

“A STUDY OF HUMAN RIGHTS AWARENESS AMONG B.ED. COLLEGE STUDENTS OF SIRSA DISTRICT OF HARYANA STATE”

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ABSTRACT

Present study aim is to study the Human Rights Awareness Among B.Ed. College Students of Sirsa District of Haryana State. For the present study a sample consisted of 100 B.Ed. Students from educational colleges which are situated in Sirsa District of Haryana State was taken and descriptive survey method was used . In the present study results shows that The mean value of Human Rights awareness of Private College B.Ed. student is more than Human Rights awareness of University maintained college B.Ed. students. Therefore, it is analyzed that Human Rights of Private B.Ed. College students is more than Human Rights of University maintained B.Ed. college students. The mean value of Human Rights awareness of Urban student is more than Human Rights awareness of rural B.Ed. students. Therefore, it is analyzed that Human Rights of Urban B.Ed. students is more than Human Rights of rural B.Ed. students. The mean value of Human Rights awareness of rural male students is more than Human Rights awareness of rural female B.Ed. students. Therefore, it is analyzed that Human Rights of rural male B.Ed. students is more than Human Rights of rural female B.Ed. students. The mean value of Human Rights awareness of urban Male student is more than Human Rights awareness of urban female B.Ed. students. Therefore, it is analyzed that Human Rights of urban male B.Ed. students is more than Human Rights of urban female B.Ed. students. The mean value of Human Rights awareness of urban male students is more than rural male B.Ed. students. Therefore, it is analyzed that Human Rights awareness of urban male B.Ed. students is more than rural male B.Ed. students. The mean value of Human Rights awareness of urban female students is more than rural female B.Ed. students. Therefore, it is analyzed that Human Rights awareness of urban female B.Ed. students is more than rural female B.Ed. students.

Key Words: Human Rights , Awareness , University maintained College , Private College, B.Ed. students

I.INTRODUCTION

The word "Education" has been derived from the Latin term "Educatum" which means "the act of teaching or training". A group of educationists say that it has come from another Latin word "Educare" which means "to bring up" or "to rise". According to a few others, the word "Education" has originated from another Latin term "Educere" which means "to lead forth" or "to come out". All these meanings indicate that education seeks to nourish the good qualities in man and draw out the best in every individual. Education seeks to develop the innate inner capacities of man.

Acc. to Aristotle: "Education is the creation of a sound mind in a sound body. It develops man's faculty, especially his mind so that he may be able to enjoy the contemplation of supreme truth*, goodness and beauty of which perfect happiness essentially consists".

Acc. to Swami Vivekanand: "Education is the manifestation of divine perfection already existing in man, we want that education by which character is formed strength of mind is increased, and intellect is expanded and by which one can stand one's own feet".

Acc. to Zakir Hussain: "Education is the work of the whole life. It begins from the time of birth and continues till last moment of death"

II.HUMAN RIGHTS

Human Rights' are a global phenomenon. Human Rights' dialogue in its modern frame is basically the old idea of freedom and, rationality of human kind getting accepted and actualized. It has now got hold of a universal presence and embraces totality of human existence in all shades. It is for this reason that the language of rights and its application continue to be defined afresh with its emancipator potential to ensure building of good society. Human Rights' are not merely language of compassion, corporation, consideration, and communication in human affairs; it is the grammar of a civilized society to invest human kind with dignity, equality, co-existence and non-exploitative social justice.

Human Rights' refer to the fundamental freedom and basic liberties without which men, woman and children cannot live with respect and dignity. Human Rights' are the natural right of a human being which means the right to guarantee dignity as a person; in other words, human beings themselves are the object of Human Rights' and form the core of the basic freedom. After world war 2nd the Universal Declaration of Human Rights' on 10 December 1948 makes the first cornerstone of an international movement for Human Rights'. It is the basic international code of conduct which is a general binding for all the member nations of UNO to promote and

protect Human Rights'. It has laid great emphasis on protecting basic rights of all human beings as these are pre-requisites for their survival and better life. On the other hand, keeping in view the ethnic diversity and highly divisive society of India, it also practices the policy of protective discrimination for certain traditionally deprived sections of society like the Scheduled Castes (SC), Scheduled Tribes (ST), as well as girls and disabled persons.

