

Teacher Appraisal on Human Rights Education Programme in Kerala

Dr. KM. Ashifa, Asst. Professor in Social Work, Faculty of Health Science, Istanbul Geilisim University, Turkey

Abstract- The Universal Declaration of Human Rights (UDHR) and other international documents have stressed the importance of human rights education (United Nations, n.d). It has become a subject of concern for law enforcement agencies, academics, and social activists. In fact, human rights education is meant for educating people, about their natural and legal rights which can make them safer, happier and contented in life. It is persistent effort to build a universal culture of human rights through imparting of knowledge and skills. The present paper deals with a conceptual frame works on human rights education and critical evaluation of human rights education programme in Kerala with the support of data collected from the teachers.

Keywords: Human rights, Education, Knowledge , awareness, sustainability.

I. INTRODUCTION

The rights of humans to living rights are legal and real. Human rights mean society's obligation to fulfill these criteria. There are several facets of human rights which have been based for a long time on civil and political rights. Economic , social and cultural rights, however, have also become popular today. Human rights have thus paved the way for new rules, charters and agreements in the wider context (United Nation, 2005). Notwithstanding this, there has been a serious threat to human rights due to globalization (Spagnoli 2007). Human rights education is a distinct initiative to raise public consciousness beyond the law and includes human rights learning and practice. A systematic approach to human rights education stresses the application of this strategy on all levels of the education system (Elizebath 2009). Transformational human rights learning imbibes people with a knowledge and a vision to take action for a better world and equip their with tools to begin that transformation. The duties of citizens in a democratic society are inseparable from the responsibility to promote human rights (Brooke 2008). Human rights education will further, democratize the structures of authority and flourish people's participation in democracy. The education on human rights is an important step towards the development and democratization of the society .

