

Violence Against Women: A Big Challenge for Human Rights in India

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Abstract

“I am extremely protective about my daughter. I don’t send her alone anywhere- be it school, football coaching or tuition classes” said Dr. Preeti Batra Khatri, a mother of an 11 year old daughter in New Delhi. She became over protective about her daughter since the December 16 gang- rape incident. Almost all mothers behave like this due to these cases. Even I feel it as a daughter from my childhood and now as a mother I have same concern for my child although he is male child. Then I realized that perhaps Human Rights exist only in papers. Unfortunately it is very true, especially in India.

Legal reforms were introduced in response to the 2012 Delhi gang- rape and murder, but at the time of writing the Indian government had yet to introduce monitoring and reporting mechanisms to track their implementation. Reports of rape including of Dalit women, individuals with disabilities and children - continued to make national news in 2014, leading to protests. (World Report 2015: India)

Introducing Peace education as a subject in our curriculum from basic to higher education in India can be a best solution to these problems of violation. As the Peace education consists of Conflict resolution training, Democracy education, Human Rights education and ultimately Worldview transformation. Most of the countries started the Peace education program and have been given the guidelines. Gambia included human rights education in the basic school system. Nepal, Peru, Columbia, Spain and Philippines considered the integration of peace education in its curriculum. The present paper will focus on the violence against women and human rights of women.

Introduction

“I raise up my voice- not so I can shout but so that those without a voice can be heard....we cannot succeed when half of us are held back.” Malala Yousafzai

First step is difficult but if a woman comes out of her hesitation then she can achieve her goal. Every woman can make her road towards success. A woman doesn't want independence with the cost of self respect or her dignity but she wants freedom and respect as a human being. In the present scenario of course we have seen women in every work place. She is developing herself continuously. But she is not safe still. We can see the lots of cases in news paper, several news channels and in different social sites. And it is a big challenge for Human Rights. There are several policies and Acts in the favor of women's Rights but increasing cases of violence against women is the big issue to think in this direction. It is the time to think properly that how we can remove the violence against women completely. It is not only the responsibility of police or government to reduce the violence against women but as a teacher we should also moves our steps forward to change the thinking of the society and mould the children's mind in positive direction through education. We should teach that what is wrong and what is right from their childhood so that they can be a human being instead of behaving like an animal. And for women it is necessary to develop self confidence. It is not only for women but also for the men that violence should be stop now. So to reduce the violence against women and the Rights of women to come in action it is necessary to educate both girls and boys equally about Human Rights. In this paper we will discuss about the violations of Rights of Women and how can we solve this major problem.

Human Rights

The constitution of India has granted equal rights to the men and women. According to article 14 – „The State shall not deny to any person equality before law or the equal protection of laws within the territory of India“. And Article 15 states – „State shall not discriminate against any citizen on grounds only of religion, race, caste, sex, place of birth or any of them.

Women Human Rights in India

- ❖ Right to equality

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- ❖ Right to education
- ❖ Right to live with dignity
- ❖ Right to liberty
- ❖ Right to politics
- ❖ Right to property
- ❖ Right to equal opportunity for employment
- ❖ Right to free choice of profession
- ❖ Right to livelihood
- ❖ Right to work in equitable condition
- ❖ Right to get equal wages for equal work
- ❖ Right to protection from gender discrimination
- ❖ Right to social protection in the eventuality of retirement, old age and sickness □ Right to protection from inhuman treatment
- ❖ Right to protection of health
- ❖ Right to privacy in terms of personal life, family, residence, correspondence etc. and
- ❖ Right to protection from society, state and family system.

Violence against Women

The World Health Organization (WHO), in its research on VAW, categorized it as occurring through five stages of the life cycle:

1. pre-birth
2. infancy,
3. girlhood,
4. adolescence and adulthood and
5. elderly”

Violence against women can fit into several broad categories. These include violence carried out by "individuals" as well as "states". Some of the forms of violence perpetrated by individuals are rape;

- domestic violence;
- sexual harassment;
- coercive use of contraceptives;
- female infanticide;
- prenatal sex selection;
- obstetric violence and
- mob violence;
- as well as harmful customary or traditional practices such as honor killings,
- dowry violence,
- female genital mutilation,
- marriage by abduction and
- forced marriage.

Some forms of violence are perpetrated or condoned by the state such as war rape; sexual violence and sexual slavery during conflict; forced sterilization; forced abortion; violence by the police and authoritative personnel; stoning and flogging. Many forms of VAW, such as trafficking in women and forced prostitution are often perpetrated by organized criminal networks.

Objective of the study

To study the violation of the rights of women in India.

Research design

The study is an exploratory study. The information used to complete this study is varied to determine the rationale for the study; a literature review gained the sufficient theoretical material to ground the basis of the study.

