

# A Study towards Awareness of Human Right among B.Ed. Students in Nagaland

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## ABSTRACT

Human rights are essential for all round development of the personality of the individual in the society. They must be preserved, cherished and defended if peace and prosperity are to be achieved. Education in human rights is itself a fundamental human right. Human rights education is to learn about human rights, learn for human rights and learn through human rights. The present study aims to find out the level of awareness on human rights among the B.Ed students in Nagaland. Simple random stratified sampling was used to study 58 B.Ed students. This study was conducted by using descriptive survey method by using a standardised test which was developed by Vishal Sood and Arti Anand (Human Rights Awareness Test HRAT-SVAA). It will be beneficial for the B.Ed students as adequate awareness about human rights can help create a sensitive, informed social setup in the future.

Keywords: *Awareness, Human Rights, B.Ed Students.*

## 1. INTRODUCTION

Education is the most important instrument of social change. Education for human rights is of great importance. Human beings are rational beings. By virtue of their being human, they possess certain basic and inalienable rights which are commonly known as human rights. Since these rights belong to them because of their very existence, they become operative of their birth. All human beings are equal in dignity. Human rights are equal and basic for all human beings that define their individual identities and collective identities and allow them to make their independent choices in specific as well as in totality of human situations. There are moral claims which are undeniable and natural in all human individuals by

virtue of their humanity alone. These claims are articulated and formulated in what we today call human rights. These human rights can be found in every culture, tradition and civilization.

In its original sense, the term right implies purity, virtue and innocence. Human rights are inherent to man as being human person. Various known as 'fundamental rights or natural rights, everybody and everyone is entitled to enjoy the privilege of human rights.

Education makes people aware of Human Rights and Human Rights binds the states and societies to provide education to all sections without any discrimination. Thus education and Human Rights are co-related. We have to educate our masses on human rights, so that education can be really universal and beneficial for all.

## **2. RATIONALE AND JUSTIFICATION OF THE STUDY**

Human rights education focuses on the attitude of tolerance, respect and solidarity and develops individual awareness about the ways and means by which human rights are translated into social and political reality.

The Indian education system relies heavily on its teachers who are central to the process of teaching and learning. Teachers have always played crucial role in preparing communities and society towards exploring new horizons and achieving higher levels of progress and development. There is a dire need of education directed at preaching and promoting awareness on Human rights.

The present study is undertaken to find out the level of awareness on human rights among the B.Ed students in Nagaland. It will be beneficial for them as adequate awareness about human rights can help create a sensitive, informed social setup in the future.

## **3. STATEMENT OF THE PROBLEM**

The statement of the study was stated as "A STUDY TOWARDS AWARENESS OF HUMAN RIGHTS AMONG B.ED STUDENTS IN NAGALAND"

## **4. OPERATIONAL DEFINATION OF THE TERMS USED**

4.1 AWARENESS: In the present study awareness refers to the ability to perceive, or to be conscious of the events, thoughts or action.

4.2 HUMAN RIGHTS: Human rights are rights inherent to all human beings, whatever our nationality, place of residence, sex, national or ethnic origin, colour, religion, language, or any other status. *Human rights* are moral principles or norms that describe certain standards

of *human* behavior, and are regularly protected as legal *rights* in municipal and international law.

4.3 B.ED STUDENTS: B.Ed students refer to those students (both in-service and pre-service) who are undergoing Bachelor of Education training in Colleges of Teacher Education in Nagaland.

## **5. OBJECTIVE OF THE STUDY**

- The objective of the study was to find and compare the awareness of human rights among B.Ed students in regards to their Gender, Type of service and Type of institution.

## **6. HYPOTHESES OF THE STUDY**

The hypotheses of the study were the following:

- There is no significant difference between Male and Female B.Ed students in regards to their awareness of human rights
- There is no significant difference between In-Service and Pre-Service B.Ed students in regards to their awareness of Human Rights
- There is no significant difference between Government and Private B.Ed students in regards to their awareness of Human Rights

## **7. DELIMITATIONS OF THE STUDY**

The study had the following delimitations due to time, financial and

7.1 The study was confined to only the B.Ed students

7.2 The study has been done with a sample of 58 students

7.3 The study was confined to only 2 districts on Nagaland i.e Kohima and Dimapur due to time refrain.

## **8. REVIEW OF LITERATURE**

**Kaur Dayal, Jaskiran and Kaur, Sukhwant (2015) “A Comparative study on Human Rights Awareness among Teachers working in P.S.E.B. and C.B.S.E. Affiliated Schools”.**

The following are the objectives of the study:

- To study human rights awareness among teachers working in P.S.E.B. and C.B.S.E schools.
- To study human rights awareness among male and female teachers working in P.S.E.B. schools.
- To study human rights awareness among male and female teachers working in C.B.S.E. schools.

