability and development of countries all around the world. Great emphasis has been placed on international conventions and their implementation in order to ensure adherence to a universal standard of acceptability. With the advent of globalization and the introduction of new technology, these principles gain importance not only in protecting human beings from the ill-effects of change but also in ensuring that all are allowed a share of the benefits. The impact of several changes in the world today on human rights has been both negative and positive. In particular, the risks posed by advancements in science and technology may severely hinder the implementation of human rights if not handled carefully. In the field of biotechnology and medicine especially there is strong need for human rights to be absorbed into ethical codes and for all professionals to ensure that basic human dignity is protected under all circumstances. For instance, with the possibility of transplanting organs from both the living and dead, a number of issues arise such as consent to donation, the definition of death to prevent premature harvesting, an equal chance at transplantation etc. Genetic engineering also brings with it the dangers of gene mutation and all the problems associated with cloning. In order to deal with these issues, the Convention for the Protection of Human Rights and Dignity of the Human Being with Regard to the Application and Medicine puts the welfare of the human being above society or science.
- However the efficacy of the mechanisms in place today has been questioned in the light of blatant human rights violations and disregard for basic human dignity in nearly all countries in one or more forms. In many cases, those who are to blame cannot be brought to book because of political considerations, power equations etc. When such violations are allowed to go unchecked, they often increase in frequency and intensity usually because perpetrators feel that they enjoy immunity from punishment.

Do you think that education of Human Rights should be in the same manner and way as UN's recommendations?

Step 1: Establishing a national committee for human rights education

A national committee should be established in each country, according to national conditions and should include representatives of appropriate government, agencies and non-governmental organizations with experience in human rights and human rights education or with the potential to develop such programmes.

Step 2: Conducting a baseline study

If it has already not been undertaken, a baseline study or needs assessment will be a critical aid in determining the more pressing local and national needs. Accordingly, once the committee is constituted, one of its early activities should be to conduct or commission a systematic study about the state of human rights education in the country, including the areas where human rights challenges are greatest, the available level of support and the extent to which the basic elements of a national strategy are already in place.

Step 3: Setting priorities and identifying groups in need

Priorities in human rights education will need to be established for the short, medium and long term on the basis of the findings of the baseline study. These priorities might be set on the basis of the most pressing needs (for example, among groups that are clearly in need of human rights education) and on the basis of the opportunity (for example, if certain groups or institutions have requested assistance in setting up human rights education programmes).

Step 4: Developing the national plan Components

In response to the needs identified in the baseline study and to the national context, a national plan of action should include a comprehensive set of objectives, strategies and programmes for human rights education and evaluation mechanisms.

Step 5: Implementing the national plan

Effective implementation is essential for the credibility of the national plan. The plan should bear in mind the possibility of a variety of inputs in federal systems and the relevance of the regional and local levels. Implementation is linked to a number of measures including responsive policies, law, mechanisms and resources (human, financial, information and technological), and may vary from country to country.

If these steps suggested by UN, is followed in Gujarat as well as India, it can be very beneficial.

Should we have centralized and uniform syllabus.

- Basically, talking about Gujarat, it has a perfect syllabus method. NHRC reports that in Standard 01 to 05 there is a indirect knowledge of 4%. Similarly, in Standard 06 to 08 there is direct knowledge of 1% and 11% of indirect knowledge. In Standard 09 to 10 there is direct knowledge of 1% and 8% of indirect knowledge. In grade 11-12 the knowledge is same as standard 09 to 10.
- If there would be same syllabus for all standards, then there will be no equality. It is obvious that a student of standard 01 has not the same understanding as of standard 10.

- Hence it should be according to the intelligence levels of students. Along with it every state has different language, culture, education levels are different so one cannot generalise same syllabus for the whole country.

Do you think that education of human rights should be compulsory in nature? And should it be part of regular curriculum?

