

AWARENESS OF P.G. STUDENTS TOWARDS HUMAN RIGHTS

Dr. S.K. Kaushal* & Dr. Umender Malik**

ABSTRACT

The investigators conducted a study to know the awareness about human rights of P.G. Students in Mumbai city. A sample of 100 P.G. Students was selected randomly. Self made tool was used. This tool consisting of five areas of human rights i.e. Universal Declaration of Human Rights & Indian Constitution, Policies & Laws for Protection of Human Rights. Human Rights & Women Development, Human Rights & Child Development and Human Rights & Development of socially deprived class. The awareness of trainee teachers was analyzed on the basis of two variables sex and faculty. The findings revealed that all the students were aware with the human rights in general but not aware in the different areas or aspects of human rights like Human Rights & Women Development, Human Rights & Child Development and Human Rights & Development of Socially Deprived Class.

INTRODUCTION

Human Rights are the rights possessed by all human beings irrespective of their race, caste, nationality, sex, language etc. simple because they are human beings. Human rights and fundamental freedoms allow us to develop fully and use our human qualities, our intelligence, our talents and our conscience and to satisfy our spiritual and other needs. United Declaration of Human Rights (UDHR) adopted by the United Nations General Assembly on 10th December 1948. The Declaration recognizes that the 'Inherent Dignity'..... of all members of human family is the foundation of freedom, justice and peace in the world and is linked to the recognition of the fundamental rights to which every human being aspires, the rights to life, liberty and security of person, the right to an adequate standard of living, the right to seek and to enjoy in other countries, the right to own property, the right to freedom of opinion and expression, the right to education, the right to freedom of thought, conscience and religion and the right to freedom from torcher and degrading treatment among others.

Kofi Annan stated on the 15th anniversary of the declaration that "Human Rights in foreign to no country and native to all nations" and that "without human rights to peace or prosperity will ever last". The World

Conference on Human Rights held in Vienna Australia in 1993. 171 countries reiterated the Universality indivisibility and interdependence of human rights and reaffirmed their commitment to the UDHR. They appointed the Venna Declaration programme of action, which provides the new "framework of planning, dialogue and co-operation" to facilitate the adaption of a holistic approach for promoting human right and to involve actors at the local, national and International levels.

SIGNIFICANCE OF THE PROBLEM

Education is widely understood as a gradual process of acquiring knowledge or the process of training through which one teaches or learns specific skills. Human Rights Education is the acknowledgement of the individual rights rather than his or her role in the capitalist goals of the economic growth, the human right to education is the way through which one can conquer freedom and became a genuine individual being self aware, yet deeply and truly connected to others.

The Right to Education is recognized as the one which empowers the individual to cope with basic needs such as health and dignity and full and free development of his/her personality. Human Rights Education has been proclaimed in various global and regional legal instruments

*Associate Prof., M.L.R.S. College of Education, Charkhi Dadri (Haryana)

**Assistant Prof. Department of Education, M.D.U., Rohtak (Haryana)

such as The Charter of the United Nation. People are empowered to act when they learn about their human right and can actively defend themselves from abuses, overcoming their lack of concern towards politics. In addition, imparting knowledge and skills regarding to Human Rights promotes.

Empowerment through Human Rights Education develops the individuals' awareness of rights and obligation regarding his/her human condition and includes everyone in the citizenry. The implementation of human rights education goes beyond inclusion in the school curriculum, for it involves a whole commitment to human rights, from the training of teachers to a safe and healthy learning environment. Human Rights Education is not only a set of contents to be transmitted to learners but also understandings of how and where it will be done. Schools staff must be fully aware of human rights which should be incorporated in all strategies, procedures and activities developed and performed by them. Teachers become educators when they get fully aware of the surrounding world which influences every individual. Therefore, there is a need to address teachers and students about Human Right.

STATEMENT OF THE PROBLEM AWARENESS OF P.G. STUDENTS TOWARDS HUMAN RIGHTS

OBJECTIVES

- 1 To measure the awareness about human rights according to their faculty and sex.
- 2 To measure the awareness of the selected areas of human rights and overall awareness of trainee teachers.

