

**ROLE OF EDUCATION IN PROTECTION OF HUMAN RIGHTS: AN ANALYSIS**

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**ABSTRACT**

*Human rights are those rights which belong to an individual as a consequence of being human. These are the inherited rights by birth irrespective of their caste, creed, religion, sex and nationality. India being a diverse country with its multicultural, multi-ethnic and multi-religious population, the protection of human rights is the sine qua non for peaceful existence. Education plays a vital role in promoting and protection of human rights. Education creates awareness among the people about the human rights and the means to protect them. On this backdrop, an attempt is made to study the significance of human rights in day to day life and the role of education in protecting and promoting them.*

**Keywords:** Human Rights, Inherited, Constitution, Education and Violation

**1. INTRODUCTION:**

Human rights denote all rights that are present in our society and without which one cannot live as human beings. Human Rights are commonly understood as “inalienable fundamental rights to which a person is inherently entitled simply because she or he is a human being”. The Human Rights Act, 1993 defined Human Rights as, “the rights relating to life, liberty, equality and dignity of the individual guaranteed by the constitution or embodied in the International covenants and enforceable by courts in India.” They are based on elementary human needs as imperatives some of these human needs are elements for sheer physical survival and health other are elemental for psychic survival and health. All are equally entitled to human rights without discrimination and these rights are all interrelated, guaranteed by law, in the forms of international law, general principles and other sources of international law.

Human rights are of many types: *first generation rights* and *second generation rights*. The first generation rights include civil and political rights and second generation rights include the social, economic and cultural rights. They are universal and same for everyone and entail both right and obligation. Human rights are the basic freedoms and protections that all people are entitled to. These are the rights that all have whatever nationality, place of residence, sex, national or ethnic origin, colour, religion, language, sexual orientation or any other status. These rights are all related to one another, dependent upon one another and indivisible from one another and are closely related to values such as justice, equality, a fair go and democracy.

Education plays a significant role in creating awareness of the human rights that are to be enjoyed by all with no discrimination. It is true that the potential of education is to inculcate and imbibe the values of human rights and values in a person and use them in his life. Without proper education one cannot be introduced with these essential philosophic and their basic rights and obligations. Now-a-days the concept of expanding human rights through education is popularized and encompassed as the third generation rights. Education aims to build an understanding and appreciation for human rights through learning about rights and learning through rights. Education not only imparts knowledge about human rights but also ensures young people learn in a rights-respecting environment - an environment that respects their rights and promotes the rights of others.

There are three main elements of education:

- The acquisition of knowledge and skills about human rights
- The development of respectful values and attitudes and changed behaviour that reflects human rights values, and
- The motivation of social action and empowerment of active citizenship to advance respect for the rights of all.

Education encourages using human rights as a frame of reference in human relationships with others. It encourages inquiry, forming arguments, deciding, cooperating, evaluating, sharing and living according to values. It also encourages to critically examine attitudes and behaviours and, ultimately, to transform them in order to advance respect for the rights of all.

## **2. LITERATURE REVIEW:**

There have been numerous thought provoking studies on human rights and violation of them. Human rights violation has become a worldwide phenomenon and is increasing day by day,

i.e. developing countries like India, which boasts of “unity in diversity” witnesses such violations almost every day. The literature review gives national and international evidence into the concept of human rights and the significance of education in protecting and promoting the human rights that can inform policy development and debate that explores contemporary moves to initiate cultural change within the economy.

D. K. Basu defines human rights as those minimum rights, which every individual must have against the state or other public authority by virtue of his being a member of human family irrespective of any other consideration. Human rights are, therefore based on elementary human needs as imperatives. Some of these human needs are elemental for sheer physical survival and health. Others are elemental for psychic's survival and health. Thus, the human rights can be perceived and enumerated.

Chaudhary (2005) states that human rights and poverty are inter-related and there is organic interface between the two in the negative sense because poverty and violation of human rights go hand in hand but poverty is not the only manifestation of violation of human rights. The causative factors contributing to the gross violation of human rights are historical and contextual as well as global and local in nature. Malhotra et al., (2005) point out that in spite of various constitutional safeguards, violation of human rights takes place every day in a variety of forms such as breach of civil, and political rights, discrimination against minorities, women and weaker sections of society like scheduled caste and scheduled tribes, arbitrary arrest, torture and death of suspected culprits in the police custody, female infanticide, killing of suspected militants in police custody, religious violence, child labour, ethnic killings and kidnapping for ransom. Narain (2005) observes that poverty as a denial or violation of basic human rights because it violates one's dignity.