- The contemporary conception of human rights has historical roots. Rousseau, Socrates, and Plato in the West, and Manu, Vyasadeva, Gandhi, Aurobindo, and others in India have enunciated principles of human rights. Important milestones in the struggle for human rights are the struggle between the British crown and Parliament, the French revolution, the struggle for American independence, the Russian revolution, and the adoption of the Universal Declaration of Human Rights by the United Nations on 10 December 1948. The Declaration symbolized the beginning of the international human rights movement. In 1959, children's rights to life, education, health, protection, and development were proclaimed in the Declaration of the Rights of the Child.
- The reports of various Education Commissions and the statement of educational policy have articulated the importance of the right to education and education in human rights as part of the effort to reform and develop education. They assign special status in the national educational system to women, scheduled castes, scheduled tribes, minorities, and the handicapped, and emphasize values education. They also define the basic components of the core curriculum, which reflects some important human rights concerns. The National Curriculum Framework is provided for by the 1986 National Education Policy. It covers core elements that cut across narrow subject boundaries and is designed to promote values such as India's common cultural heritage, egalitarianism, democracy, secularism, equality of the sexes, observance of small-family norms, and inculcation of scientific temper, among other things.
- Schooling provides not only basic education but also, under the best circumstances, aids a child to explore the world and express ideas. The school can help establish an intellectual basis for teaching the historical development of human rights and their contemporary significance. This knowledge should ultimately extend beyond the pupils' immediate environment and culture. Human rights should be presented in the context of a society's moral and social traditions. The school is not just for transmitting a national ideology and a common historical memory through the curriculum. On a deeper level, like the political nation, the school forms a constructed place in which students, like citizens, are treated equally, irrespective of their background. The concept of the school is like the "concept of citizenship, impersonal and formal. By understanding the idea of school as a community, citizens will learn to understand and feel included in the political nation" (Osler and Starkey 1996). The school is a model of good society as John Dewey (1909) suggested. Schools are places where it is theoretically possible to operate a community based on social justice and human rights.

The climate of a school should encourage open expression of views and dialogue between students and teachers. The school can work toward building a closer relationship between itself and the community. Human rights should permeate the whole school--from its ethos and organization to the content of its curriculum.

Does the form of education of human rights(delivery methods) and its evaluation at different level may affect interest of subject amongst the student?

Human rights education can be incorporated into the school curriculum in several ways:

The formal curriculum: Schools may choose to examine their present curriculums and identify areas where themes and elements of human rights education already exist. Human rights education is considered the most important part of the core curriculum of good general education.

The informal curriculum: Human rights education can also be promoted through the extracurricular and co-curricular activities of the school.

The hidden curriculum: Human rights education should also address the farreaching hidden curriculum of the school to create a school atmosphere that truly reflects respect for human rights. Values, attitudes, knowledge, and patterns of behavior should be integrated into the students' personal experiences in order to help them view reality critically.

The contexts of and approaches to incorporating human rights education in the curriculum are the following:

- Direct context: This involves including specific topics or subjects that focus on human rights education into mathematics, science, or history subjects, for example. India has introduced human rights education at the higher education levels. Recently, the Indira Gandhi National Open University (IGNOU) started a certificate course in human rights education.
- Indirect context: This involves the use of all school subjects as vehicles for human rights education. Some examples are (i) creating "learning units in human rights" in order to integrate the content of different subjects toward solving a particular problem and (ii) including human rights elements in every subject.

