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Democracy, Human Rights, Children's Rights and Education

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Abstract

Indian is multilingual, multi-cultural, multi-religion and a democratic country. The concepts emerge i.e. by the people, of the people and for the people. Human being is the noble creation, created by the creator or God. Child is the golden gift of God. Each and every people should save and protect child rights in the world. Education is a means to enlighten the child from the darkness in to the light. The child refines its behaviour through Education. Equality, liberty Fraternity and justice are the major rights followed by the govt. for each and every child. There are no gender discrimination in between male and female in democratic school. NGO's have done a crucial role to protect child from child labour, sexual harassment, Physiological and mental torture etc. At last but not the least this research paper encompasses the child rights, education in a democratic set up. We love child like a flower, who gives us fragrance or flavour in the android Era of the world.

India decided to be an effective democracy with independence coming its way in 1947, and the vital role of education in the national development was acknowledged. For this, liberal provisions were made in the Indian Constitution. The people having an inalienable right to education is a new concept in India. The old Hindu idea was that education was only for the Brahmins who were intellectually and morally superior to other castes. They alone were entitled to read the Vedas and discuss the highest philosophical truths. There was a belief that God created different castes according to the differences in their constitutions and natural functions. The conviction that common masses unfits to receive education and benefit by education was present in Greek philosopher Plato's thoughts too. According to **Plato**, the division of the functions of the State was based upon the three fold division of the soul. The rational soul corresponded to the Philosopher Rulers, to the noble half of the mortal soul, the warriors, labour corresponded to the masses. Consequently, the four Cardinal vultures (wisdom, courage, temperance, justice) belonged to the State through the functions of three classes. The virtue of the Philosopher Rulers was wisdom, the warriors courage, and of the masses temperance, the harmonious cooperation of all three produced justice.

Definition of Democracy

Democracy according to layman is simply a political concept, a form of government. For others, it is moral and social philosophy-a profound belief in the dignity of man and in the worth of human personality. It upholds the basic tenets of equality, fraternity and liberty. Every man has a right to participate, to share and to develop his full potentialities in a particular. John Dewey (1937) believed that the foundations of democracy are faith in the capacities of human nature, faith in human intelligence, and in the powers pooled and co-operative experience.

Equality

The Principle of equality is having a revolutionary effect on life in contemporary India. The impact is more dramatic than elsewhere inequalities so gross or so long preserved. In the traditional civilization of Islam and China, the ideal if not always the practice of equality had an honourable and often commanding place in the culture. But in India the notion that men should remain in the same occupation and station of life as their forefathers was enshrined in religious receipts and social custom. While the dominance of part culture social classes occurred, the idea of social equality never became as widespread in Hinduism as it did in other great traditions. Even today the visitor to India whether from Europe or the Far East is struck by the gross inequalities not merely in material standards, but more profoundly in the attitudes of men toward each other? The stopped back, the out stretched hands of the prove ling poor are in contrast with the stern and commanding voice and the fine carriage has flowered in Indian life, and it is the change to that this has brought and its effects on other aspects of India's efforts at modernization that I shall try to describe here.

Remote roots of what social equality exists can be found in medieval Islam as it affected the subcontinent, and in the development of Bhakti or devotional tradition in medieval Hinduism which sought to stress the notion of equality before God. But the concept became really influential with the appearance of anti-caste movements in the nineteenth century. The influence of Christianity and the rise of nationalism both contributed in their own way to its growth, as did the impact of socialist ideas among young nationalists in the 1920s and 1930s. But fit is not our purpose to enter into any detailed historical examination of how the nation of an equalitarian society came to be accepted by the leaders of the Indian nationalist movement. Suffice says here that, those who held it took power in 1947 and began to exercise the authority of the state to make it a reality.

