

# **A Study on Awareness of Human Rights among Teachers in Assam Women's University**

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## **Abstract**

Every human being is entitled to certain rights and freedom irrespective of their origin, ethnicity, race, color, nationality, citizenship, sex, or religion. These rights are considered universal for humanity. It is vital to inculcate these Human Rights among the students through their education. For delivering this knowledge the teachers themselves are required to have awareness related to human rights. In this study, an attempt has been made to analyze Human Rights awareness among university teachers. For this study, a sample of 40 teachers has been collected. The findings show that most of the teachers are average in human rights awareness. It also shows that there is no significant difference between awareness regarding Human Rights among university teachers in a relation to gender.

**Keywords:** *Human Rights, Human Rights Awareness, Education and human rights*

## Introduction

The world today has accepted that all human beings are entitled to and are empowered for a dignified existence. It is a common phenomenon that human beings everywhere, demand the realization of diverse values to ensure their individual and collective well-being. However these demands or rights are denied through exploitation, oppression, persecution, etc. in many countries of the world. Human Rights gained attention at the international level following the Second World War, where millions of people lost their lives. Horrified by the devastation of life United Nations took a pledge to take measures for the achievement of universal respect for and observance of humans and fundamental for all. Human Rights refer to the basic rights and freedom that belong to every person in the world, from birth until death. These basic rights are based on values like dignity, fairness, equality, respect, and independence. But Human Rights are not just abstract concepts they are defined and protected by law. Every human being is entitled to certain rights and freedom irrespective of their origin, ethnicity, race, color, nationality, citizenship, sex, or religion. These rights are considered universal for humanity.

Human Rights are a set of principles concerned with equality and fairness. They recognize our freedom to make choices about our lives and to develop our potential as human beings. They are about living a life free from fear, harassment, or discrimination.

The term 'Human Rights' stem from the recognition of rights that belong to an individual as a consequence of being. Human Rights are old as human civilization, but their use and relevance have been well defined during the receipt years. It has gathered more importance in the post-second world war period, particularly after the United Nations Declaration of Human Rights (UNDHR) in 1948.

The fundamental rights that humans have by the fact of being human and that is neither created nor can be abrogated by any governments. Human beings are rational beings. They by their human possess certain basic and inalienable rights which are commonly known as Human Rights. Since these rights belong to them because of their very existence, become operative with their birth. Human Rights being the birthrights are, therefore, inherent in all individuals irrespective of their caste, creed, religion, sex, and nationality. These rights are essential for all individuals as they are consonant with their freedom and dignity and are conducive to physical, moral, social, and spiritual welfare. They are also necessary, as they provide suitable conditions for the material and moral uplift of the people. The constitution shapes the countries concept of Human Rights. The preamble, fundamental rights, fundamental duties, and directive principles of the state policy are concrete steps, toward the realization of Human Rights. The rights of the child have been given the greatest priority. Since rights and duties are inseparable, fundamental duties (Article 51) are also imperative to these provisions.

Human Rights education is an integral part of the right of education and increasingly gaining recognition as Human Rights itself. Education should encompass values such as peace, non-discrimination, equality, justice, non-violence, tolerance, and respect for human dignity.

The Indian educational system has followed a 'Value' and 'Awareness Model' of rights education, wherein Human Rights are not taught as a separate subject, instead, various related to Human Rights have been integrated into all subjects. (Pande.2005) since the Indian society has traditionally been value-based and spiritual, inculcation of certain values through the process of education is considered essential for the promotion of respect for human dignity. This basic principle had been accepted and reflected through all the three curriculum frameworks for school education formulated so far in the country of National Council of Educational Research and Training (NCERT).