- Implicit context: This involves the creation of a sociocultural ethos in schools that will develop students' understanding of human rights.
- The question is how to introduce the new curriculums at various levels. It is obvious that one more subject cannot be added to an already overloaded curriculum, as it would constitute a violation of human rights of sorts. Human rights education should be integrated into existing curriculums. The question, however, is what and how much is to be integrated. The answer requires a selection of issues. Teaching the basic rights may be done under the umbrella of ethics. At the secondary level, basic and other rights may be introduced into existing foundation courses.
- The first question in curriculum building is in what way human rights issues can be structured and elaborated upon at different levels.
- The curriculum, among other things, stresses the following core values:
- Issues of human rights and democracy: (i) dignity; (ii) equality; (iii) justice; (iv) protection of rights; (v) freedom of participation; (vi) freedom of speech and expression; and (vii) freedom of religious belief.
- Values and attitudes: (i) human rights and democracy; (ii) cooperation and solidarity; (iii) preservation of culture; (iv) self and others; (v) internationalism; (vi) protection of the environment; and (vii) spirituality.
- These values are deemed universally acceptable and desirable in such documents as the Declaration, the Convention on the Rights of the Child, the Convention on the Elimination of Discrimination against Women, etc.
- Human rights education is interdisciplinary. The central area may be outlined as follows: (i) education for tolerance; (ii) democracy and national understanding; (iii) protection of human rights; (iv) violation of human rights and democratic freedom; (v) economic rights; (vi) civil rights; (vii) critical thinking; (viii) scientific temper; (ix) intellectual honesty; (x) justice and empathy; (xi) legal awareness; (xii) equality of educational opportunity; (xiii) gender equality; (xiv) political economy and humanism; (xv) minority rights; (xvi) local government and civic rights; (xvii) constitutionalism and legitimacy; (xviii) history and philosophy of human rights; (xix) world citizenship; (xx) role of the UN; (xxi) human rights and national and world histories; (xxii) international understanding; and (xxiii) environmental protection.
Human rights education should focus on attitudes of tolerance, respect, and solidarity, and develop individual awareness of how human rights can be translated into social and political reality.

The model of teaching methodology and evaluation found appropriate for implementation of human rights education.

SUGGESTIVE MODES

Education of human rights is one of the important aspect in the education of individual of country. Looking to the present ambiguity in syllabus designing as well as delivery in the class room for the human rights education we have developed two different models. One model is for curriculum designing or framework determination the Human Rights. Second model is relating to use of different tolls of teaching and evaluation of student.

Teaching Framework

On the basis of current scenario fo education of human rights in the state of Gujarat we recommend following teaching/Syllabus or curriculum framework for school and college level.

MODEL OF TEACHING/EDUCATION OF HUMAN RIGHTS

Year of Teaching	Objective of Teaching	Tool of Teaching to be taken into account	Teaching and Practical portion ratio	Student contact Hours (for all standards together)	Class Room Teaching Hours (for all standards together)
Std. 8-10	Conceptualisation	Storytelling and Text book picture presentation	80% Practical and 20% Theory	20	30
Std. 11-12	Awareness	Text book with cases lets for better understanding	60% Practical and 40% Theory	30	20
Graduation (All Three Years)	Adoption	Rights to be taught with reference to human values. Behaviour of	50% Practical and 50%	15	25

		Organisaiton along with the individuals is to be studied.	Theory		
Post-Graduation (All Two Years)	Cognisant thinking	International Human Rights exposure and redresses mechanism along with International case studies.	40% theory and 60% Particles.	15	25

- Division of entire syllabus into two parts is necessary for making subject interesting and effective. Hence practical and theory portion need to be included in the syllabus separately and identifiable way.
- Hours of teaching and hours of contact with the students are accumulated hours of all three or two standards or years.
- Student contact hours means and includes hours spent spend by teacher to explain various projects, assignments, practical, case study and other practical aspects of the human rights teaching.
- Tools of teaching need to be specified in the syllabus indirectly as guideline to the teachers.

Teaching Pedagogy and Evaluation patter

Syllabus designing can give and idea about teaching frame work or scope of the topic. However specification about teaching methodology or use of different teaching tools are important to make teaching interesting and effective both. Teaching tools are to be used differently at different level of students. Following is suggestive mix of teaching tools as well as evaluation pattern for different standards. We have taken care about burden of other subjects also on the head of students while suggesting both the models.

