

A STUDY ON HUMAN RIGHTS AWARENESS OF SECONDARY PROSPECTIVE TEACHERS

**Dr. V. Kasirajan*

Abstract

Human rights are essential for the full development of human personality and for human happiness. According to Dev (1996), Maheshwari (2002) human rights are generally defined as the right which every human being entitles to enjoy and to protect. Human dignity is not an individual, exclusive and isolated sense. It is a part of the common humanity. Closely related to issues that result from different interpretations of human rights are questions about what constitutes the cognitive and affective content of human rights that should be known by the B.Ed. trainees as they are going to be the future teachers. This study was carried out to find out the significant difference, if any, in the human rights awareness of secondary prospective teachers. Normative Survey method was used and random sampling technique was employed for the study. "Human - rights awareness Inventory" was used as tool to collect data from the sample of 300 secondary prospective teachers. The findings of the study reveal that i) there is significant difference between male and female secondary prospective teachers in their human rights awareness. ii) there is significant difference among men's, women's and co-education college secondary prospective teachers in their human rights awareness.

Keywords : Human Rights, Colonialism, Racism

Introduction

Education is the most vital input for the growth and prosperity of a nation. It has the power to transform human beings into human resources. It is a deliberate and organized activity through which the physical, intellectual, aesthetic, moral and spiritual potentialities of the child are developed, both in the individual and also as a member of society so that one may lead the fullest and richest life possible in this world and finally attain one's ultimate end in the world to come.

Education is an integral part of human life. It is the basic condition for the development of the whole man and vital instrument for accelerating the well being and prosperity of all in every direction. Without education, man would still be living just like a splendid slave or like reasoning savage. Education is an activity or a process which transforms the behavior of a person's instinctive behavior to human behavior.

Indira Gandhi mentioned "Education is a liberating force and in our age it is also a democratizing force, cutting across the barriers of caste and class, smoothing out inequalities imposed by birth and other circumstances". So education is the most important aspect which leads human beings to know and enjoy their rights too.

Significance of the study

Man is a social animal. He cannot live apart from the society. For leading a successful life he has to establish with different individuals, organizations and associations. He has to understand the nature of human beings and society. If one wants to have good relationship with other human beings, he is in need of the ability to understand a person and to their rights. Human rights denote the respect for human personality and its absolute worth regardless of colour, race, gender, religion and other consideration. Human rights are essential for the full development of human personality and for human happiness. According to Dev (1996) and Maheshwari (2002) human rights are generally defined as the right which every human being entitles to enjoy and to protect.

Every individual has dignity. The principles of human rights were drawn up by human beings as a way of ensuring that the dignity of everyone is properly and equally respected, that is, to ensure that a human being will be able to fully develop and use human qualities such as intelligence, talent and conscience and satisfy his or her spiritual and other needs. Dignity gives an individual a sense of value and worth. The existence of human rights demonstrates that human beings are aware of each

** Assistant Professor, S.Veeratomy Chettiar College of Education, Puliangudi, Tirunelveli.*

other's worth. Human dignity is not an individual, exclusive and isolated sense. It is a part of our common humanity. Closely related to issues that result from different interpretations of human rights are questions about what constitutes the cognitive and affective content of human rights that should be known by the B.Ed. trainees as they are going to be the future teachers. Learning about human rights is closely associated with development of peace and disarmament education and specific topics of human rights violations; e.g. apartheid, racism, colonialism, terrorism and poverty and starvation may help a person to know other human beings better and to have a better and beautiful relationship with others. So the investigator wants to investigate the awareness on human rights of secondary prospective teachers.

Objectives

1. To find out the level of human rights awareness of secondary prospective teachers.
2. To find out the significant difference, if any, in the human rights awareness of secondary prospective teachers with respect to gender and nature of the college.

Methodology

A descriptive survey method was adopted by the investigator to conduct this study.

Population for the study

The population of the present study is the secondary prospective teachers.

Sample for the study

The investigator used the simple random sampling technique for selecting the sample. The sample for the present study comprises of 300 secondary prospective teachers from 8 B.Ed.colleges of Tirunelveli district, in Tamil Nadu.

Tool Used

Human Rights Awareness Inventory developed by Nirmala and Antony Raj (2011).

Statistical Techniques

The statistical techniques such as Mean, Standard Deviation, 't' test and 'F' test were used.

Analysis of data

1. To find out the level of human rights awareness of secondary prospective teachers with respect to gender.

Table – 1 : Level of human rights awareness of secondary prospective teachers with respect to gender

Variables	Gender	Low		Moderate		High	
		Count	%	Count	%	Count	%
Human Rights Awareness	Male	17	20.0	56	65.9	12	14.1
	Female	33	15.3	150	69.8	32	14.9

It is inferred from the above table that 20.0% 65.9% and 14.1% of male and 15.3 %, 69.8%, and 14.9% of female secondary prospective teachers have low, average and high level of awareness of human rights respectively.

