



## A STUDY ON AWARENESS OF HUMANRIGHTS EDUCATION AMONG PROSPECTIVE TEACHERS

**Dr. K.Venkateswarlu**

*Assistant Professor, RVRR College of Education, Guntur, Andhra Pradesh, India.*

### **Introduction**

Education should encompass values such as peace, non-discrimination, equality, justice, non-violence, tolerance and respect for human dignity. Quality education based on a human rights approach means that rights are implemented throughout the whole education system and in all learning environments.

Human rights education is an integral part of the right to education and is increasingly gaining recognition as a human right in itself. Knowledge of rights and freedoms is considered a fundamental tool to guarantee respect for the rights of all. UNESCO's work in human rights education is guided by the World Programme for Human Rights Education.

Through human rights education you can empower yourself and others to develop the skills and attitudes that promote equality, dignity and respect in your community, society and worldwide. Human rights education is a lifelong process that builds knowledge and skills, as well as attitudes and Behaviours, to promote and uphold human rights.

### **Need of the Study**

The United Nations is created to protect future generations from the curse of war and to reiterate the belief in fundamental human rights, in the dignity and value of the human being, and in the equality of men and women. The end of the Cold War leads us to a single global conception of human rights.

The UN's message is: Know your human rights. People who know their rights understand the best chance of realizing them. Knowledge of human rights is the best defense against their violation. Learning about one's rights builds respect for the rights of others and points the way to more tolerant and peaceful societies.

Vast numbers of people are still unaware of their rights. While laws and institutions could in many cases defend them, people must first know where they may turn for help.

The Universal Declaration of Human Rights confirms the nations' commitment to the UN Charter on the promotion and protection of human rights. It is now recognized as one of the most important documents in the history of humankind and can be found in the constitutions of countries that became independent after World War II.

The UN General Assembly recommends that the texts are to be distributed in schools. NGOs are asked to bring it to the attention of their members.

How many people have actually read this short, epoch-making declaration? How many know of the International Bill of Human Rights, which consists of the declaration; the International Covenant on Economic, Social and Cultural Rights; and the International Covenant on Civil and Political Rights?.

The answer is: very few. NGOs are often the first to bring human rights problems to the attention of the UN and the international community. Schools offer an important means of fashioning a human rights culture, as do research institutions, as they provide in-depth information on specific human rights issues.

### **Objectives of the Study**

1. To identify the awareness of Prospective Teachers regarding Human Rights Education.
2. To compare the awareness of human rights education of men and women prospective teachers
3. To compare the awareness of human rights education of rural and urban Prospective Teachers.
4. To compare the awareness of human rights education of government and private prospective teachers.
5. To compare the awareness of human rights education of science methodology and social studies methodology prospective teachers.



6. To compare the awareness of human rights education of educated family background and un-educated family background prospective teachers.

### Methodology of Research

#### Variables of the study

Variables are the conditions that the experimenter manipulates or controls for observations. The variables chosen for the present study are,

#### Gender of the prospective teachers

The gender of the prospective teachers often affects the awareness of human rights. So this variable is selected to compare human rights awareness of male and female prospective teachers.

#### Locality of the prospective teachers

The geographical location of the prospective teachers effects human rights awareness. So this area is selected as a variable to compare human rights awareness between rural and urban prospective teachers.

#### Hypotheses of the study

For the present study, the following hypotheses are put forth.

**Hypothesis – 1:** The prospective teachers do not possess high level of awareness of human rights education.

**Hypothesis – 2:** There is no significant difference between human rights education awareness of male and female prospective teachers.

**Hypothesis – 3:** There is no significant difference between human rights education awareness of rural and urban prospective teachers.

**Hypothesis – 4:** There is no significant difference between human rights education awareness of science methodology and social studies methodology prospective teachers.

**Hypothesis - 5:** There is no significant difference between human rights education awareness of English medium and telugu medium prospective teachers.

**Hypothesis- 6:** There is no significant difference between human rights education awareness of educated family and un-educated family background prospective teachers.

#### Sample of the Study

Taking these factors into consideration it was decided that an ideal sample would consist of 200 prospective teachers. This sample is small enough to avoid unnecessary expenditure and large enough to avoid into sampling errors.

