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### RESEARCH ARTICLE

#### HUMAN RIGHTS & TEACHER EDUCATION.

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#### Abstract

A Global movement has been started from last five & half decades for the institutionalization of human rights in the social and political order. The Universal Declaration of human rights adopted by the United Nations (UN) General Assembly on 10 Dec. 1948, was the first attempt at the international level to give a most authentic enumeration of basic human rights & freedoms and so has been rightly called 'International Magna Carta of All Mankind'. Human right is the comprehensive concept which look out for all the parts of society regardless of sex, caste, creed, language or religion etc. It is the right that belongs to each & every person and is not governed by any government authority. As all knows that in Indian educational system, teacher is the prime factor in the teaching-learning process. So, the teachers will be well-equipped with the human rights. As teacher should know about human rights, so in the field of teacher education, if we promote the content of human rights education, why & who needs it, role & responsibilities of educators in human right education, challenges faced, strategies and methods implemented at various teaching levels will inculcate automatically in students with positive impact. So, it is widely accepted way to improve the education system is to improve the quality and effectiveness of educational program for human rights is to reach teacher & teachers education as no educational system can rise above the teacher.

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#### Introduction:-

The word "Human Rights" is derived from latin word "homo" meaning man and homonus means belonging to man (Dhand, 2011). Human rights are the rights to which every person is entitled as it helps him/her to live happily. Human rights are essential for the genuine purpose of the global arena and it should be included in educational, social, political and cultural activities in every society throughout the world.

#### Meaning of Human Rights:-

Human rights are these conceived as Universal (applicable everywhere) and egalitarian (the same for everyone). It means the right relating to life, liberty, equality and dignity of the individual guaranteed under the constitution or enforceable by the courts.

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**Teacher Education and Human Rights:-**

Human rights are invariably linked with other fundamental rights which are universal, indivisible, interconnected and interdependent. Human rights education helps the teachers to perform their tasks and feel the importance of human rights education in everyday life. As Indian Educational system is dominated highly by the teacher as he is the centre of the teaching-learning process. So, due importance should be given to the professional education of the teachers. The teacher should be well equipped with human rights. In this paper, the concept of human rights with teacher education, in relations and importance will be duly highlighted.

**Human Rights Education:-**

Education is the base of the way for changing the state of human rights in the world, but the educators need effective materials and tools in order to incorporate human rights in their curriculum. Recognizing the importance of teachers, it helps to bring the concept of human rights into reality and make them to exist in the mind, heart and actions of all. Human rights education is a deliberate, participating practice aimed at empowering individual, groups and communities through fostering knowledge, skills and attitudes consistent with internationally recognized human rights principles.

Human rights education aimed at building a universal centre of human rights by providing education, training and information through the sharing of knowledge, imparting of skills and molding of attributes directed to –

1. Strengthening of respect for human rights.
2. Full development of the human personality and the sense of its dignity.
3. The promotion of understanding, tolerance, gender equality and friendship among all nations.
4. Enabling of all persons to participate effectively in a free and democratic society governed by the rule of law.

**The Evolution of Teacher Education:-**

“If you educate a boy, you educate one individual. If you educate a girl, you educate a teacher, if you educate a teacher, you educate a community.” During Ancient times, teachers as mainly males from the Brahmins and Kshatriyas community but as time changed more female teachers are growing to impact knowledge and skills. The overall quality of education depends on the professional quality of the teachers.

Francis Bacon said, “Knowledge is power” implies that teaching is an art that can be acquired through well designed series of activities. It’s imperative, therefore due emphasis should laid on education of teachers.

**Teacher Education:-**

Teacher education is one of the area that needs profound change as Indian education system relies heavily on its teachers as they are the central to the entire teaching-learning process. The country has more than five million teachers working at different levels of education. The whole network of teacher education is build which is categorized into 5 levels –

1. Five hundred district institutes of education and training (DIETs)
2. Eighty-seven colleges of Teacher Education (CTEs)
3. Seventy-three institutes of Advanced studies in Education (IASEs)
4. More than 2200 primary and Secondary teacher education institutes.
5. Approximately two hundred fifty universities, departments of education.

Teachers and Human Rights Education helps the teachers to clarifies the relevance of teacher education in everyday work. Teacher Education curriculum suggests that Indian teachers are expected to be well-equipped with the 3As (Awareness, Analysis and Action) once they come acts of teacher education institutions.