### **Rationale of the study**

Human Rights, as the term is most commonly used, are basic entitlements bestowed upon every human being by birth. The underlying idea of such rights is to ensure that all men, women, and children are treated with respect and dignity. The concern for equality and social justice, which refers to practicing non-exploitation towards the have not, the poor, and the underprivileged and creating a non-violent social system is the hallmark of education for peace. Similarly, Human Rights are controlled by the concept of peace. Basic to Human Rights are the values of non-discrimination and equality which contribute to building a culture of peace in society. And to make people understand the importance of peace and non-discrimination this must be taught at school and university level. For this purpose University, teachers must know Human Rights they should be aware of it. Because they are associated with educational institutions, society, and another hand they socio-political roles and responsibilities. The knowledge of Human Rights helps them to stay away from discrimination on the ground of sex, color, caste, descent, national or ethnic origins, or religious beliefs based on class or caste system, etc of modern time. It implies that as a hold they can provide information to students on Human Rights. It will help boost up the social foundation. Keeping view, researchers aim to study about Human Rights Awareness level in the University teachers. From the study, the researcher wants to see how much the University level teachers aware of Human Rights.

### **Objectives of the study**

1. To study the awareness regarding Human Rights among university teachers.
2. To study the awareness regarding Human Rights among the university teachers in relation to gender.

## Hypothesis of the study

1. There will be no significant differences between awareness regarding Human Rights among the university teachers in a relation to gender.

## Delimitation of the study

1. The present study is limited to the academic session of 2017-18.
2. The present study is limited to Assam Women's university teachers.
3. The present study is limited to the "Human Rights Awareness Scale" prepared by Vishal Sood and Arti Anand.

## Review of related literature

**Vimal Kumar, Pakkirisamy M. & Siva Kumar P.** (2014) conducted a study on 'A study on the awareness of Human Rights among B. Ed student teachers.' The main objective was to find out if there exists any significant difference between male and female B.Ed student teachers with respect to their awareness of Human Rights. In this present study, the researcher used the Human Rights Awareness questionnaire and Normative Survey Method. The findings of this study were the male and female B.Ed student teachers differ significantly with respect to their awareness of Human Rights.

**R.D. Padmavathy & P. Pallai** (2015) conducted a study on 'Human Rights Awareness of university students: an investigation.' The main objective was that is to find out the difference If any between the following postgraduate students in respect of their awareness of Human Rights (a)gender, (b)stream facility, (c)place of residence, (d)type of family. In this study, the researcher used the descriptive survey method and stratified random sampling technique. The findings of this study were found that the post-graduate students irrespective of their entire sample, gender, place, of residence, stream, and type of family have an average level of Human Rights Awareness level.

**Tehlam, I.** (2015) conducted a study on 'A study of awareness about Human Rights among senior secondary school teacher in relation to their sex and experience.' The main objective was to study the extent of awareness about Human Rights among senior secondary school teachers. In this present study, the researcher used the 'Human Rights Awareness Scale'. The findings of this study were the basis of the sex of teachers no significant difference was found in their scores on the Human Rights Awareness Scale.

**Dayal, Jaskiran Kaur. & Kaur, Sukhwant, (2015)** conducted a study on 'A comparative study on Human Rights Awareness among teachers working in P.S.E.B. and C.B.S.C. affiliated schools.' The main objective was to study Human Rights Awareness among male and female teachers working in PSEB schools. In this study researcher used Human Rights Awareness Scale prepared by Vishal Sood and Arti Anand. The finding of this was found that there is no

significant difference in Human Rights Awareness of male and female teachers working in PSEB schools.

The researcher evaluated the above relevant literature and found that the researches have been conducted on Human Rights Awareness on Secondary teachers' trainee, Secondary teachers, Primary teachers, post-graduate students, Female perspectives teachers, etc. But no studies have been conducted on University teachers in Jorhat.

## **Research methodology**

### **Method used**

Descriptive research studies are designed to obtain pertinent and precise information concerning the current status of phenomena to draw valid discoveries.

### **Population and local of the study**

In this present study University teachers of Assam Women's University are considered as the population. The location of Assam Women's University is Rowriah, Jorhat.

