

HUMAN RIGHTS AWARENESS AMONG FEMALE PROSPECTIVE TEACHERS

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ABSTRACT

The present study aims at investigating the awareness of female prospective teachers on human rights. The sample consists of 108 female student teachers from Tirunelveli District. Human Rights Awareness Test (HRAT) Standardized by Vishal sood and Arti Anand (2012) was used for collecting data. The data was analyzed using mean, S.D and 't' test. The results show that the students of arts stream have more awareness on human rights than the students of science stream.

Keywords: Human rights, Female Prospective teachers.

INTRODUCTION

Educational activities can contribute approaches and provide lasting solutions for any problem. Knowledge on human rights can develop awareness and sensitivity in terms of the rights and responsibilities among all individuals. The knowledge of human rights makes them well equipped to face the challenges of future too. Hence, Human rights awareness through education is the ultimate solution to achieve long-term and permanent solution against human rights abuses and establishing peace all over the world. (Jaskiran Kaur Dayal A & Sukhwant Kaur, 2015)

SIGNIFICANCE OF THE STUDY

The Constitution of India is one of the most rights-based constitutions in the world which is rich in human rights jurisprudence. It captures the essence of human rights in its Preamble, and the sections on Fundamental Rights and the Directive Principles of State Policy. Human Rights occupy a key position today in the world. The struggle for human dignity and exploitation of human beings on any ground is a human right violation. Lack of concern about the social problems is the biggest social problem of India and Indians. A citizen's awareness towards his rights will give him the courage to fight for his own rights and respect the rights of others. It also helps in promoting the attitude of tolerance, respect and solidarity and develops individual awareness about the way and means by which human rights translated into social and political reality. Without a widespread culture of human rights and proper awareness, democracy is not by itself a guarantee of respect of human rights. (Jaskiran Kaur Dayal A & Sukhwant Kaur, 2015)

The wide spread social issues like domestic violence, rape, suicide, harassment, inequality, gender discrimination etc., reflects with a dire need to spread awareness about human rights among

the younger generation, as a tool to cultivate defense against oppression and exploitation. Awareness of human rights empowers the poor and marginalized to demand for their rights, take part in the public sphere and live a dignified life. The teachers play a crucial role in preparing communities and society towards exploring new horizons and achieving higher levels of progress and development. The present study has been undertaken to find out the level of human right awareness among student teachers who are going to play a central role in the process of teaching and learning. Their knowledge about the human rights helps in transferring the awareness down to students. Hence, adequate awareness about human rights in them can help to create a sensitive, informed and enlightened citizen.

BACKGROUND OF THE STUDY

Padmavathy R.D. & Pratima Pallai (2015) conducted a study on Human Rights Awareness of University Students. The finding of the study reveals that post graduate students irrespective of their entire sample, gender, place of residence, stream/faculty and type of family have average level of human rights awareness.

Jaskiran Kaur Dayal A & Sukhwant Kaur (2015) conducted a Comparative study on Human Rights Awareness among Teachers working in P.S.E.B. and C.B.S.E. Affiliated Schools. The study revealed that the teachers of C.B.S.E schools are more aware as compared to those of P.S.E.B schools. Male teachers of C.B.S.E are more aware about human rights than their counterparts.

Ashraf, S. (2013) conducted a study on Human Rights Awareness among Prospective teachers. The investigator found that Prospective teachers have average level of human right awareness. There is significant difference between the level of human right awareness among B.Ed and D.Ed teacher trainees.

OBJECTIVES OF THE STUDY

1. To find out the level of awareness on human rights among female prospective teachers with respect to their locality of students, stream of study and type of family.
2. To find out whether there is any significant difference between the mean scores of human rights awareness of female prospective teachers with respect to their locality of students, stream of study and type of family.

METHODOLOGY

The investigators have employed descriptive method using survey as technique to study the awareness on human rights among the female prospective teachers. A standardized Human Rights Awareness Test by Vishal Sood & Arti Anand (2012) was used to collect the data. The investigators randomly selected 108 B.Ed. student teachers from St. Ignatius College of education, Mayamkottai, Tirunelveli District.

PERCENTAGE ANALYSIS:

- To find out the level of awareness on human rights among female prospective teachers with respect to their locality of students, stream of study and type of family.