Education and enlightenment can go a long way to break the social, economic and cultural shackles that have bound women and dalits. Human Rights Violation not a day passes without papers reporting violation of human rights. Human rights violation has become a worldwide phenomenon and is increasing day by day, i.e. developing countries like India, which boasts of ‘unity in diversity’ witnesses such violations almost every day. India have enacted legislations with the sole aim of putting an end to such violations. Karthikeyan (2005) highlighted the role of police as protectors of human rights and shows terrorism as the gravest violation of human rights. According to Sharma (2002) violation of human rights is one of the most worrying problems of our times for the entire civilization of the world. All value-based

violence which contravenes the generally accepted norms of social order, human behaviour and right to life and equality of all men, is retrogressive. Terrorism is negation of life and violation of the norms of human behaviour recognized by all civilized people of the world. Stephen (2002) emphasizes the fact that human beings should overcome the problem of human right violation as they live and respond creatively. Kumar and Srivastava (2001) argue that there is no doubt that corruption creates a vicious atmosphere of human rights violation. As a consequence, civil, political, economic, social and cultural rights of people are violated. Stephen (2002) studied that the human rights violations are taking place in the local and global context every day in the form of patriarchy, fascism, colonialism/imperialism and discriminations based on race, class, or gender. The western imperialism has contributed so much to global level human right violations.

Ramakrishnan (2008) asserts that every day in some part of our world, women are being brutalised. They are being raped and mutilated. Like inequalities in wealth, the description of women's rights varies from place to place. Even the most basic of human rights, the right not to be violated sexually or otherwise are violated and many violations are committed against many women. Behera (2006) observes that in all societies, to a greater or lesser degree, women and girls are subject to physical, sexual and psychological abuse that cuts across lines of income, class and culture. Devi and Prema (2006) assert that violence against women should be viewed as a human right violation and a crime, detrimental to the development of women and the society. Capacity building, awareness generation and developing leadership skills among women can help them gain confidence to raise a voice against violence and assert their rights.

Dr. Kothari (1964-66) tried to emphasise the value viz., democracy, socialism, and equality of all religions. He attached great importance to achieve skills through science and technology and also balanced development of human values. National Education Policy (1986) studied Indian background and came to the conclusion that religious education is not possible in India as India is a country with many religions. N.E.P. (1986) therefore advocated the concept of value education, giving extensive meaning to the term moral education. H.G. Wells opines that "Human history becomes more and more a race between education and catastrophe". US President Roosevelt says that "To educate a man in mind and not in morals is to educate a menace to society"

### **3. DATABASE & METHODOLOGY:**

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. Education has a very important role to play for promotion and protection of human rights. Education makes aware about social, economic, cultural, civil and political rights. On this backdrop, present study “*ROLE OF EDUCATION IN PROTECTION OF HUMAN RIGHTS: AN ANALYSIS*” is undertaken with the under mentioned objectives:

- 1) To overview the concept of human rights
- 2) To analyze the importance and values of human rights in day to day life
- 3) To overview the aim and dimensions of education
- 4) To analyze the role of education in protecting and promoting them
- 5) To analyze the hurdles in enjoying human rights
- 6) To analyze the causes for the violation of human rights
- 7) To analyze the measures to protect human rights
- 8) To overview the Policies for Protection of human rights in India
- 9) To derive conclusions and suggestive measures for the protection of human rights

For accomplishing the objectives, secondary data available through books, journals, papers and various websites is obtained. To make the study more interesting and meaningful, the collected data is tabulated and inserted graphs. Interpretation of the data is of qualitative in nature.

#### **4. ANALYSIS:**

Human beings are rational beings. They by virtue of their being human possess certain basic and inalienable rights, which are commonly known as human rights. Since these rights belong to them because of their very existence, they become operative with their birth. Human rights, being the birthrights are therefore, inherent in all the individuals irrespective of their caste, creed, religion, sex and nationality. These rights are essential for all the individuals as they are consonant with their freedom and dignity and are conducive to physical, moral, social and spiritual welfare. Because of their immense significance to human beings, human rights are also sometimes referred to fundamental rights, basic rights, inherent rights, natural rights and birthrights.

