

Dr. Bhavana Sharma. (2022). A Study of Teachers' Human Rights Consciousness in Reference to 'Human Rights Education'. *International Journal of Early Childhood Special Education (INT-JECSE)*, 14(1): 786-790. DOI: 10.9756/INT-JECSE/V14I1.221092

Received: 08.10.2021 Accepted: 22.12.2021

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A Study of Teachers' Human Rights Consciousness in Reference to 'Human Rights Education'

Abstract

This research study gives an overview of Human Rights education, with subdivisions into the main categories of Human Rights Education, such as 'theory of Human Rights education.' 'Human Rights Education Implementation' is a result of "Human Rights Education."

The expanding literature base on "Human Rights Education," which would be based on culture, an efficient educational system, classroom studies, curriculum analysis, textbooks, transformative learning, and youth development, is examined in this paper, especially at this time when the COVID-19 virus is active. This all follow the presentation of key results; the author propose that the future research might continue in the same vein, While COVID-19 is active and at the same time concentration will be fully on Impact related evolution.

Keywords: Human Rights, Human Right Education, UDHR.

Introduction

'Human Rights' are universal; there are the rights which are being given by God from the birth. In other words, these are the birth rights of every person of this human society. No one has power to deserve or earn these rights.

These rights are neither transferable nor mortal. You cannot lose or cannot deny accepting these rights. In a nutshell these are neither less important nor non- essential. All human rights are part of a framework that works together.

Because there is no authority that grants Human Rights. Even if a monarch reigns, no government, secular or religious institution has the jurisdiction to confer these basic rights. They aren't civil rights in the sense that the Constitution of US and Bill of Rights define them.

Human Rights are practical and abstract both. These Human Rights establish minimum standards for the treatment of people by individuals and institutions. The vision of a just, peaceful, and free world is embodied in human rights.

These right give empowerment to individual or an institution to demand and defend or save their rights and rights to others.

Although the concept of human right is older and the defined principally in 20th century but 'human rights', values are rooted in the religious teaching of almost every culture, traditional values, wisdom literature. For example, the Hindu Vedas, the Quran (Kouran), Bible, the Analects of Confucius and Babylonian code of Hammurabi, all had the focus on peoples' rights duties and responsibilities.

A global work has been explored in recent years for scholarly understanding of 'human rights'.

Multiple approaches to "Human Rights education" have been investigated, particularly in terms of how the Human Rights curriculum is implemented in a formal or informal setting.

However, studies were sought to assess teachers' comprehension of Human Rights in specific contexts in a systematic manner.

Teachers play a pivotal, and decisive role in putting education policy into practise and communicating it to students in the form of practical instruction.

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It is necessary to take into consideration how teachers, who play a key role in implementing "Human Rights Education", comprehend 'Human Rights' and how they teach and explain "Human Rights education".

Research in 'Human Rights education' consists of his studies carried out in academic setting as well as impact evolution against context of program.

The practice of 'human rights' is an important aspect of 'Human Rights Education'. Primary resources are available in such as curricular policies, syllabi, teaching resources and Secondary resources such as conference proceedings etc.

Research on Conceptualization & 'Human Rights Education'

'Human right education' can be classified into 3 categories-

1. 'Human Rights Education' Theoretical Framework
2. The adoption of 'Human Rights Education'
3. The Findings of the 'Human Rights Education'

A. 'Human Rights Education' Theoretical Framework

This research area relates the research to pedagogies including critical pedagogies, definitions, concepts and goals of 'Human Rights Education'.

The purpose of this study is to justify and clarify what Human Rights Education is. What does it have to do with other educational approaches, such as education for challenged people, education for peace, education for sustainable development, and skill education? How does this research include other trends in education such as online education in COVID-19 pandemic span, globalization, trans-nation curriculum borrowing?

B. The Adoption of 'Human Rights Education'

This research category consists of presentation of policies, training programs, curriculum, methodologies as well as 'Human Rights Education' conditions and methods.

C. The Findings of the 'Human Rights Education'

This research includes outcome of policies. 'Human Rights Education' theory as well as the outcomes of policies, which are implemented for the welfare of human society as a whole and welfare of the individuals. How much these policies and implementation of policies are able

to protect the Human Rights for the human being.

Human rights are the rights or privileges that an individual has as a human being, regardless of his or her relationship with a nation, community, race, religion, gender, or other factors.

