



**A STUDY OF HUMAN RIGHTS AWARENESS AMONG B.A. AND B.ED.
STUDENTS OF SIRSA DISTRICT**

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Abstract

“Give to every human being every right that you claim for yourself”.

Robert G. Ingersoll

These words are reflecting the need and significance of human rights for an individual himself / herself and as his duty for the rights of other human beings around. So it's not only our duty to be aware about our own right, but we should also take it as our duty to preserve the right of others by making them aware of it. Human rights have been a very burning issue around the globe from last few years. With time being need was felt for the protection of human rights, and for the accomplishment of the same various steps were taken and human rights were declared legal. The present paper throws light on the human rights, their nature, need and awareness among the B.A. and B.Ed. students.

Keywords: *Human Rights, Education*



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Introduction: Education is the only mean for self realization .An educated being in the true sense will always endeavor to educate others. Being educated doesn't only mean having formal degrees from any educational institute. Even a person without any formal education, who is aware of his self is also an educated being. Here are some precious words **from Swami Vivekananda putting forth the significance of education:**

"Education is the manifestation of divine perfection already existing in man, we want that education by which character is formed, strength mind is increased, and intellect is expended and by which one can stand one's own feet".

Human rights and education are just like "Two aspects of a coin". Education seeks to develop the innate inner capacities of man and human rights are one of these capacities. Before proceeding further about these two phenomenon, let's have a glance over what human rights are, what they are meant for etc.

Human Rights

Human rights are moral principle or norms that describe certain standards of human behavior, and are regularly protected as legal rights in international and law which are interact in all human beings regardless of their nation, location, language, religion ethnic origin or any other status. They are applicable everywhere and at every time in the sense of being universal. They require empathy obligation on persons to respect the human rights of others. They should not be taken away except as a result of due process based on specific circumstances and require freedom from unlawful imprisonment torture and execution.

The universal declaration of Human Rights was adopted by the United Nations General Assembly in 10 Dec. 1948, party in response to the atrocities of World War II. It is generally viewed rights and has been identified as being a culmination of centuries of thinking along both secular and religious lines. The UDHR urges member nations to promote a number of human, civil, economic and social rights, asserting the rights as part of foundation of freedom justice and peace and in the world. The declaration was the first international legal effort to limit the behavior of states and press upon them duties to their citizens following the medal of the rights duty duality.

The universal declaration was bifurcated into treaties, a covenant in civil and political rights and another on social, economic and cultural rights due to questions about the relevance and propriety of economic and social provisions in covenants and human rights. Both covenants begin with the rights of people to self-determination and to sovereignty over their natural resources. This debate over whether human rights are more fundamental than economic rights has continued to the present day

Nature of Human Rights

Comprehensive and detailed :The rights approved by the declaration of general assembly are comprehensive and detailed. This declaration starts with parable and it has 30 articles.

Universal in Nature

The rights included in the declaration are universal in Nature. Every individual without any discrimination of caste, color, creed, religion is entitled to enjoy these rights.

Individual as the Subject of Rights

The subject of right included into the declare is individual of the universal and not the states. The purpose of these rights is to protect the human beings living in every corner of the world from explanation and to created necessary conditions for their development.

Not Absolute

The rights included into the declaration are not absolute. It means that no individual can make the arbitrary use of these rights while enjoying these one have to respect the rights of the others.

Non Justifiable

The rights are not-justifiable and to accept these is upto the sweet will of the state united Nations cannot impose her will on the member nations. These rights are the symbol of desires of the international community. No civilized state can ignore these human rights.

