

THE ROLE OF TEACHERS IN PROMOTING HUMAN RIGHTS EDUCATION

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ABSTRACT

In India, primary school teachers play an important role in the development of students. According to Bureau of Labor Statistics, primary school teachers are often the sole source of students learning experience. Education plays a very important and significant role not only in the protection of child rights but also the basic human rights which are universal in nature. Children are particularly vulnerable and so they also have particular rights that recognize their special needs for protection. Child rights are considered to be those issues, in a world full of conflict and economic, social, intellectual and violent confrontations, on which we have achieved some consensus. Among the greatest of all services, the education and training given to the child is considered to render service to the Almighty. The teachers are considered to be the students' third parent and they do the service with planning and proper execution of lessons. This paper presents the role of teachers in promoting human rights education.

Keywords: *Teachers, Human rights education, UDHR, ICESCR, Rights to Education.*

INTRODUCTION

Human Rights have become popular after World War II and after the formation of the United Nations in 1945^(1, 3). The preamble of the United Nation Charter aims to protect the faith in fundamental human rights internationally. Education should be imparted to each and every one so that they understand the importance of human rights. Teachers play an important role in schools and colleges to mold the students. A teacher should be capable of using his mindset by not showing fear, anxiety, and over excitement. Students are to be handled with affection and courtesy with equality. A good teacher ensures good management skills that help him/her to manage time and he must maintain the discipline among the student with his cool and composed mind. This is important because it ensures efficient learning.

The teachers should see to it that Education should impart gender equality, respect for human dignity and rights. In a classroom, the students' point of view must always be considered and he has to be appreciated for his opinion. The relationship between a teacher and student should go smoothly like a fish and water.

EDUCATION AS HUMAN RIGHTS ⁽²⁻⁵⁾:

In schools, the "Human Rights Education" has been introduced as four parts namely, Education, Human Rights Education, Human Rights, and Human Rights Violations. The importance of Human Rights Education lies in the ability of the individual and society to grow. The Universal Declaration of Human Rights (UDHR) states, "Everyone has the right to have an education." Elementary education shall be compulsory. Higher education shall be equally accessible to all on the basis of merit, and technical and professional education shall be made generally available.

According to **Article 26** of the United Nations Human Rights Commission, "**Everyone has the right to education...**The same "**Right to Education**" has been inserted as Article 21-A in the Constitution of India ⁽⁷⁻⁹⁾ to provide free and compulsory education for all children as a Fundamental Right in such a manner as the State may, by law, determine as per the Constitution (**Eighty-sixth Amendment**) Act, 2002 ⁽¹⁾.

The International Covenant on Economic, Social and Cultural Rights (ICESCR) and the articles 13 and 14 have set out detailed formulations of the right to education. According to article 13 of ICESCR, everyone has the right to education and that education should contribute to the full development of the human personality. It stipulates that the primary education should be compulsory for all and it should be free and also it stipulates the following:

- The basic and fundamental education shall be intensified for those persons who have not received or completed the whole period of their primary education.
- The technical and vocational education shall be made generally available and accessible to all.
- Higher education shall be made equally accessible to all, on the basis of capacity, by every appropriate means, in particular by the progressive introduction of free education.

According to article 14 of ICESCR, compulsory primary education should be free of charge for all.”

THE CONVENTION ON THE RIGHTS OF CHILD ⁽¹¹⁾

The Convention on the Rights of Child (CRC) adopted by the general assembly of the United Nations on 20th November 1989 defines basic rights of children covering multiple needs and issues. The Constitution of India ⁽⁷⁻⁹⁾ guarantees the following rights as equal citizens of Indian, just as any other adult male or female:

1. Right to equality (Article 14)
2. Right against discrimination (Article 15)
3. Right to personal liberty (Article 21)
4. Right to being protected from bonded labor (Article 23).
5. Right of weaker sections of the people to be protected from social injustice (Article 46)

Article 26, of UDHR, confers the **Basic right** of education to everyone. Education should serve the basic purpose of rights for education to pursue. The full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms would be obtained by education. The education shall promote understanding, tolerance, and friendship among all nations. The education also teaches against the discrimination of racial or religious groups and shall further the activities of the United Nations for the maintenance of peace. This conjoins the saying and the philosophy advocated by **Swami Vivekananda** ⁽¹⁰⁾ that the development of a nation is with real education. Also, he said that we have to educate ourselves with values, morals and with a particular purpose to serve the needs of the society and as well oneself. This article emphasizes the importance of education as a tool to enrich people to enjoy their rights guaranteed both nationally and internationally:

- a) Education to everyone alone promotes the strengthening of respect and helps for the promotion of human rights and fundamental freedom.
- b) The full development of human personality and the sense of its dignity could be achieved only when the significance of human as a person is realized
- c) It helps to understand tolerance, promotes gender equality and friendship with all other human beings across the world.
- d) It enables all people to take part freely and effectively in the development of society and states, economically, politically, socially, legally and culturally.
- e) Education alone provides a goal to achieve the objectives of human rights, by inculcating values, morals, and ethical perspective of mankind.

In order to achieve these main goals which contribute to the furtherance of common brotherhood and one world concepts, the United Nations Education, Scientific, and Cultural Organization (UNESCO) formulate a number of policies and programs to help the states to achieve cent percent literacy. Accordingly, the UN declared 2005-2014 as the Decade of Education for Sustainable Development. It hopes to achieve literacy to a maximum extent. In tune with the policy perspectives of the UN and other international organizations, the

Government of India has adopted the **Right to Education Act 2002**, making education a compulsory aspect for every citizen of India”.

TEACHERS ROLE IN HUMAN RIGHTS EDUCATION

Teachers are the key persons to bring awareness about Human Rights through education among students. Teachers have to promote the development of a culture of human rights. Also, they have to promote a common understanding, based on international instruments, of basic principles and methodologies for human rights education ⁽⁶⁾. The teachers must ensure a focus on human rights education at the national, regional and international levels. The teachers should enhance partnership and cooperation at all levels. They have to make a survey, evaluate and support existing human rights education programs, to highlight successful practices, and to provide an incentive to continue and/or expand them and to develop new ones. The minimum standards of human rights norms in a state of exception formulated by the Human Rights Committee of International Law recognize eleven non- suspendable rights in any kind of emergency:

1. Right to life.
2. Prohibition of torture.
3. Prohibition of slavery or servitude.
4. Prohibition of retroactive criminal laws.
5. Rights to recognition of legal personality.
6. Freedom of conscience and religion.
7. Prohibition of imprisonment for breach of contract.
8. Rights of the family.
9. Rights of the child.

10. Rights to nationality.

11. Rights to participate in Government.

The concept of human rights has its origin in humanism which recognizes the value and dignity of man and makes him the measure of all things or somehow takes human nature, its limits, or its interests as its theme. Human rights are often called fundamental and universal.

TEACHERS DUTIES IN PROMOTION AND PROTECTION OF HUMAN RIGHTS EDUCATION

Teachers should motivate the students to establish the **Human Rights Club** in schools. Through club, the students should create an awareness programs on Human Rights. In this club, the students can express their views. Students can use this club as a Platform for Elocution and debate competitions which will develop their communication skills, cooperation, coordination, and organizing capacity.

CONCLUSION

Education is the first and most important tool/aspect to help people become more aware of their rights and duties and their importance. The rights of the student are an expression of the interconnection of all rights that ensure the human dignity of the student. Introduction about the Human Rights Education and the Convention on the Rights of the Child, explains that it guarantees to children the things they need to grow up healthy and to become good citizens in their community.

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