

Human Rights Awareness among Teacher Educators

Abstract

The present study is an attempt to find out the awareness about human rights among teacher educators. This study was conducted on 450 male and female teacher educators of Punjab state. The result reveals that there exist significance difference between the teacher educators sub sample female/ male and rural/urban .

Keywords: Rights, Awareness and Teacher Educators.

Introduction

Rao (2012) defined of human right "Inherent dignity and rights of all member of human family recognizing them as foundation peace, freedom and Justice in the world".

Human rights denote all those rights which are inherent in our nature and without which we cannot live as human beings (Chandra, 2002). The word "Human Rights" is derived from Latin word "Humo" meaning man and humans mean belonging to man. Human right is right to which every person is entitled by virtue of other human. The right to life, liberty and security of person are the human rights. Human rights often mean different thing to different people. Peace is essential for the optimum development and utilization of human resources in a society. All human beings desire to be happy at every stage and in every aspect of life; peace without happiness is meaningless. Peace and happiness are the byproducts of a good social order. For this kind of society human rights are very much required. India is a complex system of society because of its diversities. This leads to violation of human rights because people are not aware about their rights and duties. This problem create the need of introducing human rights aware program at level of teaching training programs .

Need of the Study

Education plays a tremendous role in the development of an individual and a nation. Education and life are two parallel factors. It goes side by side. Education fulfills the needs of life and life fulfills the needs of education, but there is a common factor, which creates a strong link between education and life, which is society. So there is a need of a strong social system because a strong social system develops a strong nation. A strong nation needs enlightened and balanced citizens. To produce such kind of citizens we need a congenial environment; where children can express and promote its unique socio-cultural identity and also to meet the challenges of the times. It is only possible if they are aware about their own as well as others rights and duties. Educational system developed and implemented in such a manner that the students not only acquire knowledge about human rights but also practice and imbibe them in their daily lives. Teachers played a vital role for developing an individual as responsible citizen of society. So a teacher should know about human rights, so they can trains to future teacher and they can further train to their students as this knowledge transfer down to students. In this context, the investigator conducted this study.

Statement of the Problem

A Study of Human Rights Awareness among Teacher Educators of Punjab State.

Objectives of the Study

1. To compare the mean scores of the human rights awareness among male and female teacher educators.
2. To compare the mean scores of the human rights awareness among rural and urban teacher educators.

Hypotheses

To obtain the objectives of the study, the following Null hypotheses were formulated and tested.

Sushma Sharma

Retired Principal,
D.M. College,
Moga, Punjab, India



Anu Bala

Assistant Professor,
Dept. of Education,
Sardar Patel College of
Education,
Gurugram, Haryana, India

3. There will be no significant difference in the mean scores of the human rights awareness among male and female teacher educators.
4. There will be no significant difference in the mean scores of the human rights awareness among rural and urban teacher educators.

Human Rights Awareness Test (age 18 to 50) (2012) was used to measure the human rights awareness among teacher educators. The sample was splited two times, one time for gender groups second time for locale group. Mean difference analysis was used to find out the human rights awareness among teacher educators.

Methodology

The sample of the study comprised of 450 teacher educators of B.Ed. colleges of Punjab state.

Results and Discussions

Table-:1 Data and results of mean score of human rights awareness among male and female teacher educators

Variable	Group	N	Mean	Standard deviation	SE _D	t-ratio
Human rights awareness	Male	188	59.98	12.00	1.089	0.132
	Female	262	62.39	10.93		

df=448

*Level of significance at 0.05=1.96

**Level of significance at 0.01=2.59

Table-1 shows that male and female educators differ insignificantly, the critical value of human rights awareness between male and female teacher educators is 0.132, which is less than the

table value at 0.01 and 0.05 level. So null hypothesis is retained that there is no actual difference between the scores but whatever the difference is that only accidental.

Table-:2 Data and results of mean score of human rights awareness among rural and urban teacher educators

Variable	Group	N	Mean	Standard deviation	SE _D	t-ratio
Human rights awareness	Rural	131	58.55	12.22	1.089	0.216
	Urban	319	62.54	10.91		

df=448

*Level of significance at 0.05=1.96

**Level of significance at 0.01=2.59

Table-2 shows that rural and urban teacher educators differ insignificantly, the critical value of human rights awareness between rural and urban teacher educators is 0.216, which is less than the table value at 0.01 and 0.05 level . So null hypothesis is retained that there is no actual difference between the scores but whatever the difference is that only accidental.

Chandra, U.(2002). *Human Rights. Allahabad; Allahabad Law Agency publication.*

Cheema, K. K. (2007). *Human rights awareness in punjab: An empirical study. Research Journal Social Sciences ,15(1), 108-126.*

Dhand, H. (2000). *Teaching human rights: A handbook for teacher educators. Bhopal: Asian Institute of Human Rights Education.*

Kumar, Rakesh (2006). "A Comparative Study of Human Rights Awareness among Secondary Level Teacher Trainees of Himachal Pradesh". M. Phill. Dissertation, Alagappa University, Karaikudi.

Kumar, P. and Kumar, A. (2009). *Conducted a Survey on "Human Rights Awareness Among Secondary School Teacher Trainers" International Educator, Vol.21 No.1, Kala Niketan Publishers, Nandavanam, Kerala.*

Rao, V. (2012). *Handbook Of PG Diploma In Human Rights & Education.*

<http://www.un.org>

<http://www.eric.ed.gov>

Findings and Conclusion

The study reveals that there exists no significant difference between human rights awareness of the sub samples. The reasons behind these results may be the surrounding, advancement of social media or training programs and may be some other hidden factors which effects the results.

References

Basu, D.D. (2011). *Human Rights. New Delhi: Mahaveer & Sons.*

Chabra, P. (2005). *A study of awareness about human rights in rural and urban areas. M.Ed. Dissertation, H. P. University, Shimla.*