

*Review*

## Teacher Education and Human Rights

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Human right as a fully comprehensive, holistic value system capable of guiding our lives beneficially and serving abuses of our human rights. Human rights education is essential to genuine process of global social change, and it should be included in educational and cultural activities in every society throughout the world. The human right to information about health, nutrition, reproduction and family planning. The human right to education is inextricably linked to other fundamental human rights- rights that are universal, indivisible, interconnected and interdependent .Human Rights Education helps teachers with this vital task and clarifies the relevance of human rights to their everyday work. Teacher education is one in the midst of a dramatic and profound change. It is crucial importance that teachers receive the highest quality professional education that builds on a full secondary qualification. , the Indian education system relies heavily on its teachers who are central to the process of teaching and learning. A teacher education curriculum in India suggests that Indian teachers are expected to be well-equipped with human rights. The full length the meaning of teacher education, human right and highlight the importance of human rights education in teacher education curriculum.

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### INTRODUCTION

Our nation is one the marches towards a bright and prosperous. The social organ to play the most important role in this aspect is education. Without a sound and goal oriented system of education, the dreams of reconstructing nations economic and political life cannot be realized in order to fulfill the ideals, the quality of education imparted to be children, has to be improved.

According to article 45, each and every step to eliminate illiteracy and to expand the enrolment in educational institutions, to promote the goal of universal access to primary and secondary education. Before 2015, provide universal primary education in all countries; reduce female illiteracy rate access both for boys and women.

#### **Human right:**

The term 'human rights' denotes all rights which are inherent in our nature & without which we cannot live as human beings. Human rights are those basic, inherent, fundamental, and natural& inalienable rights of human beings.

Efforts to define human rights education in the 1950s and 60s emphasized cognitive learning for young people in a formal school setting. By the 1970s, most educators had extended the concept to include critical thinking skills and concern or empathy for those who have experienced violation of their rights.

Human right as a fully comprehensive, holistic value

system capable of guiding our lives beneficially and serving abuses of our human rights. Human rights education is essential to genuine process of global social change, and it should be included in educational and cultural activities in every society throughout the world. However, the rise of human rights activism in the 1960s and 1970s brought with it a growing recognition of the potential of the human rights framework to effect social change and the importance of human rights awareness for all segments of society

Humiliation is the enemy of human dignity. Humiliation is a power experience, the impasse to being human. In defending our dignity, we refuse to be humiliated. We must recognize this in others. Unless we learn to live a life in which we do not degrade, disgrace, demean or violence, oppression and abuse will go on ad infinitum.

## Human Right and Education

### What is the human right to education?

Every woman, man, youth and child has the human right to education, training and information, and to other fundamental human rights depending upon realization of the human right to education. The human right of all persons to education is explicitly set out in the Universal Declaration of Human Rights, the international covenants, the convention on the rights of the child and other widely adhered to international human rights treaties and declarations. Powerful tools that must be put to use in realizing the human right to education for all.

### *The Human Right at Issue*

The human right to education entitles every woman, man, youth and child. The human right to free and compulsory elementary education and to readily available form of secondary and higher education.

The human right to freedom from discrimination in all areas and levels of education, and to equal access to continuing education and vocational training.

The human right to information about health, nutrition, reproduction and family planning. The human right to education is inextricably linked to other fundamental human rights- rights that are universal, indivisible, interconnected and interdependent including:

- The human right to equality between men and women and to equal partnership in the family and society.
- The human right to work and receive wages that contribute to an adequate standard of living.
- The human right to freedom of thought, conscience, religion and belief.

- The human right to an adequate standard of living.
- The human right to participate in shaping decisions and policies affecting one's community, at local, national and international levels.

### *The Right to Know Your Rights*

The mandate for human rights education is unequivocal: you have a human right to know your rights. The Preamble to the Universal Declaration of Human Rights (UDHR) exhorts "every individual and every organ of society" to "strive by teaching and education to promote respect for these rights and freedoms." Article 30 of the UDHR declares that one goal of education should be "the strengthening of respect for human rights and fundamental freedoms." According to the International Covenant on Civil and Political Rights (ICCPR), a government "may not stand in the way of people's learning about [their rights]."