**Human Rights Education(HRE): Role and Responsibility of the Teacher:-**

Since Education is an important “freedom” as theorized by Amartya Sen, the current efforts should focus on making education as basic human rights. As it is universally accepted that education is the best way to being social mobility, equality and empowerment both at the individual and collective levels. In this context, India is committed to provide “Education for All”, “Free and Compulsory Education” etc. but to provide the right to education, one should recognize that its core lies in human rights education. So, the education for human rights should include all the aspects of the educational system i.e. learners, teachers and administrators.

Human rights education should be a part of everyone’s education. It fosters the development of human values, rights and duties through the new designing of curriculum, text-books, training and orientation of teachers, decision-

makers etc. The teacher has a important and significant role to play in order to build the future citizens of the country and to develop awareness in particular and human rights in general.

As Education Commission 1964-66 stated – “Every teacher whatever the subject he teaches must ensure that in the teaching of his subject and dealing with the pupils, fundamental values such as integrity and social responsibility are brought out. The teacher need not they to draw out the moral all the time, if he has given some thought to the values underlying the scope of his subjects, his work as a teacher, they will imperceptibly pass on into teaching and make an impact on the students.”

**The teacher role in HRE is as follows:**

1. Develop a learning package than helps in transforming learners in developing critical attitudes.
2. Creating basic attitudes of tolerance and goodwill towards all.
3. Teachers should act a transmitter of knowledge, to facilitator, implementer, community partner, action researcher, curriculum developer etc.
4. Take initiatives to enrich the school library and personal collection with books and materials on human rights.
5. The text-books should be meticulously examined by the teacher.
6. Resolve not to violate human rights object to and take efforts to correct human rights violations in the school.
7. Conditions of mutual respect shall prevail in the dealing with parents, staff and community.

**Program and Implications to create more awareness for Human Rights Education:-**

To protect the human rights of all will be ultimate triumph of the human spirits. Following are a few programs to be implemented to reach the goal –

1. Human rights should be taught as a special subject or a part of a special subject in civic education.
2. Human rights should be included in all subjects.
3. Human rights should be the basis of relationships in the classroom.
4. Education should be encouraged to develop a global perspective.
5. Human rights provide the values guiding the college community.
6. Use of discussion method in the democratic environment in the small groups, the results of which are then reported to the class.

**Methods for Human Rights Education:-**

While selecting the methods, the educators should be aware that the methods selected should be socially accepted, culturally appropriate. The followings should be followed while imparting Human Rights Education –

- METHOD 1 –Brainstorming
- METHOD 2 – Case studies
- METHOD 3 – Creative Expression
- METHOD 4 – Debates and Negotiations
- METHOD 5 – Discussion
- METHOD 6 – Dramatizations
- METHOD 7 – Films and Videos
- METHOD 8 – Field Types
- METHOD 9 – Games
- METHOD 10 – Hearings and Tribunals
- METHOD 11 – Interviews
- METHOD 12 – Journal Writings
- METHOD 13 – Research Projects
- METHOD 14 – Simulations

So, these are some methods that are followed by the educators to impact human right education in the teaching – learning process to the pupils.

**Context of Human rights Education in Teacher Education Curriculum/Syllabuses:-**

Every area of the world defines or interpreters human rights in an way. Therefore, different interpretations of human rights constitutes different cognitive, affective and psychomotor content of human rights and in order to inculcate all these content in the pupils through teaching-learning process, constructive and effective framework of teacher education curriculum is must.

The teacher education curriculum both at primary and secondary levels comprises two components – theory and practice teaching. The theory comprises the philosophical, sociological and psychological components of education and methodology of teaching school subjects. The practical component comprises practice teaching, community participation etc. In context to framing the teacher education curriculum, the authority has been given to National Council for Teacher Education (NCTE) at National level and each state and university have their autonomy to develop teacher education curriculum at primary and secondary education respectively. But teacher education at primary level is decided by State Council of Educational Research and Training (SCERT) and State Directorate of Education and the secondary level teacher preparation, curriculum is developed by each university. As each state and universities have its individual autonomy, so diversity can be studied from human rights education perspective. The related content and concern of human rights education have also been integrated as follows-

**Table 1:- Theory Paper**

Following subjects or topics are covered under as:

- (i) Constitutional obligation: Education for All, Socialistic and Secular India, Constitutional provision and new education policy, constitutional frame of reference for Indian education- Principle and problems of elementary education in emerging India.
- (ii) Curriculum for elementary teacher education.
- (iii) Education in emerging India.
- (iv) Teacher and education in emerging India.
- (v) Challenges in India Education.
- (vi) Conceptual bases of education.
- (vii) Indian society and heritage, cultural heritage – emerging Indian society.
- (viii) Human rights/Peace/ Child Rights : Fundamental rights and duties.
- (ix) Gender Equality.
- (x) Education as an agency of social change. Teacher as a social agent.
- (xi) Indian Society / International understanding, process of globalization, privatization, modernization, urbanization, industrialization of education–curriculum for Elementary Teacher education.
- (xii) Role of Teacher/Family/State - promoting national integration.
- (xiii) Education and development.
- (xiv) Values Education.
- (xv) Moral Education.