All those rights, which are essential for the maintenance of human dignity, may be called human rights. The world conference on Human rights held in 1993 in Vienna stated in the Declaration that all human rights derive from the dignity and worth inherent in the human

person, and the human person is the central subject of human rights and fundamental freedoms. Human rights being essential for all-round development of the personality of the individuals in the society, be necessarily protected and be made available to all the individuals. The need for the protection has arisen because of inevitable increase in the control over men's action by the Governments which by no means can be regarded as derivable. The consciousness on the part of the human beings as to their rights has also necessitated the protection by the states. It has been realized that the functions of all the laws whether they are the rules of municipal law or that of international law should be to protect them in the interest of the humanity.

#### **4.1. International Perspective:**

In 1929, the worth of the human personality was realized and the Institute of International law issued a proclamation of the rights of the man against the state. However instead of enumerating the rights of human beings it laid down six duties of the states which are:

- (i) To recognise the right of every individual to life, liberty and property and to accord to all within its territory the full and entire protection of their right without distinction as to nationality, sex, race, language or religion.
- (ii) To recognize the right of every individual to the free practice, both public and private of every faith, religion or belief.
- (iii) To recognise the right of every individual both to the free use of the language of his choice and to the teaching of such language.
- (iv) To recognise that no motive based directly or indirectly on distinction of sex, race, language or religion, empowers states to refuse to any of their nationals, private and public rights.
- (v) To recognise that the equality as contemplated herein is not to be nominal, but effective.
- (vi) To recognise that except for motives based upon its general legislation, no state shall have right to withdraw its nationality from those whom for reasons of sex, race, language or religion, it should not deprive of the guarantee contemplated in this proclamation.

These duties based the conviction arrived by the President Franklin D. Roosevelt, on 6<sup>th</sup> January 1941 and issued a proclamation, known as "*Four Freedoms*" viz.,

- (i) Freedom of speech
- (ii) Freedom of religion

- (iii) Freedom from want
- (iv) Freedom from fear

He also declared that “Freedom means the supremacy of human rights everywhere. Our support goes to those who struggle to gain these rights or keep them”.

#### **4.1.1. Emergence of Universal Declaration of Human Rights:**

The idea for the protection for human rights and fundamental freedoms was received in the Atlantic charter -1941 and the Declaration of the United Nations - 1942. Subsequently the United Nations realized that it should be an obligation of the international community to promote human rights. The Universal Declaration of Human rights was adopted in 1948 and two International covenants were adopted in 1966. The two international covenants, together with the Universal Declaration and optional protocols, comprise the International Bill of Human Rights. Thus, International Bill of Human Rights is a collective term applied to five major international instruments. These documents have laid the foundations from which other treaties and declarations have been adopted. Fundamental rights and freedoms contained in the International Bill of Human Rights have been further elaborated in over sixty human rights treaties concerning slavery, genocide, humanitarian law, the administration of justice, social development, religious tolerance, cultural cooperation, discrimination, violence against women, and the status of refugees and minorities. The Universal Declaration enumerated the basic postulates and principles of human rights in a most comprehensive manner. It dealt not only with civil or political rights, but with social and economic rights as well.

*Civil and Political Rights:* Articles 2 to 21 deal with those civil and political rights, which have been generally recognised throughout the world. These are:

1. Right to life, liberty and security of persons.( Article.3)
2. Freedom from slavery or servitude (Article 4)
3. Prohibition against torture, inhuman or degrading treatment or punishment (Article 5)
4. Recognition as a person before Law (Article 6)
5. Equality before the Law & protection of the law without any discrimination (Article7)
6. Effective remedy before the national tribunals (Article 8)
7. Freedom from arbitrary arrest, detention or exile. (Article 9)
8. Right to a fair and public hearing by an independent and impartial tribunal. (Art.10)
9. Presumption of innocence until proved guilty in a public trial with all guarantees

necessary for defence in criminal cases. (Art.11-I)

10. Freedom from ex-post facto laws (Art.11-II)
11. Right to privacy, family, home and correspondence. (Art.12)
12. Right to freedom of movement and residence within the borders of a state. (Art.13, I)
13. Right to leave any country, including his own and to return to his country. (Art.13)
14. Right to seek and to enjoy in other countries asylum from persecution (Art.14)
15. Right to a nationality (Art.15)
16. Right to marry and to find a family. (Art.16)
17. Right to own property.(Art.17)
18. Right to freedom of thought, conscience and religion (Art.18)
19. Right to freedom of opinion and expression (Art.19)
20. Right to freedom of peaceful assembly and association (Article 20)
21. Right to participate in the Government of his country (Article 21)

