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## **Violation of women human right in Odisha-Education and politics**

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### **Abstract**

General Assembly of United Nations- Universal Declaration of Human Rights on dated 10 December 1949 is nothing but vision or mission, rights or obligation, rumour or frustration, prize or devotion etc all these are nothing but corruption so far as the almost half of the world population in comparison to Odisha calculation stated that the fundamental rights are being violated in Odisha by focusing on the various crime done against women in Odisha is blessing or curse is hypothesized in the mind of the Politician and Educationists so far as the Politics and Education is concerned. Therefore the Researchers here eager to know and compulsion to Research on Theory and Practice established in Indian Constitution guaranteed the equality of rights of man and women. Hence entitled the topic-“A Study on Violation of Women Human Right in Odisha and the Role of Education and Politics “  
In this research the researchers intends to achieve the objectives of trends of violation in women human rights in Odisha, measure causes behind these violations in Odisha and The role of Education and Politics in promotion and protection of Women Human Rights in Odisha. In this connection as concept and context the researchers highlighted Lists of the Women Rights in India, Violation of Human Rights in generals, the abuses that lead to violation of women human rights-categorized, the trends of different forms of violations of women human rights in Odisha, Causes of Human rights Violation of women in Odisha and Role of Education and Politics as well as suggestions leads to a conclusion.

**Keywords:** human rights, violation, women human rights, education & politics and Odisha

### **1. Introduction**

#### **1.1 Background of the study**

Human Rights conceptualised as rights against each and every aspects of life of a human being originally originated irrespective of the concepts of secularisms of Indian constitution. As like Indian Constitution with regards to equality and equity the Union General Assembly 1948 declaration of Human Rights. In this contexts the article 14 and article 15 and likes others November 25 says the status and stratification of man and women in the prospects to 1993 Elimination of Violence against women. Hence the researchers visualized the Odisha context in this research.

#### **1.2 Violation in Odisha context**

Odisha and Odisha women always contracts and contrasts in the fields of violation of human rights called Women human rights in voices of Rapes, kidnapping, dowry death, molestation, tortures, forced prostitutions, sex selective abortions, female infanticide etc in the cause and effect relationships in trends of different forms of violation of women in Odisha state comprising each and every districts as a results of causes like religious conflicts, human violation by the activities by security forces, Casteism, poverty, illiteracy, beyond politics etc.

#### **1.3 Women human rights in Odisha**

According to the contexts what the articles insists of in number articles 14<sup>th</sup>, 15<sup>th</sup>, 16<sup>th</sup>, 17<sup>th</sup>, 19<sup>th</sup>, 21<sup>st</sup>, 21<sup>st</sup> (A) etc. as 14<sup>th</sup> says all are equal in the eyes of laws hence why not women in Odisha?, as 15<sup>th</sup> says all are equal as like secularism but why not in women of Odisha context ?, as 16<sup>th</sup> says equality of opportunities in public employment but why not in Odisha in side of women ?, 17<sup>th</sup> says untouchability but where in Odisha women concept ?, 19<sup>th</sup> says

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regarding freedom of speech & expression, peaceful assembly, formation of associations and unions, moving freely throughout territory, to reside and settle within Indian territory, assigning any job but how much in all these contexts in Odisha in favour of Women ? and 21<sup>st</sup> says protection of life and personal liberty as well as 21<sup>st</sup> (A) says right to free and compulsory Education upto the age group 6-14 but have u imagine in Odisha women context? There by these clarify Women Human Rights in Odisha for this study.

#### 1.4 Role of politics in the trends

1. Politics plays an important role to reduce or abolish the violation of women human rights in the fields of every aspects of life by equalising man and women so as to beyond the expectation of articles 14<sup>th</sup> of the constitution.
2. Politics always tries to equalise women with men even secularism does not belief it.
3. Indian women not only right to vote but at the same time used to participate in decision making process in all critical situations. To combat gender inequality in politics there is reservation seat in local govt.
4. In this advanced up-to-dated dynamic scientific multitalented era there is no permission to entry to some specific religious places like temples where by politics plays important roles to control the violation of the woman human right.
5. Politics has given provision on Education for woman in variety of ways by different political power in Odisha.
6. There are special provision to give sufficient required liberty to girls children in every steps of life in Odisha by super Politics to eradicate violation of woman human rights.
7. Very recent news OAS- I, Mrs Aparajita Sadangy, Secretary to Govt of Odisha was given chance to VR and joined in BJP. What is this? Choice of Profession and livelihood woman rights is given from violation in Odisha.