- Non-justifiable: The rights are non-justifiable and to accept or not to accept these is upto the sweet will of the state. United Nations cannot impose her will on the member nations. These rights are the symbol of desires of the international community. No civilized state can ignore these human rights.

III. REVIEW OF LITERATURE

Dr. R. Bahar (2007) studied on human rights education and its importance in schools. Human right is an important subject because it is related with human beings. Starting from his birth till his death human rights is a concern of all people of all ages, all income groups, all education levels, and all occupations. In this study, after reviewing the importance of human rights, its relations and unity with democracy will be reviewed. Besides, human rights will be defined in political and global aspects. The present study done survey study is also conducted with the 5th grade primary school students who are in the age of development stage of political views. The results of this survey have been used to determine the dimensions of teaching human rights to them. **Isabela Stancea (2010)** studied that human rights has evolved in its essence as the physical force was gradually replaced by reason and as legal principles took shape in society, principles that would become fundamental: the principle of freedom, equality, solidarity, etc..The fundamental human rights are a set of rights, freedoms and duties recognized worldwide covering essential issues for the development, welfare and progress of the human being. The human rights institution has evolved and undergone important corrective measures from one historical system to another and within the same system, from one stage to another. **Dr.P.Ramar (2011)** studied about the social justice & human rights. Human Rights are based on mankind's increasing demand for a decent civilized life in which the inherent dignity of each human being is well respected and protected. Social justice takes within its sweep the object of removing all inequalities and affording equal opportunities to all citizens in a social affairs as well as economic affairs. The study believes in collective of individuals which make up peoples of nations and cannot be realized solely by an individual. The study realized people's rights, enjoying his rights and freedom in the society.**Dr. Jagdeep Singh (2012)** analysis that the Past, Present and Future Perspective of Human Rights. Human Rights movement in India got its germination during the Emergency Rule during 1976-1979 and developed during the post emerging period, in the last 35 years, the Human Rights' movement has been enriched by the collective wisdom emerging from the tribal movement, personal struggles, environmental movement, women's liberation movement, child rights movement, Dalit movement and struggles of different ambled persons. This paper is an attempt to trace the past, present and future perspective of Human Rights' practices in India. **C. Bhaskaran (2013)** studied about the realities and defense of dalit human rights.

After Many years of our Independence, the concept of fraternity among Indian brotherhood remains theoretical. The limbs of Indian Democracy, such as the Administrative set up, laws and courts, serve the ruling class of India rather than the welfare of the Scheduled Caste/Scheduled Tribes (SC/STs). Hence it is inevitable for Dalits to organize themselves and lead agitates for the promotion of their welfare. But the intolerant higher caste people launch counter attacks on Dalits by mobilizing their socio-economic and political power. Major finding of present Study is that Dalits houses have become the targets of attack, endangering their precious life and livelihood, either overtly or covertly. Therefore, the violations against Dalit Human Rights have assumed higher dimensions. **Jyoti. S. Bomman (2014)** revealed about the human rights regarding women and social justice are given equal rights and status with men by the Indian Constitution and various provisions had been made to protect the interests of the female population. Series of legislations have been enacted from time to time to provide protection to women against, social discrimination, violence, etc. The Five Year Plans have been playing special attention to women's welfare emphasizing female education, access to resources and their political empowerment. **Peng xu (2015)** studied about regulation of child abuse in school and implementation of child abuse rights in china. Child. abuse occurring outside the home in China is inflicted on school-age children and. can result in serious physical and mental harm. Present study examined that the child abuse statutes and judicial practice of china reveals that china's domestic law has failed to provide a.adequate protection for children. It is suggested that China review its legislation, establish the independent human rights commission, raise awareness of children's rights and. improve cooperation with NGOs to ensure that it conforms fully to the requirements of the convention on the Rights of the child. **Vimal Kumar et al .(2016)** studied about awareness of human rights' among B.Ed student teacher in Punducherry. The study was an attempt to study the awareness of human rights of B.Ed. student teachers. Sample sizes are three hundred student teachers were taken from Punducherry region. The data has been collected through questionnaire and normative survey method has been adopted by the investigator to achieve the objectives of the study. Both the descriptive and differential analysis is carried out. The finding suggested that awareness of human rights of B.Ed. student teachers is found to be low level.