#### Tools of the Study

For the present study, the investigator himself developed a questionnaire (closed end) by following tool construction techniques, in order to measure the Human Rights awareness of prospective teachers belonged to different educational institutions in Prakasam District of Andhra Pradesh, India.

#### Analysis of the Data

The mean, standard deviation, critical ratio, chi-square test were used to analyse the raw scores and to extract the findings. Suitable conclusions were drawn for necessary discussion and implementation.

#### Conclusions, Discussion and Suggestions

##### 1. The prospective teachers possess high level awareness of Human Rights education

**Human Rights Education awareness of Prospective Teachers**

Sample	Sample Size	Mean	Standard Deviation
Whole	200	91.79	2.31

In the present study statistical analysis of the above variable, human rights awareness of prospective teachers, whole sample is 200, Mean is 91.79 and Standard Deviation is 8.39. From the above data, the prospective teachers possess high level of awareness of Human Rights.



The network of education in India is one of the largest in the world. There are more than 7 lakh educational Institutions, 3.5 million teachers, 100 million students with the annual expenditure of rupees 25 billion. India has achieved to a large extent first objective of quantitative expansion of education it is currently maintained.

Government of India affords the highest priority to education both as human rights and as the means for bringing about a transformation towards more human and enlightened society. The development of a system of schools at all levels shall be established and the material conditions of teaching staff shall be continuously improved. So that the prospective teachers possess high level of awareness of human rights education.

**2. There is no significant difference of Human Rights education awareness between male and female prospective teachers.**

**Comparison of Human Rights Education awareness between male and female prospective teachers.**

Variable	Sample Size	Mean	S.D.	Mean Difference	S.E.D.	Critical Ratio
Male	80	91.48	8.43	0.51	1.21	0.42*
Female	120	91.99	8.39			

\* Not Significant at **0.05** Level

In the present study the statistical analysis of the above variable, mean difference is 0.51, STDEV of Female is 8.39, STDEV of Male is 8.43, SED is 1.21, and Critical Ratio is 0.42,  $t$  table value is greater than  $t$  calculated value. So the above hypothesis is accepted.

In the past human rights are violated not only by unjust acts but also unjust national and international structures. Violations of human rights are not simple individual acts of violence. Such violations are generated by development models whether capitalist or socialist, which are weighted in favour of the state or those in power and are against poor, the marginalised and women. Against this backdrop, with all areas of human rights, whether civil, political, economic or social, human rights violations against women take specific forms. Entrenched structures and practices such as caste, customary laws, the family, religion, etc.. Continue to discriminate against women.

We envision human rights for woman as the “collective rights of a woman to be seen and accepted as a person with the capacity to decide or act on her own behalf and to have equal access to resources and equitable social, economic and political support to develop her full potential”, exercised her right as a full human being and to support the development of others. The ‘Veda’ has beautifully explained about womans all men’s minds and hearts are made of women’s blood. In India the literacy is made of women’s blood. In India the literacy rate in 1947 is 12%. 1951 is 18.33% and 2011 is 74.04%. The total literacy of men is 82.14% and women are 65.46%. The total literacy growth of men during the period 2001 to 2011 is 6.9% and women is 11.8%. The Indian and state governments plays an important role to develop literacy in India, especially on women literacy. National Literacy Mission (1988), Sarva Siksha Abhiyan (2001), DPEP (1994), MPEL (Mass programme of functional Literacy) etc helps to develop adult literacy. Due to all these reasons the prospective teacher’s awareness of human rights is not significant.

**3. There is no significant difference between awareness of human rights education of rural and urban area prospective teachers.**

**Comparison of Human Rights education awareness between rural and urban prospective teachers.**

Variable	Sample Size	Mean	S.D.	Mean Difference	S.E.D.	Critical Ratio
Rural	100	92.56	7.72	1.26	1.18	1.10*
Urban	100	91.02	8.98			

\* Not Significant at **0.05** Level

In the present study, the stastical analysis of the above variable, mean difference is 1.54, STDEV of Rural area is 7.72 and STDEV of Urban area is 8.98, SED is 1.18 and Critical Ratio is 1.1.  $t$  table value is greater than  $t$  calaculated value. So that the above hypothesis was accepted.



The social status of India before is completely different in rural and urban areas. The education facilities and job opportunities were available only in urban areas. The agriculture is only the employment source in rural areas. But now days it is completely modified. Rural areas are also aware of all things.