#### 1.5 Conclusion

For this context in this research work the researchers intends to through different reviews and above views took a conclusion that no doubt above all these are a best study areas so far as the different violations are violated in politics and education collaborated context.

### 2. Literature Reviews

#### 2.1 Importance of reviews

No doubt in this connection in Odisha there is no such studies are conducted in any stages of research development from mini to macro level. Hence forth important of this reviews is appreciable.

#### 2.2 Reviews in Odisha

1. Ahuja (1998) conducted on the related study found that illiteracy women faced more violence than literate one.
2. Gochhayat (2013) conducted Violation of Human Rights of Minorities in Odisha with special reference to Christians in Kandhmal District of Odisha and found that Minorities section face more problem in violation of woman human rights context on religious prospects.
3. Gochhayat (2013) conducted Human Rights Violation and the Dalits: A Theoretical Background with Special

Reference to Odisha and found that Minorities section face more problem in violation of woman human rights context on religious prospects.

#### 2.3 Reviews in India

1. Dhanua (1998) conducted violation of women human rights in India the related study found that woman human right violation is a great problem.
2. Amuca (1995-2004) in Aligarh Muslim University, Cochin University and Andhra University as such the researches undertaken in this area is rare. In Nagaland too, so far no research has been undertaken in this field.
3. Shah Nawaj (1990), in his study on environmental awareness and attitude, found that 95% teachers and 94% students possessed positive environment attitudes.
4. Praharaj. (1991), studied on environmental knowledge, attitude and perception among pre-service and in-service teachers and found that the level of environmental knowledge was found low among pre-service teachers although conceptual knowledge was moderate.
5. Nair P (2002), conducted a study on trafficking in women and children in India and found the following: Irrefutable is the fact that trafficking in children represents the ultimate violation of human rights and child rights.

#### 2.4 Reviews in Abroad

**1. Augustin Velloso (1998)**, under a title 'Peace and Human Rights Education in the Middle East Comparing Jewish and Palestinian Experiences' concludes that the Washington agreement of 1993 gave a new impetus to attempts by Palestine and Israeli leaders to find a peaceful solution to their differences. The author asks to what extent their process has been accompanied by peace/human rights education progress for Israeli and Palestinians. While such progress exists, they are very limited and have so far made little impact in reversing the long educational legacy or mutual distrust and hostility, which the article examines in detail. Furthermore, the continuing conflicts between the two communities make peace/human rights education difficult. However despite the enormous obstacles, the author concludes that the efforts of peace/human rights educators are not wasted.

**2. Dr. Lothar Müller (1998)**, in a study on human rights education in German schools found the following: 1. The findings show that while the UNESCO schools are more actively engaged in human rights education, their students do not have more knowledge of human rights than those in regular schools. 2. The data also show that students who are emotionally involved and learned the subject and learn through emotion – oriented methods are inclined to become active for human rights. 73 3. Moreover, human rights topics that can be approached from an effective angle are more likely to have an effect on students' behaviour and effective human rights education.

#### 2.5 Critical Appraisal

Above all these reviews starting from Odisha to Abroad Researchers critically analysed the facts that appraisal borrowed from the reviews insists on the research works forwarded to Methodology and procedures of the Study.

There is no continuous research study in this field so far as the state, national, international reviews are concerned. As a result this study is an important one.

### 3. Methodology and Procedures

#### 3.1 Objectives

-To acquaint with the trend of different forms of violations of women in Odisha

-To study the major causes of violation of women in Odisha.

-To study the role of Education and Politics in promotion and Protection of Women human rights in Odisha.

#### 3.2 Hypotheses

H1-whether these are trends or trains of violations of Woman human rights in Odisha.

H2-whether these are major and minor causes of violation of women in Odisha.

H3 whether role of Education or Role of Politics in protection and promotion of Women human rights in Odisha.

#### 3.3 Methods

General survey type's method of collecting the data from different secondary sources is applied for the research work.

**3.4 Population** All 30 district of Odisha constituted the population of this Research work.

#### 3.5 Sample

Six district namely Bargarh, Bolangir, Sonapur, Sambalpur and Boudh out of 30 district were selected as sample of the study

#### 3.6 Scope

This research work will be implemented in the area of Rapes, Kidnapping or Abducting, Dowry death, Molestation, torture, forced prostitution, sex- selection abortions, female infanticide, differential access to food and medical care, domestic violence in all districts of Odisha.