The United Nations Universal Declaration of Human Rights is a fundamental declaration in today's world (UDHR in 1948). Many more Human Rights documents followed, including the Covenant of Civil and Political Rights (1966), the Convention on the Rights of the Child (1989), and a wide spectrum of personal, legal, political, social, and cultural rights.

On the one hand, some educators and researchers believe that Human Rights are established in conjunction with a conceptual framework, power structure, and political system. So, we cannot generalize the Human Rights. Example - If we claim that Human Rights are a product of the West, then this interpretation or set of ideals can be universalized independent of the regional context or established social and cultural institutions.

Some interpretations, on the other hand, argue that Human Rights are universal principles that apply to everyone. They favour universal human nature.

In this research paper I explained that because Human Rights are invariably "translated" and "interpreted" differently in different contexts, it is necessary to understand the contextual understandings of Human Rights and to examine how they may limit or expand national Human Rights, particularly in the context of "Human Rights Education."

In academic literature, there are many different perspectives on human rights. It has been discovered that the subject of Human Rights is constantly open, and we must comprehend the four schools of Human Rights, which are the Natural School, Protest School, Deliberative School, and Discourse School, for our purposes. Human Rights, according to the Natural School, are universal illumination that every human has as a result of being born, i.e., birth rights. Human Rights are viewed by the Deliberative School of thinking as political values that a society chooses for smooth functioning. Human Rights are primarily seen as a rightful claim by the impoverished and disadvantaged in the Protest school of Human Rights.

The fight for human rights by marginalised people has captivated the minds of protest researchers. Finally, the Discourse Scholars have a Broadway conception of Human Rights. They regard Human Rights as social constructs, claiming that they exist solely because people discuss them.

These four models and theories, which offer distinct viewpoints on how Human Rights are seen, are shared by all of us.

"Human Rights Education" and Prior Studies on Teachers' Understanding of the 'human Rights'

The UDHR included a section on "Human Rights Education." Throughout the previous few decades, "Human Rights Education" has featured a variety of formal as well as informal components. "Human Rights Education" has now become an important part of global discussions regarding education systems, NGOs, and reforms, among other issues.

Although, in general, all of these experts and interpreters agreed that "Human Rights Education" should incorporate material and processes connected to human rights.

The first component, content, emphasises historical knowledge and facts concerning 'human rights', as well as parallels to the "United Nations Declaration of Human Rights". While the second component is being processed, the operational aspect of 'Human Rights' is being highlighted, which is the development of skills, values, and actions so that humans can participate in the transformation of society toward improved 'Human Rights' projection for all.

Teachers' understanding of the situation, problem, ramifications, and need for 'Human Rights Education' determines how educational programs are translated into practice. To grasp the idea on "Human Rights Education", It's vital to get rid of psychological roadblocks. There has been a lot of research done on teachers' roles in 'Human Rights Education' projects. It underlines the importance of having a teacher who is confident, knowledgeable, and motivated to enriching the learners' comprehension. For example, teacher must be aware of the situation of the learner from which background does learner belong to, what is his or her family background. Teachers must be known with the problems by which Human Rights of the learner needs to be protected. Now come to the implications of these situations and problems. The teacher must make the learner aware about the Human Rights, how can he or she demand for Human Rights and which are the resources through which these rights may be protected.

This research will attempt to demonstrate how teachers' perceptions on 'human rights' are influenced by the larger socio-cultural context in which they work.

Methodology

To find gaps in the literature, I used a two-phased mixed methodological approach-

- Human Rights content study of prior and current curriculum.
- A qualitative study based on 25 in-depth teacher interviews about their knowledge on 'human rights' and "Human Rights Education" practices.

A aim of the content analysis of earlier and present curriculum was to see if there had been any changes as in conceptualization of 'Human Rights' over the ages. 2 different curriculums in particular were examined-

- Old curriculum for reviewed 'Human Rights Education'
- New curriculum on "Human Rights Education".

This study concentrates on tracking down context references on idea of 'Human Rights'. These references define, understand, and allude to 'Human Rights', which include both explicit allusions to specific rights and a broad reference to the concept of 'Human Rights'.

Another goal of this phenomenological study, which was the second phase of curriculum analysis, was to investigate the teachers' perspective on 'Human Rights' and establish a link to their conception on 'Human Rights Education'.

My analysis in this study attempted to compare curriculum texts and teachers' perspective on the 'Human Rights' in terms of teaching them.

