

Significance of Human Rights Education

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Abstract- *Human Rights are those minimum rights which every individual must have against state or other public authority by virtue of his/her being a member of human family irrespective of any other consideration. Human Rights could be generally defined as those which are inherent in our nature and without which we cannot live as human beings. Human rights are rights inherent to all human beings, whatever our nationality, place of residence, sex, national or ethnic origin, color, religion, language, or any other status. We are all equally entitled to our human rights without discrimination. These rights are all interrelated, interdependent and indivisible. All human rights are indivisible, whether they are civil and political rights, such as the right to life, equality before the law and freedom of expression; economic, social and cultural rights, such as the rights to work, social security and education, or collective rights, such as the rights to development and selfdetermination, are indivisible, interrelated and interdependent. The improvement of one right facilitates advancement of the others. Likewise, the deprivation of one right adversely affects the others. Human rights education, fast becoming another global educational phenomenon, appears to be developing along equally varied, but more substantively focused and prescriptive lines, human rights bring not only the element of concrete experience and observable social conditions but also a much needed normative and prescriptive dimension. It is commonly recognized that human rights are the firm foundations of human existence and coexistence; that human rights are universal, indivisible and interdependent; and that human rights lie at the heart of all that the United Nations was created for and aspires to achieve in peace and development.*

Keywords: Significance, Human Rights, Education

Introduction

Education should encompass values such as peace, non- discrimination, equality, justice, non-violence, tolerance, to live in peace and security and respect for human dignity. These objectives can be achieved only through imparting human rights education, which is an integral part of right to education. Human Rights and duties Education helps in achieving the United Nations decade document for human rights education (1995- 2004) human rights education means “A lifelong 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”. From this definition, it is clear that people living in any society have to discharge their duties with utmost sincerity at all times without any deviation. Such practices will promote the freedoms of all and transform a society to achieve its objectives. This being the concern of human rights education, impartation of it results into achieving the principles of democracy, rule of law, and social justice. Further, it will help to establish peace and security. It further enables us to achieve an all-round socio-economic, political, and cultural sustainability. Human rights are moral

principles or norms which describe certain standards of human behavior, and are regularly protected as legal rights in international law. They are commonly understood as inalienable fundamental rights “to which a person is inherently entitled simply because she or he is a human being”, and which are ‘inherent in all human beings’ regardless of their nation location, language, religion, ethnic origin or any other status. They are applicable everywhere and at every time in the sense of being universal, and they are egalitarian in the sense of being the same for everyone. They are regarded as requiring empathy and the rule of law and imposing an obligation on persons to respect the human rights of others, and it is generally considered that they should not be taken away except as a result of due process based on specific circumstances, for example, human rights may include freedom from unlawful imprisonment, torture and execution.

Human Rights

Human Rights imply that all people should have rights. These Rights are seen as universal, which means they are meant for everyone, no matter what their race, religion, ethnicity, nationality, age, sex, political beliefs or any other kind of beliefs, intelligence, disability, sexual orientation, or gender identity are. The basic rights and freedom, to which all human are entitled, often held to include the right to life and liberty, freedom of thought and expression, and equality before the law. People believe that human rights are important. Therefore, countries make laws to protect them. These laws say that government cannot take away people’s basic rights. They make sure people who take away other people’s rights are punished. The human race has always been witnessing struggle for certain basic rights. People in every part of the world suppression and oppression and struggled and resisted against such onslaughts at one point or the other and fought for their basic rights and liberties. The expression ‘Human Rights’ has become popular after the formation of United Nations in 1945. The preamble of the UN charter reaffirms faith in fundamental human rights. One of the purposes of the United Nations is to achieve international cooperation in promoting and encouraging respect for human rights and for fundamental freedom for all without distinction as to race, sex, language and religion. UN has a duty to promote universal respect for and observance of human rights.

Human Rights Education

“Human rights education is all learning that develops the knowledge, skills, and values of human rights.” As per provisions with in universal declaration of human rights and other international documents and treaties, human rights education can be defined as education, training and information aiming at building a universal culture of human rights through the sharing of knowledge, imparting of skills and molding of attitudes 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 and democratic Society governed by the rule of law;
- e) The building and maintenance of peace;
- f) The promotion of people-centered sustainable development and social justice.

