

RESEARCH ARTICLE

HUMAN RIGHTS AWARENESS AMONG TEACHER TRAINEES

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ABSTRACT

In the present study an attempt was made to elaborate Human Rights awareness among teacher trainees from Ludhiana district. A sample of 160 teacher trainees was administered. Subsequently the data was subjected to statistical analysis. Results clearly indicated that teacher trainees were above average aware of issues and concept of Human Rights. On the basis of area, gender and subject their exist a significant difference in the awareness level of Human Rights. Urban teacher trainees are more aware about Human Rights rather than rural teacher trainees. Science teacher trainees are highly aware about Human Rights rather than arts teacher trainees. Female teacher trainees are less aware about Human Rights rather than male teacher trainees.

INTRODUCTION

“My notion of democracy is that under it the weakest should have the same opportunity as the strongest”

(Mahatma Gandhi, 2/10/1869- 30/1/1948)

World is so beautiful. Human being is the greatest and strongest animal in the world. Men, women and children belong to the homo species and are above all others animals. Like all other animals, human being differ in appearance, differ in colour and stature, livelihood, religion and beliefs. They converse in different languages. They live in different environment. In spite of all these differences they all are human beings. Throughout much of history, people acquired rights and responsibilities through their membership of a group, a family, religion, class, community or state. Most societies have had traditions similar to the 'golden rule' of do "unto others as you would have them

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to unto you". The reference in the Hindu Vedas about "the entire world is my family" addresses the question of Human Rights. Human Rights may generally be defined as those rights, which are inherent in our nature and are essential if we are to live as human beings. Human Rights and fundamental freedom allow us to develop fully and use our human qualities, intelligence, talents and conscience in order to satisfy our spiritual and other needs. They are based on humankind, increasing demand for a life in which the inherent dignity and worth of each human being are accorded respect and protection.

According to Dev Arjun (1996), "Human Rights are generally defined as the rights which every human being is entitled to enjoy and to have protected."

Human Rights are important because they:

Protect us from discrimination

Protect us from unfair treatment

Promote the development of democratic values and attitudes and freedom.

Developing global awareness.

According to Chitkara MG.(2008), "Human Rights in the form of natural rights, are inherently moral rights which every human being at all times ought to have simply because of the fact that he is rational and moral

EMERGENCE OF PROBLEM

Human Rights are the rights a person has simply because he or she is a human being. Human Rights gained at birth cannot be violated by any one basing on different classes, colour, races, castes, status, genders, childhood or adulthoods. Human Rights are important because people interact at all level of society in the family, the community, schools, the workplace in politics etc. Human Rights have emerged as a central issue for humankind due to the activities of international organizations to the intense focus of the media on Human Rights, the magnitude of Human Rights violations in the world today's and to increased awareness of Human Rights by people all over the world. Human Rights are Important promoting the positive role of governments international and non governmental agencies in mitigating abuses of Human Rights in the world. Human Rights are important because of developing global awareness and all human beings as Human Rights literate. Human Rights

abuses, as history reveals, sow the seeds of future wars. The heightened awareness of Human Rights and informed world opinion are essential for the protection and implementation of Human Rights. There is a need to nip the evil in the bud. It means we need to make children who are the future citizens aware of their Human Rights. In this regard, role of teachers gain importance. If teachers are well informed about the Human Rights only then they will be able to make children aware about the same.

STATEMENT OF THE PROBLEM

“HUMAN RIGHTS AWARENESS AMONG TEACHER TRAINEES”

OBJECTIVES

1. To study the level of awareness about Human Rights among teacher trainees.
2. To compare the level of awareness about Human Rights among teacher trainees belonging to urban and rural area.
3. To compare the level of awareness about Human Rights among male and female teacher trainees.
4. To compare the level of awareness among teacher trainees belonging to science and arts faculties.

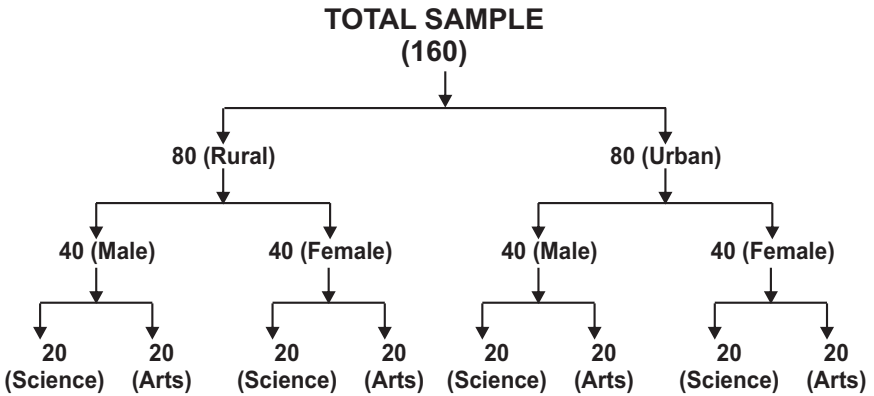
HYPOTHESES

1. All teacher trainees are highly aware about Human Rights.
2. A significant difference exists in the level of awareness about Human Rights among teacher trainees belonging to urban and rural area.
3. A significant difference exists in the level of awareness about Human Rights among male and female teacher trainees.
4. A significant difference exists in the level of awareness about Human Rights among teacher trainees belonging to science and arts faculties.

