

## Investigations on Human Rights Awareness among B. Ed Level Prospective Teachers based on the Demographic and Academic Characteristics

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**Abstract:** Human rights awareness through education is the ultimate solution against Human Rights abuses. Human Rights awareness of teacher–trainees will help to understand and to expand the rights of their future students. That’s why the particular study was preferred. The study was conducted to investigate the awareness of Human Rights among B. Ed level teacher trainees. 80 B. Ed level teacher- trainees were selected through purposive sampling method from the department of Education, S.S.J. University, Almora, Uttarakhand. To study the human rights awareness in groups of teacher trainees identified based on demographic and academic factors i.e. gender, nature of residence, academic stream, marital status, and educational status. For data collection, a self-made Human Rights Awareness Questionnaire (HRAQ) was used by the researcher based on 5 aspects of human rights and then percentage analysis of data was done. A finding of the study revealed that female, rural, Arts-stream, unmarried, and postgraduate level teacher-trainees were found more aware of human rights.

**Keywords:** Human rights, awareness, prospective teachers

### 1. Introduction

A teacher has an important place in educational settings who plays a key role in the all-round development of students in the process of teaching & learning. Figures released by the Indian government depicted 58, 16,673 elementary school teachers and 21, 27000 secondary school teachers in India in the year 2011 (Wikipedia). There are several teacher education institutions to meet the needs of teacher preparation for the country. The importance of a teacher as an architect of our future generations demands that only the best and most intelligent member of society be qualified for this noble profession. Thus teacher education curriculum in India suggests that Indian teachers are expected to be well-equipped with the 3As (*Awareness, Analysis, and Action*) of human rights and have the necessary skills to identify the values and concerns related to human rights But the growing incidence of violation of the rights of children by the teachers themselves in the form of caste/class/religion-based discrimination, corporal punishment and even violation of the modesty of children, etc. is a cause of serious concern for all education officials and calls for some urgent remedial measures (NCTE, 1998). This study is an attempt at measuring the awareness of teacher trainees of various issues and concepts related to human rights. The objective of the study was to find out the human rights awareness level on the aspects of human rights to life & security, religion, expression, education, and equality which were identified based on demographic and academic factors in groups of teacher – trainees i.e. gender, nature of residence, marital status, academic stream, and educational status.

### 2. Review of Literature

Under a qualitative study, Nava et. al. (2003) sampled 2001 secondary school students to measure human rights awareness in the Philippines. The survey questionnaire was administered to gather data. Most of the respondents identified the school (84% in all variables) as the source of knowledge on human rights, whereas television, radio, family, parents and other media were reported as the source of knowledge on human rights by 82%, 78%, 64%, and 60% respectively. Devi (2013), surveyed awareness among rural women about their rights in Khor and Jaunaula village. The sample consisted of 51 rural women drawn out from the villages. The data collection tool used in this study was a self-made questionnaire having five different dimensions, education, decision making, perception, social restriction, and property. Education as a human right was reported to have a lot of support from society and showed a high level of awareness among women in Janaula village.

Dayal et .al. (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 human rights awareness scale was used to collect data. The study revealed that the teachers of C.B.S.E schools were more aware as compared to those of P.S.E.B schools on human rights. Male teachers of C.B.S.E were found to be more aware of human rights than their counterparts. Nivedita and Rani (2015), analyzed to compare the level of human rights awareness among B. Ed and B.A student of Sirsa district. The sample of 50 B.A. and 50 B. Ed students are randomly selected from Government & Private Colleges of Sirsa District. The tool selected for the research was a standardized questionnaire i.e. Human Rights Awareness constructed by Dr. Vishal Sood & Dr. Arti Anand. A non-significant difference was reported between awareness among B.Ed. and B.A. students regarding human rights awareness.

The objective of this study is to find out the level of human rights awareness among groups of teacher trainees identified based on academic and demographic factors (gender, nature of residence, academic stream, marital and educational status) on the aspects of human rights to life, security, education, religion, and expression. Their awareness of human rights helps in transferring the same to future citizens. Hence, adequate awareness of them can help to create a sensitive, informed, and enlightened society.

**Method of the study:**

Keeping in view the objective of the study, a qualitative descriptive method was applied by the investigator.

**Population & Sampling Procedure:**

This study constituted a population of teacher- trainees from the Department of Education, S.S.J University, Almora. Purposive sampling was applied for the collection of data. The researcher had selected a sample of 80 B.Ed level teacher trainees.

**Tool of Research:**

For data collection, a self-made Human Rights Awareness Questionnaire (HRAQ) was prepared by the researcher. The questionnaire was divided into 2 parts based on the information demanded on the part of the sample as following

- General Information based on demographic and scholastic information
- Human Rights Awareness

The questionnaire was a close-ended form that was distributed into six dimensions i.e. right to life, security, religion, expression, education, and equality.

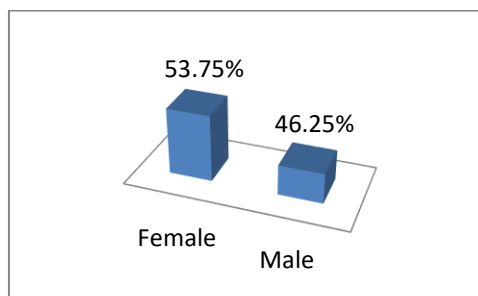
**3. Interpretation Of Data**

As par to the objective of the study, data were analyzed based on demographic and academic factors on certain aspects of Human Rights awareness among B.Ed level prospective teachers. Percentage analysis was used for drawing out conclusions and the collected data were presented in the form of a table and figures as following.