To belief equality is an element of democratic doctrine. It does not mean that all men are equal in natural endowments. But they are entitled to equality of treatment by law. Each one is equally an individual, and entitled to equal opportunity of development of his own capacities. Thus, it is necessary to establish law of equality of opportunity lest the more able ones oppress the less gifted ones. Though intelligence may be distributed in unequal amounts, it is a democratic faith that it is sufficiently general so that each individual has something to contribute.

Fraternity

Fraternity means brotherly association. It is a family ideal with all the intimacy and feelings involved in that most close social union. This means a substantial measure of equality of conditions. We must treat each other as equals or as brothers, to maximize human goods. We must give men equal opportunities in order to discover, and to turn to full account of their different abilities.

Democracy in Schools

The basic purpose of the school is the development of democratic ideals through the use of democratic methods. Indian education through its various commissions tried to sum up the aims and objectives of education at various periods. The Secondary Education Commission (1952) clearly spelt out the aim of secondary education. It is the training for democracy that postulates a balanced education in which social virtues, intellectual development and practical skill all received due consideration and the pattern of such education must be envisaged on an all India basis.

The discipline of the school is consciously planned and the best schools recognize the importance of sense of democratic spirit. The morale of a school depends on how successfully democracy is worked out there. Spencer Report (1938) of England described some practical methods for training of initiative and shouldering of responsibility. Children would learn to make collective decisions after free discussions after free discussions and will accept responsibilities and obey legitimate authorities willingly. The

basis of democracy is that people. We must give them education to help them make their decisions an Enlightened Faison School is the best place for nurturing and pestering it. Spencer Report made some suggestions such as people themselves should take some share in making the school rules, and rules, and a greater number of people, not only the prefects, should share the responsibilities. The staff should not control too much and minor organizations should be left to the pupils. More opportunities should be given to pupils so that the learn through their mistakes, and there should be closer relation between the school and the adult society outside.

Human Rights and Rights of the Children

The United Nations Charter recognizes the basic ideal of universal brotherhood & it's very Preamble declares that the upholding of the right of freedom, human dignity should be the end of all political, social and education effort of every nation. We quote here some of the important articles that spell out the rights of the individuals in several spheres, in the Universal Declaration of Human Rights.

Rights of Children

Let us now look into the rights of a vulnerable group the children and see how their rights are protected. Do our children have any rights? To provide children a happy childhood, their rights were set out in the United Nation's Declaration of the Rights of the Child in 1959. The need for protection and safeguards to children led to the declaration that motherhood and childhood are entitled to special care and assistance.

Indian Constitution recognizes the importance of providing free and compulsory education for all children till the age group of 14 years. In 1995, the Disabilities Act was passed. It dictates that government should endeavour to set up special school for children with disabilities, so that every child will have access to education. Article 24 of the Indian Constitution states that no child below the age of 14 years shall be employed to work in any factory, mine or hazardous industry. The Act also regulates the conditions of work for children, without prohibiting them from working. The health and safety of the children must be protected. Under the Immoral Traffic (Prevention) Act, sexual exploitation of children is offended punishable. If a child is found to be sexually abused, the perpetrator of the crime can be punished for a minimum of 3 years of imprisonment.

Government Act on Child Labour

The government launched the National Child labour (Prohibition and Regulations) Act in 1986 banning employment of children in hazardous and industrial processes. The government also launched National Child Labour projects in 1985 to rehabilitate working children by admitting them into social schools and non-formal institutes. However, in spite of all these Acts, the children continue to work under extremely adverse and dangerous conditions.

The child's right to education is also negated by the denial of equal access to education. This is caused by deprivation, poverty, exclusion and discrimination. Chances of equal opportunities may be affected by the location of the schools, imbalance in financing, absence of libraries, equipments and standards of teacher's training. However, people are gradually waking up to the gross negligence of the society and have started to protect the rights of the children, because we believe that the children are the custodians of our planet, inheritors of this earth and the future of the world. So they must be protected and given their due their due rights. In the attempt to save children from sexual abuse and the deadly onslaught of AIDS, there are groups who felt that sex education must be given in schools and it should commence from primary classes.

