

## TEACHERS ROLE IN HUMAN RIGHTS EDUCATION IN DIFFERENT LEVEL

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### ABSTRACT

In 1997, the UGC constituted a standing Committee on Human Rights Education to start post-graduate course in the universities and to deal with matters relating to the organizing of seminars, workshops and symposia at the university level. The Committee has been able to give direction to teaching and research in this comparatively new academic endeavor. The Standing Committee approved proposals for starting certificate, diploma and degree courses in human rights at the Indira Gandhi National Open University (IGNOU), New Delhi, India

**Key words:** Teacher, Human right, Nursery Level, Primary Level, Junior Level, Secondary Level

### INTRODUCTION

This is despite the fact that in India and other South Asian countries the problem of human rights education has complex dimensions. Here, a vast majority of the people do not even enjoy the right to education, which is one of the primary human right. As per the 1991 census some 328.9 million illiterate people live in India.

The problem, though serious, can be turned into an advantage because our programme for the removal of adult literacy can very easily be used to inculcate human rights dimension.

With this in view the National Human Rights Commission (NHRC) has been working over the years with the Department of Education, Ministry of Human Resource

Development, the National Council of Education Research and Training (NCERT) and the National Council for Teacher Education (NCTE).

The most important aspect of the UGC's initiative has been in the emphasis on going beyond more intellectual exercise. It envisages linkages between colleges/universities and NGOs. It expects the students to do field work as part of the course. This is a vital development in the mainstreaming of human rights education.

### **TEACHERS ROLE**

The teachers relate to administrator, parents, and community members, teachers, other staff and students. Other reorganization of the power of the teacher is the predominant feature of the relationship between the teacher and the student. The teacher places the role of diagnostician and prognostic of student behavior, planner, initiator and supervisor of classroom activities learning, evaluator, model, counselor and guide disciplinarian, machine operator and clerk.

As teachers, it is not just what we teach matters, but it is also what we do that matters. Children have right to leisure, play,

recreational and cultural activities, apart from civil rights, liberties, right to health, right to family and environment and educational right while devising classroom activities, disciplining, and evaluating, the interests of the child shall be borne in mind. "Student welfare" shall be the beacon light guiding all actions.

### **NURSERY LEVEL**

At this stage, speech becomes an important tool for group interaction and for sharing experiences. There is also a shift from J'L egocentric to socially oriented speech. This is the time when concepts of right and wrong and new standards of morality take shape: Once these concepts are initialized they can be applied to a broader variety of situations. When we import Human Rights Education at the elementary level we will have to take into account all these factors, as they will make our work many times easier.

Little older children in the elementary school develop interest in reading story books, especially books which have many illustrations; books that contain stories about heroes and heroines; and stories from mythology, especially The Ramayana and

The Mahabharata. They like to watch programs on T.V and like to hear the radio, too. All these can be used as means for developing international understanding. They can also be helped to develop positive attitudes towards their own group and towards people who are culturally different from themselves. But the teacher has to be very careful because instructions at this stage should enable the child to develop healthy attitudes, as free as possible from prejudices.

### **PRIMARY LEVEL**

The syllabus for environmental studies up to class 5<sup>th</sup> is woven around six common things close to the child's life such as family, and friends, food, shelter, water, travel and things we make and do. EVS covers both natural and the social environment. At this stage, students may find it difficult to understand the concept of right in the sense of a legally recognized and protected interest. Therefore it is suggested that the importance of family, food and shelter should be thoroughly clarified. Since human rights are those basic and minimal requirements or conditions for dignified human life, The values of equality and

justice should be reinforced. This information should be the broad ways or foundations on which the human rights education will be built later<sup>4</sup>.

### **JUNIOR LEVEL**

In the upper elementary stages the major subject areas relevant to human Rights Education are Social Studies, Sciences and Languages. In India, the guidelines are prepared by NCERT, which provide the general framework for the syllabus in different Social Studies subjects like History, Geography and Civics. The course in History at this stage deals mainly with Indian history and in general with the history of world civilization.

