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## RESEARCH ARTICLE

### A STUDY ON THE AWARENESS OF HUMAN RIGHTS AMONG B.ED STUDENT TEACHERS

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#### ABSTRACT

In the present study an attempt has been made to study the awareness of human rights of B.Ed. student teachers. To achieve the objectives of the study, the investigator adopted normative survey method. Three hundred student teachers were taken as sample from puducherry region. The present study has employed the Human Rights Awareness Questionnaire which was developed by the investigator. The questionnaire has 40 items. Both the descriptive and differential analysis are carried out. The finding is that awareness of human rights of B.Ed. student teachers is found to be low level.

#### 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.

The responsibility of every government is to ensure and protect the human rights of all its citizens irrespective of their religions, caste, creed, colour, gender, race and place of birth. Though human beings differ amongst themselves human rights implies that all are equal in the ground of law and should enjoy certain basic freedoms. The Magna Carta in England (1215AD) is often erroneously seen as the French revolutionaries (Voltaire and Rousseau) gave immortal slogan of 'Liberty, Equality and the Fraternity'. Moreover the Human Rights voice was raised during the Russian revolution (1917).

Then in 1945 II world war came to an end with Hiroshima Bombs. After that in 1948 Adoption of United Nations (UN) Universal Declaration on human Rights.

#### Human Rights Education

Human rights Educations is the only guarantee of demonstrating our commitment to human dignity, promotion of an adequate standard of life to everyone and finally for the promotion of world peace and prosperity for all. Fundamental human rights and freedom to all without distinction of creed, races, caste, gender, economic or political status. Human Rights Education guarantees gender equality and women empowerment to enable women to contribute equally to peace and prosperity. The UN Decade (1995-2004) for Human Rights Education is an idea and a declaration of great urgency and global importance. Let it be understood, how even that it is not the outcome of a sudden happening or a development overnight.

#### Need and Importance of the Study

Nowadays violations of human rights have become the order from 'womb to tomb'. Newspapers, radio, TV and other mass media are full of news, stories about violation of human rights in different sectors of life discrimination based on caste, creed, race, gender, infanticide, poor standard of life, refugees, child Labour, slave system, sexual harassment, exploitation, atrocities against the dalits and minorities. Recently Krishnakiri district in Tamilnadu an eleven year old girl, Vanmathi marriage supposed to be held on April 2, 2009

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was prevented by the district administration. It was the eighth such marriage prevented by the Collector (Hindu April 2, 2009). This kind of child marriages is taking place in various parts of the country. As human values are at stake, respecting the elders, showing kindness to others and helping the poor and the needy can be rarely seen in the society. In the age of machine, man has become totally another machine. Therefore one cannot and need not expect a human being to have human values. Schools playing a vital role in the promotion of human rights by developing in individuals a respect for human rights. This can be ensured by providing a democratic environment in all educational institutions, enabling children to enjoy their rights and simultaneously learn to respect the rights of others. In order to enjoy their rights, students must be aware of the rights and freedom of the individual. Students should have a knowledge and understanding of human to which everyone is entitled. Unless or until the B.Ed student teachers know of their rights and liberties, they cannot have adequate knowledge on civil, political, economic, social and cultural rights. They must also know the rights of children, women, workers, consumers, students and youths. Only then the students will come out with human values. Even though Pondicherry University curriculum has human rights education, no college is opting as an elective paper. Hence the present investigation has been taken up.

### Definitions of the Important Terms

#### Operational definitions

#### Human Rights

The term Human Rights is defined as "claims which every individual is entitled to live with self-respect and to have protected in civil, political, economic, social and cultural fields.

#### Civil Rights

Include right to live, self determination, liberty and security, equality, privacy, freedom of thought, right to freedom of opinion and expression, peaceful assembly, association, right to marry and family protection, rights of the child, prohibition of slavery and slave trade.

#### Political Rights

Include right to compete and contest in elections, right to take part in government, right to criticize government, and the right to individual petition, and the right to take part in administration.

#### Economic Rights

Refers to the right to work, food shelter medical care, and equal pay for equal work for men and women. Right to form and join trade union.

#### Social Rights

Are the rights to social security, rights relating to motherhood, childhood, right to adequately standard of living, rights to physical and mental health.

#### Cultural Rights

Include rights to education, rights relating to science, art, music, and culture.

### Objectives of the Study

- To find out the awareness of human rights of B.Ed student teachers.
- To find out if there exists any significant difference between male and female B.Ed student teachers in respect of their awareness of human rights.
- To find out if there exists any significant difference between rural and urban B.Ed student teachers in respect of their awareness of human rights.
- To find out if there exists any significant difference between arts and science B.Ed student teachers in respect of their awareness of human rights.

### Hypotheses

On the basis of the above mentioned objectives, the following hypotheses have been formulated.