United Nations Universal Declaration of Human Rights

- Article 1 - We are all born free and equal.
- Article 2 - Don't Discriminate
- Article 3 - The Right to life
- Article 4 - No slavery
- Article 5 - No torture
- Article 6 - You have rights no matter where you
- Article 7 - We're all equal before the laws.
- Article 8 - No unfair detainment
- Article 9 - No unfair detainment.
- Article 10 - The Right to Trial
- Article 11 - We're always tin count till proven quality.
- Article 12 - The right to privacy
- Article 13 - Freedom to move
- Article 14 - The right to seek a safe place to live.
- Article 15 - Right to Nationality
- Article 16 - Marriage and Family
- Article 17 - The right to your own Things
- Article 18 - Freedom of Thought

- Article 19 - Freedom of expression
- Article 20 - The right to public assembly
- Article 21 - The right to democracy
- Article 22 - Social security
- Article 23 - Workers rights
- Article 24 - the right to play
- Article 25 - Food and shelter for all.
- Article 26 - The right to education
- Article 27 - Copy right
- Article 28 - A Fair and free world
- Article 29 - Responsibility
- Article 30 - No one can take away your Human rights.

International Protection and Promotion

The foundation of the United Nations and the provision of the United Nations Charter provided a basis for a comprehensive system of international law and practice for the protection of human rights. Human traffickers, almost invariably operating with the protection of corrupt local officials and police, on slave children and young women in the sex trade. So long as the regimes that sponsor and protect these criminals remain in power their crimes go unrecognized. The United Nations Charter provided a basis for the development of international human rights protection. The preamble of the Charter provides that the members reaffirm faith in fundamental human rights in the equal rights of men and women. The United Nations Charter states that one of the purposes of the UN is to achieve international problems of an economic, social, cultural, or humanitarian character and in promoting and encouraging respect for human rights and for fundamental freedoms for all without distinction as to race, sex, language or religion. The United Nations shall promote higher standards of living, full employment and conditions of economic and social progress and development. The rights exposed in the UN Charter would be certified and defined in the International Bill of Human Rights, comprising the Universal Declaration of Human Rights, the International Covenant on Civil and Political Rights and the International Covenant on Economic, Social and Cultural Rights.

Political Bodies of UNO Human Right

Security Council

The United Nations Security Council has the primary responsibility for maintaining international peace and security and is the only body of the UN that can authorize the use of force.

General Assembly

The United Nations General Assembly, under Article 13 of the UN Charter, has the power to initiate studies and make recommendations on human rights issues.

Human Rights Council

The United Nations Human Rights Council Created at the 2005 World Summit to replace the United Nations Commission on Human Rights, has a mandate to investigate violations of Human Rights.

Treaty Bodies

In addition to the political bodies whose mandate flows from the UN Charter the UN has set up a number of treaty based bodies, comprising committees of independent experts who monitor compliance with human rights standards and norms flowing from the core international human rights treaties.

Non-Governmental Organizations

International Non-Government Human Rights Organizations such as Amnesty International, Human Rights Watch, International Service for Human Rights and FIDH monitor what they see as human rights issues around the world and promote their views on the subject. Human rights organizations have been said to "translate complex international issues into activities to be undertaken by concerned citizens in their own community." Human rights organizations frequently engage in lobbying and advocacy in an effort to convince the United Nations, supranational bodies and national governments to adopt their policies on Human Rights. Many human rights organizations have observer status at the various UN bodies tasked with protecting human rights. A new nongovernment human rights conference is also Freedom Forum, a gathering described by the economist as on its way to becoming a human rights equivalent of the Davos Economic Forum. The same article noted that human rights advocates are more and more divided amongst themselves over how violations of human rights are to be defined notably as regards the Middle East.

Justification of the Problem

Human rights in India is an issue complicated by the country's large size, its tremendous diversity, its status as a developing country and sovereign, secular, democratic republic. The Constitution of India provides for Fundamental rights,

which include freedom of religion. Clauses also provide for freedom of speech, as well as separation of executive and judiciary and freedom of movement within the country and abroad. Sirsa is a district under which many villages' falls. Maximum students from villages don't seek education properly. Due to this reason there is lack of awareness of Human Right among them. For tthis topic will carry research work on the awareness of Human rights among students of B.A. and B.Ed. in Sirsa District.

Statement of the Problem

A Study of Human Rights Awareness Among B.A. and B.Ed. students of Sirsa District.