### Understanding human rights

Amnesty International USA organized its Human Rights Educators' Network and in 1989 began producing Human Rights Education: The 4th R, the first US periodical in this new field. In 1991 the Human Rights Educators' Network of Amnesty International USA published a defining rationale for human rights education that reflected the expanding definition of the field:

*Human Rights Education* declares a commitment to those human rights expressed in the Universal Declaration of Human Rights of 1948, the UN Covenants, and the United States Bill of Rights. It asserts the responsibility to respect, protect, and promote the rights of all people.

*Human Rights Education* promotes democratic principles. It examines human rights issues without bias and from diverse perspectives through a variety of educational practices.

*Human Rights Education* helps to develop the communication skills and informed critical thinking essential to a democracy. It provides multicultural and historical perspectives on the universal struggle for justice and dignity.

*Human Rights Education* engages the heart as well as the mind. It challenges students to ask what human rights mean to them personally and encourages them to translate caring into informed, nonviolent action.

In 1993 the World Conference on Human Rights in Vienna reaffirmed the importance of human rights education, training and public information, declaring it "essential for the promotion and achievement of stable and harmonious relations among communities and for fostering mutual understanding, tolerance and peace."

In December 1994, the General Assembly defined human rights education as "a life-long process by which people at all levels of development and in all strata of society learn respect for the dignity of others and the means and methods of ensuring that respect in all societies."

### Human Right Education

Education is the foundation and catalyst for changing the state of human rights in the world, but educators need effective materials and tools they can use to easily incorporate human rights in their curriculum. Recognizing this, United for Human Rights has the answer: the *Bringing Human Rights to Life Education Package*. Free to educators, it gives teachers and educators everywhere a resource to help bring the concepts of human rights to life and make them a reality in the hearts, minds and actions of those who study the subject.

Human rights are a legacy passed from one generation to the next and as such this heritage should be a central subject of education. It is available from childhood onward to share in energy and life-force of a world where human rights norms should become the underpinning of social change, breaking through the vicious cycle of humiliation and the imposition of suffering on human by fellow humans that so ruthlessly and shamelessly dwells among us.

The human right education initiative seeks to ensure that the 200,000 children enrolled and will have knowledge, understanding and commitment to:-

- The fundamental right
- The individual responsibilities required to achieve human right for all, including thinking and behavior.
- The historical context that gave rise to the universal declaration.
- The global human right context in term of accountability and enforcement mechanisms.

Values clarification, at once a process and one of the central objectives of human rights education, must allow each person so involved to draw upon her and his own lights and experience.

The Plan of Action for the Decade further defines human rights education as "training, dissemination and information efforts aimed at the building of a universal culture of human rights through the imparting of

knowledge and skills and the molding of attitudes which are directed to:

- a) The strengthening of respect for human rights and fundamental freedoms;
- b) The full development of the human personality and the sense of its dignity;
- c) The promotion of understanding, tolerance, gender equality, and friendship among all nations, indigenous peoples and racial, national, ethnic, religious and linguistic groups;
- d) The enabling of all persons to participate effectively in a free society;
- e) The furtherance of the activities of the United Nations for the maintenance of peace

During the decade on human right education (1995-2004), the international community placed human rights education high on the international agenda. The decade crested an occasion for the collection of valuable information on how countries around the world implement this important component of their education system, including information on human rights curriculums, teaching methods, and teachers training. On 10 December 2004, in its resolution A/RES/59/113, the United Nations General Assembly proclaimed a World programme for Human Rights Education (WPHRE) which focuses in its phase (2005-2007) on the primary and secondary school systems.

In this connection, it is important to reaffirm the rights and responsibilities of individual teacher to participate in professional decision on such matters as the development of curriculum materials and instructional approaches. In addition, teachers have the responsibility to relate to students in a manner consistent with human principles. Valuable guidance regarding the human rights that must be respected in teacher-pupil relations may be found in the international convention on the rights of the child, which includes the child's rights to dignity, security, participation, identity, freedom of thought, access to information, and privacy. Full respect for these rights would transform most learning environments foster human rights education.

### 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 back to the olden days, teachers as such were only the males from the Brahmin community and the kshatriyas teaching the rich, but now the system is changed, we have female teachers also imparting the art

of knowledge and skills. Down the lane, coming to the present the overall quality in education depends on the quality of teachers and that a sound program of professional education of teachers is essential for imparting desired type of education.

*Francis Bacon* said, "knowledge is power" implies that teaching is an art that can be acquired through a series of well- designed series of activities, it's imperative, therefore due emphasis should laid on education of teachers.

