

LEVEL OF AWARENESS OF HUMAN RIGHTS AMONGST THE STUDENTS OF HIGHER EDUCATION

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INTRODUCTION

Human rights can be generally defined as those rights which are inherent in our nature and without which we cannot live as human beings. We can say that as natural rights they are seen as belonging to all by their very nature, so they are called 'common rights'. Human rights allows us to fully develop and use our human qualities, our intelligence, our talents, our conscience and to satisfy our spiritual and other needs, they are based on mankind's increasing demand for a life in which the inherent dignity and worth of each human being will receive respect and protection.

Human rights keep a lot of importance, so it is really necessary to get it as the part of education. The Indian Constitution also bears the impact of the Universal Declaration of Human Rights and this has been recognized by the Supreme Court of India. The Supreme Court also recognized the interpretative value of the Universal Declaration of Human Rights. The Universal Declaration of Human Rights does not define the term 'Human Rights', it refers them as 'the equal and inalienable rights of all members of all the human family'.

Human rights can only be achieved through an informed and continued demand by people for their protection. Human rights education promotes values, beliefs and attitudes that encourage all individuals to uphold their own rights and those of others. It develops an understanding of everyone's common

responsibility to make human rights a reality in each community.

RATIONAL OF THE STUDY

In the field of education, teacher educators have an important role as they are the producers of our future generation. They must know the importance and relevance of human rights. Thus the study deals with the relevant and useful issue in the field of education. Indian textbooks barely mention human rights. Indirect references to human rights are included in the Directive Principles of the Constitution of India and in civics and history textbooks. In Maharashtra, supposedly among the most socially aware states in India, the 9th standard (high school) civics book reproduces the Universal Declaration of Human Rights.

Most universities do not offer human rights education, although some have three-month to one-year postgraduate courses on human rights. Our education should aim to promote human rights, particularly nonviolent resolution of conflict, and equality and justice. Human Rights education's mission is to encourage personal growth and acceptance of others, and to foster cooperation and peace among individuals and countries. To achieve this, a wide variety of activities in schools and collaboration with teachers and students are essential.

Education has not always been considered on accessible instrument of social change.

Gandhiji wanted to bring about a silent social revolution in India through the basic system of education. In fact, education has been unanimously accepted as a vital instrument in improving the quality of life of the people. The Human Rights education also includes and promotes the objectives of human ethics and values in the field of education.

TITLE OF THE STUDY

‘Level of Awareness of Human Rights amongst students of Higher Education’

OBJECTIVES OF THE STUDY

- ❑ To find out the significance difference between boys and girls students on different dimensions of human rights.
- ❑ To study about the level of awareness in collecting the views of students of different category.
- ❑ To collect the data from the higher education students including gender and course discrimination.
- ❑ To analysis the views of students of different stream, status, profession and category.
- ❑ To give them awareness towards human rights for the proper implementation of rights and to enable them how to use their education for proper implementation.

POPULATION AND SAMPLE

In order to study the term ‘awareness’, the sample of 400 students was randomly selected from the population of all higher education students of Moradabad Commissionery consisting Districts Moradabad, Rampur, J.P.Nagar and Bijnor. The sample was also divided into various categories for proper justification.

Sample Design

The sample of 400 students was divided into two categories i.e. girls and boys of higher education students, out of which 225 girls students and 175 boys students were randomly selected from 35 colleges of all the four districts. After the selection, all students were divided into eight groups.

Table-A: Area-wise Sample design of 400 students

Area of Study	Girls Student	Boys Student	Total
Moradabad	89	65	154
Rampur	55	41	96
J.P.Nagar	40	36	76
Bijnor	41	33	74
Total	225	175	400

The table shows the number of students, which are divided into eight groups. In the table, 89 girls and 65 boys from Moradabad, 55 girls and 41 boys from Rampur, 40 girls and 36 boys from J.P.Nagar and 41 girls and 33 boys students are selected from Bijnor.