Need to Ensure Human Rights Education

Needs-based development approaches to education have, to date, failed to achieve the Education for All goals. Because it is inclusive and provides a common language for partnership, a rights-based approach – although certainly not without tensions and challenges has the potential to contribute to the attainment of the goals of governments, parents and children. Girls' right to education, for example, can be achieved more effectively if measures are also implemented to address their rights to freedom from discrimination, protection from physical violence and sexual abuse, and access to an adequate standard of living. Equally, the right to education is instrumental in the realization of other rights. Research indicates, for example, that one additional year of schooling for 1,000 women help prevent two maternal deaths.

- **It promotes social cohesion, integration and stability**
Human rights promote democracy and social progress. Even where children have access to school, a poor quality of education can contribute to disaffection. Basing education on human rights education, which emphasizes quality, can encourage the development of school environments in which children know their views are valued. It includes a focus on respect for families and the values of the society in which they are living. It can also promote understanding of other cultures and peoples, contributing to intercultural dialogue and respect for the richness of cultural and linguistic diversity, and the right to participate in cultural life. In this way, it can serve to strengthen social cohesion.
- **It builds respect for peace and non-violent conflict resolution:**
Human Rights Education is founded on principles of peace and non-violent conflict resolution. In achieving this goal, schools and communities must create learning environments that eliminate all forms of physical, sexual or humiliating punishment by teachers and challenge all forms of bullying and aggression among students. In other words, they must promote and build a culture of non-violent conflict resolution. The lessons children learn from school-based experiences in this regard can have far reaching consequences for the wider society.
- **It contributes to positive social transformation**
Human rights education empowers children and other stakeholders and represents a major building block in efforts to achieve social transformation towards rights-respecting societies and social justice.
- **It is more cost-effective and sustainable**
Treating children with dignity and respect – and building inclusive, participatory and accountable education systems that respond directly to the expressed concerns of all stakeholders – will serve to improve educational outcomes. In too many schools, the

failure to adapt to the needs of children, particularly working children, results in high levels of dropout and repeated grades. Children themselves cite violence and abuse, discriminatory attitudes, an irrelevant curriculum and poor teaching quality as major contributory factors in the inability to learn effectively and in subsequent dropout. In addition, health issues can diminish the ability of a child to commence and continue schooling, and for all children, especially girls, an inclusive education can reduce the risk of HIV infection. A rights-based approach is therefore not only cost-effective and economically beneficial but also more sustainable.

- **It produces better outcomes for economic development**

Human rights education can be entirely consistent with the broader agenda of governments to produce an economically viable workforce. Measures to promote universal access to education and overcome discrimination against girls, children with disabilities, working children, children in rural communities, and minority and indigenous children will serve to widen the economic base of society, thus strengthening a country's economic capability.

- **It builds capacity**

By focusing on capacity-building and empowerment, a right based approach to education harnesses and develops the capacities of governments to fulfill their obligations and of individuals to claim their rights and entitlements.

Human rights education in India –need and importance

Human rights are a prerequisite for peace, development and democracy. India is the largest democracy in the world. It is also a big country with lot of human rights challenges. The major population of India resides in villages which do not get sufficient education support. About 35% of the population is illiterate. Problems like trafficking, exploitation of women commercially and sexually, religious violations, caste related issues are some examples leading to human rights violations. Moreover, many prisoners in India are also denied their human rights. If human rights are violated in India the biggest democracy in the world will be in danger. For the sake of democracy and sustainable development in India, HRE is essential. The need of promoting and protecting all human rights is important in order to secure full and universal enjoyment of these rights cannot be fulfilled without mass awareness and sensitivity to human rights issues. The grand agenda of global peace and prosperity is possible only with people understanding and imbibing the human rights values. Awareness is important in order to resolve the human right conflicts. This matured participation can be achieved only with human rights education. Education imparts the skills needed to promote, defend and apply human rights in daily life. Education is a tool for creating the real idea of human rights and making people know its importance in their daily life. An educated civilization can only know its rights and hence the knowledge to protect it. According to Kofi Annan, the former secretary General of United Nations “Without education, we cannot see beyond ourselves and our narrow surroundings to the reality of global - interdependence. Without education, we cannot realize how peoples of other races and religions share the same dreams, the same hopes. Without education, we cannot

