



“Role of Educational in Elevation and Protection of Human Rights”

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Introduction :

Ancient Indian literature and Indian philosophy, and Indian Constitution show the existence of Human rights. Indian democracy is one of the biggest democracy in world directly show the equity, liberty brotherhood in its permeable. The elements of Human rights are generated from gross roots of Indian philosophy. In ancient India all communities have their laws and rules which reflect the today morals and values of Human rights. Some of them are considered as Universal rights. Slogan from Marathi “Vishvachi Maze Ghar” (Universe is my home) which contains the spirits of Human rights. The Rig veda, Athrava veda and specially Buddhist philosophy advocates the equity, freedom and brotherhood. In context of pre independence era Indian people, freedom fighters were struggled with British government for their rights. The pre independence leader, Lokmany Bal Gangadhar Tilak asserted that, “Swaraj is my births right and I will have it”. All these pre independence ethos and Indian Buddhist philosophy provides a sound moral foundations for human rights.

“I learned from my illiterate but wise mother that all rights to be deserved and preserved came from duty well done. Thus the very right

to live accrues to us when we do the duty of citizenship of the world. From this one fundamental statement, perhaps it is easy enough to define duties of man and woman and co-relate every right to some corresponding duty to be first performed” – Mahatma Gandhi

The recent NCF 2009 for Teacher Educators as proposed by NCERT (National Council of Educational Research and Training), India focuses on: *Perspectives for Equitable and Sustainable Development*. In order to develop future citizens who promote equitable and sustainable development for all sections of society and respect for all, it is necessary that they be educated through perspectives of gender equity, the perspectives that develop values for peace, respect the rights of all, and respect and value work. In the present ecological crisis, promoted by extremely commercialized and competitive lifestyles, teachers and children need to be educated to change their consumption patterns and the way they look at natural resources. (NCF 2009. p. 13.)

Concepts and meaning of Human rights :

It can be defined as the basic standards without which humankind cannot live in dignity as human beings human rights are the foundation of freedom, justice and peace.

Human rights are rights to all human beings, whatever our nationality origin, color, religion, language, race, sex and any other status. We are equally entitled to our human rights without discrimination. These rights are all interrelated, interdependent, and indivisible.

What is Human Rights Education?:

Human rights education is a education about the rights of human beings: rights of inherent, rights are indivisible, rights are inalienable, and rights are universal.

Human Rights Education Competencies :

- a) **Communication with target group:** Teacher should familiar with these skills while communicating with group or individual one particularly in classroom.
- b) **Knowledge, information and data collection:** Before communicating with the group teacher should collect all information and knowledge in accordance with Human rights education.
- c) **International brotherhood for peace and harmony:** teacher should well acquaint with cultivation, promotion and protection of International understanding and brotherhood for peace and harmony.
- d) **Lovingness, passionate and respect:** The related values and morals should inculcate.
- e) **Leading leadership initiative to control violations:** Related skills and attitudes should be developed
- f) **National and International understanding:** Related skills and attitudes should be incorporated among the teacher.

a) **Inherent :**

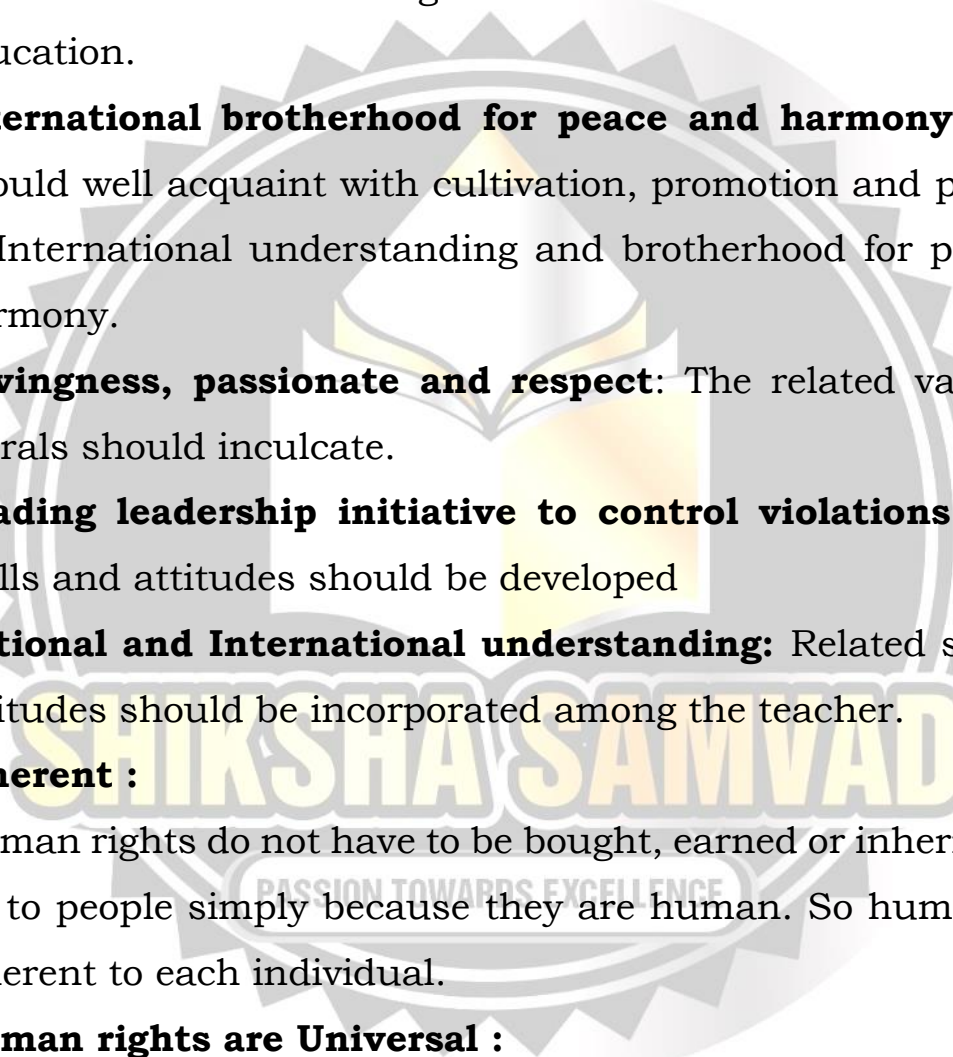
Human rights do not have to be bought, earned or inherited; they belong to people simply because they are human. So human rights are inherent to each individual.