Through History lessons the teacher can help in developing an understanding of the struggle for freedom and the ideals that it embodied for reconstructing Indian society, politics and economy on the principles of democracy, secularism and egalitarianism which are integral to the promotion of human rights and to make students to identify cases of observation and violation of human rights.

The course in Civics containing topics on national integration and democracy can help in promoting well-informed and intelligent citizenship for effective participation in the affairs of the community.

**SECONDARY LEVEL** :- The Secondary school teachers should enable students to work in a democratic manner. They should get themselves enrolled with local, national and international committees so as to promote respect for human rights, the establishment of justice and the safeguarding of peace<sup>1</sup>.

The students in this exercise first talk about the work done by children, men and women. The teacher can help the students to highlight the fact that men and women are equal and women have a right to get equal status in society but regarding work, children are different hence child labour is to be avoided. Children are to be given proper dignity. The students learn that they have a right to opportunity, right to education and the right to live as equal human beings as others.

Social Science help the students to analyze the contemporary scene in the light of past

events and trends and to anticipate to some extent, the course of development in international relations. In the secondary school, Human Rights can be taught in the context and understanding of the following areas:

- I. The United Nations
2. The world today; east-west problems, armaments, events and personalities in international affairs.
3. Studies of the individual countries
4. The family and society; economic, political and cultural interdependence.
- S. Family life, school and community.
6. Community, country and state.

In the Civics Course, children are often required to make a detailed study of human rights and duties as represented in their own country's contribution or other bodies of law. Familiarity with the terms of various documents makes a viable introduction to the study of United Nations Declaration, Covenants and Conventions concerned with human rights, enabling the pupils to move naturally from consideration of national

standards to critical analysis of the rights affirmed for all.

History covers such topics as the origins and growth of democratic thinking and organization, the development of the United Nations, the growth of trade unions, social reforms and independence movements. The topic of the Industrial Revolution, embracing its impact on countries outside Europe, might be linked with a study of the International Labour Organization and its efforts to ensure just and equitable conditions for all workers and to abolish forced labour and other abuses of human dignity and freedom.

Geography helps to foster a relationship between students and their own country, students learn about the environment and living conditions of different people, their specific cultures, their economic situation and the interdependence between countries.

The course in Economics at this stage deals mainly with the study--of the Indian economy with emphasis on the twin objectives of economic development and social justice. Among the objectives of this course is the inculcation of passion for

social justice and an urge to resist exploitation in any form by men or by the State.

In **Biology**, the study of transmission and the distribution of characteristics and the relationship of hereditary and cultural factors are appropriate parts of the subject matter and can serve to combat racial prejudice. Science can also include teaching of health and disease and the work done by World Health Organization in controlling disease.

In **Mathematics** there are potentialities in the use of data of an international character. Statistics can be used to hide or reveal human rights abuses. The mathematics teacher can also show students how to critically interpret figures, which appear in newspapers. The skills of elementary statistics, graphing and the interpretation of data might well be exercised on information about such matter as food and populations, agricultural and industrial output, expenditures on armaments and on education and other topics that have a bearing on progress in attaining basic human rights.

## RESPONSIBILITIES OF TEACHERS IN HUMAN RIGHTS EDUCATION

1- Bring to the notice of other teachers, the principal, the textbook, writers & the concerned government authority any aberrations in text books. Wrong messages should have no room. The textbook should be meticulously examined.

2- Teachers should not merely follow the textbooks prescribed. Examination of school syllabus is neither adequate. Teachers need to be prepared to analyze the curricular framework and policy implication. Objectives laid down shall be understood & realized.

3- Take initiatives to enrich the school library & personal collection with books & materials on human rights.

4- Teachers shall actively involve themselves in value education. Planning of activities and conscious efforts are a must. Sidelining values will be an abdication of their responsibility. The teacher's positive attitude will go a long way in lowering anxiety levels of learners, while raising their awareness, level of self respect, self

discipline, respect and care for others, interdependence and cooperation.

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