



COMPARING THE LEVEL OF HUMAN RIGHTS AWARENESS BETWEEN PROSPECTIVE TEACHERS IN THE CITY OF AURANGABAD

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Abstract

The present study throws light upon the Human Rights awareness among B.Ed. Student Teachers in the city of Aurangabad. The objectives of the study are to measure and compare the level of human Rights Awareness among male and female B.Ed. Students Teachers and also to provide guidelines to the B.Ed. student-Teachers to increase their level of Human Rights Awareness. 150 students from the B.Ed. course, out of which 75 males and 75 females were selected randomly. The tool used to measure the Human rights awareness test was developed and standardized by Dr Vishal Sood and Dr Mrs Arti Anand. The major findings revealed that the level of Human Rights Awareness of the B.Ed. student-teachers is average and there was no significant difference found in the level of Human Rights awareness between the male and female -B.Ed. Student-teachers. Further valuable guidelines are provided to all student- teachers to enhance the level of Human rights awareness.



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Introduction:

Human rights include all fundamental freedoms which individuals should enjoy if they wish to live with dignity. The right to live is the natural rights of human beings. All men and women are equal. They all depend upon one another. They have equal rights and responsibilities for social progress. According to J.J. Rousseau, the greatest master of the natural law school of all times, and philosopher, spark-thrower of the French Revolution (1789), "All men are born free but everywhere they are in chains" (Diwan & Diwan-1998). All human beings by nature love peace. Peace makes advancement of civilization possible. The foundation of peace in the world rests on the basic principles of justice, equality. And freedom enjoyed by all the people. Wherever these rights have been denied to people or nations, there have been conflicts between man and man and nation and nation. Everyone has got the rights to live with liberty and security. (Vimalkumar, P. and etal, 2014).

The Universal Declaration of Human rights has been described as one of the most influential documents of all times. It has influenced many constitutions. Including that of India. Most civil and political rights recognized in the Universal declaration find a place in the Indian constitution. Human rights are regarded as those fundamental and inalienable rights which

are essential for life as a human being. All human rights are derived from the dignity and worth inherent in the human person is the central subject of Human rights and fundamental freedom.

Need and Significance of the study:

In India violation of Human Rights of child, of women, of weaker sections and minorities has become everyday news items. The main reason behind all these is nothing but the lack of the knowledge of Human rights Awareness. Even literate people are getting exploited in their day today lives only due to the lack of awareness in this regard. Present scenario of India in regard to its socio- political, economic and cultural perspective highly demands that the universities and the colleges of today must work not for promotion and dissemination of knowledge. They should seek to provide not dry and inert knowledge, but meaningful and vibrant wisdom. They must promote Humanism, reasoning, tolerance, adventure, critical thinking, and search for truth. They are expected to achieve new knowledge, understanding, good leadership qualities, equality and social justice for their students and teachers. They have to involve themselves in the nation building and getting involved in the activities of the society, especially education and training at B.Ed. level should aim at socialization and democratization in true sense of the terms and in all aspects and dimensions. Further education for Human rights Awareness among prospective teachers shall be a very good approach in revitalizing all the B.Ed. student-teachers who are the future nation builders. The knowledge of Human Rights will not help them to fight against injustice but also enable them to free the society from mass social injustice. Therefore researcher felt it is of utmost importance to find out the level of human Rights Awareness among the B.Ed. student-teachers.

Review of related literature

Education is the instrument to address inequalities by promoting equality, social justice and respect for the individual human being. These are preconditions for ensuring rights. The 1986 educational policy of India suggests various measures to bring equality through the system of education. A whole chapter of the 1986 National Policy on Education (NPE) spells out measures to promote equality of educational opportunity. NPE 1986 recommends the redesigning of the curriculum, textbooks, training of teachers and administrators to remove gender bias from textbooks and bring change in the status of women and educational

development of the SC/ST population at all stages and levels of education.(Dr.Kirti Matliwala).

Padmavathy R.D. & Pratima Pallai (2015) conducted a study on Human Rights Awareness of University Students. The finding of the study reveals that post graduate students irrespective of their entire sample, gender, place of residence, stream/faculty and type of family have average level of human rights awareness.