Year of Teaching	Teaching tools to be used along with regular class teaching	Time to be utilised for such Tool	Advantages of such teaching tools	Tools to be used for Evaluation
Std. 8-10	Story telling Picture Story Games Role Play	1/3rd of Total class room teaching	Quick Understanding Better grasping Clarity about Human Values	Objectives
Std. 11-12	Quiz Debate Group Discussion Role Play	1/3 rd of Total class room teaching	Encourages group understanding Peer learning	Group Poster Presentation Debate
Graduation (All Three Years)	Case discussion Field Trip either virtually or physical coving various authorities	1/4 th of Total Class Room Teaching	Understand practicality of subject clearly Able to know redress of the case	Situation analysis Verbal exam
Post-Graduation (All Two Years)	International and National cases/events/topics for discussion	1/4 th of Class Room Teaching	Can develop better policies in the organisation Implement rights effectively	Mock Trials Surveys and Opinion pole

SUGGESTIONS

Syllabus inclusion

Syllabus designing is one the important crucial function in the education of human resources. In the syllabus of school education of human rights need to be spread across all standard. Depending upon ability of understanding of the student one should kept syllabus or topics of human rights. Selection of teaching methodology is one of the important aspect in the making syllabus effective and useful for the students.

On the basis of current teaching practices of various schools of Gujarat and college we can recommend following for syllabus designing.

1. One should make three parts of teaching human rights at school level. One is primary section, secondary section and higher secondary. Similarly one should keep such topics at third year syllabus in compulsory manner. Making such subject compulsory to learn make significant change.
2. Syllabus is required to be prepared in such a manner so that one can adopt it very easily. One should not feel that him or her consider human rights as new subject. One should not promote it as new subject but its part of one of subject which they are familiar with.

3. Syllabus is to be designed in such a manner so that rights can be easily understood with the daily routine work. Hence one can connect topic with the situation easily and correctly.
4. Interaction between student and faculty and students and student is need of an hour. Curriculum designer need to consider such fact while developing it at different level of education.
5. Major events/cases relating to human rights protection in Gujarat, India and world need to be covered with intention to create awareness amongst young one.
6. Important documents for the human rights protection like international conventions, national policy and UNESCO and other bodies need to be discussed,
7. Human rights are based on human values. Hence human rights are required to be discussed with reference to human values. Different economic philosophies like socialism, communism and capitalism need to be linked with the human rights.
8. Inclusion of human rights in the subjects like history and civic is more logical. However the way of presentation of such complex topic is important. Hence syllabus designer need to synchronise different rights or similar topic with civic and history.

Teaching Methodology

1. Teaching methodology need to be developed with reference to age of the students.
2. Ability to understand complex topic is different for different students. One should develop teaching methodology based on maximum interaction between student and teacher.
3. Perspective of teaching at different year is different. One should take into account such aspects while selecting teaching methodology or class delivery design.
4. Human rights need to be explain with other subjects or topics. One need to develop teaching plan so that other subjects need to be synchronised with the human rights.
5. Teaching methodology which develops better attitude towards the human rights to be utilised.

Evaluation Patten

1. Objective oriented teaching and evaluation is to be developed.
2. Evaluation on the basis of writing is to be reduced to great extent. Hence one should use projects, assignment and group discussion etc.
3. Teaching methodology and evaluation methods need to be matched.
4. Flexibility in terms of evaluation pattern is to be given to the respective boards.
5. Depending upon objectives of teaching like aweress, adoption and cognitive thinking evaluation pattern is to be determined.
6. Evaluation of school students on the basis of various "Visual" forms is more preferable.
7. Hours required for evaluation is to be determined per year. Outcome based teaching and evaluation is required to be designed.

Teacher's Training Programme

Teachers are required to be prepared for the human rights teaching at school and college level. Separate short term courses are to be designed for the training to teachers. The approach for the teaching to teachers should be multidisciplinary in nature. One should design teacher's teaching programme in such a manner special teaching pedagogy to be used for teaching human rights need to be taught. Separate training is to be organised for secondary, higher secondary and graduate teachers

Lawyers, Social activist and senior teachers who have experience of teaching should be included as resource persons for the teacher's training programme. Teacher's test is also necessary at the end of training programme.