- To study human rights awareness among male teachers working in P.S.E.B. and C.B.S.E schools.
- To study human rights awareness among female teachers working in P.S.E.B. and C.B.S.E. schools

The findings in the study shows that there is a significant difference in human rights awareness of teachers teaching in schools affiliated to P.S.E.B and C.B.S.E. Teachers of C.B.S.E schools are more aware as compared to those of P.S.E.B schools. There is no significant difference in human rights awareness of male and female teachers working in P.S.E.B. affiliated schools. There is a significant difference in human rights awareness of male and female teachers working in C.B.S.E. affiliated schools. Female teachers are found to be more aware than males. There is a significant difference in human rights awareness of male teachers working in P.S.E.B. and C.B.S.E. affiliated schools. Male teachers of C.B.S.E are more aware about human rights than their counterparts. There is no significant difference in human rights awareness of female teachers working in P.S.E.B. and C.B.S.E. affiliated schools. Teachers are considered to be the nation builders. They should make efforts for developing not just their cognitive professional skills but also affective skills for the development of human values because it is very foundation step for inculcating human rights awareness in their children to strengthen the knowledge of human rights and to make them well equipped to face the challenges of future.

**Padmavathy, R. D. & Pallai, Pratima (2015) “Human Rights Awareness of University Students.”**

Objectives of the study:

- To measure the level of human rights awareness of students studying Value education.
- To find out the difference if any between the following post graduate students in respect of their awareness of human rights (i) Gender (ii) Stream/Faculty (iii) Place of Residence (iv) Type of Family.

The findings of the study are the following:

- It was found that the post graduate students irrespective of their entire sample, gender, place of residence, stream and type of family have average level of human rights awareness levels.
- It was found that the male and female postgraduate students do not differ significantly in their human rights awareness levels.
- It was found that the urban and rural post graduate students do not differ significantly in their human rights awareness levels. Students belonging to urban areas were significantly more aware than rural counter parts in terms of awareness regarding human rights commissions and its functions.
- It was found that the arts and science post graduate students do not differ significantly in their human rights awareness levels.

- It was found that the post graduate student's human rights awareness levels belonging to joint and nuclear family do not differ significantly in their human rights awareness levels.

**Agharuwhe A. Akiri (2013) “Students’ and Human Rights Awareness in Secondary Schools’ Environment in Delta State”, Delta State University, Delta State, Abraka, Nigeria.**

The paper reviewed the concept of human rights, possible origin and relevance to human society in general and the school system in particular. It evaluated people's level of awareness of these rights amongst students and teachers of secondary schools in Delta Central Senatorial District. The findings indicated among others, that there is limited awareness of the fundamental rights amongst secondary school students and teacher. The study recommended inter alia, that the state should seek to consciously promote fundamental Human Rights Awareness, by making the study of subjects which contains elements of the constitution as core, especially for those in the Primary and Secondary level of Education

## **9. METHODOLOGY OF THE STUDY**

### **9.1 POPULATION OF THE STUDY**

The population of the study included 1 B.Ed college from Kohima district and 2 B.Ed college from Dimapur district. A total sample of 58 B.Ed students was selected randomly from both the colleges.

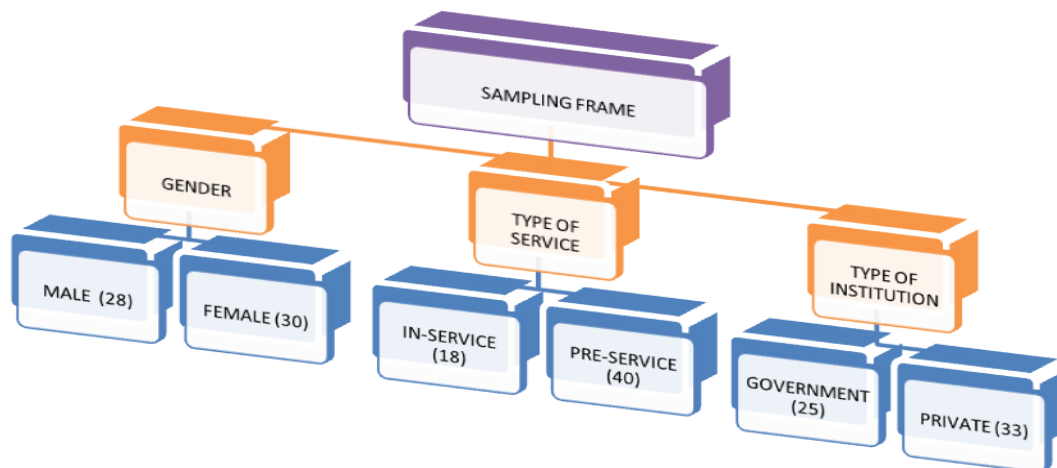
### **9.2 RESEARCH METHOD AND DESIGN**

Descriptive survey method was selected to study the awareness of human rights among B.Ed students.

### **9.3 SAMPLE AND SAMPLING TECHNIQUE**

Simple random stratified sampling technique was used to select the sample.

#### 9.4 SAMPLING FRAME



#### 9.5 USE OF TOOLS

Human rights awareness among B.Ed Students was measured by Human Rights Awareness Test (HRAT-SVAA) developed by Vishal Sood and Arti Anand.