The central Govt schemes “Provision of urban amenities in Rural Areas (PURA), Bharat Nirman, National Social Assistance programme (NSAP), Pradhan Manthri Gram Sadak Yojana (PMGSY) e.t.c are working for social justice and economic betterment of rural areas in India. Due to all these schemes and projects the people who are living in rural areas are aware of their roles and responsibilities. So they possess equal awareness of human rights as urban prospective teachers

**4. There is a significant difference in the awareness of human rights education of aided and unaided prospective teachers.**

**Showing the comparison of awareness of human rights education of aided and unaided prospective teachers**

Locality	Sample size	Mean	SD	Difference between Mean	†SD	Critical Ratio
Aided	100	32.37	4.184	1.61	0.58	2.77
Unaided	100	30.76	4.195			

\* Significant at 0.05 level

In the present study the statistical analysis of the above variable, mean difference is 1.61, SD of aided is 4.184 SD of unaided is 4.195. the C.R. value is 2.77. ‘t’ value is greater than ‘t’ calculated value. So that the above hypothesis was rejected. .

There is significant difference between aided and unaided prospective teachers in their awareness of child rights education. Aided prospective teachers participated in different types of human rights activities, seminars and other programmes compare to unaided prospective teachers.

**5. There is no significant difference in the awareness of human rights education of social studies and science methodology prospective teachers.**

**Comparison of social studies methodology and science methodology prospective teachers**

Type of methodology	Sample size	Mean	SD	Difference between Mean	†SD	Critical Ratio
Social studies methodology	100	31.03	5.030	0.82	0.67	1.22
Science methodology	100	31.85	4.513			

\*not significant at 0.05 level

In the present study the statistical analysis of the above variable, mean difference is 0.82, SD of social is 5.030 SD of science is 4.513. the C.R. value is 1.22. ‘t’ value is less than ‘t’ calculated value.

So that the above hypothesis was accepted. There is no significant difference between social and science prospective teachers in their awareness of child rights education. Both of them participated different types of activities of child rights awareness programme then they required much knowledge of child rights education

**6. There is no significant difference in the awareness of human rights education of English and Telugu medium prospective teachers.**

**Comparison of awareness of Human rights education of Telugu and English medium prospective teachers.**

Medium of instruction	Sample size	Mean	SD	Difference between Mean	†SD	Critical Ratio
English	100	31.39	4.388	0.35	0.6	0.58
Telugu	100	31.74	4.145			

\*not significant at 0.05 level



In the present study the statistical analysis of the above variable, mean difference is 0.35, SD of English is 4.388 SD of Telugu is 4.145. the C.R. value is 0.58. 't' value is less than 't' calculated value. So that the above hypothesis was accepted.

There is no significant difference between English and Telugu medium English prospective teachers in their awareness of human rights education. Both of prospective teachers acquired knowledge of child rights education through different types of activities, seminars and workshops.

**7. There is no significant difference between awareness of human rights education of educated family background and uneducated family background prospective teachers.**

**Comparison of Human Rights Awareness education between educated family background and uneducated family background prospective teachers.**

Variable	Sample Size	Mean	S.D.	Mean Difference	S.E.D.	Critical Ratio
Educated Family Back Ground	100	91.22	8.66	1.14	1.18	0.96*
Un Educated Family Back Ground	100	92.36	8.11			

\* Not Significant at **0.05** Level .

In the present study the statistical analysis of the above variable, Mean difference is 1.14, STDEV of Educated family background is 8.66, STDEV of Uneducated family background is 8.11, SED is 1.19 and Critical Ratio is 0.96. 't' table value is greater than 't' calculated value. So that the above hypothesis was accepted.

Education is enlightenment. It is the one that lends dignity to a man. Education seeks to build up the personality of the pupil by assisting his physical, intellectual, moral and emotional development. A man without education is equal to animal. Nations of individual freedom and liberty and of dignity of person, which are the most cherished values of the free society governed by the rule of law, would sound as empty words for those who are illiterate and ignorant about them without education, a man is so circumstanced that he knows not how to make the best of himself. Development is not an independent phenomenon. It depends upon certain variables; therefore, it has to be just supposed against some of the basic specifics of social organisation mainly involving the institution of the family at the center (Man sign das, fanos Bordis. 1978).