Sex Education in Schools

Sex a word which has a taboo attach concept it when it comes to India. Most of us do not talk openly about the S word in presence of our adults. With the rising number of sex-related crime coming into limelight it has become utmost important to know the reasons behind

it. This is an alarming situation not only for the Health Ministry and the Police Department but for all of us. Newspapers, news channels radio stations are mushroomed with such crimes. Discipline sex education is the need of the hour and must be injected into the schoolings system as soon as possible. They are least attentive that their unconcerned approach further pushes their child to the unrestricted resource of knowledge. Teenagers are most viable to these practices and eventually gather wrong information form internet and their peer group. At times teenagers might commit serious crimes like sexual abuse or become victims of the same According to a survey by National Family Health 12% women aged between 15-16 years in India are mothers Reason? Lack of sex education still persists in major parts of the country. One in six India women aged 15-16 starts to have children. Adolescence in India needs sex education for ideal life the society. The most viable solution is to keep the youth aware of it. Sexual health is to introduce Sex Education in the school curriculum at a young age covering the various aspects related to sex reproductive health pregnancy, family planning etc. Indian education system is pretty apprehensive about sex education in schools. A parliamentary committee with a varied political membership recently recommended that there should be no sex education in schools. The committee has recommended that chapters like HIV/AIDS and other Sexually Transmitted Diseases be removed from the general curriculum. The standard commencement of puberty is at 10 for girls and age 12 for boys. Taking into consideration this, experts suggest that the curriculum should be designed for standard VI and VII students as this is the age when they face harmonal changes.

A recent Supreme Court judgement ruled that sex education in schools cannot bring under the ambit of fundamental rights by making it a part of the right to education. What is sex education? It is a part of health education. It is introducing reproductive health education where students are given information regarding the process of reproduction, and so on. It may be taught as a part of biology teaching. It is felt that ignorance and sex can be a deadly mix and can lead to unwanted repercussions like pregnancies or AIDS. Several conservative moralistic groups objected to making sex education as a part of school curricula as they feared that this education may lead to youngsters having sex (pre-marital) at an earlier age, but many other responsible groups (doctors and social activists) think that such education is a means to prevent unwanted pregnancies, STDs (sexually transmitted diseases) and sometimes sex-related violence. Many crucial issues could be resolved or cured by means of sex education to their children. Now days, the children are being exposed to pornographic materials through internets and TV. The very young are often being exposed to sex abuse. If they are denied of parental advice and scientific information on sex, we shall be doing them great harm. Research shows that failure to provide appropriate and timely information will lead to unwanted, unintended pregnancies and transmission of STDs.

Summary

Democracy upholds the basic tenets of equality, fraternity and liberty. Every man has a right to participate, to share and to develop his full potentialities. Liberty and equality are the basic values of life and we are responsible to transmit that way of life to the growing generation. The basic purpose of the school is the development of democratic ideals through the use of democratic methods. The aim of education according to the Secondary Education Commission is to prepare for democratic citizenship. Through self-government, school parliaments, running of library and canteens, students learn the tenets of democracy, to lead to participate and to take responsibilities. In the classroom too, democratically controlled groups, become more friendly and confident and more efficient. In a democratic classroom, common problems are tackled by group discussions. They take part in curriculum preparation and framing rules for discipline. The way of life in school should be as democratic as possible so that children learn to

be respectful of each other. Human worth and dignity are to be honoured.

Human Rights declaration believes that all men are born equal. They have the right to equality. Also they have the right to freedom. It includes right to education irrespective of race, colour, sex, language, property, birth or other status. Education should be free. They have right against exploitation, trafficking in human beings; Children have several inalienable rights to health, nutrition and education and right not to be employed when under the age of 14 years. They should have the right not to be physically, emotionally or sexually abused. Government in 1985 proposed Integrated Child Care and Education (ICCE), which is expected to counter the non-availability of nutritional food or education.

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