recognize the universality of human aims and aspirations”. The importance of human rights education hardly requires any over emphasis. It has a crucial role in preventing human rights violations from occurring. The United Nations proclaimed that human rights education is “training, dissemination and information efforts aimed at the building of a universal culture of human rights through imparting knowledge and skills and the moulding of attitudes”. These efforts are designed to strengthen respect for human rights and fundamental freedoms, facilitate the full development of human personality, sense of dignity, promote understanding, respect, gender equality and friendship to enable all persons to participate effectively in a free society, and further activities for maintenance of peace. Human rights education, training and public information are, therefore, necessary and essential for the promotion and achievement of stable and harmonious relations among the communities and for fostering mutual understanding, tolerance and peace. Through the learning of human rights as a way of life, fundamental change could be brought about to eradicate poverty, ignorance, prejudices, and discrimination based on sex, caste, religion, and disability and other status amongst the people.

Human Rights Education is an indispensable part of the right to education and has of late, gained larger recognition as a human right itself. The knowledge of the rights and freedoms, of oneself as much as of the others, is considered as a fundamental tool to guarantee the respect of all rights for each and every person. The key stone of human rights education is that the education should not only aim at producing trained professional workers but also inculcating in them a sense of higher purpose. Human rights education aims at providing people and students with the abilities to accomplish and produce societal changes. Education is widely acknowledged and seen as a way to empower people to improve their quality of life and increase their capacity to participate in the decision making process, leading to desired transformation in the social, cultural and economic policies. To achieve such multifaceted goals for education, it is essentially important to imbibe the values of human rights among children, particularly at the formative years. In other words, the human rights values need to be set in the young minds so as to create a society full of people who have an understanding to respect the rights of fellow beings, and it would lead to a sustainable development where equality, opportunity, and mutual respect would be the order of the day.

Human Rights Education teaches us the practice of various values to be adhered. At the same time, the knowledge of it, transforms individuals accountable for their acts either at personal level or social level. The knowledge of human rights would also lead us to establish an orderly, peaceful, and friendly society both at the international and national spheres.

Approaches to Human Rights Education:

Human Rights Education Encompasses:

- * **Knowledge and skills** – learning about human rights and mechanisms for their protection, as well as acquiring skills to apply them in daily life;

- * **Values, Attitudes and behaviour** – developing values and reinforcing attitudes and behaviour which uphold human rights;
- * **Action** – taking action to defend and promote human rights.

Holistic Learning

Human rights issues concern the whole of a person (body, mind and soul) and all dimensions of life from cradle to grave. The whole person lives in the whole world where everything is interrelated; human rights education necessarily involves a holistic learning approach. Holistic learning promotes the development of the whole person, their intellectual, emotional, social, physical, artistic, creative and spiritual potentials. Holistic learning also implies that learning takes place in a social context that encompasses all everyday experiences; it is therefore interdisciplinary and cuts across the traditional subjects in school curricula. A holistic approach also means that we seek to address and involve the cognitive, practical and attitudinal dimensions of learning that is not only what people learn, but also how to apply their learning in their attitudes or behaviour and how to apply it in action for human rights, alone or with others.

Open- ended Learning

Open- ended learning is structured so that multiple complex answers to problems are not only possible, but expected. Participants are not steered towards one 'right' answer which makes sense, because life is not black and white and ambiguity is a fact of the world we live in. Open-ended learning encourages self- confidence to express opinions and critical thinking. This is essential in human rights education because human rights issue is bound to result in different opinions and understanding; it is therefore important for the learners to learn together but still be free to disagree or come to opposite conclusions or points of view.

Co- operative Learning

Learning to respect others and to work together is one aim of the aims of Human Rights Education. In cooperative learning people learn through working together to seek outcomes that are beneficial both to themselves and to all members of the group. Co-operative learning promotes higher achievement and greater productivity, more caring, supportive, and committed relationships and greater social competence and self-esteem. This is in contrast to what happens when learning is structured in a competitive way.

Experiential Learning (Learning through experience)

Learning through experience or discovery learning is the corner stone of Human Rights Education because core human rights skills and values such as communication, critical thinking, advocacy, tolerance and respect cannot be taught; they have to be learned through experience and practiced. Knowing about human rights is important, but not enough in itself. It is necessary that young people have a far deeper understanding about how human rights evolve out of people's needs and why they have to be protected. For instance, young people with no direct experience of racial discrimination may think that the issue is of no concern to them. From a

human rights perspective this position is not acceptable; people everywhere have a responsibility to protect the human rights of others.

