

# HUMAN RIGHTS AND HUMAN DEVELOPMENT

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## ABSTRACT

Today, the strength of India's democratic and legal institutions as well as that of highly engaged civil society and a free press, rests on solid foundations. Indeed, India must be proud of its national protection system, which includes the National Human Rights Commission. The right to development is defined by a human right as per the Declaration on the Right to Development (1986). Education is a cornerstone of the rights based approach to development. The study examines the role of education as a specific human right, its importance in human development and its integral role in promoting human capabilities and freedoms. It states that in India human rights share an important motivation to promote human development and achievement. The human capability approach can inform and lead the discussion on the educational content, standards and context which develop human behaviour. The challenge of enforcing and the recognition of education as essential in the exercise of all human rights and the mutual support between education and the human capability approach to development.

## Introduction

Human Rights are individual, entitlements derived from human needs and capacities. All human rights are universal, indivisible and interdependent and interrelated. Human development is essential for realising human rights, and human rights are essential for full human development, according to the Human Development Report (2009). Every country needs to strengthen its social arrangements for securing human freedoms, with norms, institutions, legal frameworks and an enabling economic environment. Human development is about putting people at the centre of development. It is about people realizing their potential, increasing their choices and enjoying the freedom to lead lives without poverty they value. Human rights have intrinsic as well as instrumental value. With freedom, development as a process of uplifting personal well being is enhanced (Fortman 2000).

## **Human Rights - The Strength of the People**

The Supreme Court and other courts have recognized that education, health, live hood and environment have been declared as right to life under Article 21 of the constitution. The problem of access to these rights and meaningful exercise of them needs to be examined and strategies have to be devised for their implementation. In pursuing a human rights based approach to development, additional indicators that stress on participation, empowerment, transparency, accountability and democracy are required to measure the levels of enjoyment of human rights that leads to human development. Education should support the development of each Child's unique individuality and develop community – building capabilities.

The right to education is a fundamental human right and is essential and indispensable to the understanding of all other human rights. Education is central to development and acts as the primary vehicle by which economically and socially marginalised adults and children can lift themselves out of poverty, better understand and improve their health, create sustainable livelihoods and obtain the means to participate more fully in their communities.

Raising the level of education can have a significant impact on governance and on economic growth Education creates more discovering voters and more effective workers. Increased levels of education allow for a more complete understanding of and participation in society. Investment in education is a crucial investment in the future. Increasing the educational level of women has many positive social and economic impacts. Educating women provides additional benefits in terms of improved impact and child survival rates and increased status and participation in society by females.

The National policy on Education (1986) has laid considerable by highlighting the need to make education a forceful tool for cultivation of social and moral values. The policy has stated that in our culturally plural society, education should foster universal and external values oriented towards the unity and interpretation of our people. The process of developing into a modern nation, with new social, political and economic institution and with emphasis on science and technology has thrown up many new values and challenges in all areas of our national life. It is important that we examine these challenges and prepare our youth to face and resolve them. Awareness of civil society organization and movement promoting human rights.

## **Human Rights Education – The Pillar of Democracy**

Human right education has to be designed in order to make those educated able to act in accordance with their knowledge either to restrain from violations or to claim human rights. In that sense of empowerment the General Assembly states that “Human Rights Education involves more than providing information but rather it is a comprehensive life long process by which people at all levels of development and in all strata of society learn respect for the dignity of others and the means and methods of ensuring that respect within a democratic society.

In addition, the right to education as outlined in Article 13 International covenant on economic social and cultural rights provides acceptable and adaptable education that is of

sufficient quality and content to meet the aim of education. Since the development of a personality is one of the intentions of education, education means must involve empowerment in human rights and education methods must be based on human rights, dignity and fundamental freedoms. The establishment of a participatory and rights – approach to education is a state obligation under the right to education. Citizen should have the knowledge of his rights and privileges and he should assert them. It cannot be denied that Human rights are indivisible and interdependent, the need for a type of education adapted to present day circumstances, marked as they are by the expression of all forms of intolerance, violence and in equality, compelled UNESCO recently to develop an Integrated Framework of Action on Education for peace, Human rights and democracy.