### **Sample and sampling technique**

A sample is a subset of a population that is used to represent the entire group as a whole. For this study a sample of 40 teachers from the Assam Women's University from Jorhat. For the present study, the researcher had employed the Simple Random Technique. The researcher selected a simple random sampling technique because there is and every sample has an equal chance of getting selected.

### **Selection of the tool for the study**

In the present study a 'Human Rights Awareness Scale' prepared by Vishal Sooda and Arti Anand for collecting data, it was found to be the most suitable to gather data for the target group. The test consists of 50 items in three dimensions – (a) knowledge about Human Rights documents, (b) knowledge and understanding about Human Rights concepts, and (c) understanding about the situation involving Human Rights violation/non-violation. This test is for the age group of 18-45 years.

### **Data collection**

Data have been collected primarily from the participants by distributing questionnaires among them.

### A statistical technique for data analysis:

The following statistical techniques were used for the analysis and interpretation of the data:

**Mean:** This is the simplest but more useful measure of central tendency. It calculates the average of a given value. In the present study mean is used to calculate the first objective that is to see the overall awareness of the teachers of Assam Women's University.

**Percentage:** In the study percentage is used to calculate the of extremely high, high, above average, average, below average, low, and extremely low level of Human Rights Awareness

**T-Test:** The t-test assesses whether the means of the two groups are statistically different from each other. This analysis is appropriate whether there is a comparison between two means of two groups. In this study 't'-test is used to find out significant differences between male and female teachers.

### Analysis and interpretation of the results

Objective no 1: To study the awareness regarding Human Rights among the University teachers.

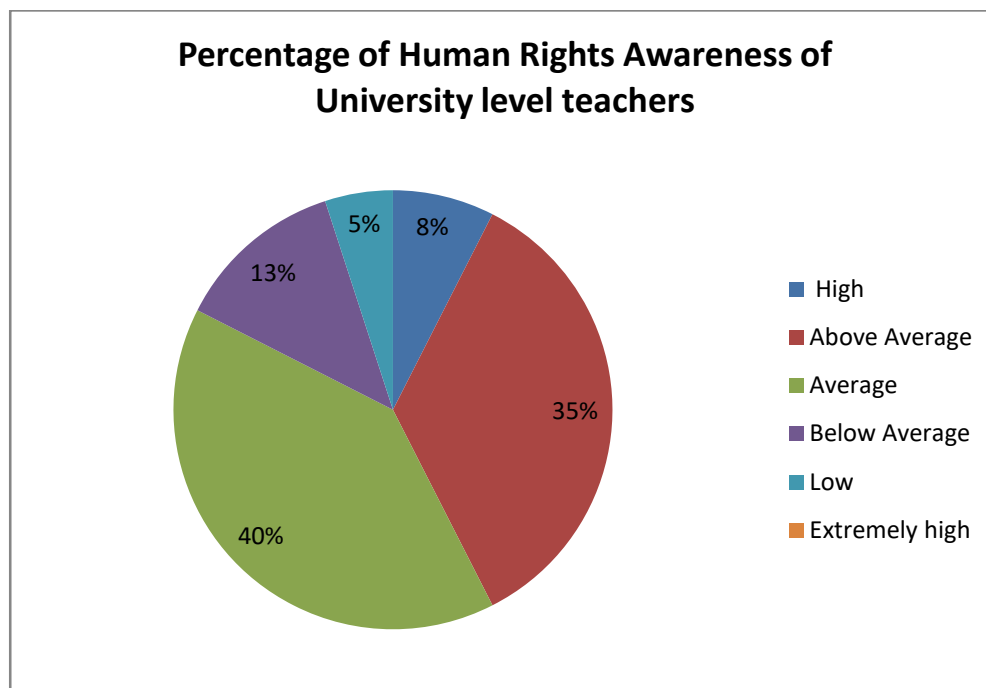
To find out the level of awareness regarding Human Rights among the university teachers, the total score was obtained into seven categories namely- extremely high, high, above average, average, below average, low, and extremely low. The finding of objective no. 1 has been discussed in the following table and graph.

