

# Human Rights Education: A Way for the Abolition of Gender Inequality With Special Reference to Kaila Colony in Dholpur

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### Abstract

Gender inequality is a universal reality which has divided man and woman in the name of gender, putting man over woman. The truth is that woman in every country is capable of doing almost everything that man can do, but practically speaking, no country guarantees a status woman equal to man. She is underrated and underestimated just because of her gender. Now when in all the countries, woman has started seeking career for her outside the geographical boundaries of home, she is still waiting for her long-awaited existence. The reality of woman is just opposite to what is said about her in books and newspapers and constitutions. In India, the Constitution guarantees right of equality, but it seems to be just a mirage which the woman is following with a hope that someday she will be able to get what she deserves as a human being. The governments all over the world want the women to get over the blur of gender inequality through human rights education.

**Keywords:** Scenario, Erosion, Fundamental Rights, Silent Killer, Deprivations

### Introduction

The social scenario has been changing rapidly with no certainty about the direction that the existing value system and morality will adopt. The past which was a black one to all the women irrespective of their nationality, seems to be disappearing bringing new hopes to the women. We often use the term 'erosion of values'. This erosion of values is not only to be observed among the students, as is often lamented. We, as adults, are equally responsible for that. The need for being aware of what our rights as human beings are, was always there but it has become all the more intense in the current social scenario. United Nations has been working towards providing Human Rights Education by celebrating 1995-2004 as the decade for Human Rights Education. UNESCO has been promoting the World Programme for Human Rights Education (2005-ongoing), in close cooperation with the Office of the High Commissioner for Human Rights, targeting diverse communities, from students to civil servants to police officers. But teachers cannot wash their hands off from their responsibility of making the students aware of their rights as human beings as well as students.

Human rights may be said to be those fundamental rights to which every man or woman inhabiting in any part of the world should be deemed entitled merely by virtue of having been born a human being. Human rights are concerned with the dignity of the individual at a level of self-esteem that secures, identifies and promotes human Community. As a member of society every human being is bestowed with rights which belong to him or her absolutely. In order to have or to claim human rights, one need not be or do anything special other than being born as a human being. Since human rights cover people all over the world irrespective of their social, cultural, racial, ethnic, religious and communal differences, it is natural that they are a matter of grave concern. That's why, it is believed that only with the human rights education, gender inequality may be abolished.

### Gender Inequalities

Women form a major chunk of the society. Without woman the existence of no society can be imagined. Their presence, working conditions, aspirations, and problems cannot be ignored. Though development policies and performances have created a positive impact in

the position of women, they even now, are facing many problems and difficulties at home and working places. The Indo-anglian poetess Jayprabha is absolutely right when she communicates through her poem Stares that no place is a safe place for women on earth. Despite the rosy picture of greater ecological consciousness, the women, in the society, face many pre-existing gender inequalities.

#### **Gender Based Violence**

Violence against women in the families, at work places and also otherwise occurs in all the State of India, alike. Honestly speaking, the woman in India is a prey to every imaginable gender based violence. Her exploitation at home as a mother, sister, wife and daughter is apparent. Among many types of violences, the United Nations General Assembly has emphasized on violence which includes any act of gender based violence that results in or is likely to result in physical, sexual or psychological harm or suffering to women including threat of such acts, coercion or arbitrary deprivations of liberty whether occurring in public or private life. Women's equality is a pre-requisite for effective participation of women in strengthening the institutional structure of democracy. Women power of the country need to be assigned a key role in any development strategy. Gender inequality is the silent killer of human rights and a strong barrier in the way of development and progress of the country. Indian Parliament has passed a number of rules and regulations in regard to gender equality, however, it should be made practical to apply them all in favour of the half population of the country. Every citizen has to treat empowerment of women as a right and also can treat one's tragedy is every body's crises. The violence on women should be stopped in all parts of the country simultaneously and a strong platform, with empowering women, should be provided to these halves.

Human Rights Education is an indispensable part of the right to education and has of late gained larger recognition as a human right itself. The knowledge of the rights and freedoms, of oneself as much as of the others, is considered as a fundamental tool to guarantee the respect of all rights for each and every person. The key stone of human rights education is that the education should not only aim at producing trained professional workers but also inculcating in them a sense of higher purpose. Human rights education aims at providing people and students with the abilities to accomplish and produce societal changes. Education is widely acknowledged and seen as a way to empower people to improve their quality of life and increase their capacity to participate in the decision making process, leading to desired transformation in the social, cultural and economic policies.

National Human Rights Commission has devised a multi-pronged strategy for raising all round human rights literacy and awareness by focusing at all levels of education – primary, secondary and higher education. While the Commission has constituted a task force which has elaborately undertaken the exercise of re-modeling course curriculum for different human rights education courses at university level, for

the primary and secondary education level the NCERT has made a significant contribution by developing a national curriculum that has infused human rights elements in social science paper at school level. The present endeavour focuses mainly on human rights education at the level of imparters of education, i.e. the teaching professionals involved in various professional courses, such as B.Ed., L.T, etc. The present paper highlights the scope of human right education with several recommendations and suggestions.

#### **Objectives of the Study**

1. To study the women's history in the world
2. To be familiar with the existence and working conditions of the women in India
3. To peep into the situations that witness the woman's exploitation
4. To find out the various forms of exploitations being faced by the Indian woman
5. To learn about the gender inequalities and gender based violence being faced by woman in India
6. To study and be familiar with the concept of human rights education
7. To learn about the implications of the concept of human rights education
8. To find out the possibilities of the Indian women's joining the process of women empowerment through human rights education

#### **Hypothesis**

1. As the women in the other countries of the world, the woman in India is a prey to gender inequalities
2. No place guarantees her safety and security
3. She is a victim to gender based violence and is facing every form of violence
4. Human rights education can help her get over her problems and get a status equal to man
5. Most of the women in India are not being benefited by the human rights education

#### **Methodology**

With the sample size of 50%, the researcher conducted the study on 30 married women in Kaila Colony in Dholpur. For the purpose, she followed all the steps of social research suggested and prescribed by the eminent social scientists. For the sake of scientific spirit of work, observation method was adopted; participant observation was made and primary data were collected through a schedule with 20 questions covering various aspects of women in it. Besides, secondary data were also collected from books, journals and internet sites.

#### **Findings**

1. Of the thirty women selected for the study, 21 admitted that they are victims to gender based violence. They have to suffer for being from poor families, for not bringing much dowry, and for not being beautiful and modern
2. Seven of them were found victims of mal nutrition
3. One of them is bound to suffer at the hands of her own son who is not ready to keep her with him in his house just because she does not have money to give him

4. Four of them admitted that while with their parents before marriage, their parents, brothers and other male members of the family treated them merely as working machines, and were not allowed even to get primary education
5. Each of them is ignorant of human rights education. However, each of them is eager to get a status in the society equal to man
6. Six of them admitted that even after marriage they often fall victims to molestation by the male members of the locality
7. Each of them admitted that they are not as free to do or say anything as the male members of the family are.
8. Each of them is eager to change her destiny by joining the process of women empowerment.

#### **Conclusion**

The woman in India often keeps falling prey to gender based violence. Gender inequalities still exist in the society. The woman can never get a status equal to man until these gender inequalities are abolished and until the potential and worth of woman is realized. In the study, it was discovered that the women selected for the study were ignorant of human rights education. However, in case of such women, human rights education can be helpful. Human rights education should be included in the curriculum, but at the same time practical knowledge of human rights education should be imparted door-to-door to such type of women as are illiterate and being ignorant as are bound to suffer. It is evident that with the human rights education the women can solve many such of their problems.

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