*Economic and Social Rights:*

1. Right to social security (Art.22)
2. Right to work and free choice of employment (Art.23)
3. Right to rest and leisure (Art.24)
4. Right to a standard of living for the health of himself and of his family (Art.25)
5. Right to education (Art.26)
6. Right to participate in cultural life (Art.27)
7. Right to good social and international order (Art.28)

Human rights are understood to encompass political, civil, economic, social and cultural rights. They are legally guaranteed by human rights law, consisting of treaties and declarations, guidelines and principles agreed under the auspices of the UN with the 1948 Universal Declaration of Human rights as a starting point. There are seven major conventions that set out what human rights mean and these include the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), the Convention of the Rights of the Child and the Convention on the Elimination of All Forms of Racial Discrimination. They are based on international government and civil society discussion and agreement, and every country in the world has ratified at least one of the seven core UN human rights treaties, and 80% have ratified four or more.

Being a tool to spread awareness and information and assimilating, creating and disseminating

knowledge amongst its recipients, education can play a crucial role at each of levels for promotion and protection of human rights. The Vienna Declaration adopted by General Assembly in 1993 incorporates a separate section on role of education protection and promotion of human rights. The human rights protection and promotion of gender equality requires more than numerical equilibrium, it also requires conceptual equilibrium, and a conscientious effort to redress inequality, as it exists.

#### **4.2. Significance of Education:**

Man is a social animal in that whatever he needs and wants he gets from the labour and cooperation of the society. Similarly, whatever he produces materially and whatever the knowledge he acquires are spreading to all people of the world. To cope with the diverse modern environments everyone should have holistic education to sympathize and live in tolerance with the standards of his fellow beings and also inculcates planned method of living. Education one would know the values of human life, how to respect others, how to be aware and avoid doing harm and at the same time, being ready to help others in all possible ways. The concepts of morality, ethics, duty, honesty, sincerity, kindness and compassion should be imparted. Each person should know how to adjust with others and be prepared to sacrifice his whims and pleasures for the benefit of the group or family so as to avoid conflict and live in harmony.

Education can be categorized into five divisions. To cope with the modern age, all these five kinds of education are needed for all people in the society and they are:

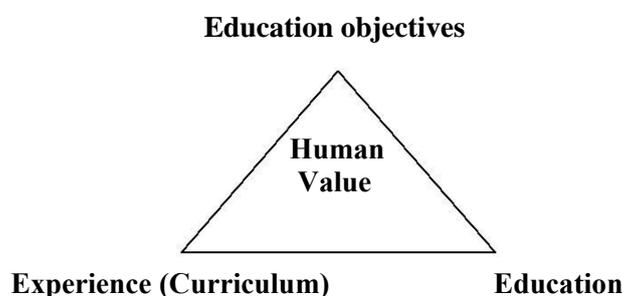
- i. *Cultural*: Learning life-education from parents without going to school is cultural education. This education naturally evolved according to the time, place and environment in which the people lived.
- ii. *Social*: Learning a virtuous way of life following morality, duty and charity is social education. This kind of education is a must for protection, help, distribution of commodities and facilities and for peaceful living with one's fellow beings.
- iii. *Productive*: The basic needs of mankind are food, shelter and clothing. Learning the process of producing the above, as well as other skills related to these industries is productive education.
- iv. *Science and technology*: Learning new technologies and enhancing the standard of living is the education of science and technology.
- v. *Spiritual*: Knowing the three invisible truths of the Unified Force, life force and universal and bio-magnetic forces and maintaining physical health and mental health

of self and society is spiritual education.

Lack of imperative systems of education emerges poverty, crime, conflicts, problems in life and wars etc. And also results in the torturing of mankind and suppressing the development of consciousness.

*Aims of Education:* Education enables the all round development of individuals - intellectual, mental and functional development. Moral, social and spiritual values are exchanged through the media of subject content; emotional development will easily be possible. Following are the chief aims of education:

1. Knowledge
2. Understanding
3. Application
4. Skill
5. Interest and aptitude
6. Appreciation
7. Inculcation of human values



Human value is an academic behaviour through which progress of individual, society; nation and international understanding are created. Education aims at all round development of human beings, therefore Cognitive, Conative and Affective domains are taken to task at learning levels for individual progress. By exchange of subject information, development in cognitive domain is easily possible. Application of skills is conative domain and is related to fixing of human values and its preservation.