JUSTIFICATION OF THE STUDY

Though there is large number of related literature and number of people have done their work on this type of problem. But all this work is done in other related area of research. No work has done on this problem of Sirsa District .. With the precious help of the lecturers the researcher started his/her work on this untouched issue "A Study of Human Rights Awareness among B.Ed. college students of Sirsa Distric in Haryana State .".

STATEMENT OF THE PROBLEM

The problem of study is stated as "A Study Of Human Rights Awareness Among B.Ed. College Students of Sirsa District in Haryana State "The study mainly aims and has objective to give the reader a dip into the ocean of various person and stress the need for the improvement where required.

OPERATIONAL DEFINITIONS USED IN THIS STUDY

Human Right :

Human rights are moral principles or norms, which describe certain standards of human behavior, and are regularly protected as legal rights in municipal and international law.

B.Ed. Students

These are those students, who take admission after completion of Graduation or Post graduation .

OBJECTIVES OF THE STUDY

- To study the Human Rights' Awareness among University Maintained & private B.Ed. college students of Sirsa District .
- To study the Human Rights' Awareness among rural & urban students of B.Ed. college of Sirsa District .
- To study the Human Rights' Awareness among rural male & female students of B.Ed. college of Sirsa District .
- To study the Human Rights' Awareness among urban male & female B.Ed. college students of Sirsa District ..
- To study the Human Rights awareness among rural male and urban male college of Sirsa District .
- To study the Human Rights awareness among rural female and urban female B.Ed college students of Sirsa District .

HYPOTHESES OF THE STUDY

- There is no significant difference of Human Rights' Awareness among University Maintained & private B.Ed. college students of Sirsa District .
- There is no significant difference of Human Rights' Awareness among rural & urban students of B.Ed. college of Sirsa District .
- There is no significant difference of Human Rights' Awareness among rural male & female students of B.Ed. college of Sirsa District .

- There is no significant difference of Human Rights' Awareness among urban male female B.Ed. college students of Sirsa District ..
- There is no significant difference of Human Rights awareness among rural male and urban male college of Sirsa District .
- There is no significant difference of Human Rights awareness among rural female and urban female B.Ed.college students of Sirsa District .

IV.METHOD USED IN PRESENT STUDY:

The selection of method mainly depends on nature of problem so keeping in mind the problem, the survey method is selected. Survey method is a method of extensive study involving all the members of a population or its, representative sample to derive the desired specific information for the realization of the objectives of the study. The survey method is obtaining information is based on the questioning of respondents. A structured questionnaire is use as sample of a population and designed to elicit specific information from respondents. Respondents are asked a verity of questions regarding their behavior, intentions, attitudes, awareness, motivation, and lifestyle characteristics.

POPULATION:

B.Ed. students studying in University Maintained & Private College of Education of Sirsa District constituted the population for the purpose of present study.

SAMPLE:

A sample is a subset of the population to which the researcher intends to generalize the results. It is a miniature picture of the entire group from which it had taken or in other words it is small representative of the large whole. "A good sample not only needs to be represented, it needs also to be adequate or of sufficient size to allow confidence in the stability of its characteristics." Keeping in view the limited resources of Time, Money, and practical difficulty a Sample of 100 B.Ed. students are randomly selected in which 50 students from J.C.D (PG).College of Education & 50 students from Ch. Devi. Lal. University, Deptt. of Education of Sirsa, District . in this sample students are randomly selected for the data collection. In this 25 students are rural (13 male & 12 female) and 25 students are urban (12 male & 13 female) from J.C.D.(PG) College of Education. Also 50 students are selected in C.D.L.U, Deptt. of Education in which 25 students are rural (13 male & 12 female) and 25 students are urban (12 male & 13 female).

TOOL USED:

There is different type of Study tools and each of them utilized distinct ways of describing and quantifying the obtained data. Some of the common Study tools are questionnaire, interview, schedule tests, scales, rating scales socio-metric test etc.

The tool selected for the present Study is questionnaire . The questionnaire test Human Rights' Awareness constructed by Dr. Vishal Sood & Dr. Arti Anand is used.

V.ANALYSIS AND INTERPRETATION OF DATA

The analysis and interpretation of data represents the application of deductive and inductive logic to Study process. Interpretation is examination of the result of one's analysis in the light of all the limitation of data gathering and his subjective attitude. The Study cannot achieve his objective without the interpretation of the data collected through the tools used for the study. Therefore, one cannot say that the raw scores have got no value without interpretation and generalization.

