Human Rights Awareness among Secondary Teacher Trainee’s of Himachal Pradesh

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Introduction

Human rights are foreign to no country and to all nations and that without human rights no peace or prosperity will ever last. The human rights can best be mentioned in a civilized society and not in a state of nature. It is essential that the laws are framed to maintain them. The function of the law is to see that rights of others are not infringed by an individual asserting one's human right arbitrarily. No right is ever conceived without its corresponding duty. It is here the people stumble, mostly. When the human rights fall into jeopardy or when the people suffer under the systematic persecutions from the head of the State the revolution takes place. Study any revolution and we shall be convinced that its germination starts from the violation of human rights. The political rights are asserted as it was done to obtain independence in our country. Mahatma Gandhi was at the helm of it. The human rights cover a wide area, right from the right to live to the economic and political rights. Liberty is never a license. It should be of a cooperative nature, open to proper adjustment. A right must conform to some moral law. It should recognize some standard of rightness. Just, equitable and righteous bases for a right impart significance to it. One-sided individualism is the bane of a right. It is better if, right is conformable to truth or fact. A sense of propriety is a must in the advocacy of right. In a well-regulated society the human rights have to be fostered with judicious considerations. The fundamental rights of man ought to be safeguarded and guaranteed by the State. Freedom, but not absolute and arbitrary freedom, is a boon for a person. A society composed of free people may wrangle for the issue to be ironed out but the ends are always happy. To maintain the human rights a balance has to be struck between the social fervor and individual liberty. In a situation where this balance is disturbed the trouble arises. In a democracy it is disturbed by the 'individualism' in its overturned expression. The human right can well thrive in a spirit of co-operation and not isolation, as observed before. The freedom of speech is the important right in a democracy.

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Education is an important index of human development. Along with economic growth and empowerment, it forms the core of every social and human development doctrines. The main aim of Education is all round development of an individual. That is possible when education must form an essential foundation for the realization and development of human rights. The history of education provides ample evidence that education has not been used as an instrument for developing an appreciation for the development of each individual as human being. Human rights education means that education which enables an individual to understand his rights. Human rights education focuses on instances of progress in the protection of human rights in order of avoid the feeling of discouragement when confronted with the violations of human rights. Human rights need a central place in schooling and need to stay there for many more years to come; this entry and exit cannot be of the ad-hoc kind. Human rights are to be taught effectively and call for participatory teaching and learning which leads to the acquisition of human rights skills. Feelings are to be touched upon in the course of human rights education. In order to inculcate a broad comprehension of human rights as "human existence with dignity", the contents of human rights courses need to incorporate and reflect the concerns for democracy, development and peace.

**Review of Literature**

The survey of related literature is a crucial aspect in the planning of the study. It prepares a suitable background for a better application and thorough comprehension of the study being undertaken. The following studies are related to the present investigation. Chaurasia (1995) suggested that for promotion and protection of human rights, a free mass media can greatly facilitate the building of a culture of human rights, encouraging tolerance voices national ethnic, religious and linguistic groups exposing rights violations wherever they occur. Sharma (2001) revealed that there is significant difference in the mean scores of the students of three streams of study (commerce, science, arts) irrespective of their sex and locality on awareness about human rights. The science students have more awareness about human rights awareness as compared to arts students. There is no significant difference in the awareness of male and female secondary level students about human rights irrespective of their stream of study and locality. Kumar (2002) concluded that there is significant difference in the awareness of
girls students of science and arts stream about human rights. The girl students of science stream and urban area have more awareness about human rights as compared to girls of arts stream and rural area. Chabra (2005) suggested that both rural and urban areas students have almost equal level of awareness but their level of awareness is very poor. Kaur (2006) observed that there is no significant difference in the awareness of male and female secondary schools about human rights irrespective of locality and stream. Urban students are more aware about human rights as compared to rural students. Jamwal (2007) revealed that there is no significant difference in the awareness of male and female elementary school teachers about human rights. Urban and rural elementary school teachers differed significantly. Urban teachers are more aware about human rights as compared to rural counterparts. Katoch (2011) observed that gender wise and locality wise there is significant difference in the awareness of college students about human rights. Male and Urban college students are more aware about human rights as compared to their counterparts.

**Objectives**

The following objectives were achieved in the study:

1. To study the awareness regarding human rights among secondary teacher trainee’s in relation to gender.
2. To study the awareness regarding human rights among secondary teacher trainee’s in relation to their locale.
3. To study the awareness regarding human rights among secondary teacher trainee’s in relation to their stream.