The Curriculum and textbooks at various school levels address these concerns. Graded information has been provided to develop values among students having bearing on human rights. An analysis of the syllabus and textbooks is presented below:

Lower Primary Level (I-V)

Lower Primary stage is the initial period of a child's education process, and effort at this stage is directed towards helping children to develop good habits, and values related to personal cleanliness as well as keeping their surroundings clean. Values such as truth, peaceful co-existence, cooperation, punctuality and sincerity, and respect for the elderly, etc. have been emphasized. Therefore, the scheme of studies at this stage includes the teaching of "One Language" (the mother tongue/the regional language), Mathematics, and Art of Healthy and Productive Living (AHPL). A conscious effort has specifically been made at this level to remove gender stereotype and gender bias through the pictures and illustrations used in the textbooks. The Art of Healthy and Productive Living (AHPL) has been introduced after the recommendations of NCFSE (2000) by merging earlier curricular areas - 'Art Education,' 'Work Experience' and 'Health and Physical Education.' It aims at developing awareness and sensitivity among children towards the immediate environment and interdependence between the human being and environment, respect for manual work and dignity of labour, development of physical, mental and emotional wellbeing through yoga and games, development of human values like honesty, truthfulness, respect for others, regularity, appreciation for cultural heritage-both local and national, patriotism and nationalism, etc. besides creating awareness among children about personal health and hygiene. For this curricular area no textbook is prescribed, only Teachers' Handbook containing exemplar activities for reference has been developed, and an integrated approach has been adopted to develop these values through the contents of other subject areas at this stage, which is clearly reflected in the analysis presented in the preceding paragraph. Besides, other activities such as music, dance, drawing, and painting, role play, puppetry, yoga and games, and health and physical activities are also directed towards developing these values. No formal evaluation is done for AHPL but continuous and comprehensive evaluation is done by the teacher of every child and a personal record is maintained for each and every child.

Upper Primary Stage (classes VI-VIII)

At this stage the scheme of studies includes three languages (the mother tongue/regional language, modern Indian language, and English), Mathematics, Science and Technology, Social Science, work education, Arts education; and Health and Physical education (including games and sports, yoga, National Cadet Core [NCC], scouting and guiding etc.). The common core components identified by NPE (1986) have been infused in the syllabi of different subjects. The basic social, moral and spiritual values have been integrated in all subjects in both the scholastic and co-scholastic areas. At the upper primary stage, integration of science and technology, bringing Mathematics closer to life, and introduction of integrated thematic approach to teaching

of social sciences are some of the new elements of curriculum. A more focused attempt has been made at this stage to make students aware of various issues related to peace, national integration, international understanding and human rights. The Guidelines of Syllabi for this stage clearly recommends "relevant contents like human rights, conservation and improvement of environment, conservation of resources, population concerns, disaster management education, adolescence education, forestry, value inculcation, fundamental duties and rights, neighbourhood education, migration education, family life education, safety education, consumer education and education for sustainable development must be suitably incorporated in language materials." Analysis of the content of language textbooks at this stage (classes VI-VIII) reveals that the thematic range presented through stories, descriptions, dialogues, essays and poems is in line with learners' life experiences, interests, and immediate environment and seeks to develop values such as respect for others especially for elders, love, honesty, peace, sincerity, sympathy, dignity of labour, sense of humour; promotes national identity and patriotism; generates awareness about our culture, traditions, festivals and diversity of the country, etc. Environment and social and interpersonal relationships are in focus in all the themes. Problem- solving and critical thinking abilities have been encouraged through these themes. Efforts have been made to remove gender bias and gender stereotype from textbooks, while including content from various religions in non-discriminatory manner, and content representing both rural and urban settings. The themes and activities have been selected in such a manner that they promote a sense of human worth and dignity and 'we feeling' among learners. Social Sciences is an integral component of undifferentiated general education up to secondary level of school education in India. As indicated earlier, thematic approach has been followed at this stage, therefore, instead of teaching History, Geography, and Civics as separate subject areas, these are taught as a composite whole with the objective of helping learners understand the interdependence and interrelatedness of historical, geographical, political, and economic perspective of an issue. The course content at this stage tries to develop appreciation among learners for different ways of living in India and elsewhere. It includes the study of the growth and development of human civilization, India's cultural heritage, the political system of the country, Fundamental Rights, Duties, and Directive Principles of State Policy, Citizenship and Civic life, India and the World in the twentieth century, and major religions, major historical developments in the world, etc. Some contemporary issues and challenges facing the world have also been included in class VIII Social sciences syllabus. These include natural disasters, environmental degradation, globalization, terrorism and its challenges, India's foreign policy and relationship with its neighbours - Pakistan, China, Nepal, Bhutan, Myanmar, Bangladesh, and Sri Lanka, etc. A separate chapter has been devoted on United Nations, International Agencies and Human Rights. Issues such as Colonialism, apartheid, peacekeeping operations of India and disarmament, etc. help learners become well aware of the current social-economic and political realities as well as the historical backgrounds of various developments by the time they complete their eight years of elementary schooling. Students, at this stage, are helped to develop into well informed and intelligent citizens with appreciation and respect for values of democracy, secularism, socialism, and