Review of Related Literature

- ❖ Report of Durgabai Deshmukh Committee on Education of Women (1959) made comprehensive suggestions and became a policy document guiding the subsequent five

- year plan formulation. The need for undifferentiated curricula for both boys and girls was highlighted as also to treat education of girls as a special problem.
- ❖ Undifferentiated curricula upheld by Hansa Mehta Committee on Differentiation of Curricula (1964), Education Commission (1964-66), National Policy of Education (1968), and reiterated strongly in the National Policy on Education 1986 (revised in 1992) and its Program of Action.
 - ❖ The Report of the Committee on status of women towards equality. 1974, revealed a declining proportion of women in the population, higher female mortality, waning economic participation and poor representation of women in political processes.
 - ❖ The UN Development decade (1975-85) saw growth of institutional mechanism such as the department of Women and child development, Women’s Development Corporations integrating women in the mainstream.
 - ❖ The National Commission for Women was set up by an act of Parliament in 1990 to safeguard the rights and legal entitlements of women. The 73rd and 74th Amendments (1993) to the constitution of India have provided for reservation of seats in the local bodies of Panchayats and Municipalities for women laying a strong foundation for their participation in decision making at the local levels.
 - ❖ India has also ratified various international conventions and human rights instrument committing to secure equal rights for women. Key among them is the ratification of the Convention of the Elimination of All Forms of Discrimination against Women (CEDAW-1979) in 1993.

Although there are several policies are formulated in education and at other areas but still the records give a different picture of crime. The National Crime Records Bureau (NCRB) had predicted that growth rate of crime against women would be higher than the population growth by 2012, and this has become true.

The survey of 2012 done by NCRB in five major cities depicts the growth of crimes rate against women. (www.ncrb.gov.in, Chapter 5 pg 88)

Name of the City	Percentage of Crimes Against Women
Delhi	14.2
Bangalore	6.2
Kolkata	5.7
Hyderabad	5.2
Vijayawada	5.2

In the above table it is clear that Delhi stands first in the percentage of crimes done against women followed by Bangalore in second place while Kolkata, Hyderabad and Vijayawada with slight differences in the crime rate. A total of 2, 44,270 incidents of Crimes against women were reported in the country during the year 2012 than compared to 2, 28, 650 in the year 2011 recording an increase of 6.4% during the year 2012. (Ibid pg 79)Recently, NCRB has reported that the number of rapes in the country rose by 35.2 Percent to 33,707 in 2013 - with Delhi reporting 1,441 rapes in 2013 – making it the city with the highest number of rapes and confirming its reputation as India's "rape capital". (www.reuters.com)

Elements of Gender Analysis

DFATD gives a guideline for Gender analysis. For gender analysis to be effective, resources and commitment to implement the results of the analysis are necessary. Consider three important points:

- It requires skilled professionals with adequate resources.
- It benefits from the use of local expertise.
- The findings must be used to actually shape the design of policies, programs and projects.

(Source: DFATD Website, "Gender Analysis")

It will be beneficial for us if we consider this in education for gender equality. However there still exists a wide gap between the goals enunciated in the constitution,

legislation, policies, plans, programmes, and related mechanisms on the one hand and the situational reality of the status of women in India on the other. This has been analyzed extensively in the Report of the Committee on the Status of Women in India. "Towards Equality" (1974) highlighted in the National Perspective Plan for Women (1988-2000) and the Shramshakti Report (1988).

Conclusion and Suggestions

In the light of above crime records how we can reach the goal of human rights act. The men and women both can give their equal contribution in the development of our country. But due to violence, women who are not doing a job can never moves towards the process and those who are doing a job can never give equal result as men can give. So such policies should be developing that support the women to give the equal result that are given by men. I believe that if it has given then definitely both men and women will work with same efficacy. And the society will move towards gender equality. There are some suggestions that can reform the present policy to remove the violence against women. Some new topics should be introduced in the curriculum at each level of education i.e. Primary level, secondary level, and higher level of education. The course content should be added accordingly.

These are.....

- ❖ Human Rights Education
- ❖ Sex Education
- ❖ Peace education
- ❖ Education for self defense
- ❖ Health education
- ❖ Value education
- ❖ Education for happiness

Above mentioned topics can be as compulsory subjects. Some other support should be given to the children as regular basis.

These are.....

- ❖ Awareness programs
- ❖ Guidance and counseling
- ❖ Psychiatric consultancy for depression as it is a common issue for adults
- ❖ Vocational training so that every women can be self dependent
- ❖ Training to develop the skill for decision making: especially for girls.
- ❖ Training to develop self confidence

Many colleges are having some of those trainings and activities but not all. So if it will come in force as a policy matter then there will maintain uniformity in the education and gender equality.

Achieving gender equality will require specific measures designed to eliminate gender inequalities. Given ingrained disparities, equal treatment of women and men is insufficient as a strategy for gender equality. Specific measures must be developed to address the policies, laws, procedures, norms, beliefs, practices and attitudes that maintain gender inequality. These gender equity measures, developed with stakeholders, should support women's capacity to make choices about their own lives. This in turn will reduce the violence against women. Then the true human rights will come in force which is now present only on paper. The safety of girls should be our first priority.

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