HYPOTHESES

- 1 There is no significant difference in the awareness about human rights of male and female P.G. Students.
- 2 There is no significant difference in the awareness about human rights of arts and science method P.G. Students.

DESIGN OF THE STUDY

A survey method of research was employed for the present concern with surveying, investigating and describing the issues. Awareness of human rights was dependent variable and independent variable were types of academic streams or method and gender.

SAMPLE

For the present investigation the population was the P.G. students of Mumbai region. The sample was selected randomly a list of P.G. colleges affiliated to University of Mumbai. Five P.G. College were selected and from that colleges 100 P.G. students were chosen.

TOOL USED

Self prepared tool was used. The scale has 66 statements belonging to the following areas. 1) universal declaration of human right and India constitution, 2) policies and laws for protection of human right. 3) human right and women development, 4) human right and child development, 5 human right and development of socially and deprived class. Each statement is set against five point scale of strongly agree, agree, undecided, disagree and strongly disagree. The scoring is of 5, 4, 3, 2 & 1 are given. The reliability is 0.75. First area contain 21 statements, second area contain 9 statements, third area contain 11 statements, fourth area contain 14 statement and last area contain 11 statements. The maximum score will be 330 and minimum score will be 55.

DATA ANALYSIS AND INTERPRETATION

Table 1
Showing the Mean, S.D. of Area Wise and
Total Awareness of HRE of
Male and Female P.G. Students

Area /	NO.	Faculty	Mean	S.D.	t-value	Significance level	Hypothesis
A	50	Arts	75.42	8.85	0.23	0.01 (N.S.)	Accepted
	50	Science	75.78	6.38			
B	50	Arts	35.08	10.84	2.55	0.01 (N.S.)	Accepted
	50	Science	30.54	6.45			
C	50	Arts	30.08	5.68	2.62	0.01 (S.)	Rejected
	50	Science	32.94	5.27			
D	50	Arts	50.84	7.59	1.10	0.01 (N.S.)	Accepted
	50	Science	42.44	5.77			
E	50	Arts	40	13.05	4.70	0.01 (S.)	Rejected
	50	Science	30.74	5.07			
Total	50	Arts	227.94	33	2.97	0.01 (S)	Rejected
	50	Science	212.44	16.49			

From table 1. There is no significant difference in the awareness level of male and female P.G. Students, this hypothesis is accepted. This main hypothesis contains five sub-hypotheses and all of five hypothesis were accepted.

Table 2
Showing the Mean and S.D. of Area Wise and Total Awareness of HRE of Arts and Science P.G. Students

Area / Total	NO.	Faculty	Mean	S.D.	t-value	Significance level	Hypothesis
A	50	Male	74.38	9.31	1.60	0.01 (N.S.)	Accepted
	50	Female	75.82	5.41			
B	50	Male	32.74	11.02	0.076	0.01 (N.S.)	Accepted
	50	Female	32.88	6.94			
C	50	Male	31.96	6.13	0.75	0.01 (S.)	Rejected
	50	Female	31.06	5.12			
D	50	Male	48.58	8.13	2.51	0.01 (N.S.)	Accepted
	50	Female	44.7	7.28			
E	50	Male	34.4	11.9	0.754	0.01 (S.)	Rejected
	50	Female	32.86	8.24			
Total	50	Male	222.06	32.92	0.68	0.01 (S)	Rejected
	50	Female	218.32	19.8			

From table 2. There is no significant difference in the awareness level of arts and science P.G. students, this hypothesis is rejected, means there is a significant difference in the awareness level of arts and science P.G. Students. This hypothesis contain five more sub hypotheses from that there is significant difference in the awareness about human rights and women development and human rights and socially deprived class.