HYPOTHESIS NO. 1 : There is no significant difference of Human Rights' Awareness among University Maintained & private B.Ed. college students of Sirsa District .

Table 1. 1

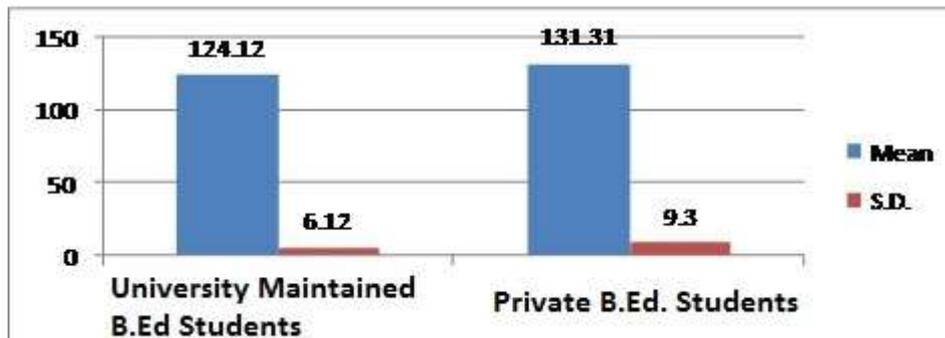
Mean, S. D. & 't' value of Human Rights awareness of
University Maintained and Private Students

Sr. N.	Variable	N	Mean	S. D.	df	't' value	Level of Significance
1	University Maintained B.Ed. students	50	124.12	6.12	98	4.57	Significant at both levels i. e. 0.5 & .01 level
2	Private B.Ed. students	50	131.31	9.3			

df =48 .05 = 2.01 .01 = 2.68

Interpretation : In Table 1. 1 the Mean, S. D. of Human Rights Awareness of University Maintained and Private B.Ed. students is 124.12 and 6.12, 131.31 and 9.3 respectively. The calculated 't' value is 4.57, which is more than standard table value at both level of significant. Therefore the hypothesis No. 1 is rejected. Further, the mean value of Human Rights awareness of University Maintained College student is less than Human Rights Awareness of Private B.Ed. students. Therefore, it is analyzed that Human Rights of private College students is more than Human Rights of University Maintained college students.

Graph 1.1



HYPOTHESIS NO. 2 : There is no significant difference of Human Rights' Awareness among rural & urban students of B.Ed. college of Sirsa District .

Table 1. 2

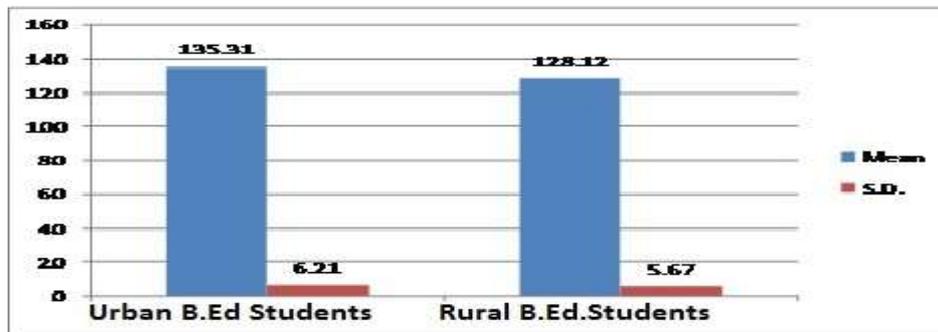
Mean, S. D. & 't' value of Human Rights awareness of Urban and Rural B.Ed. students

Sr. N.	Variable	N	Mean	S. D.	df	't' value	Level of Significance
1	Urban B.Ed. Students	25	135.31	6.21	48	3.65	Significant at both levels i. e. 0.5 & .01 level
2	Rural B.Ed. Students	25	128.12	5.67			

df=48 .05 = 1.98, .01 = 2.68

Interpretation : In Table 1. 2 the Mean, S. D. of Human Rights of Urban and Rural B.Ed. students are 135.31 and 6.21, 128.12 and 5.67 respectively. The calculated 't' value is 3.65, which is more than standard table value at both level of significant. Therefore the hypothesis No. 2 is rejected. Further, the mean value of Human Rights awareness of Urban student is more than Human Rights awareness of rural B.Ed. students. Therefore, it is analyzed that Human Rights of urban B.Ed. students is more than Human Rights of rural B.Ed. students.