CONCLUSION

Role of regulatory authority is significantly higher in education also. Human rights education need to be implemented with the help of such regulatory authority. In the state of Gujarat present situation of education of Human Rights is not up to the mark. Education of human rights is utmost necessary and our legal system has made it compulsory in nature. One need to work in major three domain for developing better human rights education system in the state. First id curium designing, second is curriculum delivery and third in evaluation of the students.

Monitoring of all three components need to be assigned to the education board of respective state and Universities of state. Central government need to issue directives only. The fruits of such education system can be obtained by the society in the form of more tolerant citizens and sustainable society over a period of time. These efforts will develop true human values amongst future citizens of country who will emphasis on equality.

REFERENCES

- https://en.wikipedia.org/wiki/National_Human_Rights_Commission_of_India
- https://en.wikipedia.org/wiki/Gujarat_State_Human_Rights_Commission
- <https://www.homeschoolacademy.com>
- <http://nhrc.nic.in/publications/annual-reports>
- <https://www.un.org>
- National Council of Educational Research and Training. 2000. National Curriculum Framework for School Education. New Delhi: NCERT. Saxena, K.P.C. (ed.). 1994. Human Rights—Perspective and Challenges. New Delhi: Lancer Books
- Panda P., "Human Rights Education in Indian Schools: Curriculum Development",
- Rao P.V., "Objectives Of Human Rights In India ", RJPSSs Vol. 40 No. 2, 2014 ISSN: (P) 0048-7325 (e) 2454-7026
- Thilagavathy, T., "Human Rights Education In India: Importance, Present Status And Future Actions, Asia Pacific Journal of Research ,Vol: I. Issue XXXVI, February 2016 ISSN: 2320-5504, E-ISSN-2347-4793.

Annexure:

List of Questions for Structured Interview

EDUCATION OF HUMAN RIGHTS IN GUJARAT: AN EYE OPENING SITUATION

Objectives:

- **To evaluate present situation of education of Human Rights in Gujarat**
- **To know the suggestive form of teaching methodology for teaching Human Rights in Gujarat.**

LIST OF QUESTIONS FOR INTERVIEW

1. To what extent education of Human Rights is important in the current situation.
2. Do you think that education of Human rights can bring awareness amongst majority of country citizen?
3. What is role of Human Rights in Indian Democracy
4. Do you think that there is need of Human rights educational at school level so that now can develop aweress amongst young ones?
5. Do you think that due to such education behaviour of the people in the society amongst others may change in long?
6. Do you think that education of Human rights should be in the same manner and way as United National's recommendations?
7. Should we have centralised and uniform Syllabus
8. Do you think that education of human rights should be compulsory in nature? And should it be part of regular curriculum?
9. Does the form of education of human rights (delivery methods) and its evaluation at different level may affect interest of subject amongst the student?
10. Following is suggestive format for Human Rights Education. Do you agree for such?

Education at	Objective of Education	Tool of Education to be used for effectiveness	Proportion of Practical and theory evaluation
Secondary School	Conceptualisation of Human Rights	Lecture, Videos, Class Room Activities and Role Play	80% Practical & 20% Theory
Higher Secondary School	Awareness	Lecture, Explanation with Some Legal aspects, Current affairs relating to Human Rights in India and Abroad	60% Practical and 40% Theory
Graduation	Adoption	Exhaustive explanation with reference to fundamental duties and fundamental rights.	30 Hours Teaching is compulsory. 50% Practical and 50% Theory
Post-Graduation (Only in LLB)	Expertise in interpretation of behaviour which is not protecting human rights	Various Case Laws and Interpretation of actions at various places of the world. Discussion of selected cases which had been referred to International Authority. Explanation about procedural aspects for filing complaint at various authorities of human rights to be explained	30 Hours Teaching is compulsory. 40% Practical 60% Tehory