2. To find out the level of human rights awareness of secondary prospective teachers with respect to nature of college.

Table–2 : Level of human rights awareness of secondary prospective teachers with respect to nature of college

Variables	Nature of College	Low		Moderate		High	
		Count	%	Count	%	Count	%
Human Rights Awareness	Men	8	16.0	35	70.0	7	14.1
	Women	9	20.5	25	56.8	10	22.7
	Co-education	39	18.9	138	67.0	29	14.1

It is inferred from the above table that 16.0%, 70.0% and 14.0% of men's college, 20.5%, 56.8%, and 22.7% of women's college and 18.9%, 67.0%, and 14.1% of Co-education College secondary Prospective Teachers have low, average and high level of awareness of human rights respectively.

3. There is no significant difference between male and female secondary prospective teachers in their human rights awareness.

Table – 3: Difference between male and female secondary prospective teachers in their human rights awareness

Variables	Gender	Count	Mean	S.D	Calculated 't' value	Remarks
Human Rights awareness	Male	85	147.82	20.023	2.027	S
	Female	215	142.81	17.288		

It is inferred from the above table that the calculated value (2.027) is greater than the table value (1.96) for df (299) at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is significant difference between male and female secondary prospective teachers in their human rights awareness.

4. There is no significant difference among men, women and co-education college secondary prospective teachers in their human rights awareness.

Table – 4 : Difference among men, women and co-education college secondary prospective teachers in their human rights awareness

Variables	Source of Variance	df (2,297)		Calculated 'F' value	Remarks
		Sum of squares	Mean squares		
Human rights awareness	Between	10519.73	5259.865	17.622	S
	Within	88649.937	298.485		

It is inferred from the above table that the calculated value (17.6022) is greater than the table value (3.03) for df(2,297) at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is significant difference among men's, women's and co-education college secondary prospective teachers in their human rights awareness.

Findings and Interpretations

1. 20.0%, 65.9% and 14.1% of male and 15.3%, 69.8%, and 14.9% of female secondary prospective teachers have low, average and high level of awareness of human rights respectively.
2. 16.0%, 70.0% and 14.0% of men's college, 20.5%, 56.8%, and 22.7% of women's college and 18.9%, 67.0%, and 14.1% of co-education college Secondary Prospective Teachers have low, average and high level of awareness of human rights respectively.
3. The 't' test result reveals that there is significant difference between male and female secondary prospective teachers in their awareness of human rights. While comparing the mean values the two groups, male secondary prospective teachers are better than female secondary prospective teachers in their awareness of human rights. This may be due to the reason that they also want to live a dignified life. Their education and media pave way for their awareness of human rights.
4. The 'F' test result reveals that there is significant difference among men, women and co-education college secondary prospective teachers in their awareness of human rights in their awareness. While comparing the mean values of the three groups' men college secondary prospective teachers are better than their counterparts in their awareness of human rights. This may be due to the reason that most of the colleges have good infrastructure and qualified staff members. They not only concentrate on academic activities alone. They concentrate on more co-curricular and extra-curricular activities. This

might have induced them to have awareness on human rights.

Recommendations

In the light of the findings of the present study the investigator offers the following recommendations,

1. The mass media available should be properly utilized to create awareness of the human rights.
2. Teacher education should provide opportunities for their trainees to become awareness of human rights by asking them to be in touch current events.
3. Universities should introduce diploma course on human rights, which should be open for all.
4. The secondary prospective teachers may conduct a case study on child labour or a school dropout which may give a positive awareness to them.
5. Human rights education courses for different groups such as the community at large, professional marginalized sections etc. need to be developed.
6. Human rights day, international day of the disabled and the aged, may be planned and observed in B.Ed. colleges.
7. Mobile mission can go to the urban and rural areas to create human rights awareness through cultural programme.

Conclusion

In order to develop human rights awareness among the secondary prospective teachers in particular and teachers in general, the above cited recommendations may be implemented at the earliest.

References

- Batra B.B. (2004), *Encyclopedia of Human rights - Volume III*, New Delhi, Reference press.
- Jagannath Mohanty (2005), *Teaching of Human Rights New Trends and Innovations*, New Delhi, Deep and Deep publications.
- Manjot Kaur (2008), *Teaching of Human Rights*, New Delhi, A P H Publishing Corporation.
- Pathak C.R. (2004), *Human Rights Education*, New Delhi, Rajat Publications.
- Sharma R.A (2010), *Teacher Education and Pedagogical Training*, New Delhi, R.lall book depot.