Figure 1: Elements of Learning and Practice of Human Rights Education

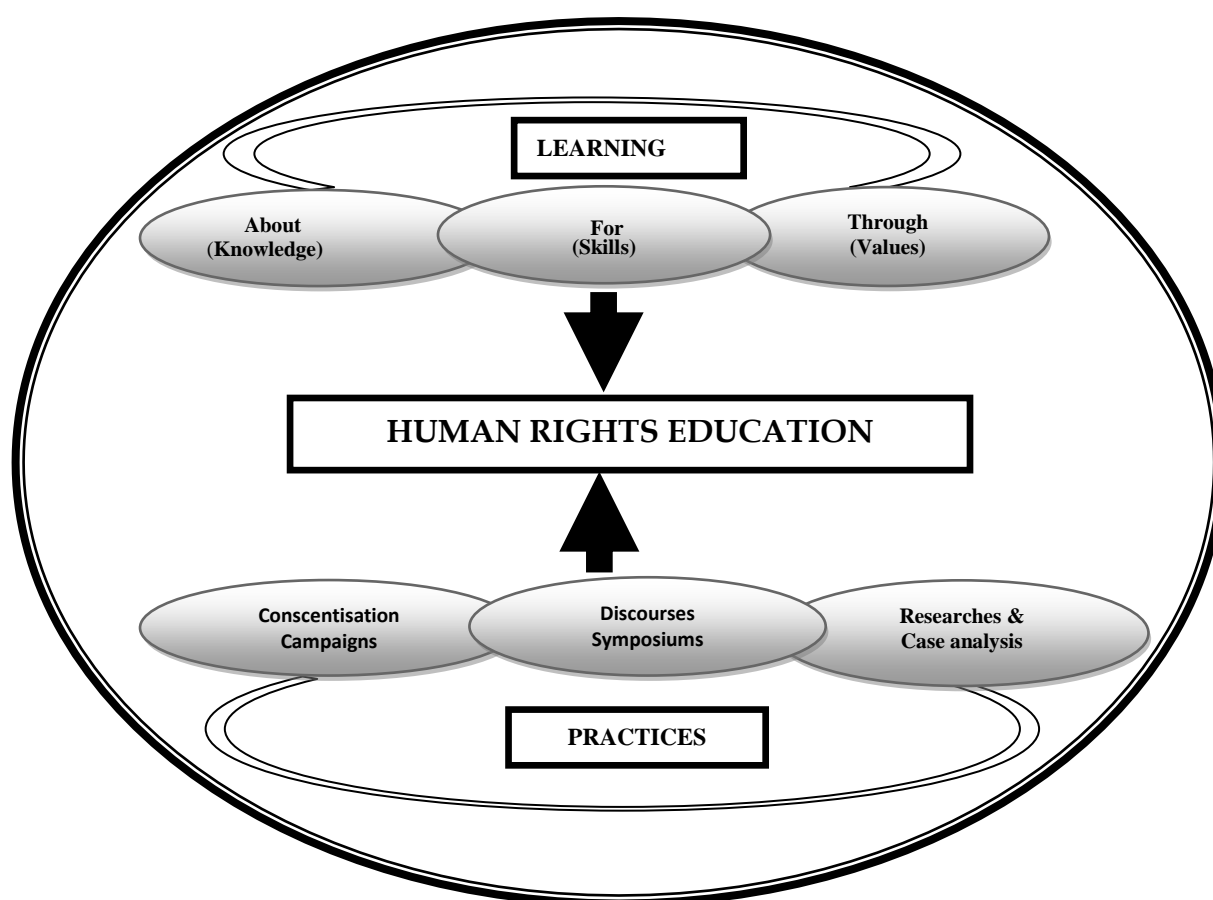


Figure 1 depicts elements of learning and practices of human rights education which includes learning about, learning for and learning through human rights. The understanding of the rights and obligations of the individual and the organization, who have worked to ensure the dignity of all alike past and present, is brought on by human rights research. Human Rights learning facilitates the acquisition of the skills required for the awareness and appropriate and effective practice of nature or rights or obligations (United Nations Children's Fund, 2007). The third dimension of human rights learning helps students to understand the community's values, where the learning environment encourages respect for others. The person encouraged one another to listen to his or her views and openly express opinions that do not offend others. Human rights education should be accompanied by a broad range of activities and a greater democratization of life. (Council of Europe Portal, n.d). Education institutions, as well as outside educational institutions, should be able to foster human-rights culture and encourage empathy, respect and affection towards others.

II. REVIEW OF LITERATURE

Human rights education (HRE) is an international initiative to raise awareness about the rights granted by and procedures with relation to the Universal Declaration of Human Rights and associated human rights conventions (Amnesty International, 2007). The creation and development of a philosophy of human human rights can generally be called human rights education. It is a deliberate and participatory activity to empower people, societies and groups through the promotion of awareness, skills and behaviors in line with globally accepted standards of human rights (Council of Europe Portal, n.d). The concept of human rights education should not only be targeted at educating qualified , trained workers, but also at creating people with the potential to make improvements to society (UNICEF, 2007). Education is seen as a way of empowering people, improving their lives and increasing their ability to engage in decision-making. Human rights education sustains constant interest as it comes to recognizing human rights as an integral factor in the lives of individuals, to gain their rights (UNFPA, 1994) . According to U.N (1996) defines "Human rights education is training, dissemination and information efforts aimed at

the building of a universal culture of human rights through the imparting of knowledge and skills and the molding of attitudes directed to:

- *the strengthening of respect for human rights and fundamental freedoms,*
- *the full development of the human personality and the sense of its dignity,*
- *the promotion of understanding, tolerance, gender equality and friendship among all nations, indigenous peoples and racial, national, ethnic, religious and linguistic groups, and*
- *the enabling of all persons to participate effectively in a free society.*