Graph 1.2



HYPOTHESIS NO. 3 : There is no significant difference of Human Rights' Awareness among rural male & female students of B.Ed. college of Sirsa District .

Table 1.3

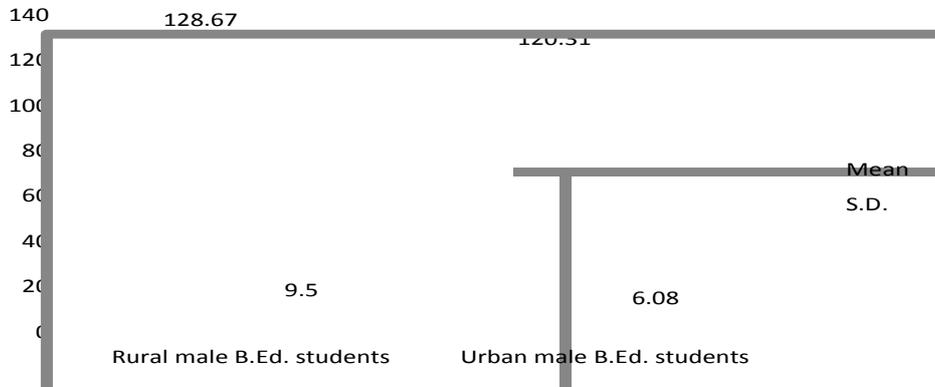
Mean, S. D. & 't' value of Human Rights awareness of rural Male and Female Students

Sr. N.	Variable	N	Mean	S. D.	df	't' value	Level of Significance
1	Rural male B.Ed. students	25	128.67	9.50	48	3.91	Significant at both levels i. e. 0.5 & .01 level
2	Rural Female B.Ed. students	25	120.31	6.08			

df = 48 .05 = 1.98, .01 = 2.68

Interpretation : In table 1.3 the mean, S.D. of Human Rights of male and female rural B.Ed. students is 128.67 and 9.50, 120.31 and 6.08 respectively. The calculated 't' value is 3.91, which is more than standard table value at both level of significant. Therefore the hypothesis No. 3 is rejected. Further, the mean value of Human Rights awareness of rural male students is more than Human Rights awareness of rural female B.Ed. students. Therefore, it is analyzed that Human Rights of rural male B.Ed. students is more than Human Rights of rural female B.Ed. students.

Graph 1.3



HYPOTHESIS NO. 4 : There is no significant difference of Human Rights' Awareness among urban male and female B.Ed. college students of Sirsa District .

Table 1.4

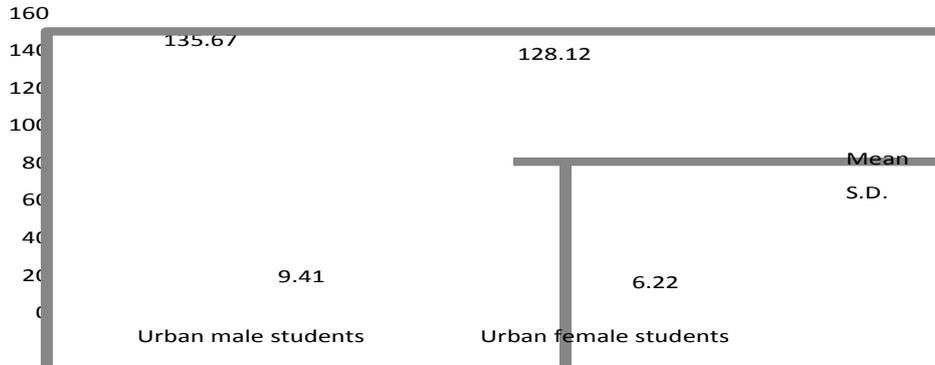
Mean, S. D. & 't' value of Human Rights awareness of Urban male and female Students

Sr. N.	Variable	N	Mean	S. D.	df	't' value	Level of Significance
1	Urban male students	25	135.67	9.41	48	3.35	Significant at both levels i. e. 0.5 & .01 level
2	Urban female students	25	128.12	6.22			

df =48 .05 = 2.01, .01 = 2.68

Interpretation : In Table 1.4 the Mean, S. D. of Human Rights of male and female urban B.Ed. students is 135.67 and 9.41, 128.12 and 6.22 respectively. The calculated 't' value is 3.35, which is more than standard table value at both level of significant. Therefore the hypothesis No. 3 is rejected. Further, the mean value of Human Rights awareness of urban Male student is more than Human Rights awareness of urban female B.Ed. students. Therefore, it is analyzed that Human Rights of urban male B.Ed. students is more than Human Rights of urban female B.Ed. students.

