

Vol III Issue XII Sept 2014

ISSN No : 2249-894X

*Monthly Multidisciplinary
Research Journal*

*Review Of
Research Journal*

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Review Of Research Journal is a multidisciplinary research journal, published monthly in English, Hindi & Marathi Language. All research papers submitted to the journal will be double - blind peer reviewed referred by members of the editorial Board readers will include investigator in universities, research institutes government and industry with research interest in the general subjects.

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HUMAN RIGHTS EDUCATION AND TRAINING

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Abstract:

All men and women are equal partners in a society. They live and grow up here. Members of a society depend upon one another. All activities of men and women, big or small, revolve round this societal system. As a matter of fact, all human beings are members of the same species. They are equal in so far as their rights and dignity are concerned. They are motivated with reason and conscience. The concept of Human Rights has emerged out of mankind's reasoning and conscience. In the present day world, human rights have assumed great significance for education. This paper covered information about meaning of Human Right Education, role of teachers about HRE, & teachers training about HRE.

KEY WORDS:

Human Right Education, Indian Education for human rights, teachers Role, teacher training for HRE.

INTRODUCTION

Human Right is a universal phenomenon because rights have been imbibed in our society over the years. It is a realization that without Human Rights we cannot live as human beings. They include all fundamental freedoms and are based on mankind's demand for a life in which the inherent dignity and worth of each human being will receive respect and protection. It is possible only if we respect and take care of the needs and rights of one another.

The term 'Human right' denotes all rights which are inherent in our nature & without which we cannot live as human beings. Human rights are those basic, inherent, fundamental, natural & inalienable rights of human beings. They are considered indispensable for dignified human life. The purposes of securing human rights as such are:

- To provide protection to these rights against the abuses of power by state organs.
- To establish institutions for the promotion of living condition of human beings and for the development of their personality.
- To provide effective remedial measures for obtaining redress in the event of violation of those rights.

The expression 'Human Rights' has become popular after the formation of United Nations in 1945. Former UN Secretary General U. Thant had said, "The establishment of human rights provided the foundation upon which rests the political structure of human freedom; the achievement of human freedom

Title: “HUMAN RIGHTS EDUCATION AND TRAINING” , Source: Review of Research [2249-894X] Saheb Ali H.N.
yr:2014 | vol:3 | iss:12

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generates the will as well as the capacity for economic and social progress; the attainment of economic and social progress provides the basis for true international peace". United Nations promoting & religion.

Indian Constitution is a vital document which has united one of the world's oldest and largest civilizations and created a nation of 120Cr. people speaking many languages. It contains 412 Articles and 12 Schedules and is undoubtedly one of the longest constitutions in the world. Every article of the Constitution aims to provide happiness and peaceful living to each one of us.

HUMAN RIGHTS EDUCATION:

“Human rights education is fundamental for addressing the underlying causes of human rights violations, preventing human rights abuses, combating discrimination, promoting equality, and enhancing people's participation in democratic decision-making processes.”

HUMAN RIGHTS EDUCATION CAN:-

- ✍ Produce changes in values and attitude
- ✍ Produce changes in behavior
- ✍ Produce empowerment for social justice
- ✍ Develop attitudes of solidarity across issues, communities, and nations.
- ✍ Develop knowledge and analytical skills
- ✍ Encourage participatory education

HUMAN RIGHTS FOR EDUCATION:

In the present day world, human rights have assumed great significance for education.

Article 26 1948 states:

racial and religious groups and shall

3. Parents have a prior right to choose the kind of education that shall be given to their children.

INDIAN EDUCATION FOR HUMAN RIGHTS:

This means that national educational systems all over the world may be designed, developed and implemented in such a manner that the students not only acquire knowledge about human rights but should be able to practice and imbibe them in their daily lives. The Indian Educational System has already been reconstructed towards this end. The National Policy on Education (1986) (revised in 1992) is particularly crucial in this regard. The policy laid down for the first time in the history of Indian education, a National Curriculum Framework with a common core as a basis for building the National System of Education. Most of the 'common core' elements identified in the Policy are related to one or other dimension of human rights education.

The 'common core' elements:

- The history of India's freedom movement,
- The constitutional obligations
- Content essential to nurture national identity.

It has been laid down that these elements will cut across subject areas and will be designed to promote values. All educational programs in India will be carried on in strict conformity with secular values. The purpose is to remove prejudices and complexes transmitted through the social environment and

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the accident of birth".

The educational goal of Human Rights education is that the students should be able to perceive (according to their developmental stage) that human life is a precious entity and all efforts are needed to ensure that all human beings live with dignity. Each one of us is a human being first and a boy, girl, member of a community and/or religion etc. only later. Humanright is that privilege which is universal and is based upon the principles of equality and dignity.

Teachers Role:

Class I-V: Teachers should concentrate on nurturing the sense that the students have of their own worth and that of others. They can organize activities like singing, dancing, painting, clay modeling and dramas to make children perceive the worth of human beings.

Class VI-VIII: Teachers should foster awareness and knowledge of human rights and the sense of reciprocity and universality upon which it is based. They can do this by teaching appropriate subject matter in social studies, science, mathematics and languages.

Class IX-XII: Teachers should be explained in detail as to how the present century has witnessed two world wars and many events involving massive violations of human rights. The thrust should be to inculcate and strengthen the value of human rights so that they work towards peace and harmony in the world. For this purpose the subject matter related to the concept and principles and practice of human rights has to be incorporated and transacted through all the curricular areas of secondary and higher secondary classes.

CO -CURRICULAR AND OTHER ACTIVITIES:

- 1.The teacher can play a decisive role in selecting and assigning projectson human rights.
- 2.Dramatic clubs and literary activities can be utilizedeffectively. Students can be motivated to write poetry, drama andessays on human rights.
- 3.Poster making competition, elocution orcontests, debates etc. can also be held on similar themes.
- 4.The school can celebrate the 'World Human Rights Day' which can go a long way to create awareness among students, parents and the neighborhood community.
- 5.Parents day can be used to create awareness among parents thereby reaching to people beyond the learners in the school .

TEACHER TRAINING FOR HRE:

In order that teachers effectively inculcate human rights in students, we need to focus on teacher education. The teachers in the first place shall be equipped with information and skills. National Council for Teacher Education shall ensure inclusion of human rights in the curriculum of diploma, bachelor and masters programs in education.

All teachers should be trained to identify curriculum elements in the syllabi of their classes where human rights education can be brought in. They should be trained to develop practical activities, teaching aids and materials. The teacher training programs should enable the teachers to set their own teaching goals in human rights for each class. The teacher trainer should design, develop, implement and evaluate teacher training in human rights to enable teachers to develop and use methods and materials in this area. Teacher training should enable the teachers to teach core curricular areas by improving upon existing methods and materials, keeping in mind the elements of human rights education as an important component.

Teacher training should besensitizing the teachers in human rights education. Hence it will be useful to organize practical work on observation and analysis of social situations in schools and to engage trainees in participative discussions to resolve conflicting situations.

Strategies like role play and buzz session will also be useful. The training of teachers should be supplemented by further research in teaching of human rights.

CONCLUSION:

Thus human rights education is essential, it is important to assimilate the lesson of past and existing programs. Human rights education must be adapted to local condition and social oriented contents. Education is the first and most important to do so as people become more aware about their rights and duties

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and its importance. The true secular education helps in creating understanding of various religion and give importance to all religion without any distinction. Human rights education is essential to give new way for making development in India.

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