The UN is intended as part of a personal lifelong learning process , which includes human rights education for all fields, social and cultural rights, civil and political rights, child security and all forms of discrimination against women. human rights education is the priority of all sectors of society (UNICEF,2007). The educational aspect of human rights is both moral and legal. The legal aspect involves the adoption of international standards on human rights as set out in the Universal Declaration of Human Rights and the other treaties and agreements to which countries consent (UN,n.d). This changing structure has been reinforced with environmental and social rights in recent years. Human rights education is also a cultural enterprise. Human rights education, as a medium to long-term method, strives to improve and incorporate the cognitive , affective and attitudinal aspects of human rights, including critical thinking. The goal is to establish a climate of dignity and action to protect and promote human rights for all(Amnesty International, n.d). The human rights education framework is intended to provide individuals with skills , information and motivation. This will help them to change their own lives and will comply with standards and values of human rights. Therefore, interactive, learner-centered approaches for human rights education are widely promoted. It is a human rights and human rights education. The aim is to help individuals understand and appreciate human rights and take responsibility for human rights .

III. METHODOLOGY

The present investigation is both quantitative as well as qualitative in nature. Content analysis and human rights education survey are the main method used for data collection. Content analysis is used for profiling the activities of human rights education programme and analyzing the content and methods adopted in the human rights education modules. Human rights education survey schedule is developed for collecting appraisal from teachers , those who are involved in the human rights education programme.

IV. RESULT AND DISCUSSION

An appraisal of human rights education offered in elementary schools in Kerala, has been conducted for this an interview schedule was prepared and administered to 40 trained teachers under the programme of human rights education. The schedule mainly used for analyzing the performance of teachers and appraisal of the HRE module by teachers. The data obtained were analyzed using SPSS and the details are given here by

Table: 1
Appraisal of HRE teachers

Opinion Item	Accept		Cannot Accept	
	F	%	F	%
“Utilization of time and talents”	32	80	8	20
“Knowledge on human rights “	38	95	2	5
“Participation of students in HRE classes”	31	77.5	9	22.5
“Observation of important days”	34	85	6	15
“Vision on humanity”	35	87.5	5	12.5
“Importance of HRE in school curriculum”	32	80	8	20
“Attitude towards human rights violations”	33	82.5	7	17.5

"Influence of HRE in personal life"	36	90	4	10
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Table 1 indicates the performance appraisal of teachers on human rights education. Out of 40 teachers 80% accepted the situation. The trained HRE teachers are fully dedicated for their talents, time and energy for preparing and teaching Human rights. The knowledge level of teachers on human rights was improved through the programme. 95 % of respondents accepted the statement. From this we can infer that the knowledge level of the HRE teachers was increased through the programme. Regarding the participation of students in HRE classes out of 40 of the respondents 77.5% of them fully accepted the statement. From this ,it can be inferred that participation of students in HRE classes was higher than other classes the student were interested in the Human rights. In case of vision on humanity among teachers were positively changed because of the human rights education. 87.5% of the respondents were fully accepted this statement. The schools were observe international and national important days and spreading messages on it. The responds related to this, 85 % were accepted. Regarding the responses on imparting human rights education in schools curriculum, 80% of the 40 respondents were fully accepted ,that is more than half of the respondents . From this we can find the importance of human rights education in school curriculum. Regarding the attitude on the human rights violations out of 40 respondents 82.5 % accept the statement fully. A change in attitude of has been observed among teachers as they made favorable steps to molding their student against the violation of human rights. Human rights education programme has also made positive influence in the personal life of the teachers as they changed their attitude and vision on human rights. The teachers utilized their time constructive for making students as harbingers of human rights .

