



HUMAN RIGHTS AND TEACHER EDUCATION

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Abstract

In this article named human rights and teacher education emphasis is made on relationship between Human rights and Teacher Education. As Universal Declaration of Human rights has considered the importance of fundamental rights of an individual. It also explains importance of Human rights in Indian Context as well as throws light on specific needs of Human Rights Education. It stress on the point that, in order to introduce Human Rights Education in the curriculum of all the levels of School Education, first it should be the part of the curriculum of the Teacher Education. Human Rights should be part of all school subjects, and should permeate the students whole learning experience, However because circumstances are different in each country and region, teachers have used many different tactics for fitting Human rights into their school curriculum. Teacher should start teaching Human rights at a 'grassroots' level in whichever way they can, with the permission of the principle or local level officials by persuading the local or national educational authorities to change the system. The activities related to Human rights education give children skills, knowledge and attitudes which they will need to work towards a world free of Human rights Violations. The Teacher Training Programmers should enable the teachers to set their own teaching goals in Human Rights for each class. So, Human Rights Education makes the teacher trainees aware of Human Rights and their significance in life.

Keywords:- Human Rights, Teacher Education, Fundamental rights, Curriculum Human Rights Education, Learning experience, Grass root level, local or national educational authorities etc.



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INTRODUCTION:-

As a member of society every human being is bestowed with rights which belong to him absolutely. "Human Rights are concerned with the dignity of the individual at a level of self esteem that secures, identifies and promotes human community." 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.

Human Rights may be said to be those fundamental rights to which every man or women inhabiting in any part of the world should be deemed entitled merely by virtue of having been born a human being. The going realization to put a check on all kinds of exploitations and assaults on human dignity focuses on the ensuring of Human Rights to all.

Universal Declaration

Since human beings 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 international concern. The charter of United Nations framed in 1945 focused on individual rights. The merit of the charter is that it affirms faith in fundamental human rights, in the worth and dignity of the person, in equality of persons of all nations and its resolve to promote social progress and better standard of life. On 16th February 1946, the security council of the United Nations set up a commission on Human Rights under the chairmanship of Mrs. Eleanor Roosevelt to prepare the text of the declaration. This was adopted by the general Assembly on 10th December, 1948. It is known as the universal Declaration of Human Rights and contains a long list of civil, social, political, economic and cultural rights such as:

1. Equality before law,
2. protection against arbitrary arrest and detention,
3. Right to vote,
4. right to social security
5. right to own property,
6. right to free education, and
7. Free participation in cultural life .

This elaborate list of human rights intended as a common standard of achievement for all people and all nations. Hence, it influenced the constitutions and legal system of many countries.

The Universal Declaration was followed by many other declarations subsequently like:-

1. An International Congress on Human Rights in Teheran in 1968,
2. International Congress in Vienna organized by UNESCO in 1978,
3. Seminar on the teachings of Human Rights at Geneva in 1988, and
4. United Nations World Conference on Human Rights in Vienna in 1993,

This initiative inspired the UN to declare UN decade for Human Rights Education from 1995 to 2004. Out of 100 clauses in the Programme of Action of Vienna Declaration, four are related to Education and Training.

Human Rights in Indian Context

When our constitution was being drafted the universal declaration of Human Rights (1948) was proclaimed and the constituent assembly incorporated many Human rights in the form of fundamental rights of the citizens in our constitution like the right to equality before law, freedom from discrimination, freedom of speech and expression and prohibition of employment of children in hazardous occupations etc.

But Now days, there is still insecurity and sense of self-gratification has urged man to dominate and subjugate the meeker human beings which inevitably led to conflicts, struggles, strife and wars among tribes, ethnic groups, races and nations since time immemorial.

Whenever one goes in the world, it does not matter where, one finds that society is in a perpetual state of conflict. There are always the powerful, the rich on the one hand and the poor on the other and each one is enviously competing for higher position, more power and greater prestige. This is the state of the world and so there is always war going on both within and without. So in such a scenario there is need for Human Rights Education.

Need of Human Rights Education

Human rights can only be achieved through an informed and continued demand by people for their protection. Human Rights education promotes values beliefs and attitudes that encourage all individuals to uphold there own rights and those of others. It develops an understanding of everyone's common responsibility to make human rights a reality in each community.

Human Rights Education constitutes an essential contribution to the long-term preventions of human rights, fundamental human rights, abuses and represents an important investment in the endeavour to achieve a just society in which all human rights of all persons are valued and respected.

The following points throw lights on the specific needs of human rights education

1. It is the human rights education which may raise awareness about the human rights as it protects from any sort of discrimination, unfair treatment and provides democratic structure, values as well as individual freedom.
2. It contributes towards the development of global and wide perspectives and insights into the idea of international society and community.
3. It helps to make all human beings, human rights- literate.

