



Human Rights Education in Teacher Training Programs

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Abstract

Educated People are the greatest guarantee of Human Rights and, in effect serves as its ultimate sanction has fostered interest and efforts in the field of Human Rights Education. Human Rights Education means to make Human Rights universal and comprehensive by providing training in Human Rights and to aware people regarding Human Rights relating to life, liberty, equality and dignity of the individual. Recognition the universal concern about the contribution of Human Rights Education in ensuring the protection and realization of Human Rights, India has adopted multipronged strategy for ensuring Human Rights for its citizens. It incorporated into its constitution the various Human Rights as Fundamental Rights provided in the 1948 Universal Declaration of Human Rights (UDHR). Keeping in view the Ethnic diversity and highly divisive society of India, it has made provisions for the deprived sections of the society like the scheduled Castes (SC), Scheduled Tribes (ST) as well as girls and disabled persons. The present paper stresses that the Teacher Training Programs play a vital role in promoting Human Rights among the people. It aims to study that the Teachers are prepared through Pre-service and continuous In-service Teacher Education Programs that focused on Human Rights Education with in-depth knowledge about Human Rights, required teaching skills and practice of Human Rights in society.

Key words: Human Rights, Human Rights Education, Multipronged strategy, Ethnic diversity, Highly Divisive society, deprived sections, Teaching skills.



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From The beginning human beings have been struggling for getting rights because rights are very essential for their development and to present human rights education in the form of education means to aware people regarding human rights because education has been considered as the major instrument to address inequalities in the Indian society by promoting equality, social justice and respect for the individual human being, which are pre-conditions for ensuring rights.

The concept of Human Rights has been evolving over the past several centuries. These are those Rights which are inherent in our nature and our essential if we want to lead a dignified life. According to Human Rights Act (1993), 'Human Rights' mean the Rights relating to life, liberty, equality and dignity of the individual guaranteed by the constitution and enforceable by courts of India. These are the natural rights of a human being which means the right to guarantee dignity as a person; in other words, human beings themselves are the object of Human Rights and form the core of this basic freedom.

Human Rights education is education about human rights which focuses on imparting knowledge of human rights, developing skills necessary to exercise these rights and values to protect other's rights. It can be defined as education, training and information aimed at building a universal culture of Human Rights. The all round development of individual's personality and universal peace and harmony can be promoted through suitable human right education.

Effective Human Rights education not only provides knowledge about human Rights and the mechanisms that protect them but also develops the skills needed to promote, defend and apply human rights in daily life. Human Rights education also fosters the attitudes and behavior needed to uphold Human Rights for all members of society. Human Rights Education activities should convey fundamental Human Rights Principles, such as equality and non-discrimination, while affirming their interdependence, indivisibility and universality.

Since Human Rights 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 the 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, inequality of persons of all nations and its resolve to promote social progress and better standard of life and this was adopted by the General Assembly on 10th December, 1948. It is known as Universal Declaration of Human Rights and contains a long list of civil, social, political, economic and cultural rights. The universal Declaration of Human Rights was the first formal attempt at International level to give a most authentic enumeration of basic human rights and freedoms. The Importance of this declaration in the context of realization of human rights cannot be ignored as it provided an authentic expression of human rights as "common standard of achievement for all people and nations."

The constitution of India incorporates the fundamental values as contained in the UN declaration of Human Rights. There are several Articles in Part III of the Constitution entitled 'Fundamental Rights' which are quite parallel to the Declaration. Likewise Part IV 'Directive Principles of State Policy' contains several provisions similar to Human Rights.