Table 3
Mean and S.D. of overall awareness score and area wise awareness score about human rights of different faculties

Total Score	Arts		Sciences	
	Mean	S.D.	Mean	S.D.
	227.94	33.01	212.44	16.49
A	75.42	8.85	75.78	6.38
B	35.08	10.84	30.54	6.45
C	30.08	5.68	32.94	5.27
D	50.84	7.59	42.44	5.77
E	40.01	13.05	30.74	5.07

FACULTY AND AWARENESS ABOUT HUMAN RIGHTS

It could be seen from table 3 that the Mean overall awareness score about human rights of facultiwise P.G. students were above the neutral

point (198), indicating that all the P.G. students irrespective of faculty was aware about human rights. Similarly the mean awareness score of the two groups of P.G. students were above the neutral point in the area Universal Declaration of Human Rights and Indian Constitution and Policies and Laws for Protection of Human Rights but below the neutral point in the area Human Rights & Women Development, Human Rights & Child Development and Human Rights & Development of Socially Deprived Class, means that the arts and science P.G. Students were not a aware with human rights and women development, human right and child development and human rights and development of socially deprived class.

Table 4
Mean and S.D. of overall awareness score and area wise awareness score about human rights of male and female P.G. Students

Total Score	Arts		Sciences	
	Mean	S.D.	Mean	S.D.
	222.06	32.92	218.32	19.8
A	74.38	9.31	75.82	5.41
B	32.74	11.02	32.88	6.94
C	31.96	6.13	31.06	5.12
D	48.58	8.13	44.7	7.28
E	34.4	11.9	32.86	8.24

Similarly the Mean awareness score of the two groups of P.G. students were above the neutral point in the area Universal Declaration of Human Rights and Indian Constitution & Policies and Laws for Protection of Human Rights but below the neutral point in the area Human Rights & Women Development, Human Rights and Child Development and Human Rights and Development of Socially Deprived Class, means that the male and female P.G. students were not aware with human rights and women development, human rights and child development and human rights and development of socially deprived class.

Table 5
Mean Score of whole group of P.G. Students on different areas of human rights and on overall awareness

Areas of Human Rights	Mean
Total	220.19
Universal declaration of human rights and Indian constitution	75.6
Policies and laws for protection of human rights	32.81
Human rights and women development	31.51
Human rights and child development	46.64
Human rights and development of socially deprived class	33.63

OVERALL AWARENESS OF HUMAN RIGHTS

It could be seen from table 5 that the mean overall awareness scores of the samples was 220.19. Since the awareness inventory contain 66 items with the score on each item ranging between 1 to 5, the total score of the instrument could range between 66 to 330 with the neutral point of 198. A mean score above the neutral point indicates awareness with the human rights, while a mean score below the neutral point shows not aware about the human rights. The obtained mean overall awareness score of 220.19 is above the neutral point of 198. This indicates that the P.G. Students were aware about the Human Rights in general. The awareness score of human rights in the area Universal Declaration of Human Rights and Indian Constitution and Policies and Laws for Protection of Human Rights are above the neutral point and below in the area Human Rights and Women Development, Human Rights and Child Development and Human Rights & Development of Socially Deprived Class. Hence it may be concluded that the P.G. Students were aware with the universal declaration of human rights and Indian constitution. And policies and laws for protection of human rights but not aware about human rights and women development, human rights and child development and human rights and development of socially deprived class.

FINDINGS

- 1 It was found that the trainee teachers belonging to different faculties did not differ significantly in their awareness about Human Rights.
- 2 All the P.G. Students were aware with the Human Rights.
- 3 Both the facultiwise and sexwise P.G. students are not aware the following areas of Human Rights, i.e. Human Rights and Women Development, Human Rights and Child Development and Human Rights and Development of Socially and Deprived class.

CONCLUSION

From the analysis, it was found that all the P.G. students were aware about the Human Rights in general but not aware in the different areas of Human Rights.

REFERENCES

- Ahmed, S.C. (2008) : Teachers' Handbook of Human Rights. Anmol Publication Pvt. Ltd., New Delhi.
- Chauhan, R.S. : Awareness of working teachers and prospective-teachers to human rights: an empirical study. GCTE journal of research and education (2009), vol. 4 (2) 8-14.
- Dhand, Harry : Teaching Human Rights A Handbook for Teacher Educators.
- Sharma & Sharma (2009) : An Exploratory Study of Preservice Teachers Beliefs about Human Rights.
- www.google.co.in