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1. Introduction:

The inherent insecurity and a sense of self-gratification has urged men to dominate and subjugate the human beings which inevitably led to conflicts, struggles, strife and wars among tribes, ethnic groups, races and nations since time immemorial. The growing realization to put a check on all kinds of exploitations and assaults on human dignity focuses on the ensuring of Human Rights to all.

Under the Initiative of the National Council of Teacher Education a self-learning module on Human Rights and National values was released by Justice Rangnath Mishra at New Delhi on march 11, 1996. In the National seminar held at NCTE New Delhi, Dr.Gulab Chaurasia in his paper stressed the need to developed curriculum for all stages of education to incorporate Human Rights. The University Of Bombay decided to introduce a one year post graduate course in Human Rights.

Introduction of Human Rights Education in the Curriculum is essential at all levels of the Education. The Teacher Education Colleges are playing major role in the field of Education. They are preparing teachers as Teacher-trainees during the B. Ed. Course. If the B.Ed. Teacher trainees are Educated in Human Rights, they can efficiently educate their students in schools. The National Human Rights Commission (NHRC) published a 'Module on Human Rights Education for Teaching Professionals Imparting Education in Primary, Secondary, Higher Secondary Level' as Recommendations of NHRC in 2007. The Former Chief Justice of India Justice S. Rajendra Babu as the Chairperson, NHRC (2007), "One of the foremost important mechanisms to address the issue of human rights at school level needs to have a module for teacher training programmes, which would be able to provide an appropriate level of input to the teachers who are involved and concerned with the human rights education at the school level. Thus, the teachers would be able to address the issue of human rights and imparting the same to the young children in the school much more systematically and effectively." The Justice Y. Bhaskar, as the Member of NHRC addressed in Preface that "The Commission undertook an exercise of envisaging a syllabus leading to the development of modules on human rights concerns which may be used for training of in-service teachers on human rights concern as well as the induction of human rights modules in the B.Ed, M.Ed. L.T. and other professional degrees in education." R. K. Bhargava the Secretary General of NHRC advocates, "The National Human Rights Commission has facilitated a process of developing syllabus and curriculum guidelines of human rights education for the teachers of

- schools up to secondary level. The primary aim is to help organizing teachers' training across the country through a focused module that would enable grooming teachers at B. Ed courses to be informed about the key human rights concepts with reference to realities in India and abroad."

The investigator has gone through such sources and found to include the Human Rights at Schools as well as the Secondary Teacher Education level. She has conducted an investigation on Human Rights with respect to the B. Ed. Course of the Sardar Patel University (SPU), Vallabh Vidyanagar, Gujarat. The investigation was on 'A Study to Include the Education of Human Rights in the Curriculum of B. Ed. Course of S. P. University'. The present research paper provides an outline of framing the curriculum which will enable them to strengthen with respect for Human Rights and fundamental freedom of Human being.

2. Objective of the study:

To create an awareness of Human Rights and their significance in the curriculum at Secondary Teacher Education level.

3. Sample:

For the purpose of drawing the sample the population was defined as all the faculties of B. Ed. Colleges of Sardar Patel University (SPU), Vallabh Vidyanagar. From the population fifteen faculties of B. Ed. College of SPU were selected for this study randomly as sample.

4. Methodology:

Normative survey method was used for the present study. The tool for this investigation used was an Opinion Nair . In order to study the opinion of faculties of B. Ed. Colleges to include Human Rights Education in B.Ed. course a chart of Human Rights provisions at India level from the Constitution of India (CI) and Universal Declaration on Human Rights (UDHR) given by Yadav & Yadav (2007) used as an Opinion Nair by investigator.

5. Analysis:

The collected data was analyzed using content analysis.

6. Findings:

It was found that almost all faculties i.e. 97% suggested 'Right to Equality and non-Discrimination' provision in the curriculum. Majority of the faculties i.e. 65 % suggested 'Right of Child' and 'Right to Education'. 60 % suggested 'Right to Liberty and Security', 'Right to Freedom of Thought Conscience and Religion', 'Right to Freedom of Opinion and Expression', 'Right to Freedom of Peaceful Assembly', 'Right to Economic Self Determination', 'Right to Work', 'Right to Rest and Leisure' provisions in the curriculum. 'Political Rights' and 'Right to Standard of Living Physical and Mental Health' suggested by 35 %. 14 % suggested 'Right to Privacy, Family, Home or Correspondence, Right to Marry and Found a Family', 'Right to Social Security', 'Right to Protection of Family' provisions in

the curriculum. 'Right to Equality and non-Discrimination' suggested by 7% faculties shall include in to the B. Ed. curriculum. The 20 % faculties suggested that the Human Rights should be taught as a core paper in the B. Ed. Course of the SPU.

7. Conclusion:

After an investigation different Human Rights are there to include in the Curriculum of B. Ed. Course of S. P. University like Right to Equality and non-Discrimination, Right of Child' and 'Right to Education, Right to Liberty and Security, Right to Freedom of Thought Conscience and Religion, Political Rights and Right to Standard of Living Physical and Mental Health etc. and suggested to teach as a core paper in the same course.

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