**TABLE 1
LEVEL OF AWARENESS ON HUMAN RIGHTS AMONG FEMALE PROSPECTIVE TEACHERS**

Variable	Category	Low		Average		High	
		count	%	count	%	count	%
Locality of Students	Rural	6	15.0	28	70.0	6	15.0
	Urban	11	16.2	43	63.2	14	20.6
Stream of Study	Arts	14.0	34	68.0	9	18.0	50
	Science	13.8	38	65.5	12	20.7	58
Type of Family	Joint	13.9	24	66.7	7	19.4	36
	Nuclear	16.7	49	68.1	11	15.3	72

Among the student teachers of rural areas, 15% of them have low, 70% of them have moderate and 15% of them have high level of awareness on human rights. Among the student teachers of urban areas, 16.2% of them have low, 63.2% of them have moderate and 20.6% of them have high level of awareness on human rights.

Among the students of arts stream, 14% of them have low, 68% of them have moderate and 18% of them have high level of awareness on human rights. Among the students of science stream, 13.8% of them have low, 65.5% of them have moderate and 20.7% of them have high level of awareness on human rights.

Among the students who belong to joint family, 13.9% of them have low, 66.7% of them have moderate and 19.4% of them have high level of awareness on human rights. Among the students who belong to nuclear family, 16.7% of them have low, 68.1% of them have moderate and 15.3% of them have high level of awareness on human rights.

It is found that the female prospective teachers have average level of human rights awareness with respect to place of residence, stream and type of family.

Null hypothesis 1

There is no significant difference between the mean scores of human rights awareness of female prospective teachers with respect to their locality of students, stream of study and type of family.

**TABLE.2
DIFFERENCE BETWEEN THE MEAN SCORES OF HUMAN RIGHTS AWARENESS OF FEMALE PROSPECTIVE TEACHERS WITH RESPECT TO BACKGROUND VARIABLES**

Dimension	Category	Count	Mean	SD	t-value	Result
Locality of Students	Rural	40	54.88	8.13	1.64	NS
	Urban	68	57.56	8.37		

Stream of Study	Arts	50	58.38	8.92	2.11*	S
	Science	58	55.00	7.55		
Type of Family	Joint	36	56.75	7.38	0.17	NS
	Nuclear	72	56.47	8.84		

(*At 5% level of significance the table value is 1.98, S-significant, NS-non-significant)

It is inferred from the above table the calculated 't' value is greater than the table value for stream of study. Hence, there is significant difference between the mean scores of human rights awareness of female prospective teachers with respect to stream of study. But the calculated 't' value are lesser than the table value for locality of students and type of family. Hence, there is no significant difference between the mean scores of human rights awareness of female prospective teachers with respect to locality of students and type of family.

DISCUSSION

There is significant difference between female prospective teachers of arts and science stream in their awareness on human rights. Students of arts stream have high awareness on human rights than the students of science group students. The reasons may be that arts subject encourage celebrating multiple perspectives and the students are taught to appreciate and interpret the policies and other world happenings. Whereas, the students of science stream concentrate more on studies, facts and theories and spend least time on other issues. The finding of Suman Kumari Katoch (2012) supports the present study and states that there is significant difference even at .01 level between students of arts and science stream and the mean score indicate that science stream trainees have more awareness on human rights than arts stream trainees. But this finding contradicts with the study of Padmavathy R.D. & Pratima Pallai (2015) which states that there is no significant difference between the mean scores of of arts and science post graduate students in their human rights awareness.

RECOMMENDATIONS

- Social media can be used to educate the students about the basic human right and equip the students with what to do and where to go when their rights are violated.
- Colleges can conduct conferences and invite speakers to deliver educational lectures to enhance the knowledge on human rights.
- Colleges should encourage student's participation in protests and petition-signing campaign towards the correction of injustices worldwide.
- Curriculum should dedicate sessions for discussions regarding the legal aspects and plans to resolve the human rights violations.
- Activities like elocutions, essay, role plays, tableau, seminars and workshops on human rights can be organized in educational institutions to create awareness.

CONCLUSION

Student teachers who are to take the responsibility to mould the future citizens should make efforts to develop emotive pedagogy skills along with cognitive professional skills. As the affective domain skills alone, helps them in promoting human values that act as underpinning step to inculcate human rights awareness among the students in their class. The parents and teachers should understand the need for promoting awareness and protection of human rights as a key purpose and guiding principle for empowering the students to live a dignified life. There is a dire need of education directed at preaching and promoting human rights awareness.

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