4. It ensures essential respect for human rights in a democratic and multicultural society where tolerance and patience and inevitable for all.
5. It protect from infringement of rights of racial, ethic and regional groups in any country or area through inculcation of global awareness and mutual understanding among the citizens.
6. It ensures the probability of acceptance of global citizenship in all regions of the world to protect humanity based culture and democratic responsibilities.

So, in order to fulfill the needs of Human rights Education, it must be included in the curriculum of Teacher Education.

Human Rights Education and Teacher Education

The World Conference on Human rights has proclaimed “Education has a responsibility to ensure that educators contribute to the promotion of equality, peace and universal realization of Human Rights.”

Any educational endeavor loses its strength, if it does not give enough attention and importance to the teachers, as one of the pillars of education. Teachers have always been working for building the character of the students. Teachers have an indispensable role in extension and social service. The Kothari commission way back in 1966 had said that no nation can rise above the level of its teachers. According to Delors Report on Education, in the twenty first century, the role of the teachers is all the more crucial, at this stage of education growth and expansion.

The National Policy on Education which was adopted by India’s parliament in 1986 also emphasize on certain aspects of the content and process that have a bearing on education in Human Rights. It has laid special stress on National System of Education, for equality with special reference to women, scheduled castes, scheduled tribes, minorities, handicapped and value education.

In the national seminar of National Council of Teacher Education held at New Delhi, Dr. Gulab Chaurasia in his paper stressed the need to develop curriculum for all stages of education to incorporate Human Rights, Humanitarian Law, Democracy, Peace and Social Justice. The University of Bombay has decided to introduce a one year post-graduate course in Human Rights.

So, in order to introduce Human Rights Education in the curricula at all levels of the school we first of all have to educate our pupil teachers, so that they can efficiently educate their students later on. In order to make the teacher trainees aware of human rights and their significance in life they should be imparted education not only theoretically but also by organizing co-curricular activities. Besides giving theoretical knowledge of the various declarations the students can be taken to places where human rights are abused like Bonded Labour, child labour, tribal and deprived sections of society and allow them to communicate with them on their own level. Activities of N.S.S., girl guiding should allow the students to analyse the circumstances that lead to social unrest, drug-addiction and terrorism etc and then enlist the points of social responsibilities of the government. They can organise and participate in street plays, debates, seminars, discussions and composing poems on the issues of human rights. Active participation and celebration of important days like: UN day, Human Rights Day, International days of the disabled, the aged and girl child etc.

Collect news items from mass media about violation of human rights and voice against it in public. Interact with labour class, with rural people, backward People and familiarized them with the fundamental rights of the citizens of India. Identify the connection between the concepts of national integration and international understanding.

They can conduct case studies on child labour or school dropout or a case of female infanticide and analyse, infer and draw conclusions from it. For this they will also need to get familiar with the tools and techniques of collecting data and knowledge of research methodology etc. In morning assemblies brief presentations can be made by members of human rights education clubs in the college campus. Social service club can also hold exhibitions and educational projects to improve the lot of the less fortunate.

Workshops should be organized to study the already existing course of human rights education for B.Ed. students and suggestions should be welcomed by experts and in the end a report should be prepared and submitted suggesting the content and methodology of human rights education for B.Ed. students.

The Teacher has to act as a catalytic agent, so that the change does not spill over. A Teacher has to perform two roles simultaneously, a conservator in order to conserve and preserve the continuity of tradition and Secondly as a campaigner for change towards desirable objectives-National and Humane.

The Teacher therefore should be sensitized towards constitutional goals of justice, Liberty, Equality and Fraternity assuring dignity of an individual and integration of nation. Teacher Education must not lose sight of this basic Thrust so as to empower teachers to inculcate the same among students. Only trained teachers should share and shoulder the responsibility of teaching of human rights in the right way. Hence, there is urgent need to include human rights education in the teacher education programme.

How Human Rights Education will effect Teacher Education?

Human Right education is now being considered a must for everyone everywhere with highly significant and far-reaching expectations from it. Human rights education will improve the quality of teacher education programme and will also effect the system of education by following ways.

- ❖ **As an agent of change:-** Human Rights Education being an integral part of education will serve as catalyst for the attainment of a better world order.
- ❖ **As a purveyor of culture:-** National identities and International Solidarity, Cultural, religious, Social and spiritual heritage of humanity..... living together.
- ❖ **As an investment in Human Resource Development:-** Human Rights Education will maximize the potential of people in life as a whole.
- ❖ **As an instrument of development:-** overall and sustainable rights, duties, values- Social, Economic Potential, Moral and spiritual.

Conclusion

Teacher Education can play a vital role in streamlining and promotion of Human rights among the students. Human Rights Education raised awareness about Human Rights as it protects from any unfair treatment, discrimination and inculcate values as well as individual freedom and Democratic Structure. So Human Rights Education should be part of teacher education as only trained teachers are able to fulfill the responsibility of teaching Human rights in a right manner.

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