Now, after a little over fifty years, the government has seen and understood the folly of such a lame policy of education. Now the government is re-scheduling its literacy programmes like Total literacy compaigns (TLC), Post Literacy Programme (PLP), Continuing Education programme (CEP) and making a mark of the fundamental right to each resident of India to the right to education. Due to all these reasons uneducated family background prospective teachers possesses equal awareness of human rights education as educated family background prospective teachers.

From the observation and findings of the above variable data it is said the knowledge of prospective teachers on human rights is adequate and also the new techniques used by the right education also satisfied up to some extent. The awareness of prospective teachers on student's knowledge of human rights education is inadequate. The role of prospective teachers in projecting the human rights and developing their personality to the knowledge of human rights is satisfied. So, if the "interaction between prospective teachers and students is developed in this regard certainly the knowledge of human rights education will between successfully inculcated in prospective teachers and students also.

**Suggestions for Further Research**

- Research can be taken in the area of need of Human Rights Education of teacher trainees.
- Awareness among the teachers towards Human Rights Education would be useful.
- The role of the Government commissions on Human Rights Education can be taken up.
- The research about the role of International organizations on Human Rights Education would be useful.

**References**

1. Bhaskara Rao Digumarti (2004): Human Rights Education, Discovery publishing House, New Delhi
2. Bhattacharya, G.C. (2001): Teaching Human Rights at the B.Ed., Level Needs and Objectives University News.



3. Buch M.B.(1989-88) : A Survey of Research in Education. The Sahitya Mudranalaya. Ahmadabad.
4. Churchill, S. & Omari, I. (1981): Evaluation of UNESCO Associated Schools Project in Education for International Co-operation and Peace.
5. Council of Europe (1980) : Teaching of Human Rights Report. The on the Eighth European Seminar of Teacher Member States Donaueschingen. Federal Republic of Germany, May 19-23.
6. Dhand, H. (2000) : Teaching Human Rights: A Handbook for Teacher Educators. Bhopal, Asian Institute of Human Rights Education.
7. Flowers, N. (1998) : Human Rights Here and Now. Minneapolis MN. Human Rights Educator's Network.
8. Garrett Henry (1985) : Statistics in Psychology and Education, Vikas, Feffer and Simon, Bombay.
9. John W. Best & James (2000): Research in Education (7th Edition), Prentice. Hall of India Pvt.Limited, New Delhi.
10. Kothari C.R. (1990): Research Methodology Methods and Techniques, Wiley Eastern Limited, New Delhi.
11. Mohanty. J.: Human Rights Education, New Delhi Deep & Deep Publications.
12. Naseema C. (2003) : Human Rights Education, Kanishka Publishers, New Delhi.
13. N.C.T.E. (1996) : Human Rights Education. Self-Learning Module for Educators.
14. Pike, G. & Selby, D. (1990): Human Rights: An Activity File, U.K.: Stanley Thorns, Publishers.
15. Rajagopal, B. (2000): The Supreme Court and Human Rights. The Hindu, 6th December.
16. Roman, K.S. (2000): Human Rights Education: Pedagogy and Empowerment Problems and Prospects. Journal of Institute of Human Rights.
17. Subramanian, S. (1997): Human Rights-International Challenges. New Delhi, Institute of world Congress on Human Rights.
18. Tarrow, N.B. (1987) : Human Rights and Education. England Pergamon Press.
19. Teaching Human Rights (1989) : New York: United Nations.
20. The Protection of Human Rights Act, 1993 with Kerala Rules, Cochin: Suvarna Publications (1998)
21. UNESCO: Proceedings of the International Congress on Teaching of Human Rights. Vienna: UNESCO. (1978)
22. UNESCO: Synthesis of member states reports on the application of the recommendation concerning education for International Understanding co-operation and education relating human rights and fundamental freedoms. (UNESCO Document ED 83/Conf.214/2)(1983).
23. UNESCO: Experts Meeting on the Teaching of Human Rights. (UNESCO Document No. SS-82/Conf. 401/24). Strasbourg: International Institute of Human Rights. (1982).
24. Vijapur, A.P. & Suresh, K. (1999): Perspective on Human Rights. New Delhi Manak Publications.