Graph 1.4



Hypothesis 5 There is no significant difference of Human Rights awareness among Urban male and rural male B.Ed. college students of Sirsa District .

Table 1.5

Means, S.D. & 't' value of Human Rights awareness of Rural male and urban male B.Ed. students

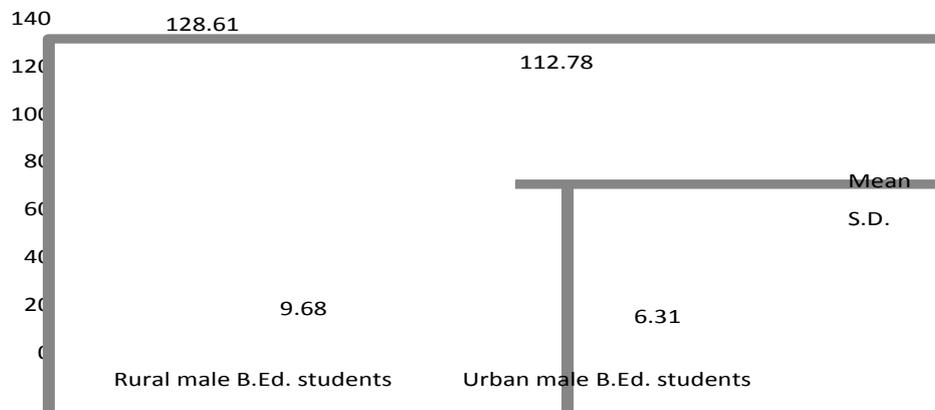
Sr. N.	Variable	N	Mean	S. D.	df	't' value	Level of Significance
1	Urban male B.Ed. students	25	128.61	9.68	48	6.88	Significant at both levels i. e. 0.5 & .01 level
2	Rural male B.Ed. students	25	112.78	6.31			

df = 48, .05 = 2.01, .01 = 2.68

Interpretation

In table No. 1.5 the mean, S.D. of Human Rights awareness of urban and rural male students 128.61, 9.68, 112.78 & 6.31 respectively. The calculated 't' value is 6.88, which is more than standard table value at both level of significant. Therefore the hypothesis No. 5 is rejected. Further the mean value of Human Rights awareness of urban male students is more than rural male B.Ed. students. Therefore, it is analyzed that Human Rights awareness of urban male B.Ed. students is more than rural male B.Ed. students.

Graph 1.5



Hypothesis 6 There is no significant difference of Human Rights awareness among rural female and urban female college students of Sirsa District .

Table 1.6

Means, S.D. & 't' value of Human Rights awareness of Urban female and rural female B.Ed. students

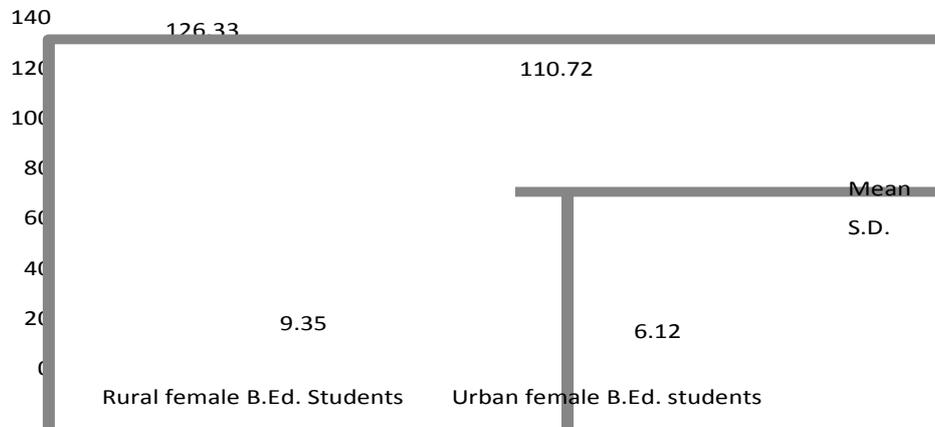
Sr. N.	Variable	N	Mean	S. D.	df	't' value	Level of Significance
1	Urban female B.Ed. Students	25	126.33	9.35	48	7.00	Significant at both levels i. e. 0.5 & .01 level
2	Rural female B.Ed. students	25	110.72	6.12			