b) **Human rights are Universal :**

These are same for all human beings regardless of race, sex, and religion, political, national or social origin. We are all born free, equal in dignity and rights so human rights are universal.

c) **Human rights are Inalienable :**

Human rights cannot be taken away no one has right to deprive another person of them for any reason.



d) Human rights are indivisible :

All human rights are indivisible whether those rights may be right to life, equality before the law and freedom expression, economic, social and cultural rights.

Need of Human Rights Education :

Human Rights education of humankind is begins from their family so it is necessary to have human rights education from their parents and society. If we make a survey of our society about human rights education very few groups or individuals might be aware about the term human rights. Though they know the term human rights but they did not know what the exact or proper meaning of human rights is. In 10th December 1948 the UNO declaration of human rights and made on International Human Rights day. Though the resolution bills passed by UNO and they prepared some watch committees they are number of events are occurring against of these rights .In this contest it is our duty to transfer, to inculcate, to make aware to focus the light and spread the knowledge of H.R in society for betterment of our future generation and generate the peace and harmony and related values among every one.

- 1) In accordance with 21st generation future which should be free from all kinds of tensions. There is an urgent need to inculcate Human right in every one.
- 2) To promote peaceful and happiness climate among the society.
- 3) To avoid the violence events, issues/ liberty, equality, justice.
- 4) Human rights are the prerequisites for promoting/ fostering the peace in society.

Promotion and protection of human rights education:

Teacher Educator should:

- 1) Motivate the students to establish Human rights club in college. The members of club watch the events against of human rights.
- 2) Organizing human rights related street plays, dramas so the awareness may be lightening up among the citizens.
- 3) Invite the students to express their views.
- 4) Invite the students to sort out make the collection of issues related to human rights from News paper and other sources.
- 5) Organizing debate competitions, elocution speech in accordance with human rights.
- 6) Fostering 10th December is the human rights day by organizing and celebrating various programs such as essay competitions, speech competitions and so forth.
- 7) Motivates the learner by arranging or organize the workshops, seminar, and by providing human right information tool kit.
- 8) Motivate the learner to ask questioning in accordance with HRE session and students exchange their views ideas in these session.
- 9) Able to foster and reflect the human rights through their body language and attitudinal expressions.
- 10) Motivate to prepare a project work on human rights by which awareness may be aroused.
- 11) Teacher educators can promote the morals and values of Human rights by providing the knowledge; by changing attitude of students and inculcating the skills of Human Rights. These methodologies are particularly appropriate when dealing with human rights issues, events.

Recommendation

- 1) Human rights education should be a part of every ones education which may be leads to foster the development of human values and duties.

- 2) The curriculum should be reformed in advent of the human rights education.
- 3) Teachers should be well prepared to develop and inculcation human rights perspectives and skills among their students.
- 4) Teachers should be prepared in context of international understanding.
- 5) Seminars, workshops, symposium should lie conducted through NCERT and SCERT for in-service teacher education.
- 6) The curriculum should be reformed in advent of pre-service teacher education.
- 7) The teacher educations may be develop a learning package that will help to transform the learners in developing critical attitudes into active participation, conviction that human rights must be protected, respected and promoted.
- 8) Students should be prepared in accordance with international understanding, peace, cooperation and education relating to human right and fundamental freedom.
- 9) Teacher educators should be able to acquire and update interdisciplinary knowledge, world problems and problems concerning with international cooperation.
- 10) Teacher educators must be actively participated in devising international education programme.
- 11) The role of teacher educator should be changed accordingly from knowledge transmitter to facilitator, implementer, community partner, action researcher and curriculum developer.
- 12) Teacher educators should be encouraging students to celebrate the human rights day and related activities.