The test consists 50 item in Three Dimensions—

- I. Knowledge about Human Rights Documents,
- II. Knowledge and Understanding about Human Rights Concepts,
- III. Understanding about Situation Involving Human Right Violation / Non-violations.

#### 9.6 USE OF STATISTICS

Mean, Standard Deviation and t-test was used to conduct the study

### 10. INTERPRETATION AND DISCUSSION OF RESULTS

1. **There is no significant difference between Male and Female B.Ed students in regards to their awareness of human rights**

**Table No 1**

<b>Table 10.1 Awareness of Human Rights among B.Ed students in regards to their Gender</b>					
Gender	Number of Observation (N)	Mean (M)	Standard Deviation (S D)	Degree of Freedom (d/f)	t value
Male	28	72.1	7.39	56	0.146
Female	30	72.3	6.25		

Table 10.1 shows the comparison of Male and Female data on the awareness of Human Rights. It was found out that the t value 0.146 is less than the tabulated value of 1.56 at 0.5 level of significance. Therefore we accept the hypothesis and say that there is no significant difference between the Male and Female students for their awareness on Human Rights.

1. **There is no significant difference between In-Service and Pre-Service B.Ed students in regards to their awareness of Human Rights**

Table 10.2 Awareness of Human Rights among B.Ed students in regards to their type of service					
Gender	Number of Observation (N)	Mean (M)	Standard Deviation (S D)	Degree of Freedom (d/f)	t-value
Male	18	71.8	6.64	56	0.28
Female	40	72.4	6.9		

Table 10.2 is the table for the awareness of Human Rights among B.Ed students in regards to their type of service. It was found out that the t value 0.28 is less than the tabulated value of 1.56 at 0.5 level of significance. Therefore we accept the hypothesis and say that there is no significant difference between the in-service and pre-service students on their awareness of Human Rights.

2. **There is no significant difference between Government and Private B.Ed students in regards to their awareness of Human Rights.**

**Table No 3**

Table 10.3 Awareness of Human Rights among B.Ed students in regards to their type of institution					
Gender	Number of Observation (N)	Mean (M)	Standard Deviation (S D)	Degree of Freedom (d/f)	t-value
Male	25	71.3	5.89	56	0.867
Female	33	72.9	7.38		

Table 10.3 is the score for the awareness of Human Rights among B.Ed students in regards to their type of institution. It was found out that the t value 0.867 is less than the tabulated value of 1.56 at 0.5 level of significance. Therefore we accept the hypothesis and say that there is no significant difference between the government and private students on their awareness of Human Rights.

## 11. FINDINGS

- 11.1 It was found from the study, with reference to table 10.1, which was the data for the awareness of Human rights among B.Ed students in regards to their gender. The mean score for Male was 72.1

and the mean score for Female was 72.3. The calculated SD was 7.39 for male data and 6.25 for the female data. The t value calculated was 0.146 which was less than the tabulated value of 1.56 at 0.5 level of significance. Therefore the hypothesis was accepted and there is no significant difference between the Male and Female B.Ed students in regards to their awareness of Human Rights.

11.2 According to table 10.2 which was the data for the awareness of Human Rights among the B.Ed students in regards to their type of service. The mean score for the in-service students was 71.8 and the mean score for the pre-service students was 72.4. The calculated SD was 6.64 for the in-service students and 6.90 for the pre-service student. It was found out that the t value 0.28 is less than the tabulated value of 1.56 at 0.5 level of significance. Therefore the hypothesis was accepted and says that there is no significant difference between in-service and pre-service B.Ed students in their awareness of Human Rights.

11.3 Table 10.3 which was the data for the awareness of Human Rights among the B.Ed students in regards to their type of institution. The mean score for the students studying in government institute was 71.3 and the mean score for the student studying in the private institute was 72.9. The calculated SD was 5.89 for the students studying in government institute and 7.38 for the student studying in private institute. It was found out that the t value 0.867 is less than the tabulated value of 1.56 at 0.5 level of significance. Therefore the hypothesis was accepted and says that there is no significant difference between Government and Private B.Ed students in regards to their awareness of Human Rights.

## 12. SUGGESTIONS AND EDUCATIONAL IMPLICATIONS

- There is a need to develop Human Rights education among the B.Ed students through various programmes which would further help them to transact the knowledge.
- With proper programs the students would understand the basic human rights such as human dignity, values and rights. In this way they can be able to know and understand what violates their rights and dignity.
- It would make the students more aware of their rights and they would be able to stand for themselves and also for those who are unaware of such rights.

## 13. CONCLUSIONS

This study tests the awareness level of B.Ed students in regards to their gender, type of institution and type of service. It can thus be concluded that

- There is no significant difference between male and female B.Ed students in regards to their awareness of human rights.
- There is no significant difference between In-Service and Pre-Service B.Ed students in regards to their awareness of Human Rights.
- There is no significant difference between Government and Private B.Ed students in regards to their awareness of Human Rights

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