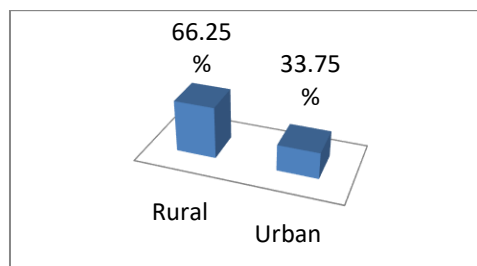
The Table is showing the comparison of human rights awareness based on Demographic and Academic characteristics among B. Ed level prospective-teachers.

S. No.	Demographic and Academic Characteristics	Categories	Level of awareness
1	Gender	Female	53.75%
		Male	46.25%
2	Nature of Residence	Rural	66.25%
		Urban	33.75%
3	Academic stream	Science	41.25%
		Arts	58.75%
4	Educational status	UG	32.50%
		PG	67.50%
5	Marital status	Married	13.75%
		Unmarried	86.25%

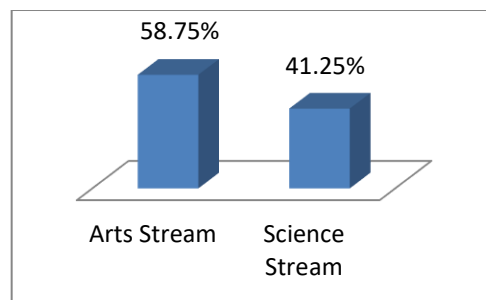
The following figures showing the comparison of Human Rights Awareness based on demographic and academic characteristics.



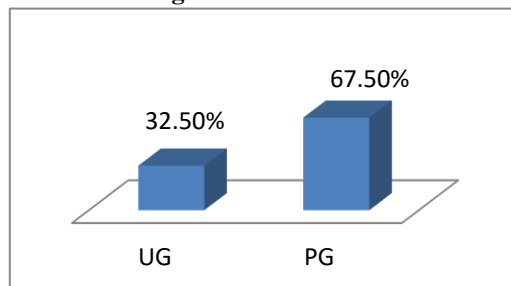
**Fig.1 Level of awareness among Teacher- trainees based on Gender**



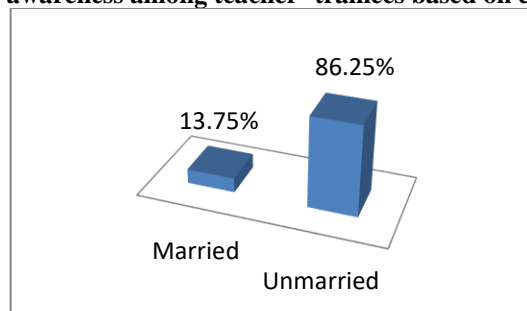
**Fig. 2 Level of awareness among teacher trainees based on Nature of residence.**



**Fig.3 Level of awareness among teacher- trainees based on Academic stream**



**Fig.4 Level of awareness among teacher- trainees based on educational status**



**Fig.5 Level of awareness among teacher- trainees based on marital status**

While comparing the level of awareness on different aspects of Human Rights among male and female teacher trainees in table & figures (1 to 5), it is reported that male teacher- trainees have a slightly low level of awareness (46.25%) than female teacher trainees (53.75%). Based on nature of residence, rural teacher trainees have been found more aware i.e. 66.25% than urban teacher-trainees who were having a 33.75% level of awareness

Similarly, it is found that teacher-trainees of arts stream have more degree of awareness i.e. 58.75% than science stream teacher-trainees (41.25%). While a comparison based on educational status revealed that teacher trainees having an educational status of post-graduate level showed a high level of awareness (67.50%) and teacher- trainees having an educational status of undergraduate level, showed a low level of awareness (32.50%). It is further reported that unmarried teacher trainees are more aware (86.25%) than married teacher trainees (13.75%) who showed a very low level of Human Rights awareness.

#### 4. Conclusions of the Study:

Teachers, especially prospective teachers must know the importance & relevance of human rights. The teacher is the best medium to expand and promote awareness about human rights among students as well as society. On the other hand lack of concern about the social problems is the biggest drawback for the teaching fraternity. Teacher's awareness of/their rights encourages him/them to fight for their rights and the rights of students & society at large.

This study advocated that a group of female, rural, arts stream, unmarried & postgraduate level teacher-trainees found to be more aware of human rights. It may be due to the reasons that the students residing in rural areas adopt subjects of Arts stream and got more opportunities to learn about Indian constitution. Content of History, Sociology, Political science, Education, etc. helps in developing a sense of awareness about human/fundamental rights of the teaching-learning process. The reason behind more awareness among female teacher trainees is supposed to be their upbringing and because of their literate and aware parents mostly emphasize them to play an ideal role in life. But most of the universities do not conduct Human Rights Education. It is found that Fundamental rights, mentioned in the Indian constitution are taught from class 9<sup>th</sup> in the schooling period. Moreover, there is no provision of general programs on Human Rights Education.

Therefore it is suggested that Human Rights Education should be a compulsory part of B. Ed, M. Ed and other teacher training programs which would help in developing professionally as well as humane teachers.

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