**Hypotheses**

The following research hypotheses were tested in the study:

1. There will be no significant difference in the awareness of secondary teacher trainee’s towards human rights in relation to gender.
2. There will be no significant difference in the awareness of secondary teacher trainee’s towards human rights in relation to locale.
3. There will be no significant difference in the awareness of secondary teacher trainee’s towards human rights in relation to their stream.
**Methodology**

The investigator used the survey method under descriptive method of research in the present study. In this study data regarding the awareness of secondary teacher trainee’s was gathered in order to make comparison between male and female and between rural and urban trainee’s and between science and art stream secondary teacher trainee’s. In view of the above, all secondary teacher trainees of district Mandi of Himachal Pradesh constituted the population of the study. It included the male and female secondary teacher trainee’s studying in training institutes. There are sixteen secondary teacher training institutes situated in urban and rural areas of this district. The sampling was done at two stages. At the first stage eight secondary teacher training institutes were randomly selected. At the second stage, one hundred and forty five secondary teacher trainees were selected randomly from the sampled eight training institutes. To collect the data, Awareness Test was used. A strong rapport was established with the teachers to get their free and frank views/opinions on various items pertaining to human rights awareness. Since the data from the Awareness Test was available in the form of scores, so to find out the significance of difference between the various groups ‘t’-test was applied.

**Results and Discussion**

The summary of the statistical calculation for obtaining ‘t’ value with regard to comparison of male/female, rural/urban and science/arts secondary teacher trainees is given in table 1. Table 1 indicates that ‘t’ value (4.884) is significant even at .01 level of significance. Therefore there is significant difference in the awareness of male and female trainee of secondary level towards human rights. From the table it may be concluded that male are more aware about human rights as compare to female. Hence the null hypothesis that, “There is no significance difference in awareness of secondary teacher trainees towards human rights in relation to gender” is rejected. The gender difference in the awareness of human rights can be attributed to the low literacy rate of females in Himachal Pradesh. This indicates that raising educational level of female is a key to make them more aware about human rights.

Table 1 also shows that ‘t’ value (5.865) is significant even at .01 level of significance. Therefore there is significant difference in the awareness of rural and urban secondary teacher trainees towards human rights. From this it may be concluded that
urban are more aware about human rights as compare to rural ones. Hence the null hypothesis that, “There is no significance difference in the awareness of secondary teacher trainees towards human rights in relation to their locale” is rejected.

It may be due to the reason that urban class of trainees are more exposed to mass media, interpersonal communication, have access to various types of study material etc. Whereas rural trainees have not been exposed to any information so frequently. This indicates that mass media especially television, radio should play important role in raising awareness within the rural community. Taking everything into account, the media should implement new methods for education in order to improve public knowledge of human rights.

Table 1 further shows that ‘t’ value (4.205) is significant even at .01 level of significance. Therefore arts and science stream secondary teacher trainees differ significantly in their awareness related to human rights. From this it may be concluded that science stream trainees are more aware about human rights as compare to arts stream. Hence the null hypothesis that, “There is no significance difference in the awareness of secondary teacher trainees towards human rights in relation to their stream” is rejected.

One major explanation for the high awareness of science trainees is that they have been introduced to human rights as a school curriculum. Another reason is that they are class of population who has access to various types of study material etc. The arts stream trainees who have less awareness of human rights are the ones who have not been exposed to any information due to non-inclusive of human rights in their curriculum.

**Major Findings**
The following findings were drawn from the study:

- Gender wise secondary teacher trainees differed significantly in their awareness about human rights. The mean score of males indicate that they are more aware than their counterparts.

- Rural and urban secondary teacher trainee’s differed significantly in their awareness about human rights. It is evident from the analysis of the data that urban trainees are more aware than rural trainees.
Science and arts stream students differed significantly in their awareness about human rights. The mean score indicate that science stream trainees are more aware about human rights than arts stream trainees.

**Educational Implications**

Like all other research studies this study also bears some educational implications. Some of the important educational implications of the present study are:

(i) One of the finding was that male trainees are more aware than female trainees about the human rights. So more information regarding human rights should be provided to the trainees irrespective of gender to facilitate and strengthen their awareness about human rights and related issues. The different government educational agencies like, SCERT, NCERT, NCTE, should organize different activities and programmes to sensitize them towards human rights. More awareness campaigns are required to strengthen and facilitate the behaviour, attitude and awareness of the trainees and common people.

(ii) Another finding of the study reveals that rural and urban trainees differed significantly on human rights awareness test. Rural trainees are less aware as compare to urban trainees. There is urgent need to raise the level of awareness of rural trainees about human rights. Otherwise the trainees will remain ignorant about natural human rights. Therefore it is suggested that more opportunities should be provided to rural trainees to attend and participate in various programmes on human rights organized by Local Health Department, DIET’s, SCERT’s, NCTE, etc.

(iii) Another finding of the study reveals that science stream trainees are more aware about human rights than arts stream trainees.

**References**


Chabra Prem ‘A Study of Awareness about Human Rights in Rural and Urban Areas’.

Table 1
Comparison of Male/Female, Rural/Urban and Science/Arts Secondary Teacher Trainees

<table>
<thead>
<tr>
<th>Variable</th>
<th>Groups</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>df</th>
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<td>Gender</td>
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<td>4.884**</td>
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<tr>
<td>Gender</td>
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<tr>
<td>Locale</td>
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<td>3.61</td>
<td>143</td>
<td>5.865**</td>
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<td>39.88</td>
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<tr>
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<td>40.05</td>
<td>3.37</td>
<td>143</td>
<td>4.205**</td>
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<tr>
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<td>37.80</td>
<td>3.07</td>
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**=Significant at .01 Level