Fundamental Rights in the Indian Constitution which are by and Large, parallel to UN Declaration of Human Rights

Articles	UN Declaration of Human Rights and Fundamental Rights	Indian Constitution
Article 1	Right to freedom	Article 19
Article 2	Freedom from discrimination	Article 15
Article 3	Right to life, liberty and security of persons	Article 21
Article 5	Freedom from torture or degrading treatment	Article 23
Article 6,7	Equality before Law	Article 14
Article 8	Right to Remedy through a competent tribunal	Article 32
Article 9	Freedom from arbitrary arrest	Article 22
Article 13	Right to freedom of movement and residence	Article 19(d and e)
Article 18	Freedom of belief and religion	Article 25
Article 19	Freedom of opinion and information	Article 19(a)
Article 20	Right to peaceful assembly and association	Article 19(b)



Article 26	Right to education	Article 21(a)
Article 30	Freedom from state or other interference in any of the above rights	Article 32

The Preamble, the Fundamental Rights, the Fundamental Duties and the Directive Principles of the state policy set out equity, fraternity, liberty of faith and worship, and dignity of persons as the integral scheme in its march to establish an egalitarian society.

Human Rights Education through Teacher Education

It has been strongly recommended that the teacher educators should be well prepared to provide Human Rights education to their student teachers. Obviously, teacher educators play an important role in the organization of Human Rights Education. Therefore teacher educators have to be provided training about the content and pedagogy of Human Rights. It has been widely accepted that the only way to improve the quality and effectiveness of Human Rights education is to approach teachers and teacher educators. Hence the teacher educators have to be masters of human rights education with in-depth knowledge about human rights required teaching skills and practice of human rights in society and the central and state governments should give special attention to both pre-service and continuous in-service teacher education programs.

National Council for Teacher Education was set up in 1974 by a resolution of the Govt. of India to develop the teacher education system in the country in a planned and organized manner which became a statutory body in the year 1993 by an Act of Parliament. NCTE finalized the curriculum frame work which treats Socialism, Secularism, Democracy, Justice, Liberty, Equality, Fraternity, Dignity of the Individual and National Integration as the main concerns and Pre-service teacher education programs enlisted the following Human Rights oriented objectives to provide human rights education to the student teachers. Some of its objectives are:

To curtail the educational and cultural gap between the rich and the poor and the schools meant for them by adopting suitable educational approaches.

To develop among them the love for Indian Culture, and its contribution to the world and to inculcate a sense of national pride and identity.

To prepare them for the development of personality, inculcation of values, fostering the spirit of citizenship and patriotic feelings.

To develop among them the capacity to improve the quality of education, solution of its problems and to evolve culture specific and community oriented pedagogy.

To help them evolve happy and healthy community relationships and promote interest in lifelong learning.

To acquaint them with Indian nation's distinctive character of 'unity in diversity' and adopt curriculum development practices to strengthen them.

On the other hand In-service teacher education, throughout the world, has acquired an important role for professional upgrading of the teachers. At present many agencies are involved in in-service education of the teachers and acquaint them with the human rights. The NCERT, SCERTs, DIETs, IASEs, CTEs and few NGOs are doing useful work in this field. The Indira Gandhi National Open University (IGNOU) and many other institutes provide B.Ed. degree and diploma in primary education to in-service teachers through distance mode. Analysis of curriculum offered by IGNOU for in-service teacher education program clearly indicates that the core course 'Education and Society' and 'Teacher and School' provides understanding of Indian Society, Cultural diversities and economic and social disparities. IGNOU also offers a certificate course on Human Rights Education to teachers as well as common public.

University of Bombay has also started P.G. Diploma course in Human Rights.

Conclusion

One of the great achievements of the United Nations is the creation of a comprehensive body of human rights law which provides us with a universal and internationally protected code of human rights. India being a complex society is facing the violation of human rights at all levels. This necessitates the introduction of Human Rights Education at all levels of teacher education. Teachers need to be prepared through pre-service and continuous in-service teacher education programs on skill of analyzing the forces that violate the rights of individuals and be trained on relevant pedagogical techniques in their classroom for effective human Rights education and in teacher training programs, every student teacher and should be work on the project on HRE.



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