Objectives of the Study

1. To compare the Human Rights awareness among B.A. Students and B.Ed. students of Sirsa district.
2. To compare the Human Rights Awareness among male B.A. students and B.Ed. students of Sirsa District..
3. To compare the Human Rights Awareness among female B.A. students and B.Ed. students of Sirsa District.
4. To compare the Human Rights Awareness among rural male B.A. students and rural B.Ed. students of Sirsa District.
5. To compare the Human Rights Awareness among urban male B.A. students and urban B.Ed. students of Sirsa District.
6. To compare the Human Rights Awareness among rural female B.A. students and rural B.Ed. students of Sirsa District.
7. To compare the Human Rights Awareness among urban female B.A. students and urban B.Ed. students of Sirsa District.

Hypotheses

1. There is no significant difference in Human Rights awareness among B.A. Students and B.Ed. students of Sirsa district.
2. There is no significant difference in Human Rights Awareness among male B.A. students and B.Ed. students of Sirsa district.
3. There is no significant difference in Human Rights Awareness among female B.A. students and B.Ed. students of Sirsa district.
4. There is no significant difference in Human Rights Awareness among rural male B.A. students and rural B.Ed. students of Sirsa district.

5. There is no significant difference in Human Rights Awareness among urban male B.A. students and urban B.Ed. students of Sirsa district.
6. There is no significant difference in Human Rights Awareness among rural female B.A. students and rural B.Ed. students of Sirsa district.
7. There is no significant difference in Human Rights Awareness among urban female B.A. students and urban B.Ed. students of Sirsa district.

Delimitations

1. The present study was delimited to Sirsa District of Haryana only.
2. The study was delimited to 100 students only.
3. The present study was delimited to B.A. and B.Ed. Students of Sirsa district.
4. Only one Tool i.e. Human Right Awareness Test was used for the present study.

Review Of Related Literature :

C. Bhaskaran (2013) studied about the realities and defense of dalit human rights. After many years of our independence. The concept of fraternity among Indian brotherhood remains theoretical. The limb of India Democracy, such as the Administrative set up laws and courts serve the ruling class of India rather than the welfare of the scheduled caste/scheduled Tribes (Sc/STS). Hence it is inevitable for Dalits to organize themselves and lead agitates for the promotion of their welfare. But the intolerant higher caste people launch counter attacks on Dalits by mobilizing their socio-economic and political power, major finding of present research is that Dalits houses have become the targets of attack, endangering their precious life and livelihood, either overtly or covertly. Therefore the violations, against Dalit Human rights have assume higher dimensions.

Jyoti. S.Bomman (2013) Revealed about the human rights regarding women and social justice are given equal rights and status with men by the India constitution and various provisions had been made to protect the interests of the female population. Series of legislations have been enacted from time to time provide protection to women against social discrimination violence etc. The five year plans have been playing special attention to women's welfare emphasizing female education, access to resources and their political empowerment. But unfortunately, these levels are hardly implemented in their letter and spirit, consequently crimes against women are increasing rape dowry and domestic violence are there crimes that have increased greatly in recent years so that we should encourage women for the comforts of dependency and faces and challenges the autonomy by enjoying her human rights.

Peng XU (2014) studied about regulation of child abuse in school and implementation of child abuse rights in china, child abuse occurring outside the home in china review its legislation, establish the independent human rights commission, raise awareness of children's rights and improve cooperation with NGOS to ensure that it conforms fully to the requirements of the convention on the rights of the child.

Method and Procedure:

A descriptive normative survey method was employed for the research.

Population & Sample:

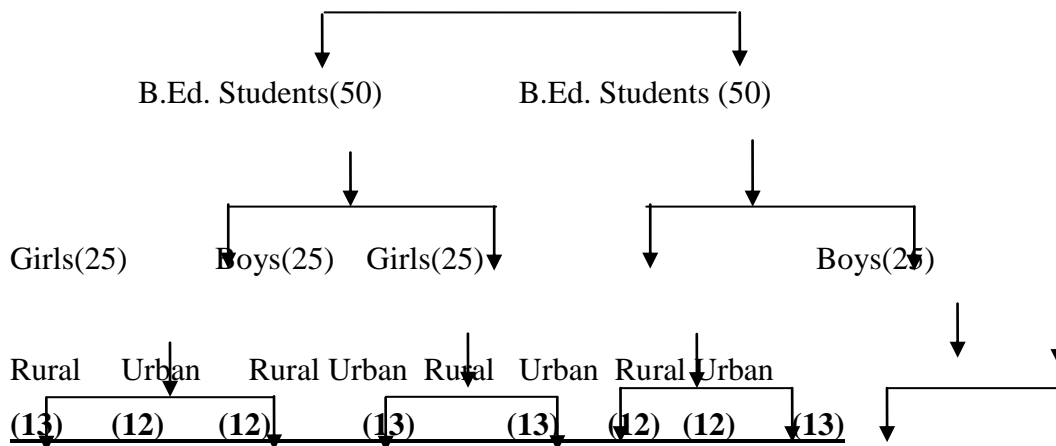
All the B.A. and B.Ed. Students studying in Government & Private Colleges of Sirsa District were constituted the population for the purpose of present study.

Sample:

Keeping in view the limited resources of Time, Money and practical difficulty a sample of 100 B.A. students are randomly selected in which 50 students and 50 students of Sirsa District. In this research 25 students are rural (13 male & 12 female) and 25 students are urban (12 male & 13 female) and 25 students are rural (13 male & 12 female) students.

SAMPLE DESIGN

Total Sample (100)



TOOL USED:

The tool selected for the research was standardized questionnaire i.e. Human Rights' Awareness constructed by Dr. Vishal Sood & Dr. Arti Anand.

Statistical Technique Used

Completion of any scientific analysis is possible only with the use of some statistical processing. The acceptance or rejection of hypothesis ultimately determines the contribution of the investigation in the scientific development of a particular area. This is especially true

for statistical techniques in the analysis for interpretation of the data, with use of some statistical processing. This being a comparative study where difference has to be found so t-test was applied to achieve mean and standard deviation.

Findings Of The Present Research

1. There exists no any significance difference between awareness among B.Ed. and B.A. students of Sirsa District regarding human rights awareness because the calculated 't' value of significance therefore hypothesis No. 1 is accepted. It is finally concluded that there exists no any difference between B.A. students of and B.Ed. college students of Sirsa District regarding Human Rights Awareness.
2. There exists no any significance difference between male B.A. students and Male B.Ed. students of Sirsa District regarding human rights' Awareness because the calculated 't' value of significance therefore hypothesis No-2 is accepted. It is finally calculate that there exist no any differences between male B.A. students and B.Ed. students of Sirsa District regarding Human Rights Awareness.
3. There exists no any significance difference between female B.A. students and B.Ed. students of Sirsa District regarding human rights' Awareness because the calculated 't' value of significance therefore hypothesis No-3 is accepted. it is finally calculate that there exists no any differences between female B.A. students and B.Ed. college students of Sirsa district regarding Human Rights Awareness.
4. There exists no any significance difference between male & female B.Ed. students of Sirsa District regarding human rights' Awareness because the calculated 't' value of significance therefore hypothesis No-4 is accepted. it is finally calculate that there exist no any differences between male & female B.Ed. college students of Sirsa District regarding Human Rights Awareness.
5. There exists no any significance difference between male & female B.Ed. college students Sirsa District regarding human rights' Awareness become the calculated 't' value of significance therefore hypothesis No-5 is accepted. it is finally calculate that there exists no any differences between male & female B.Ed. college students of Sirsa District regarding Human Rights Awareness.
6. There exists no any significance difference between rural & urban B.Ed. college students of Sirsa District regarding human rights' Awareness because the calculated 't' value of significance therefore hypothesis No-6 is accepted. it is finally calculate that there exists

no any differences between rural & urban B.Ed. college students of Sirsa District regarding Human Rights Awareness.

7. There exists no any significance difference between rural & urban B.Ed. college students of Sirsa District regarding human rights' Awareness because the calculated 't' value of significance therefore hypothesis No-7 is accepted. It is finally calculate that there exists no any differences between rural & urban B.Ed. college students of Sirsa District regarding Human Rights Awareness.

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