Table No. – 4.1: Percentage of University teachers having a different level of Human Rights Awareness.

Sl. No.	Level of Human Rights Awareness	Number of teachers	Percentage (%)
1	Extremely high	0	0
2	High	3	7.5
3	Above average	15	35
4	Average	16	40
5	Below average	5	12.5

6	Low	2	5
7	Extremely low	0	0
	Total	40	100

Graph No. 4.1 Human Rights Awareness percentage of teachers having high, above average, average, below average, low, and extremely low levels.



**Findings:** From table 4.1 and graph 4.1, it is evident that 7.5% of teachers were found to be having a high level of Human Rights Awareness, 35% of teachers were found to be having an above-average level of Human Rights Awareness, 40% of teachers having an average level of Human Rights Awareness, 12.5% of teachers having low average level of Human Rights Awareness, whereas only 5% of the teachers are having low level of Human Rights Awareness.

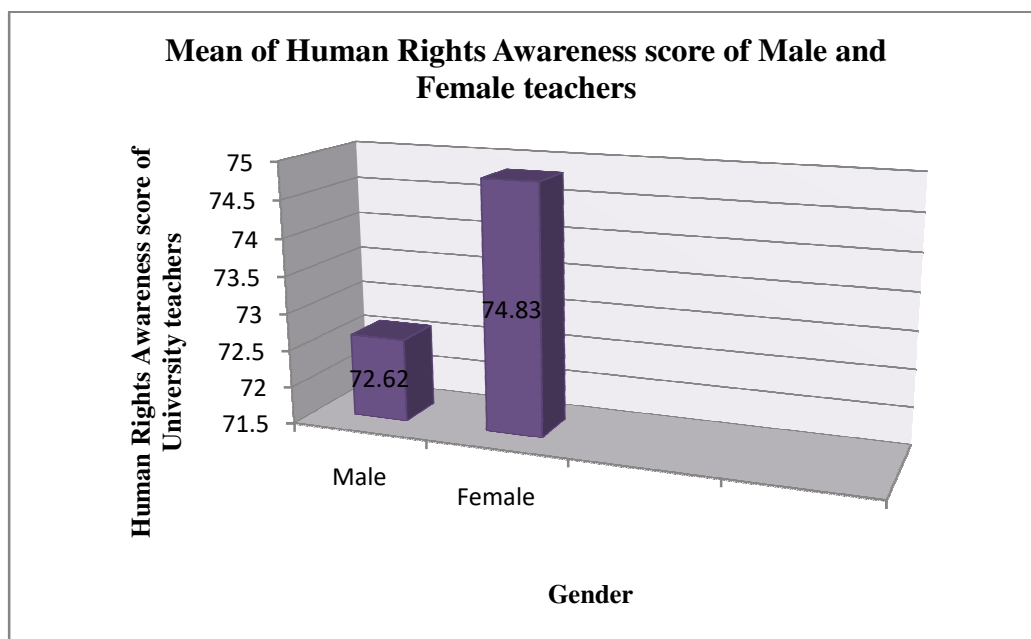
Objective no. 2: to find out the awareness regarding Human Rights among the university teachers in relation to gender.

To find out the awareness regarding Human Rights among the University teachers with respect to male and female 't' test have been used. The finding of objective no.2 has been discussed in the following table and graph.

Table No. 4.2: 't' value of Human Rights Awareness of University Teachers with respect to gender

Variables	Gender	N	M	Df	Calculated 't' value	Level of significance	Critical 't' value	Significant
Human Rights Awareness	Male	16	72.62	38	0.72	0.05	2.02	In-significant
	Female	24	74.83					

Graph No. 4.2: Difference between Mean score of Human Rights Awareness of Male and Female at the university level



**Findings:** From Table No. 4.2 and Graph 4.2, it is found that the total number of Male is 16 and females are 24 and the mean score of both are respectively are 72.62 and 74.83. The obtained value of 't' is 0.72 which is lower than the tabulated value or critical value 2.02 at a significance level of 0.05 and degree of freedom at 38. Hence the Null hypothesis is accepted. This shows that there is no significant difference in Human Rights Awareness among males and females at the university level.