- 13) Teacher educators should be encouraging students to organize symposium, seminars, conferences related to human rights education.
- 14) Teacher educators should be encouraging students to establish the Human rights violations watch clubs in school and society.
- 15) Teacher educators should be encouraging students to discuss or to express their views, ideas in promotion and protection of human rights education.
- 16) Teacher educators should encourage students to adopt participative, interactive, storytelling and so forth teaching methodologies in their teaching.
- 17) Teacher educators should encourage students to collect and identify the incidents, pictures, magazines etc. in relating human rights violations.

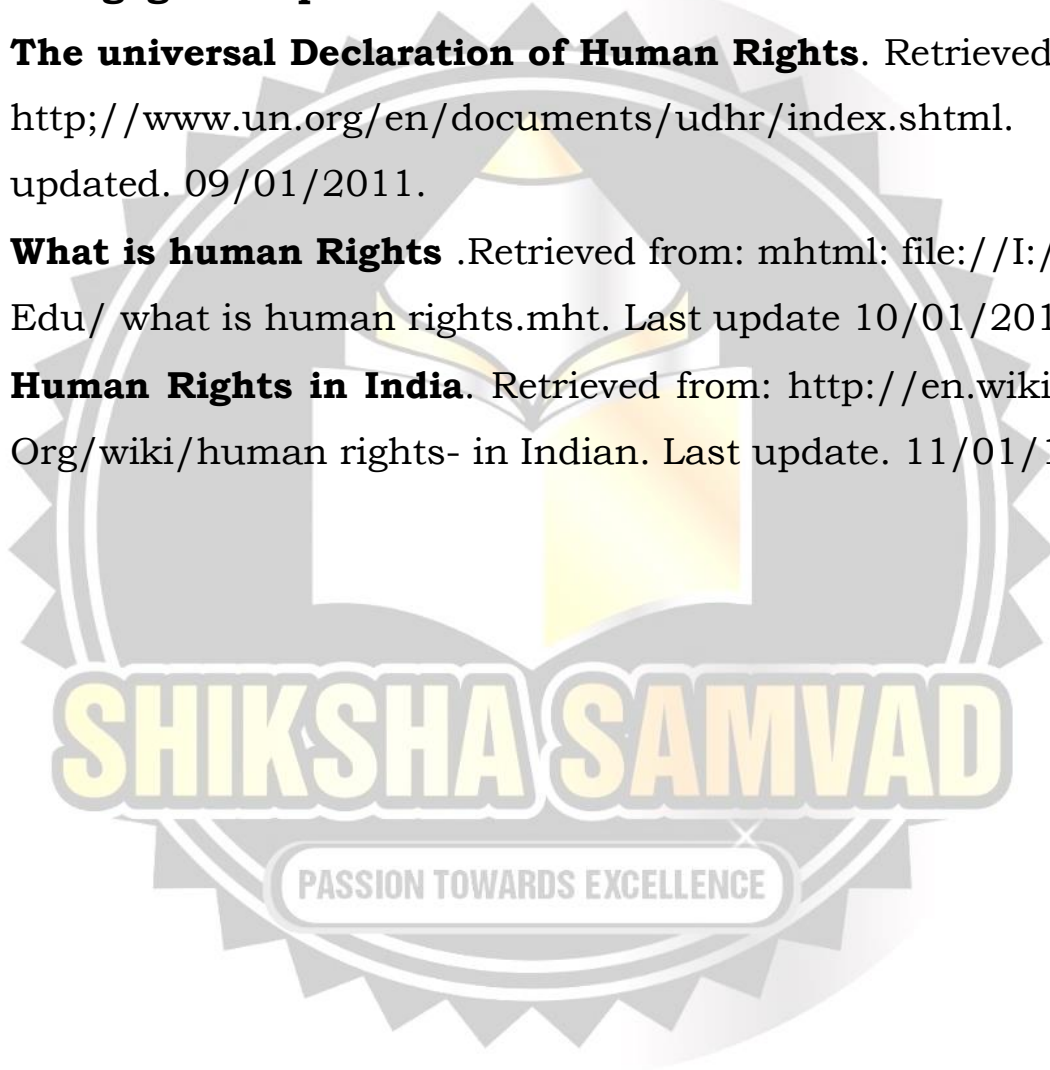
Conclusion

Human rights education is an important aspect to bring the peace and harmony in society. Human rights education should be included at all levels and reframed time to time because inculcation of deep respect for human rights and fundamental freedoms are the supreme goals of education. Without equity, liberty, and justice, dignity it is impossible to promote and cultivate the peace, tolerance, and harmony in the society.

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