Jaskiran Kaur Dayal.A & Sukhwant Kaur (2015) conducted a Comparative study on Human Rights Awareness among Teachers working in P.S.E.B. and C.B.S.E. Affiliated Schools. The study revealed that the teachers of C.B.S.E schools are more aware as compared to those of P.S.E.B schools. Male teachers of C.B.S.E are more aware about human rights than their counterparts.

Ashraf, S. (2013) conducted a study on Human Rights Awareness among Prospective teachers. The investigator found that Prospective teachers have average level of human right awareness. There is significant difference between the level of human right awareness among B.Ed and D.Ed teacher trainees.

Isabela Stancea (2010) studied that human rights has evolved in its essence as the physical force was gradually replaced by reason and as legal principles took shape in society, principles that would become fundamental: the principle of freedom, equality, solidarity, etc. The fundamental human rights are a set of rights, freedoms and duties recognized worldwide covering essential issues for the development, welfare and progress of the human being. The human rights institution has evolved and undergone important corrective measures from one historical system to another and within the same system, from one stage to another.

Dr.P.Ramar (2011) studied about the social justice & human rights. Human Rights are based on mankind's increasing demand for a decent civilized life in which the inherent dignity of each human being is well respected and protected. Social justice takes within its sweep the object of removing all inequalities and affording equal opportunities to all citizens in a social affairs as well as economic affairs. The study believes in collective of individuals which make up peoples of nations and cannot be realized solely by an individual. The study realized people's rights, enjoying his rights and freedom in the society

Objectives of the study:

- 1) To measure the level of human Rights Awareness among B.Ed. Students Teachers
- 2) To measure the level of Human Rights Awareness of the male B.Ed. Students Teachers

- 3) To measure the level of Human Rights Awareness of female B.Ed. Students Teachers
- 4) To compare the level of Human rights Awareness between male and female B.Ed. student- Teachers
- 5) To provide guidelines to the B.Ed. Student- teachers to increase the level of Human Rights Awareness.

Hypotheses:

- H1: The level of the human Rights Awareness of the male B.Ed. Student- teachers is average
- H2: The level of the human Rights Awareness of the male B.Ed. Student- teachers is average,
- H3: The level of the human Rights Awareness of female B.Ed. student-teachers is average.
- H0 (Null Hypothesis): There is no significant difference in the level of Human Rights awareness between the B.Ed. male and female - student-teachers.

Participants:

150 students from the B.Ed. course, out of which 75 males and 75 females were selected randomly.

Instrumentation:

Human rights Awareness test prepared by Dr Vishal Sood and Dr Mrs Arti Anand was used. The test covered three dimensions. They are: 1) knowledge about human rights Documents, 2) Knowledge and understanding about Human rights concepts and principles, and 3) Understanding about situations involving human Rights violations.

Data analysis: Norms for interpretation of level of Human Rights Awareness:

Sr. No	Range of Z score	Grade	Level of Human Rights Awareness
1	+ 2.01 and above	A	Extremely High
2	+ 1.26 to +2.00	B	High
3	+0.51 to 1.25	C	Above Average
4	-0.50 to +0.50	D	Average
5	-0.51 to -1.25	E	Below Average
6	-1.26 to -2.00	F	Low
7	-2.01 and below	G	Extremely low.

Table 1: Overall level of Human Rights Awareness among B.Ed. student-teachers:

N	Mean	Range	Inference
150	55.69	-0.51 to -1.25	Below Average

Table 2: Human Rights Awareness among the male B.Ed. student-teachers:

N	Gender	Mean	Range	Inference
75	Male	55.65	-0.51 to -1.25	Below Average

Table 3: Human Rights Awareness among the female B.Ed. student-teachers:

N	Gender	Mean	Range	Inference
75	Female	54.65	-0.51 to -1.25	Below Average

Table 4: Mean, S.D. and 't' value of the level of Human Rights Awareness among male and female students:

Gender	Mean	S.D.	t value	Different at 0.05 level	Difference between mean
Male	55.65	5.33	1.38	1.97	No
Female	54.65	4.41			significant Difference

Results:

1. Table No 1 shows that the calculated mean value of the level of human rights awareness of the B.Ed. Student-teachers of Arts, Science and Commerce at Tertiary level is 55.69 which lie in the range of below average level of Human Rights Awareness.