According to Martin Luther King, *“The prosperity of a country depends not on the abundance of its revenues, not on the strength of its fortifications, nor on the beauty of its public buildings; but on its cultivated citizens, in its men of education, enlightenment and*

*character.”*

#### **4.2.1. Importance of education in human rights:**

A comprehensive education in human rights consists of two components:

- Knowledge and information on human rights and the mechanisms that protect these inalienable rights.
- Impart the skills needed to promote, defend, and apply human rights in daily life.

The need of promoting & protecting all human rights is important in order to secure full & universal enjoyment of these rights cannot be fulfilled without mass awareness and sensitivity to human rights issues. The grand agenda of global peace & prosperity is possible only with people understanding & imbibing the human rights values. Awareness is important in order to resolve the human right conflicts. This robust participation can be achieved only with education.

Children’s attitudes, ideas and characters are formed at a young age and these are heavily influenced by their environment, including their school education. Education is an effective means to assist children to incorporate human rights values into their attitudes and behaviours. Assisting young people to incorporate these values into their daily lives is a concrete way to prevent bullying, discrimination and promote inclusion and respect for diversity. Human rights provide a valuable framework for good inter-personal relations and for making informed and proportionate decisions:

- Education asserts the responsibility to respect, protect, and promote the rights of all people.
- Promotes democratic principles and examines human rights issues without bias and from diverse perspectives through a variety of educational practices.
- Helps to develop the communication skills and informed critical thinking essential to a democracy and provides multicultural and historical perspectives on the universal struggle for justice and dignity.
- Engages the heart as well as the mind and challenges students to ask what human rights mean to them personally and encourages them to translate caring into informed, nonviolent action.
- Affirms the interdependence of the human family and promotes understanding of the complex global forces that create abuses, as well as the ways in which abuses can be abolished and avoided.

Education in human rights is itself a fundamental human right and also a responsibility. Integral to learning about one's human rights is learning about the responsibilities that accompany all rights. Just as human rights belong to both individuals and society as a whole, the responsibility to respect, defend, and promote human rights is both individual and collective. Human rights education provides the knowledge and awareness needed to meet this responsibility.

The responsibilities of all citizens in a democratic society are inseparable from the responsibility to promote human rights. To flourish, both democracy and human rights require people's active participation. Education also provides a basis for conflict resolution and the promotion of social order. As a value system based on respect and the equality and dignity of all people, human rights can create a framework for analyzing and resolving such differences. It also teaches the skills of negotiation, mediation, and consensus building.

#### **4.2.2. Hurdles:**

Unfortunately, the very motivations and benefits of human rights pose direct challenges to their existence. Human rights are universal since they are said to belong to all humans in every society. Human rights are also supposed to be *inalienable*; because they flow from and protect human existence, they cannot be taken away without endangering the value of that existence. However, these universal and inalienable qualities of human rights are disputable in both their conception and operation.

India is the largest democracy in the world and also a big country with lots of human rights challenges. The major population of India resides in villages which do not get sufficient education support. Problems like human trafficking, exploitation of women commercially and sexually, religious violations, caste related issues are some example leading to human right violations. Moreover, many prisoners in India are also denied their human rights. They are detained without adequate reason.

#### **4.3. Role of education in promotion and protection of Human Rights:**

Education is a tool for creating the real idea of human rights and making people know its importance in their day to day life. It is also a tool for eliminating the violations of human rights. An educated civilization can only know its rights and hence have the knowledge to protect it. According to Kofi Annan, the former Secretary General of United Nations, "without education, we can see beyond ourselves and our narrow surroundings to the reality of global interdependence. Without education, we cannot realize how people of other races

and religions share the same dreams, the same hopes. Without education, we cannot recognize the universality of human aims and aspirations.” UN mandates that education shall be directed to the strengthening of respect for human rights & fundamental freedom.

It is important to make each and every people literate just not in order to make them educated and capable of earning but also recognize their rights towards themselves and each other. An educated person only can stand for its right. Human Rights Education (HRE) is about empowering the individual to both recognize human rights abuses and to commit to their prevention. Thus, a core part of HRE is the strengthening of respect for human rights. It is now a global responsible of every person and the government to promote education and hence promote human rights.

Article 51A (1) of Indian Constitution 1950, imposes a duty on all citizens to develop scientific temper, humanism and the spirit of inquiry reform. Right to Education has also been incorporated. The Constitution mandates the state to direct its policy towards securing that children are given opportunities and facilities to develop in a healthy manner and in conditions of freedom & dignity and that childhood and youth are protected against exploitation and against moral & material abandonment. HRE of the children as well as the other people is indispensable to the full realization of the responsibility under this constitutional directive.

