



## **HUMAN RIGHTS ATTITUDE AMONG PROSPECTIVE TEACHERS**

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Human being is the unique creation in this universe that is under certain parameters and is free to make his own destiny by possessing certain basic and inalienable rights which are commonly known as human rights. Human right is the most fundamental of all rights. The substance of human rights is dependent not only on civil and political rights but on economic, cultural and social rights as well (Selby, 1987; Toh & Floresca-Cawagas, 1990). Human rights are important because they protect us from discrimination and unfair treatment; promote the development of democratic values; and develop all human beings as human rights literate. Deception of human rights may become the cause of political and social disturbance. Human rights are inalienable, non-negotiable, and non-derogable because they represent the immutable human values. High understanding of human rights leads to favorable attitude towards the environment (Pandey & Singh, 2008). In India, injustice, regionalism, secularism, violence, illiteracy, explosion, terrorism etc. are big problems which in a way arise due to unawareness or violation of human rights. Various examples of violation of human rights can be observed in day-to-day life. All rights are useless unless they are known to the people for whom they are made. In the present era of ICT, liberalization and globalization inspire of policies related to human rights at national and international level incidents of human rights violation are common scene. It seems that human rights awareness is still not sufficient and people do not have desirable attitude towards human rights. Thus, human rights education is the need of the hour. It develops essential human qualities and accord respect and protection to inherent dignity and worth of human being. It imparts knowledge of human rights,

develops skills, right attitudes and values to exercise and protect these rights (Dhillon & Kaur, 2009). The 1993 UN World Conference of Human Rights held the view that human rights education is essential for the promotion and achievement of stable and harmonious relationship among communities and for fostering mutual understanding, tolerance and peace. Universities and colleges play an important role in the development of awareness regarding human rights among people (Rao & Johri, 1999). Chakravorty and Pal (2000) recommended that human rights education should be multipurposive and the structure of curriculum should be so designed that it develops awareness and consciousness regarding human rights among people. Researches in the field of human rights shows that male and female students have equal attitude towards human rights (Dubey, 2008) and human rights awareness (Pandey, 2009). However, Dubey and Upadhyaya (2008) found that male undergraduate students are more aware of fundamental rights than female students. They also found that 50% female students are aware of educational rights, 43% are aware of right to equality, 34% have awareness of right to freedom of religion, 10% are aware of right to constitutional remedies and 19% are aware about right against exploitation. Kumari (2003) found that female students are more aware of human rights. She also reported that university students have average level of awareness about human rights. Research evidence shows that undergraduate students differing with respect to Arts, Science and Commerce stream do not differ from one another on attitude towards human rights (Baghariya, 2006) and awareness of human rights (Pandey, 2009). With regard to difference in social category Dubey (2007) found that students of general category have more favourable human rights attitude than OBC and SC/ST students, and Dubey and Upadhyaya (2008) found that female students of general, OBC and SC categories have similar awareness of fundamental rights. Thus, the researches prove that people's attitude towards human rights and awareness of human rights is influenced by gender and social category. In the present study an attempt has been made to examine human rights attitude among prospective teachers.

**Objectives:** The objectives of the study were-

- (i) To compare human rights attitude among male and female prospective teachers
- (ii) To compare human rights attitude among prospective teachers of Arts and Science stream.

(iii) To compare human rights attitude among prospective teachers of reserved and unreserved category.

**Hypotheses:** To achieve the above mentioned objectives, following hypotheses were formulated and tested-

(i) Male and Female prospective teachers do not significantly differ from one another on human rights attitude.

(ii) Prospective teachers of Arts and Science stream do not significantly differ from one another on human rights attitude.

(iii) Prospective teachers of reserved and unreserved category stream do not significantly differ from one another on human rights attitude.

**Methodology:** The sample for the study consisted of 100 B.Ed. students of Allahabad city. 'Human Rights Attitude Scale' of K. S. Misra was used as tool for the study. t-ratio was computed for the analysis of the data.

**Results and discussion:**

**Table 1: Mean S.D and t-ratio showing the differences in attitude towards human rights among male and female prospective teachers.**

Groups	N	Mean	S.D	t-ratio
Female	60	137.86	6.42	2.81*
Male	40	141.38	5.94	

\* Significant at .01 level

Observation of table 1 shows that the value of t-ratio (= 2.81) is significant at .01 level. Thus, the null hypothesis that 'Male and female prospective teachers do not significantly differ from one another on human rights attitude' stands rejected. It means that male and female prospective teachers differ from one another with respect to their attitude towards human rights. As compared to the female prospective teachers (Mean = 137.86), male prospective teachers (Mean = 141.38) have more favourable attitude towards human rights.

**Table 2: Mean, S.D and t-ratio showing the differences in attitude towards human rights among prospective teachers of Arts and Science stream**

Groups	N	Mean	S.D	t-ratio
Arts	65	135.72	5.31	0.74
Science	35	134.61	6.12	

Observation of table 2 shows that the value of t-ratio (= 0.74) is not significant at .05 level. Thus, the null hypothesis that 'Prospective teachers of Arts and Science do not significantly differ from one another on human rights attitude' can be accepted. It means Arts and Science stream prospective teachers have similar attitude towards human rights.

**Table 3: Mean, S.D and t-ratio showing the differences in attitude towards human rights among prospective teachers of reserved and unreserved category**

<b>Groups</b>	<b>N</b>	<b>Mean</b>	<b>S.D</b>	<b>t-ratio</b>
Reserved	58	137.31	5.84	1.64
Unreserved	42	136.62	6.92	

Observation of table 3 shows that the value of t-ratio (= 1.64) is not significant at .05 level. Thus, the null hypothesis that 'Prospective teachers of reserved and unreserved category do not significantly differ from one another on human rights attitude' can be accepted. It means prospective teachers of reserved and unreserved category have similar attitude towards human rights. On the basis of the findings of the study it becomes evident that male prospective teachers have more favourable attitude towards human rights than their female counterparts; prospective teachers of arts and science stream, and of reserved and unreserved category have similar attitude towards human rights. Thus, the findings of the study imply that an effort needs to be made to make the human rights attitude more favourable among female prospective teachers. For this teacher education curriculum must incorporate human rights related issues in order to sensitize the female prospective teachers towards human rights issues.

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