#### 3.7 Limitation

This study is delimited to Bargarh, Bolangir, Sonapur, Sambalpur and Boudh in the concept of violation women human rights in Odisha.

#### 3.8 Research Procedure

The researcher collecting data from secondary sources from the district of Bargarh, Sambalpur, Bolangir, Boudh, and Sonapur will go through proper analysis and discussion with required procedure as per the stated objectives and formulated hypotheses as per the critical appraisal of the related reviews reviewed on the basis of selected sample considering the delimitation and procedure for expected outcome and suggestion leading to best implication in the area of requirement with conclusion.

#### 3.9 Tools and Techniques

A self-made questionnaire will be followed to collect secondary data in relation to different violation aspects as mention in the scope of the study. After collecting required data researcher analyzed and proper discussion came to the results as per stated objectives.

### 3.10 Conclusion

However above all these systematic steps followed to methodology we came to conclusion that violation of women human right will be explain to Concept and context, trends of different forms of violation of women in Odisha, causes of human rights in Odisha, role of politics and education suggested to suggestive suggestion for universal implication in the fields of present day contexts.

### 4. Concept and Context

#### 4.1 Introduction-women rights in Indian constitution

1. Right to equality
2. Right to Education
3. Right to leave with dignity
4. Right to Liberty
5. Right to politics
6. Right to property
7. Right to equal opportunities for employments
8. Right to free choice for profession
9. Right to livelihood
10. Right to work with equitable condition
11. Right to get equal wages for equal work
12. Right to protection from gender discrimination
13. Right to social protection in the eventuality of retirement, old age and sickness.
14. Right to protection from inhuman treatment.
15. Right to protection of health
16. Right to privacy in term of personal life, family, residence, correspondence etc.
17. Right to protection from society, state and family system

#### 4.2 Concept-violation of human rights in general

1. Violation of Right to equality
2. Violation of Right to Education
3. Violation of Right to leave with dignity
4. Violation of Right to Liberty
5. Violation of Right to politics
6. Violation of Right to property
7. Violation of Right to equal opportunities for employments
8. Violation of Right to free choice for profession
9. Violation of Right to livelihood
10. Violation of Right to work with equitable condition
11. Violation of Right to get equal wages for equal work
12. Violation of Right to protection from gender discrimination
13. Violation of Right to social protection in the eventuality of retirement, old age and sickness.
14. Violation of Right to protection from inhuman treatment.
15. Violation of Right to protection of health
16. Violation of Right to privacy in term of personal life, family, residence, correspondence etc.
17. Violation of Right to protection from society, state and family system

#### 4.3 Context-trends of different form of violation of women in Odisha

1. Rapes
2. Kidnapping and abduction
3. Molestation
4. Torture
5. Forced prostitution

6. Sex- Selective abortion, female infanticide and differential access to foods and medical care
7. Domestic violence

6. Madhurima. Readings in sociology. New Academic publishing co, 2010, 216-233.

#### **4.4 Discussion-Causes of Human rights Violation of women in Odisha**

1. Illiteracy
2. poverty
3. Liberty
4. Weakness
5. Custom and Tradition
6. Blind Belief
7. Myth
8. Social structure
9. Male dominant society
10. Patriarchal
11. 11. Conserve attitude society
12. Orthodox thinking
13. Lack knowledge and awareness about Human right
14. Unequal participation in politics
15. Population explosion
16. 16. Gender disparity
17. 17. Lack of higher study
18. Superstition in religion
19. Faulty Planning system of govt.

#### **4.5 Suggestions- role of politics and education in Odisha role of education**

Education plays an important role for reducing, eradicating and controlling violation of women human rights in Odisha. Role of the teacher, educational institution and also curriculum through implementation by the means of different curricular co-curricular programs like debate discussion, game and sport, seminar and workshop, defence training regarding, NSS RSS, Reservation system etc. for awareness regarding complete knowledge about Women Human rights in Odisha. Role of the teacher, Method of Teaching, discipline etc. also plays an important role in this context.

#### **5. Role of politics**

- 1 Provision of reservation system for women in any political system
1. Equal opportunities in political participation to both man and women
2. Political planning in favour of women in Odisha Political Sea.
3. Empower women to compete in higher position in Odisha.
4. Decentralization of power between man and women

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