national integration etc. The guidelines for the course in Science and Technology stresses the objective of inculcating rational outlook and scientific temper, thereby help in combating 'obscurantism and prejudices based on narrow considerations of caste, sex and religion.' It also aims at generating awareness among learners of their immediate environment and the need for its protection, besides promoting scientific and technological literacy among them. Themes like air pollution, acid rain, greenhouse effect and changes around us both desirable and undesirable, etc. have been included to develop critical thinking, scientific temper, and objectivity among students.

Secondary Stage (Classes IX-X)

The secondary stage is the terminal stage of ten years of undifferentiated school education pattern. It is also the stage that prepares students for various streams of education available at the higher secondary level. The scheme of studies for this stage at present is as follows:

1. Three Languages - the Mother-Tongue/the regional Language, Modern Indian Language and English.
2. Mathematics
3. Science and Technology
4. Social Sciences
5. Work Education
6. Art Education-Fine Arts: Visual and Performing
7. Health and Physical Education (including Games and Sports, Yoga, NCC, Scouting and Guiding).

The analysis of current textbooks on language, social sciences, and science and technology reveal a number of themes that bear on human rights education. The selection of thematic and ideational content in Language Courses emphasized the objective of inculcating human values and attitudes, promoting an awareness of human rights, international understanding and related issues of global significance. The selection of content in both Hindi and English textbooks (which have been analyzed for the present purpose) was done with due care to introduce the students to the literary heritage of their own language as well as of other languages and regions of the country and the world. The social sciences textbook contains a number of themes that directly address various concerns of human rights. For instance, while the class IX Social Sciences book includes themes such as India's freedom struggle, Constitutional Obligations, Fundamental Rights and Fundamental Duties, Directive Principles of State Policy and population growth, etc., the class X book addresses a number of important contemporary issues such as economic liberalization and globalization, major challenges facing the Indian economy, consumer awareness, challenges of communalism and terrorism, and India's peace initiatives etc. A sincere attempt has been made to modernize the syllabuses without losing sight of India's rich cultural traditions and values. The Science and Technology syllabus and textbooks also reflect this integration of tradition versus modernity, and local versus global concerns through the context. Another significant observation, which can be made on the basis of analysis of the

themes included in the courses of studies in classes IX and X, is that, these themes not only discuss various scientific phenomenon, but, also very explicitly make clear the harmful effects of misuse of science and technology. For instance, the devastating effect of nuclear energy, if not utilized in the right perspective, on human life and environment has been discussed in detail in a separate subsection 'Nuclear Hazards and Safety Measures' under the theme 'Nuclear Fission and Fusion' included in the textbook of class X. The accident in the nuclear plant of Chernobyl in 1986 has been discussed to generate awareness among students about the miseries which an irresponsible nuclear experiment or use may cause to human beings. Environmental pollution, water pollution and interrelationship between pollution, environment and sustainable development have been made explicit at this stage. It is clear that the syllabus at this stage lays stress on development of objectivity, scientific temper, cultivation of social, ethical, moral, and aesthetic values and development of sensitivity of possible misuse of science and technology and its devastating effect on human and environmental survival, etc.

