

TEACHER TRAINEES' AWARENESS ON HUMAN RIGHTS AND THEIR ATTITUDE TOWARDS HUMAN RIGHTS EDUCATION

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ABSTRACT

Human Rights Education is not a matter of merely passing information or developing skills. The teacher concerned bears a heavy responsibility in exercising his discretion what to teach and how to impart Human Rights Education. The objectives of the study were to find out the relation between awareness on human rights and attitude towards Human Rights Education of teacher trainees for the total sample and for relevant sub samples in terms of sex, locale and qualification. The study concluded that any increase in awareness on human rights will be attended by a corresponding increase in their attitude towards Human Rights Education.

INTRODUCTION

Despite adequate provisions, the common man all over the world lives miserable life, his fundamental rights as a human being are more often violated than fulfilled. With such a situation, the common man does not appear to possess one important right and that is the right to assert his rights. This right he can acquire or be given, only through the exposure to a right kind of education education in terms of knowledge and more in terms of traits such as awareness, attitude, concern, tolerance, empathy and fraternity.

Teachers must recognise the fact that they are the key to effective Human Rights Education. Being the key actors in this act of teaching human rights, it should be reflected in their teaching while transacting the curriculum. If the teacher understands how to incorporate the principles of human rights and its transaction, Human Rights Education will be so much facilitated.

The teacher has to play a vital role in Human Rights Education. He/she has a dual role of not only practising human rights themselves but to disseminate them amongst students and to enable them to practise them in letter and spirit. This brings us to the importance of teacher training in Human Rights Education. It is obvious that however carefully planned the education programme may be, it will have little impact in the hands of the teachers lacking the necessary motivation, training and informative materials for carrying it out.

NEED AND SIGNIFICANCE OF THE STUDY

As student teachers are future teachers, on them depend the future of the whole society. Our teacher education institutions are training a large group of future teachers. Imparting Human Rights Education to such a large group of 'teachers of tomorrow' is of tremendous importance. This trained group will definitely transmit good habits and desirable sentiments among the students. Human Rights Education is not a matter of merely passing information or developing skills. It goes deeper than that and is concerned with attitudes and value orientation. In the field of human rights, teacher's own perception of human rights and commitment will count more than any well prepared curriculum and elaborate guidelines. Unfortunately, teacher preparation in this aspect is an area of weakness. So far, very little has been done to sensitise the teachers on Human Rights Education issues. What a difference might be made in children's lives if teachers consistently honoured the child's right to express opinions and obtain information or imposed school discipline consistent with the child's human dignity. If the teachers understand how to incorporate the principles of human rights in the curriculum and its transaction, Human Rights Education will be so much successful. That is, if we want to ensure Human Rights Education in our schools, we need to understand our teachers' awareness on human rights and attitude towards Human Rights Education which in turn must be started from their teacher training course.

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STATEMENT OF THE PROBLEM

The present study was intended to study the relationship between awareness on human rights and attitude towards Human Rights Education. Hence, the study is entitled Teacher Trainees' Awareness on Human Rights and Their Attitude towards Human Rights Education.

DEFINITION OF KEY TERMS

Human Rights

Human rights may be said to be those fundamental rights to which every man or woman inhabiting any part of the world should be deemed entitled merely by virtue of having been born a human being (Kashyap, 1978)

Human Rights Education

Human Rights Education is all learning that develops the knowledge, skills and values of human rights (Flowers, 1998).

Teacher Trainee

Teacher Trainees are graduates or postgraduates undergoing the Bachelor of Education (B.Ed.) course of one year duration in various Teacher Education Colleges under the various Universities.

OBJECTIVES OF THE STUDY

The objectives of the study are the following:

- (i) To find out the relation between awareness on human rights and attitude towards Human Rights Education of teacher trainees for the total sample.
- (ii) To find out the relation between awareness on human rights and attitude towards Human Rights Education of teacher trainees for relevant sub samples in terms of sex, locale and qualification.

HYPOTHESES OF THE STUDY

The hypotheses of the study are the following:

- (i) There will be significant relationship between awareness on human rights and attitude towards Human Rights Education of teacher trainees for the total sample.
- (ii) There will be significant relationship between awareness on human rights and attitude towards Human Rights Education of teacher trainees for relevant sub samples in terms of sex, locale and qualification.

METHODOLOGY

The methodology of the study can be described briefly as follows.

SAMPLE

The investigator selected 505 Teacher Trainees from various Colleges of Teacher Education as the sample for the study. The sample was selected using stratified random sampling technique.

TOOLS USED

The tools used for the study are

- (a) an Awareness Test on Human Rights
- (b) a Test of Attitude towards Human Rights Education
- (c) General data Sheet

STATISTICAL TECHNIQUES EMPLOYED

The major statistical technique used for the study is Pearson's product moment coefficient of correlation(r).The obtained 'r' was tested to find whether it is significant or not by using the Fisher's 't' test.

ANALYSIS

The major objective of the study is to find out the relation between awareness on human rights and attitude towards Human Rights Education of teacher trainees for the total sample and relevant sub samples in terms of sex, locale and qualification. The data collected have been analysed to arrive at conclusions.

Results of Pearson's product moment coefficient of correlation(r) and Fisher's 't' test (t) of Teacher Trainees are presented below.

Table 1
Details of the relation between awareness on human rights and attitude towards Human Rights Education of teacher trainees.

Sample	N	r	significance
Total	505	0.328	0.01
Male	63	0.412	0.01
Female	442	0.331	0.01
Rural	248	0.226	0.01
Urban	257	0.364	0.01
Graduate	127	0.363	0.01
Post graduate	378	0.304	0.01

The coefficients of correlation (r) between awareness on human rights and attitude towards Human Rights Education of teacher trainees for the total sample and the subsamples were tested for significance using the Fisher's 't' test. It was found that the coefficients of correlation (r) are significant at 0.01 level. Hence the obtained correlation is highly significant.

CONCLUSION

The results show a very close relationship between awareness on human rights and attitude towards Human Rights Education for the total sample and sub samples. The relationship shows that there is a considerable dependence of variables one another. The higher the awareness on human rights the higher will be his/her attitude towards Human Rights Education and vice-versa since the obtained 'r' is positive showing that any increase in awareness on human rights will be attended by a corresponding increase in their attitude towards Human Rights Education.

EDUCATIONAL IMPLICATIONS

The conclusion of the study has certain educational implications for the teacher education programme. It revealed a very close relationship between awareness on human rights and attitude towards Human Rights Education for the total sample and sub samples. Nowadays, human rights are becoming a way of life and a social contract fulfilling people's aspirations. So, it is important to expand opportunities for Human Rights Education for all and particularly for the teacher community. The curriculum framers may give due care to give proper awareness on human rights to teacher trainees in order to develop a positive attitude towards Human Rights Education.

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