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Research Paper

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A study of Human rights awareness among B.Ed Students in a reference to the Jaipur district

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Keyword : Human Rights, Student, School, Awareness etc.

Abstract

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"All human being are equal and they are all brothers" (Rig Veda)

Human rights and duties arise from the basic values, freedom and morality. Freedom and development of the person is the criterion of social progress, human being is the central element of all progress.

This research study found that both classes should understand how they should be treated, and how they should treat others. Teaching these subjects gives students a safe place as a school to explore, discuss, challenge and formulate their own values and opinions. The knowledge and respect for these human rights, which students receive from school, consists of respect and tolerance jointly. These human rights can empower them to deal with prejudice, improve relationships and make the most of the joy in their lives

Introduction

Education is such an elixir, by which the personality of man shines like gold. Education is the backbone of human society. In every age, it provides brightness by washing away the dirtiness of human mind. Education is like a flurry of air flowing from the Himalayan Mountains, which brings happiness, prosperity, wealth and satisfaction in human life in this

era of Science. A person without knowledge is considered as an animal. It is this education through which a person moves in the direction of all-round development. Education only instils confidence, self-thinking in a person and develops rationality, reasoning, decision-making. Therefore, the need to get education for every level of society and individual has been considered essential for a developing country and society.

“Human Right”, is a broad concept in which the highest creation of God, 'Human being', has been taken as human only, by passing all the shackles of the world. Therefore, without discrimination of caste, language, region, gender and colour, the dignity and respect of the entire human race has been considered as the main objective. As soon as he is born as a human, he becomes entitled to human rights. Medieval man lived mainly in the shadow of human duties, today's man lives mainly in the shadow of human rights.

ज्यायस्वन्तश्चित्तिनो मा विद्यौष्ट सराधमन्तः सधुराश्चस्नोः ।
अन्यो अन्यस्मै बल्लुवदन्त एव सघ्नोचीनान्च संमनसस्कृणोमि ।।

—अथर्ववेद 3 / 30 / 4

It is said in the Rigveda that 'Swasti panthamanucharme' means "O God". We became pilgrims on Kalyan Marg. Nitiashtakam talks about human values, 'Sarve Bhavantu Sukhin', that is, let everyone along with you live happily.

Emergence of Human Rights

In the early stages of society, there was a lack of perception of the ideology of human rights. The person of that time only has known the notion of self-protection. One person did not recognize the dignity of the other person. There was no systematic system like family, community, society. There was a lack of relations between individuals, the "force" over property. There was a lack of recognition of the dignity of the life of the individuals, this type of instability created many hardships due to the unsafe living of the individuals, thus the person was forced to come into contact with each other and the emergence of the group of individuals for human rights to get recognition. As soon as the power came into existence, people started demanding rights from the authorities for those living in the society.

Human Rights Consciousness

Human rights and duties arise from the basic values, freedom and morality. Freedom and development of the person is the criterion of social progress, human being is the central element of all progress. It is the duty of the states that the goal of education should

strengthen in the sense of respect for human rights and fundamental freedoms. To include human rights in their curriculum and education is also a tool for the attainment of human rights, and to bring consciousness and awareness towards human rights through education, the General Assembly declared the '**Human Rights Day**' on 10 December 1950.

Therefore, some questions arises even in common peoples mind too that even after so much intelligence, awareness and efforts, why is it not possible to stop the violation of human rights? Researcher as a teacher and student thought-

- Do teachers and students have knowledge about human rights awareness to prevent their rights, safety and rights from being violated?
- Do teachers and students have adequate knowledge about the rights of others?
- Do students have adequate knowledge about the human right values?
- Can only teachers and students play a major role in the promotion of human rights awareness as the main link for the development of society?
- Is there the development of human rights values among the students?

Kumar, Sandeep (2014-15), in "A Study of School Education from Human Rights Perspective" also did a detailed study about the development of educational opportunities and the barriers to educational equality and **Kaur, Kuldeep (2009)**, an Evaluative Study of Human Rights Education in the Curriculum of School Education in Punjab also lays emphasis on the development of curriculum for human rights education. The curriculum at these levels of education is still exam-oriented in education, which is not practical.