Therefore the hypothesis H1: The level of Human Rights Awareness among the B.Ed. Student-teachers is average is rejected.

2. Table No 2: shows that the mean value of the level of Human Rights Awareness among the male student teachers of Arts, Science and Commerce at Tertiary level is 55.65, which lies in the range of below average level of human rights Awareness.

Therefore the hypothesis 2: The level of human rights Awareness among male students of arts, science and Commerce at tertiary level is average is also rejected.

3. Table 3: shows that the obtained mean value of the level of Human Rights Awareness of the female students of Arts, Science and commerce at tertiary level is 54.65 which lie in the range of below average level of Human Rights Awareness

Therefore the hypothesis 3: The level of Human rights Awareness among female students of Arts, Science and commerce at tertiary level is average is rejected.

4. Table 4 shows that the obtained mean value of the Human rights Awareness among male students of Arts, science and Commerce at tertiary level is 55.65 and S.D is 5.33. Similarly the mean value of the level of Human Rights Awareness among female students of arts, Science and commerce is 54.65 and the S.D. is 4.41 and the 't' value is 1.38 which is less than the df value 1.97 at 0.05 level..

Therefore the null hypothesis: There is no significant difference in the level of Human Rights Awareness between the male and female students of Arts, science and commerce at tertiary level is accepted.

Discussion of the findings:

After going through the findings of the study regarding the level of the Human Rights Awareness among the students of Arts, Science and Commerce at Tertiary level it can be said that students studying at this stage need to be self-conscious and also have a real sense of social responsibility. Teachers at this stage should take serious interest in developing a true spirit of leadership among these students. They should be acquainted with the detailed knowledge about the Human Rights Education and transmit the same to the students. Moreover Human Rights Education at this stage should be included in the curriculum as a compulsory subject for all the faculties.

Suggestions for B.Ed Student teachers to enhance the level of Human Rights Awareness:

Chandan Verma in her study, A Study of Human Rights Awareness among the B.Ed. Trainees provided Suggestions for B.Ed Trainees which are as follows:

1. They should try to develop the power of tolerance in students for different beliefs, customs, social and economic systems.
2. They should celebrate International Human Rights Day which falls on 10th December.
3. They should find out the human rights history of our community and other significant events regarding the human rights.

4. Pupil Teacher should use conflicts situations to provide opportunities for discussion of human rights and for problem solving.
5. They should try to make arrangements for the human rights activists, speech or lectures in institutes.
6. Develop the tolerance of differences in beliefs, customs, social, economic and political systems in the students.
7. Teachers should try to inculcate the feeling of love, sympathy, mercy, affection, tolerance and patience in students by the teaching of poems, stories, dramas and life histories of great people
8. Pupil teacher should encourage open discussion, it is important to have an atmosphere of trust and mutual respect in the class. This method will not only teach them about the human rights, but help them to explore and analyze issues for themselves.
9. Pupil teacher should give students topics related to human rights awareness like poverty level of given area, bonded labor, unemployment and girl education etc. this helps the students in presenting and defending their own findings and opinions in public.
10. Pupil Teacher should encourage the students to keep themselves aware about recent developments by various medias like TV shows, internet, Newspaper, magazines etc.
11. Students of higher classes should be encouraged to conduct case studies on child labor or school dropouts or female infanticide or unemployment etc.

Conclusion

The human rights awareness in the B.Ed students was found average. This study can help institutions to understand the actual human rights awareness levels of the students. It also indicates lack in certain dimensions like Knowledge of human rights related documents, understanding about human rights concepts, Understanding of situations involving human rights violation/non-violations. For inculcation of this awareness our education system needs value and awareness model of human rights education as a separate subject as quoted by Pandey (2005) and human rights are not taught as a separate subject instead various values related to human rights have been integrated in all subjects and in all stages of curriculum. To sum up, more effective and planned human rights programs are necessary at university level to ensure proper dissemination and education of human rights awareness among B.Ed Student teachers.

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