Human Rights are not treated as a separate subject in the curricula. NCERT has called upon incorporation of certain emerging concerns including human rights in the course content. University Grants Commission appointed Sikri Committee in 1980 to consider and report on the different ways and means for promoting HRE in India. At college levels it was felt that all disciplines should be including human rights topics at least which are directly relevant to their disciplines.

#### **4.3.1. The Goals of Human Rights Education:**

Human Rights Education teaches both about human rights and for human rights. Its goal is to help people understand human rights, value human rights, and take responsibility for respecting, defending, and promoting human rights. An important outcome of education is empowerment, a process through which people and communities increase their control of their own lives and the decisions that affect them. The ultimate goal of it is people working together to bring about human rights, justice, and dignity for all.

Education about human rights provides people with information about human rights. It includes learning about:

1. the inherent dignity of all people and their right to be treated with respect
2. human rights principles, such as the universality, indivisibility, and interdependence of human rights
3. how human rights promote participation in decision making and the peaceful resolution of conflicts
4. the history and continuing development of human rights
5. international law, like the Universal Declaration of Human Rights or the Convention on the Rights of the Child
6. regional, national, state, and local law that reinforces international human rights law
7. using human rights law to protect human rights and to call violators to account for their actions
8. human rights violations such as torture, genocide, or violence against women and the social, economic, political, ethnic, and gender forces which cause them
9. the persons and agencies that are responsible for promoting, protecting, and respecting human rights

Education for human rights helps people feel the importance of human rights, internalize human rights values, and integrate them into the way they live. Education for human rights also gives people a sense of responsibility for respecting and defending human rights and empowers them through skills to take appropriate action. These skills for action include:

1. recognizing that human rights may be promoted and defended on an individual, collective, and institutional level
2. developing critical understanding of life situations
3. analyzing situations in moral terms
4. realizing that unjust situations can be improved
5. recognizing a personal and social stake in the defense of human rights
6. analyzing factors that cause human rights violations
7. knowing about and being able to use global, regional, national, and local human rights instruments and mechanisms for the protection of human rights
8. strategizing appropriate responses to injustice
9. acting to promote and defend human rights

Human rights should be part of everyone's education. However, certain groups have a particular need for human rights education: some because they are especially vulnerable to human rights abuses, others because they hold official positions and upholding human rights is their responsibility, still others because of their ability to influence and educate.

#### **4.3.2. Implementation of Right to Education (RTE) 2009:**

A Human rights-based approach of education assures every child a quality education that respects and promotes her or his right to dignity and optimum development. The right to education is marked priority on the agenda of the international community since right to education is not only a human right in itself but also is quintessential for the exercise of all other human rights. A number of human rights treaties accepted and developed social transformation. The right to education flows directly from the right to life. The right to life and the dignity of an individual cannot be assured unless it is accompanied by the right to education. Victims of injustice and violations of human rights will have no faith in justice and values. Right to education and HRE will fall through. The government and the society should be prepared to foot the bill if concrete results are desired.

#### **5. CONCLUSION:**

The study enunciates that inculcation of value education is for emotional development and through which men establish character, responsible citizens and sensitive personality of individuals. An individual so described discharges the responsibility of both rights and duties. It is in this sense that value education becomes indispensable for all round human development. There is no doubt that education has a major role to play for protection and promotion of human rights. Human Rights Education is considered as one of the major tools to stop the violations against human rights. Education should be imparted to each and everyone so that they understand the importance of human rights. Equality shall be the primary consideration in actions concerning children, respect for the views of the child are the general principles of the Convention on the Rights of a child. Education in their own mother language about human rights will make the learners more prompt about their values and ways to use them in their day to day life. The values of cultural diversity and social diversity should be inculcated as a basic teaching. For integration of human rights, the relevant subjects at the primary stage are languages & environmental studies. Education should impart gender

equality, respect for human dignity and rights.

All of this suggests that the time is ripe for HRE to come to the forefront of international consciousness, and to fulfill its intended role as a preventive tool. Education should be granted to one and all across the country and world. Human Rights are the basis of human values, disciplines and dignity. It should be enhanced, protected and promoted to every nook and corner with the help of education. It can be concluded that education plays a significant role in protecting and promoting the human rights by the words of Swami Vivekananda “*Education is not the amount of information that you put in your brain to run riot there, undigested all your life. We must have life building, man making, and character-making assimilation of ideas. If you have assimilated five ideas and made them your life and character, you have more education than any man who has got by heart a whole library*”.

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