The obstacles to education for peace, human rights and democracy are rooted in epistemology, the handling of concepts. 90% of the replies to the survey stress the need to nurture the seeds of peace internally i.e. at the local level. The first solution to this problem lies in teacher training and the production of teaching materials. UNESCO encourages and advances research on new forms of violence and develops regional plans for human security by improving links with local initiatives to prevent conflicts at their source through respect for human rights and policies for sustainable development and for alleviating poverty.

### **Human Development – The Strength of the Nation**

Human development is a development paradigm that is about much more than the rise or fall of national incomes. It is about creating an environment in which people can develop their full potential and lead productive creative lives in accord with their needs and interests. People are the real wealth of nations. Development is thus about expanding the choices people have to lead lives that they value and it is about much more than economic growth. The most basic capabilities for human development are to lead long and healthy lives, to be knowledgeable, to have access to the resources needed for a decent standard of living and to be able to participate in the life of the community. Without these, many choices are simply not available and many opportunities in life remain inaccessible. The object of development is to create an enabling environment for people to enjoy long, healthy and creative lives.

The way of looking at development, often forgotten in the immediate concern with accumulating commodities and financial wealth. Philosophers, economists and political leaders have long emphasised human wellbeing as the purpose, the end, of development: Human development shares a common vision with human rights. The goal is human freedom and in pursuing capabilities and realising rights, this freedom is vital. People must be free to exercise their choices and to participate in decision making. Human development and human rights are mutually reinforcing, helping to secure the well being and dignity of all people, building self respect and the respect of others. “The ideas, practices, identities and social capital that flow back to families and communities at origin are known as social remittances” (Human Rights Report 2009)

UNDP is a development agency. Its main contribution to human rights will be through development activities. Thus it is crucial that UNDP develop a human rights approach to sustainable human development programming. UNDP's approach to human rights is universal and holistic, stressing the indivisibility and interrelatedness of all human rights - economic, social, cultural, civil and political.

Human rights based approach to sustainable human development is a dynamic process. This process inevitably focuses on the rights most frequently encountered in UNDP's human development activities, including rights of participation, fundamental freedom include rights of people to meet with others organise assemblies and speak freely. There are universal rights and their exercise is essential in securing all other rights in development processes as well as crucial in building civil society in social, economic, political and legal terms.

The right to development has been reiterated and further elaborated by consensus at the UN World Conference on Human Rights (Vienna), the International conference on Population and Development (Cairo), the World Summit on Social Development (Copenhagen) and the Fourth World Conference on Women. (Beijing). "Universal and inalienable right and an integral part of fundamental human rights" Article I (10) of the Vienna Declaration. Principle 3 of the Cairo Programme of Action, Commitment 1(n) of the Copenhagen Declaration and Article 213 of the Beijing Platform of Action). It is a human right guaranteed by International law.

Human development and human rights are mutually essential. In a world of widespread want and growing national and international inequalities an inclusive and fair system of governance is needed at both domestic and global levels for the realisation of human rights and human development, according to the UNDP's Human Development Report (2000). The fulfilment of all human rights requires a democracy that is inclusive – protecting the rights of minorities providing separation of powers and ensuring public accountability. Elections alone are not enough. Poverty eradication is not only a development goal but a central challenge for human rights in the 21<sup>st</sup> century. Human rights and human development can be realised universally with stronger international action especially to support disadvantaged people and countries and to offset growing global inequalities and marginalisation on the report advocates.

## **Conclusion**

Sixty years after the adoption of the Universal Declaration of Human Rights, the governments are demonstrating the clearest vision on International rights protection. In their foreign policies and in International Fora, they involve sovereignty, non-interference and southern solidarity to curb criticism of their human rights abuses and those of their allies and friends. Government that champion human rights need urgently to wrest back the initiative from these human rights spoilers. Education should undertake this challenging task in order to have a peaceful world.

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