Module Appraisal by Teachers. :This session deals with the appraisal of the modules prepared and used for programme for the teaching human rights in schools. The modules are the core of the teaching and learning process of Human Rights education. Table 3 shows the appraisal of the modules prepared for the HRE programme. Out of 40 respondent 2.5%of them opined that it was excellent in nature. 45% opined that it was appreciable and another 45% opined that it was good. Then remaining 7.5% opined that it was satisfactory. From this response we can infer that the module has a better impact on the programme. In case of theme of presentation in the module 10% opined that it was excellent in character. 32.5 % of them opined that it was appreciable. 45% of them were opined that it was satisfactory. In case of stories in the module 12.5% opined that it was excellent in nature. 25% responded that it was appreciable. 37.5% opined that it was good in character. 25% opined that it was satisfactory. The responds related to plays in the module is that 2.5% were excellent, 32.5% of them were appreciable, 45% of them were good in character then 20% of them were in satisfactory on the plays of the module. The table shows that the responses on exercise of the module, out 40 of the respondents 5% were to be excellent, 37.5% of them were opined that it was appreciable, 47.5 % of them opined that it was good in nature and 10 % of them opined that it was satisfactory. Regarding reference material in the module out of 40 of the respondents 10% were responded as excellent in character. 27.5% were responded as appreciable, 50% of them were responded as good in nature. And 12.5 % were said it was satisfactory. From this analysis we can find out the influence of module in the programme. The frames of modules were appreciable in nature. It has great influence on Human Rights Education and a guide to the teachers. They also accept that modules are suitable for the age of children. It also helps to the teachers for upgrading knowledge on human rights

Table 2
Module Appraisal by Teachers

Item Opinion		Module as Whole	Theme	Stories	Plays	Exercise	Reference materials
Excellent	F	1	4	5	1	2	4
	%	2.5	10.0	12.5	2.5	5	10
Appreciable		F	18	13	10	13	15
							11

	%	45.0	32.5	25.0	32.5	37.5	27.5
Good	F	18	18	15	18	19	20
	%	45.0	45.0	37.5	45.0	47.5	50.0
Satisfactory	F	3	5	10	8	4	5
	%	7.5	12.5	25.0	20.0	10.0	12.5

V. FINDINGS AND SUGGESTIONS

The present study probes the effectiveness of human rights education programme in Kerala under UNESCO'S world programme. From the analysis of the programme it can be focused that it is more effective in nature. HRE students and teachers are very much influenced by the human rights values and principles. HRE programme in Kerala has imparted human rights culture into the society. The HRE training programmes were more effective and useful to the HRE teachers. Most of the teachers demanded the human rights issue based trainings. They need quality based development through trainings .

The modules for HRE programme are very suitable for the age students of HRE. The theme, stories, plays, exercise and reference materials are most appreciable in character. This module is a guide for teaching HRE not only for students and teachers but also for other professionals. The teachers used their energy, talents and time for teaching human rights. Participation of students in the HRE classes is very high and their capacity has increased to analyse and solve the social problems. HRE teachers are capable of raising voice against the violations happening in and around them and they can change their vision on humanity as a whole in positive way. The knowledge on human rights of teachers was improved through the HRE programme and teaching human rights in schools is essential for development of the students as whole. It leads to empowerment of the students for better values and vision in life .

Human rights should be included in the school curriculum for overall development of the students which leads to progressive social change. The constructivist approach will provide ample scope and opportunity for promoting the culture of respect for human rights and peace as it calls for honoring the personal experience of students and treating it as a base for dialogue and new learning, which are dedicated to develop mature and self-directed students and emphasize continuing lifelong learning .

VI. CONCLUSION

Human Rights Education seeks to prepare people for a dignified life and to humanize them. This provides students with critical insight and tools for questioning, analyzing, challenging and ultimately changing injustice and oppression systems. It makes us understand its ultimate potential as an efficient part of society and a democratic country, not a self-centered violent individual. The dreams of reformers, radicals, builders of nations have long been fulfilled. Education in human rights focuses on the general welfare of people and on nations' development. This study focuses on the development action-oriented approach through the Human Rights Education Programme. These studies have shown that the effect on skills and value orientation is being influenced by human rights education. It guarantees society's justice and harmony .

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