SAMPLE

Sampling was done at random. A sample of 160 teacher trainees was taken from 6 colleges of Ludhiana district of Punjab.

SAMPLE OF STUDY



TOOL USED

Human Rights scale as constructed by Sukhwinder Kaur (2001)

ANALYSIS AND DISCUSSION OF RESULTS

The first hypothesis of the study was all teacher trainees are highly aware about Human Rights.

Table 1 : Level of awareness about Human Rights among teacher trainees

Level of awareness	Low	Below average	Average	Above average	High
% Teacher Trainees	Nil	1.875	28.125	67.5	2.5

Table 1 shows that no teacher trainee was found to be poorly aware of this vital issue. 67.5% teacher trainees were above average aware of issues and concept of Human Rights and this is a good sign. Hence the above mentioned hypothesis stands accepted.

The second hypothesis of the study was A significant difference exists in the level of awareness about Human Rights among teacher trainees belonging to Urban and Rural area.

Table 2 : Showing the significance of difference between awareness level of urban and rural teacher trainees

Sample	N	Mean	S.D.	t-ratio	Level of significance
Urban teacher trainees	80	25.6125	3.23546	3.029	Significant at 0.01 level
Rural teacher trainees	80	23.8375	4.56582		

Table 2 shows that the mean score for urban and rural teacher trainees are 25.6125 and 23.8375. The t - ratio is significant at 0.01 level of significance. Urban teacher trainees are highly aware about Human Rights rather than rural teacher trainees. Hence the above hypothesis stands accepted.

The third hypothesis was that a significant difference exists in the level of awareness about Human Rights among male and female teacher trainees.

Table 3 : Showing the significance of difference between awareness level of Human Rights among male and female teacher trainees

Group	N	Mean	S.D.	t- ratio	Level of significance
Male teacher trainees	80	26.0125	2.99152	4.11	Significant at 0.01 level
Female teacher trainees	80	23.4375	4.53912		

Table-3 shows that mean scores for male and female teacher trainees are 26.0125 and 23.4375. The t- ratio is significant at 0.01 level of significance .Male teacher trainees are more aware rather than female teacher trainees .Hence the above hypothesis stands accepted.

The forth hypothesis was that a significant difference exists in the level of awareness about Human Rights among teacher trainees belonging to science and arts faculties.

Table 4 : Showing the significance of difference between awareness level about Human Rights among teacher trainees belonging to science and arts faculties

Group	N	Mean	S.D.	t- ratio	Level of significance
Science teacher trainees	80	25.6875	3.30934	3.161	Significant at both levels
Arts teacher trainees	80	23.7625	4.48131		

Table-4 shows that mean scores for science and arts teacher trainees are 25.6875 and 23.7625. The t value is significant at both levels of significance. Science teacher trainees are more aware rather than arts teacher trainees. Hence the hypothesis stands accepted.

FINDINGS

Systematic analysis and interpretation carried out as following findings:

1. All the teacher trainees under the study were found to have above average level of awareness about Human Rights. Not a single teacher trainee was found to have poor knowledge of this vital issue.
2. A significant difference exists in the level of awareness about Human Rights among teacher trainees belonging to urban and rural area. Urban teacher trainees are more aware about the Human Rights rather than the rural teacher trainees.
3. There exist a significant difference in the level of awareness about Human Rights among male and female teacher trainees. Male teacher trainees are more aware about Human Rights rather than female teacher trainees.
4. Science teacher trainees are highly aware of Human Rights issues than the arts teacher trainees.

EDUCATIONAL IMPLICATIONS

In the light of the result of the present study, it is suggested seminars, workshops, conference should be organized in different colleges to make students and teachers aware of this issue. Human Rights are important because people interact at all level of society in the family, community, schools, the workshops in politics etc.

More literature related to Human Rights should be published for colleges as well as for all readers. The study reveals that urban teacher trainees, teacher trainees belonging to science subject and male teacher trainees are found to be more aware as compared to their counterparts. Therefore an effort should be made to make female teacher trainees, teacher trainees from rural areas and teacher trainees of arts more aware about the Human Rights.

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