In the second phase of the analysis, snowball sampling was employed to choose participants based on gender, class, & years of experiences. (For further information, check Table -I)

Table I.
Details of Participants

Year of Experience	No of Teachers	Female	Male	Rural	Urban
2-5	7	7	0	3	4
6-10	9	7	2	6	3
11-15	4	3	1	2	2
16-20	3	2	1	3	0
21-25	1	1	0	1	0
Over 25	1	1	0	0	1
Total	25	21	4	15	10

I meticulously monitored the snowball sampling procedure to verify that teacher representations in relation to gender, class, and years' experience was reflecting. For our empirical research, we needed ethical approval, and teachers had to sign a consent form before being interviewed.

All interviews were conducted in English and Hindi, and audio recordings were made. Interviews were performed using a methodology that comprised questions from the categories of Human Rights Education. –

1. Teachers' comprehension of the concept Human Rights are important.
2. Pedagogical concerns in teaching "Human Rights Education".
3. Teachers understanding on 'Human Rights' in local context.

Research Observations

'Human Rights' in School Curricula

First, an examination of the 1996 curriculum found that teachers, particularly in metropolitan areas, were aware of human rights. Evidence of more generic references to Human Rights, for example, was discovered in the subject of civic education.

Second, the study indicated that the discussion concerning Human Rights is now framed around principles of equality, non-discrimination, democracy, and respect for human dignity, as evidenced by the new curriculum.

Human rights allusions are becoming increasingly detailed and widespread. These references are infused and incorporated most of the curriculum. Even in Orientation of students Human Rights is also one of the current burning topics to discuss with students. Now teacher is very much able to understand the notion Human Rights and is also able to explain to the students. Different subjects such as social education, political education, adult education, health education etc. are also the part of the syllabi.

Followed by the second section of my research, I discovered that teachers' perceptions of Human Rights differed substantially in the interviews, particularly in regards to Violations Of 'human rights'. The important concepts that arose in Association to Human Rights are summarised in the table below. Some sources explored the concept of 'Human Rights' via the prism of the UDHR, while others discussed it more normally. Every fifth interviewee stated the Universal Declaration of Human Rights (See Table II).

Table II

Teachers' Understandings on "Human Rights Education"

Number of Teachers	UDHR & Other Conventions	Rights of Citizen	Fundamental Rights & Freedoms	Equality & Justice	Human Rights & Obligations	Rights of Children
25	9	4	14	21	19	23
%	36	16	56	84	76	92

"I think it's really important to know something about Human Rights," one of the professors remarked, "because it helps you live better in our society."

When asked about their awareness of Human Rights, most instructors mentioned educating regarding children's rights and how they relate to citizen participation.

While many teachers stated that 'Human Rights Education' seemed compatible with existing curriculum, many teachers expressed uncertainty and doubt about what needed to be taught and how it should be taught.

Discussion and Implications

This study investigates the several approaches of interpreting the notions of "Human Rights" & "Human Rights Education." Similarly, earlier curriculum influenced the concept of 'Human Rights.' A combination of content analysis of old curriculum & new curriculum, as well as qualitative analysis on teacher interviews, yielded two major findings-

- One on the idea of 'human rights', & the other on the contextualization of 'human rights learning'. The first finding is noteworthy because it reflects how the

universal applicability vs. distinctiveness debate in 'Human Rights' is replicated in our circumstance. Teachers seem to draw from universality discourses when discussing Human Rights in the abstract or in a vacuum, which see Human Rights as natural rights for all and relate to their familiar discourses of equality, but when discussing Human Rights in a local context, teachers limit their understanding by restricting them to that specific community.

Teachers' comprehension of the shift from old to new curriculum does not appear to be evenly reflected, maybe because the majority of these educators were raised with the mentality of "I never forget."

- The second finding is linked to the first and pertains to "Human Rights Education" in this context. When children's rights are prioritized in "Human Rights Education", it tends to lead to Human Rights universalization.

When 'Human Rights Education' becomes relevant on a regional level, we tend to 'nationalise' it in order to bring attention to 'human rights' violations in their own communities. The ramifications of these findings for teacher education and future Human Rights research are substantial.

Although the study's limitations ('small sample size', 'non-representative sample', 'exploratory investigation') are clear, they don't preclude me from seeing how certain facts and patterns in this study may repeat in other contexts.

Scholars & professionals in the field of 'human rights' will have a better understanding of how to enrich 'Human Rights Educations' in diverse circumstances by employing research methods and perspectives that allow me to get a qualitative look into the complex process of understanding 'Human Rights' and translating that understanding into teaching methodologies.

What is HRE? www.unesco.org

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