DELIMITATIONS OF THE STUDY

- ❑ The sample subject shall be selected from four districts of Moradabad Commissionery namely Rampur, Bijnor, Moradabad and JyotibaPhule Nagar (Amroha) only.
- ❑ Only students of higher education shall be selected for the study.
- ❑ To study human rights a questionnaire has been developed by the researcher under the guidance of the supervisor.
- ❑ Only level of awareness amongst students shall be analysed.

CONSTRUCTION OF THE TOOL

The tool used in study was 'Human Rights Awareness Test' (HRAT) developed by the researcher. The HRAT questionnaire contained two parts, Part-I with eight dimensions i.e. Right to live, Socio-economic and political inquiry, Individual freedom, Freedom of expression, Social security, Gender biased, Cultural and educational rights and Universal brotherhood. All the dimensions were tested through the objective statements and in Part-II seven stories and eleven case-studies were tested through objective and subjective both type of statements.

DATA COLLECTION

The method adopted in the present study was Normative Survey method. After collecting the data from the mentioned sample, the scoring was done through various statistical methods i.e. Mean, SD and 't' test. The result was based on significant difference in awareness of the categories on various dimensions of the questionnaire.

DATA ANALYSIS AND INTERPRETATION

To find out whether girls and boys had the same awareness of human rights, at first, mean was calculated from the scores and then deviation and 't' value was calculated to find out significance of difference.

Table-B: Awareness of human rights amongst girls and boys students

SN	Subjects	(N)	Mean	S.D.	't' Value
1	Girls	225	315.31	23.14	0.69
2	Boys	175	316.88	21.9	

The table given is a total representation of the scores of girls and boys students of Moradabad

Commissionary on Human Rights Awareness Test. The mean of 225 girls is 315.31 which is less than 175 boys of Moradabad Commissionary. Their Standard deviations are 23.14 and 21.9 accordingly. After the calculations 't' value is 0.69, which is not significant at any level. (0.05 And 0.01) Apart from this, the results of the students are also interpreted on all the dimensions of HRAT in the study.

MAJOR FINDINGS OF THE STUDY

After the close and detailed analysis of interpretation of results, the researcher reached on the following major findings and conclusions:

- ❑ In the study, it is found that girls students are less conscious towards human rights, but same is not in the case of boys students.
- ❑ The girls and boys of Moradabad district are equal in their views of Human rights promotion.
- ❑ The students of Rampur district show the minimum differences of opinion of Human rights awareness test.
- ❑ The students of J.P.Nagar have very low difference in the level of awareness to be mentioned by the researcher.
- ❑ The girls and boys of Bijnor district are strongly different in their views towards human rights awareness.

CONCLUSION

To sum up, we may ensure that all the categories know about human rights. They are also aware of the present scenario of human rights violation on each dimension of the HRAT questionnaire and very keen to make respective amendments for the possible solution. The present study gives a view of awareness of human rights amongst students of higher education rather our future social people in the form of parents, teachers,

educators, administrators, reformers and actually our citizens.

The future of Human rights lies in our hands. We must act when human rights are violated. States as well as the individual must take responsibility for the realization and effective protection of human rights. Human rights entail both rights and obligations. States assume obligations and duties under international law to respect, to protect and to fulfil human rights. The obligation to respect means that States must refrain from interfering with or curtailing the enjoyment of human rights. The obligation to protect requires States to protect individuals and groups against human rights abuses. The obligation to fulfil means that States must take positive action to facilitate the enjoyment of basic human rights. At the individual level, while we are entitled our human rights, we should also respect the human rights of others.

SUGGESTIONS FOR FURTHER RESEARCHES

- ❑ A more comprehensive sample may be taken.
- ❑ Some more variables can be included.
- ❑ An inter-relationship among different variables can also be taken up for the study.
- ❑ A project on developing human rights awareness in schools may be taken.
- ❑ Students should be conscious for human rights and its violations. A report may be formed on it.

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