As many teachers and educators know, the learning that occurs inside the classroom spreads outside - to the school community, families, and to the wider community. This is why human rights education in the classroom is so important.

### Teacher Education

Teacher education is one in the midst of a dramatic and profound change. It is crucial importance that teachers receive the highest quality professional education that builds on a full secondary qualification. , the Indian education system relies heavily on its teachers who are central to the process of teaching and learning. The country has more than five million teachers working at different levels of school education and an equally huge network of teacher education institutions to meet the needs of teacher preparation for the country. These include five hundred district Institutes of education and Training (DIETs), eighty-seven Colleges of Teacher education (CTEs), seventy-three Institutes of Advanced Studies in education (IASEs), more than 2,200 primary and secondary teacher education institutions, and approximately two hundred fifty university departments of education. The Curriculum Framework prescribed for various teacher preparation programs of the country promotes the inclusion of themes related to various human rights that the teachers are expected to integrate at the school level. For instance, the 1998 Framework of Teacher education Curriculum developed by the National Council of Teacher Education (NCTE) is anchored firmly on the view that the teachers themselves should internalize the values of justice, liberty, equality and secularism so that they can interpret them effectively to the students. It strongly believes that the education of teachers should equip them with competencies needed to deal with discrimination, disparities, inequalities, etc. Consequently, it spells out certain competencies, commitments, and performance areas for the teachers to achieve that help them develop a humanistic perspective that is necessary in promoting consciousness towards human rights and their practice inside classroom

*Teachers and Human Rights Education* helps teachers with this vital task and clarifies the relevance of human rights to their everyday work. Teacher education

curriculums in India suggests that Indian teachers are expected to be well-equipped with the 3As (*Awareness, Analysis and Action*) of human rights once they come out of teacher education institutions and have the necessary skills to identify and translate into action the values and concerns related to human rights hidden in the text using the integration approach.

But are they actually aware of the human rights issues and equipped to practice human rights in classroom situations? The growing incidence of violation of the rights of children by the teachers themselves in the form of caste/class/religion-based discrimination, corporal punishment, and even violation of the modesty of children, etc. is a cause of serious concern for all education officials, and calls for some urgent remedial measures.

### Role of Teachers

The teachers relate to administrators, parents, community members, to teachers, other staff and students. In relationship with students, teachers are clearly superior position. The recognition of the power of the teacher is the predominant feature of the relationship between the teacher and the student. The teacher plays the roles of diagnostician & prognostic an of student behavior, planner, initiator & supervisor of classroom learning activities, evaluator, model, counselor & guide, disciplinarian, machine operator and clerk.

Even before we embark on HRE, the teachers should know the rights of children and respect them. As teachers, it is not just what we teach matters, but it is also what we do that matters. Equality, the principle that the best interests of the child shall be the primary consideration in actions concerning children, respect for the views of the child are the general principles of the Convention on the Rights of a Child.

Children have right to leisure, play, recreational & cultural activities, apart from civil rights, liberties, right to health, right to family environment & educational right. While devising class room activities, disciplining, and evaluating, the interests of the child shall be borne in mind. 'Student Welfare' shall be the beacon light guiding all actions.

The teacher can play a decisive role in selecting and assigning projects on human rights. Dramatic clubs and literary activities can be utilized effectively. Students can be motivated to write poetry, drama and essays on human rights. Poster making competition, elocution or contests, debates etc. can also be held on similar themes. The school can celebrate the 'World Human Rights Day' which can go a long wayto create awareness among students, parents and the neighborhood community.

## CONCLUSION

The term 'human rights' denotes all rights which are inherent in our nature & without which we cannot live as human beings. Human rights education is essential to genuine process of global social change, and it should be included in educational and cultural activities in every society throughout the world. Teacher education is one in the midst of a dramatic and profound change. It is crucial importance that teachers receive the highest quality professional education that builds on a full secondary qualification. , the Indian education system relies heavily on its teachers who are central to the process of teaching and learning. *Teachers and Human Rights Education* helps teachers with this vital task and clarifies the relevance of human rights to their everyday work. The teachers should know the rights of children and respect them. As teachers, it is not just what we teach matters, but it is also what we do that matters. Equality, the principle that the best interests of the child shall be the primary consideration in actions concerning children, respect for the views of the child are the general principles of the Convention on the Rights of a Child.

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