- Awareness of human rights of B.Ed student teachers is low.
- There is no significant difference between male and female B.Ed student teachers in respect of their awareness of human rights.
- There is no significant difference between rural and urban B.Ed student teachers in respect of their awareness of human rights.
- There is no significant difference between arts and science B.Ed student teachers in respect of their awareness of human rights.

### Method of the Study

To achieve the objectives of the study, the researcher has adopted normative survey method for the present study.

### Tool Used

The present study employed the Human Rights Awareness Questionnaire, which was developed by the researcher. The Questionnaire has 40 items.

### Sample

300 B.Ed. Student teachers were taken as sample from puducherry union territory.

### DESCRIPTIVE ANALYSIS

**Table 1. Mean and Standard Deviation of total Human Rights Awareness Scores**

Variable	N	Mean	Standard Deviation
Total Human Rights Awareness	300	55.72	15.07

The mean of total Human Rights awareness scores are computed to be 55.72. The standard deviation is found to be 15.07. It is concluded that the awareness of Human Rights of B. Ed., student teachers is Less.

## DIFFERENTIAL ANALYSIS

### Hypothesis II

There is no significant mean difference between the male and female B. Ed student teachers in respect of their awareness of Human Rights. It is observed from table 2 that the mean difference 5.41 between the mean scores of Human Rights awareness of B. Ed., students teachers of male and female is found to be significant at 0.05 level of significant as the calculated 't' value 3.16 is greater than the degree of freedom 298 at 0.05 level and also the difference is in favour of the female student teachers. Hence the null hypothesis is rejected.

**Table 2. Mean, Standard deviation and 't' value for the awareness of Human Rights of Male and Female B. Ed student teachers**

Variable	Sub groups	N	Mean	Standard Deviation	Mean Difference	't' Value	Level of Significance at 0.05
Gender	Male	150	53.01	14.30	5.41	3.16	S*
	Female	150	58.43	15.38			

S\*-Significant

**Table 3. Mean, Standard deviation and 't' value for the awareness of Human Rights of urban and rural B. Ed student teachers**

Variable	Sub groups	N	Mean	Standard Deviation	Mean Difference	't' Value	Level of Significance at 0.05
Residing Place	Rural	168	55.60	13.97	0.2836	0.162	NS*
	Urban	132	55.88	16.41			

NS\* - Not Significant

**Table 4. Mean, Standard deviation and 't' value for the awareness of Human Rights of urban and rural B. Ed student teachers**

Variable	Sub groups	N	Mean	Standard Deviation	Mean Difference	't' Value	Level of Significance at 0.05
Subject specialization	Arts	151	57.35	15.05	3.28	1.89	NS*
	Science	149	54.06	14.95			

NS\* - Not Significant

### Hypothesis III

There is no significant mean difference between the rural and urban B. Ed., student teachers in respect of their awareness of Human Rights. It is observed from table 3 that the mean difference 0.2836 between the mean scores of Human Rights awareness of B. Ed., students teachers of rural and urban is found to be significant at 0.05 level of significant as the calculated 't' value 0.162 is less than the degree of freedom 298 at 0.05 level. Hence the null hypothesis is accepted.

### Hypothesis IV

There is no significant mean difference between the arts and science B. Ed., student teachers in respect of their awareness of Human Rights. It is observed from table 4 that the mean difference 3.28 between the mean scores of Human Rights awareness of B. Ed., students teachers of arts and science is found to be significant at 0.05 level of significant as the calculated 't' value 1.89 is less than the degree of freedom 298 at 0.05 level. Hence the null hypothesis is accepted.

## MAJOR FINDINGS OF THE STUDY

- The awareness of human rights of B.Ed student teachers is found to be low level.
- The male and the female B.Ed student teachers differ significantly in respect of their awareness of human rights.
- The rural and urban B.Ed student teachers do not differ significantly in respect of their awareness of human rights.

- The Arts and Science B.Ed student teachers do not differ significantly in respect of their awareness of human rights.

## Conclusion

Awareness of human rights of B.Ed student teachers is found to be low. This shows that the student teachers have to improve their human rights awareness level. Gender causes the significant mean difference in awareness of human rights of B.Ed student teachers. i.e., the female student teachers are aware with human rights than male student teachers. The rural and urban B.Ed student teachers do not differ significantly in their awareness of human rights. i.e., the rural and urban student teachers do not show significant difference in their

awareness of human rights. Subject specialization does not cause significant mean difference in awareness of human rights of B.Ed student teachers. There are the arts and science student teachers do not show significant difference in their awareness of human rights.

## Recommendations of the Study

- The government of puducherry should inculcate human rights education as a compulsory paper in B.Ed curriculum. By introducing this paper, the student teachers will get awareness.
- Otherwise some units about human rights can be integrated in core papers.
- To improve the human rights awareness the curriculum planner should include in the co-curricular and extracurricular activities related to human rights.
- The teacher educator should make the student teachers to read the news paper every day.
- The teacher educator should be a role model. They should follow the human rights in front of the student teachers. Only then the student teachers will follow the human rights.

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