In the secondary education of the Indian education system, the above programs, syllabus, physical resources are still lacking due to which they are still far from knowledge of their rights. To some extent, teachers training colleges participate in these programs. Thus the capacity of secondary education and the schooling system has to be greatly expanded. The average quality of education, income, gender, social groups and geography etc. for secondary education is very low. Similarly, as per the 12th Five Year Plan, immediate efforts are required to improve its quality.

Justification of Problem

Human rights education should be imparted by teachers in schools. If students and teachers do not know about human rights, then it will prove fatal for the society. Undoubtedly education of human rights is absolutely essential for the life of humanity. At present, where

education continues to do constructive work in the multifaceted development of personality, which creates a healthy society and a self-reliant nation, it is only the skilled and subject-oriented teachers who provide real speed and guidance. Therefore, effective role of other areas is necessary for the awakening of the devotion of human rights.

Therefore, after the research studies which are referenced above, the researcher's mind came up with the ideas that the research study presented here is relevant in today's context, because by increasing awareness of human rights, development of human right values and enhancing their knowledge by incorporating human rights education for students in their courses is the need of the hour. Justice, equality and human rights education is an essential part of high quality teaching learning. Topical and real-life significance exist in these subjects.

Statement of problem

A study of Human rights awareness among B.Ed Students in a reference to the Jaipur district

Objective

The main objective of the present investigation was to study the human rights awareness in teacher trainees with various aspects of human rights--to life, security, religion, expression, education, etc.

Limitation

This study was conducted on 100 B.Ed. students in Jaipur City with including Rural and Urban B.Ed. College for data collection researcher has used self-made questionnaire only.

Method

The survey was administered on a sample of B.Ed. students. Thus, survey method was adopted for the present research.

Sample

100, student of B.Ed has collected for this purpose in this research work. For the present study four B.Ed. colleges were randomly selected from the Jaipur city and from each college twenty five students were selected using random sampling technique. Thus, sample has hundred students.

Tools

A Human Rights Awareness Questionnaire (HRAQ) developed by the investigator was used for data collection. The HRAQ consists of thirty items with yes-no choice and respondent have to choose the correct alternative. The questionnaire covers basic issues such as articles in UDHR and articles in the Indian Constitution which include human rights & fundamental rights

Data Analysis

The data analysis was carried out on the basis of objectives of the study. In each table the items were arranged in the order followed in the questionnaire. Later the results were interpreted and conclusions were drawn.

Table-1 Civil Rights

No	Rights	Yes	No
1	Right to freedom and equality in dignity and right	87%	13%
2	Freedom from discrimination	77%	23%
3	Right to life, liberty and security of person	68%	32%
4	Right to freedom from slavery and servitude	70%	30%
5	Right to freedom from torture or degrading treatment	44%	56%
6	Right to freedom from arbitrary arrest or exile	41%	59%
7	Freedom from interference with privacy, including home, family and correspondence	34%	66%
8	Right to freedom of movement and residence in one's own country and to leave and return at will	89%	11%
9	Right to a nationality and freedom to change it	56%	44%
10	Right to own property	90%	10%

Table-1 shows that most of the students were aware about Right to own property, Right to freedom of movement and residence in one's own country and to leave and return at will and Right to freedom and equality in dignity. Less were aware about Freedom from

interference with privacy, including home, family and correspondence and freedom from arbitrary arrest or exile.

Table-2 Cultural Rights

No	Rights	Yes	No
1	Right to rest and leisure	95%	5%
2	Right to participate in the cultural life of the community	96%	6%

Table-2 shows that most of the students were aware about their cultural rights.

Table-3 Economic Rights

No	Rights	Yes	No
1	Right to marriage and protection of family being	96%	4%
2	Right to work and fair pay for work	67%	33%
3	Right to adequate standard of living for health and well-being	64%	36%

Table-3 shows that most of the students were aware about Right to marriage and protection of family being their cultural rights. They were well aware about their economic rights.