**Table 2:- Practical Activities**

The survey can be conducted by interacting with 10-15 teachers, parents and community members and gathering of information on various sub themes like –

1. Political and social consciousness among different sections of the population on human rights.
2. Status and acceptability of change in the society.
3. Study of influence of education on a group of people to change beliefs, customs, practices and social status.

Along with it the case study on the teachers can be conducted as they are the agent of social change.

As all these theory subjects and practical activities are needed to inculcate the importance of Human Rights at primary and Secondary level of Education but very few concerns about the discuss and intensive discussion on this topic. Almost all the activities are mostly confirmed to observation of National days, festivals, cultural activities, community services, oriented activities. All these activities are performed only as a ritual rather than inspire students and teachers to act as an agent as a way to strengthen the human rights.

**In –service Education and Training of Teachers (INSET):-**

As teacher education is a continuous process, so in order to channelize the teacher as an agent of inculcating human rights, in-service training programs are organized at national, state, district, block and clusters levels. But when one do appraisal of all the in-service programs and training, it is evident that in-service training curriculum of DIETs that there is no specific program organized on human rights, peace, child rights, fundamental duties etc. In some institutions, as a part of regular in-service training program, single session is devoted for transacting factual information in these areas. However, NCERT and Peace center of Jamia Millia University are planning to introduces certificate courses on peace education and human rights for in-service teacher at all levels.

**Delineating strategies for teacher Education from Human rights and peace Education Perspective:-**

AS in the above sub-theme, we have accepted a comprehensive and effective coverage of human rights at primary and secondary level, therefore accordingly we have to enrich the teacher education programs accordingly. Mere knowledge about human rights is not known for the teachers, they have to enrich them by applying it in the practice so as to bring its realization among the pupils.

To realize the objective of human rights education in the true spirit, teachers of all levels and of all subjects should be oriented, trained in order to establish a peaceful society and enriched with human rights values. Thus, in the teaching-learning process, stress should not be given only in inculcating content and information but to develop attitudes and values.

The effective way to institutionalize the concept of human rights education in teacher education is by organizing pre-service and in-service programs and training, supplemented by suitable co-curricular activities.

It has been observed that a very little content on human rights education is included in the primary and secondary teacher education syllabuses. So need felt to advocate state educational agencies, teacher education institutions and university departments of education, NCERT, UGC to focus on the issue and to take deliberate attempts in this regard by using right perspective.

These arise intense need to equip every, school teacher with the appropriate skills, capabilities and strategies to inculcate among young children constitutional values and the human rights values. In order to enjoy the constructive, effective and satisfactory issues on this part, following things have to be done –

1. Review the teacher education curriculums at primary and secondary levels. In it fundamental rights, fundamental duties should be incorporated.
2. Subjects like Teacher and Education in Emerging India, Moral Education. Sub-themes like values education, Education as an agent of social change etc should be incorporated in the syllabus.
3. Co-curricular activities, project work, working with the community etc must be integrated in all activities of teacher education.
4. Short term courses and online courses for in-service training programs should be organized by international, national bodies and NGOs on continuous basis.
5. Prepare self-learning modules supplemented with practical activities and materials for teachers at all levels.

So, these are some steps to be followed.

**Conclusion:-**

Every country is diverse in one or other way, so the human rights also shown the nature of diversification. In India's context, violations of human rights are going on at all levels, so this very situation necessitated to introduce the human rights education at all levels of school education and teacher education.

The concept of human rights has become a reality now but still there are some milestones which are left to be achieved. For that, one has to develop holistic plans of action with clear human rights education objectives. Comprehensive framework on human rights education for different stages of teacher education, training policy for teacher, search education, self-learning modules for individualized learning, skill development, practical activities etc. Along with it is sound research support for strengthening human rights education at all levels of education.

Thus, one can say that something has achieved but still there is a long way to go to achieve the results to the fullest and to enrich the entire educational system and as well as society with the concept of human rights.

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