## Discussion of the results

From the results, it is also clearly noticed that no teachers have shown extremely high awareness about Human Rights, because they do not give primary importance to Human Rights. These findings are similar to the findings given by Sathiyoraj&Jayaraman (2013), Vimalkumar, Pakkirisamy & Sikvkumar (2014), Padmavathy R.D. &Palli, P. (2015).

In the present study, only 7.5% of teachers have obtained a high level of awareness of Human Rights. The teachers can handle conflicts around themselves more opportunities for groups in society/improved access e.g. disability etc. This result was also corroborated with the study of Sathiyoraj & Jayaraman, 2013. In the present study, only 35% of teachers have obtained an above-average level of Human Rights Awareness. This result has also corroborated with the finding given by Tehlam I., 2015.

In the present study, 40% of teachers obtained average awareness of Human Rights, which shows that they are aware of some basic Human Rights like women's rights, child rights, the law of women's, etc. It implies that they can provide information to the students about basic Human Rights. This finding is similar to the finding given by Padmavathy, R.D. &Pallai, P. 2015, which state that the Human Rights Awareness among postgraduate students is average level.

In this present study, only 12.5% of teachers have shown below average awareness of Human Rights. It is very important to look at the probable reasons for their below-average Human Rights Awareness. So our education should provide and promote Human Rights, particularly non-violation resolution of conflict, and equality and justice, their knowledge about Human Rights is transferring the awareness down to students.

In the present study, only 5% of teachers have shown low awareness of Human Rights. It is very important to look at the probable reasons for their low awareness of Human Rights. This finding similar to the findings given by Vimalkumar, Pakkirisamy(2014) which stated that the awareness of Human Rights of B.Ed students teachers is found to be low level.

The finding of objective 2 shows that Human Rights Awareness of male (72.62) which is less than the score of Human Rights Awareness of females (74.83). This is supporting the findings of the study conducted by Dayal, JaskiranKaur. & Kaur, Sukhwant, 2015. Similarly, Goel, Dr. Yogita (2013), Katoch K. S. in their studies have also disclosed that there is a significant difference in Human Rights Awareness among men and female.

In this study, the researcher also found that there is no significant difference between male and female university teachers in their Human Rights Awareness level. These results also are supported by (Padmavathy, Pallai Dr. P,2015, Sathiyaraj A., Jayaraman K. 2013 &Tehlam I. 2015).

It is necessary to provide a vital content of Human Rights education to teachers. The most important need to including Human Rights in educational institutions is to build knowledge and skills thereby muddling the appropriate attitude of students. The technique of popular education music, street theater, documentary films, cosmic books, alternative media, and itinerant storytellers can help much more for making them aware of their Human Rights. A Human Rights cell or center should be set up in UGC to create a reference database on Human Rights education, disseminate information, overseas execution of programs and projects, and organize workshops and other meetings. More found should be made available to Universities and Colleges for the development of specific courses in Human Rights.

## **Conclusion**

Human Rights are fundamental rights that humans have by the fact of being human and that are neither created nor can be abrogated by any government. It helps to develop an attitude, a right and positive and favorable towards all meters concerning Human Rights. This study also helps the institution to understand the actual Human Rights awareness level of the teachers. It also indicates a lack of certain dimensions like knowledge of Human Rights related documents, understanding Human Rights concepts, understanding the situation involving Human Rights violations/non-violations. Therefore our curriculum frames and administrations should include the contents of Human Rights education in various subjects or include Human Rights as a separate subject in schools, colleges, and universities. But nowadays taught as separate in schools, colleges, and university, instead, various values related to Human Rights has been integrated into all subject and in all stage of the curriculum.

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