df = 48, .05 = 2.01, .01 = 2.68

Interpretation

In table No. 1.6 the mean, S.D. of Human Rights awareness of urban and rural female students are 126.33, 9.35, 110.72 & 6.12 respectively. The calculated 't' value is 7.00, which is more than standard table value at both level of significant. Therefore the hypothesis No. 6 is rejected. Further the mean value of Human Rights awareness of urban female students is more than rural female B.Ed. students. Therefore, it is analyzed that Human Rights awareness of urban female B.Ed. students is more than rural female B.Ed. students.

Graph 1.6



VI.MAIN FINDINGS

- The mean value of Human Rights awareness of Private College B.Ed. student is more than Human Rights awareness of University maintained college B.Ed. students. Therefore, it is analyzed that Human Rights of Private B.Ed. College students is more than Human Rights of University maintained B.Ed. college students.
- The mean value of Human Rights awareness of Urban B.Ed. student is more than Human Rights awareness of rural B.Ed. students. Therefore, it is analyzed that Human Rights of Urban B.Ed. students is more than Human Rights of rural B.Ed. students.
- The mean value of Human Rights awareness of rural male students is more than Human Rights awareness of rural female B.Ed. students. Therefore, it is analyzed that Human Rights of rural male B.Ed. students is more than Human Rights of rural female B.Ed. students.
- The mean value of Human Rights awareness of urban Male student is more than Human Rights awareness of urban female B.Ed. students. Therefore, it is analyzed that Human Rights of urban male B.Ed. students is more than Human Rights of urban female B.Ed. students.
- The mean value of Human Rights awareness of urban male students is more than rural male B.Ed. students. Therefore, it is analyzed that Human Rights awareness of urban male B.Ed. students is more than rural male B.Ed. students.
- The mean value of Human Rights awareness of urban female students is more than rural female B.Ed. students. Therefore, it is analyzed that Human Rights awareness of urban female B.Ed. students is more than rural female B.Ed. students.

VII.CONCLUSION

“Education makes a people easy to lead, but difficult to drive; easy to govern, but impossible to enslave.” Lord Henry Peter Brougham. When human rights discussions are interwoven throughout educational curriculum, the positive implications will be seen in future. In teacher training courses, it is very crucial to incorporate human

rights education because teacher trainees are the prospective teachers and in future they will share their knowledge with children of schools. This will definitely lead to increased human rights awareness in the society. For increasing human rights awareness among B.Ed. students, various learner centric pedagogy like debate, discussion, project work, brain storming on various issues of human rights in local, national and global contexts should be used. of society, self-introspection, and discourage any type of discrimination in class. In present scenario, parents, teachers and the educational institutions are very conscious about empowering the cognitive aspects of the children. They should provide more time and efforts in developing not only cognitive professional skills but also affective skills for the development of human rights awareness. References

VIII. EDUCATIONAL IMPLICATIONS

In this Study the major findings state that Human Rights of private College students is more than Human Rights of University Maintained college students and the Human Right Awareness among urban B.Ed. students is more than rural students and the urban male students have more Human Rights than rural male students. Similarly Urban female students have more Human Rights than rural female students. It is analyzed that the students which are having the more knowledge of computers have more Human Rights than students who have less knowledge of computers. Therefore the rural students with less knowledge of computers must be motivated for computer knowledge & they must be aware about the information technology & Human Rights Act. So that they must enhance the knowledge of Human rights. .

SUGGESTIONS FOR FURTHER STUDY

- In this Study the sample size was of 100 students in which 50 from University maintained and 50 from Private B.Ed. college, so it is advised to take bigger sample.
- This study was delimited to Sirsa District ; it is advised to explore other District s of Haryana.
- In this Study only are variable i.e. Human Rights. is used, another variables may be used.

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