Higher Secondary Stage (XI-XII)

The students offer a common scheme of studies up to ten years of general education. At the Higher Secondary Stage (i.e. classes XI and XII) different specialized courses or job oriented vocational courses are available in the country. This is a crucial stage as it is the terminal stage for a large number of students before they enter the world of work, and for others it is a bridge to the tertiary stage of education - academic or professional. The curriculum at this stage for the academic stream includes foundation courses and elective courses; while for the vocational stream includes Language, General Foundation Courses, Health and Physical Education, and Vocational electives. The contents that are important from a human rights perspective have been included in the language and elective courses. The syllabus and textbooks of language course have integrated the core components, and efforts have been made to develop among the students a sense of patriotism, pride of being Indian, and promote international understanding. Relevant contemporary concerns like conservation and improvement of the environment, conservation of resources, population explosion, disaster management education, adolescence education, forestry, human rights and fundamental duties, safety education, migration education, consumer education and education for sustainable development, etc. have been suitably integrated in themes for various academic and vocational courses.

Co-scholastic Activities

A large number of co-scholastic activities are undertaken by the schools to develop values related to human rights. Besides the traditional activities like educational excursions, community singing, dramas, debate and symposiums, conscious efforts are made to generate awareness among students about environmental pollution, population explosion, apartheid, literacy, AIDS, etc. through the celebration of international days for these concerns. Many schools adopted the system of community service and organization of 'school parliament' as compulsory activities for students at the secondary and higher secondary levels. Human rights day is also celebrated in majority of schools. Few schools have 'cultural exchange scheme' where students are provided an

opportunity to visit a foreign country and interact with students of host country to learn about their lifestyle and culture. Over the years, it has been observed that schools have become increasingly aware of their social responsibility at the time of natural calamities, and the two major disasters of 20th century (the earthquake of Gujarat, and the super cyclone in Orissa) stand witness to the social services provided to the victims by the students from different parts of the country.

Few major trends identified in the coverage may be classified as follows:

- 1. Planned and best-fit:** The analysis of themes of text books reveals that there are certain themes and topics that have been evidently planned to educate students on human rights. These topics and themes directly deal with various human rights, and are included predominantly in the social sciences textbooks at upper primary and secondary level, and civics books at the higher secondary level.
- 2. Incidental but best-fit:** This category includes themes where the goals and objectives of a particular discipline (e.g. social sciences and civics) incidentally fit in well with one or the other aspects of human rights. Few themes of language textbooks and Science and Technology textbooks are important from human rights perspective, though these themes do not intend to teach about human rights.
- 3. Differential Coverage:** The treatment of human rights varies from one level to another due to the graded and integrated approach adopted in the curriculum and syllabus. Consequently, while at the lower primary level the efforts are focused toward developing certain values, and social, and environmental consciousness among students which help in promoting human rights through the themes included in language and environmental studies textbooks, more direct approach has been adopted at the higher levels of school education. Especially themes related to geography and science subjects teach students, not only, about various climatic, physical or scientific phenomenon, but, also make explicit to students the harmful effect of over-exploitation of nature or misuse of scientific knowledge etc. Besides, issues such as gender inequality bonded labour, child labour, discrimination against SC, ST, and other religious minorities have not been addressed effectively.
- 4. Stretched-to-fit:** There are certain themes where the ideas related to human rights have been stretched to fit. Consequently, at many places the focus is not very sharp on human rights and since often the teachers themselves are not well equipped with the methodologies of teaching human rights, they fail to make the desired impact.

The analysis of pictures and illustrations included in these textbooks also reveal that conscious efforts have been made to remove gender bias and gender stereotype from textbooks at all the levels, but, more so from the lower primary textbooks, since, these books include more pictures and illustrations. Similarly, keeping in view the pluralistic nature of Indian society, efforts have been made to include content from both rural-urban contexts of various regions of the country, and show people of different ethnic groups as well. However, these are the hidden

agenda to bring home the principle of equality of all in the minds of students and their success depends on the skill and efficiency of teachers to present and highlight this in the class in a right perspective.

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.

Conclusion

Over the last few decades, the process of internationalization and globalization of the concept of human rights has generated the movement ‘All Human Rights for all’. In a complex country such as India, violations of human rights at all levels necessitate human rights education at all school levels in general and teacher education in particular. Hence, human rights education should find its rightful place in the school curriculum, teacher training courses-pre-and in- service, textbooks, supplementary reading materials, educational policies, and school administration. All of this suggests that the time is ripe for Human Rights Education to come to the forefront of international consciousness, and to fulfil its intended role as a preventive tool. Human Rights Education should be granted to one and all across the country and world. Human Rights are the

basis of human values, disciplines and dignity. It should be enhanced, protected and promoted to every nook and corner with the help of Human Rights Education.

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