Table-4 Educational Rights

No	Right	Yes	No
1	Right to education	100%	00%

Table-4 shows that all students were aware about Educational Rights.

Table-5 Legal Rights

No	Right	Yes	No
1	Right to recognition as a person before the law	65%	35%
2	Right to equal consideration before the law	77%	23%
3	Right to remedy through a competent tribunal	44%	56%
4	Right to a fair trial or public hearing	41%	59%
5	Right to be considered innocent until proven guilty	56%	44%

Table-5 shows that majority of the students knew about Right to equal consideration and recognition as a person before the law. They had less awareness about Right to a fair trial or public hearing & Right to remedy through a competent tribunal.

Table 6 Political Rights

No	Rights	Yes	No
1	Freedom of belief and religion	97%	3%
2	Freedom of opinion and information	77%	23%
3	Right to peaceful assembly and association	70%	30%
4	Right to participate in government and in free elections and to equal access to public service	56%	44%
5	Right for protection of these rights from state or other interference	40%	60%

Table-6 shows that most of the students were aware about Freedom of belief, religion, opinion and information. Less were aware about Right for protection of these rights from state or other interference.

Table 7 Social Rights

No	Rights	Yes	No
1	Right to social security	69%	31%
2	Responsibility to community essential to free and full development of the individual	37%	63%

Table-7 shows that most of the students were aware about Right to social security but they had less awareness about Responsibility to community essential to free and full development of the individual.

Conclusion

This study is undertaken mainly to find out what proportion of the B.Ed. students possess human rights awareness. On the basis of the findings it is noticed that only a negligible proportion of the sample exhibited high human rights awareness. At the same time none of the students have exhibited low human rights awareness. They have shown high awareness of human rights with respect to the dimensions like cultural and educational rights. Keeping

the findings of the study in view there is an urgent need to initiate action towards making students aware about human rights.

India has various laws and schemes to enhance social services. But they did not succeed in fulfilling economic, social, cultural rights for the majority of the population. However, India has achieved 'growth rate'. But the promise of inclusion is not fulfilled. There is tremendous difference between countries in the quality of education, healthcare and many other aspects of life.

There is educational academic inequality among students and unequal distribution of educational resources, and experienced teachers, unequal utility of innovative technology and constitutional knowledge for political rights. This type of reason shows that teachers have higher level of knowledge than students. Hence, awareness is found more in them.

Implication of the study

Educational Implications of the Present Research

The findings which emerged in the study presented below are their educational utility. It can be explained in points-

- ☐ In terms of students
- ☐ In terms of teachers
- ☐ In terms of parents
- ☐ From the point of view of college administration
- ☐ From the point of view of society
- ☐ From the view of Human Rights Commission
- ☐ Useful in making the best citizens
- ☐ From the point of view of educational policy makers

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Panel Discussions on Human Rights hear online mode as on date-

<https://www.youtube.com/watch?v=GEpeJFSZqeQ&feature=youtu.be>

<https://youtu.be/GEpeJFSZqeQ&t=0s>

Dr. Madhuri Isava - <https://youtu.be/GEpeJFSZqeQ&t=416s>

Dr. Ushashi Guha - <https://youtu.be/GEpeJFSZqeQ&t=934s>

Dr. Rajeshwari - <https://youtu.be/GEpeJFSZqeQ&t=1643s>

Dr. Kishori Dash - <https://youtu.be/GEpeJFSZqeQ&t=2372s>

Dr. Chandravati Joshi - <https://youtu.be/GEpeJFSZqeQ&t=3227s>

Prof. (Dr.) K. Pushpnadham - <https://youtu.be/GEpeJFSZqeQ&t=3642s>

Prof. P N Murthy - <https://youtu.be/GEpeJFSZqeQ&t=4005s>

Dr. Wasef Marashdeh - <https://youtu.be/GEpeJFSZqeQ&t=4122s>

Dr. Glen T. Martin's suggestions - <https://youtu.be/GEpeJFSZqeQ&t=4330s>

