

ATTITUDE OF HUMAN RIGHT EDUCATION

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Abstract

However, problems and confects arise because of the lack of consciousness and skills to perform and act according to these Human Rights norms. Human Rights Education is important for everyone and it is the safest, surest and cheapest way to a knowledgeable and enlightened society through the medium of teachers. This study was focusing on human rights education attitude of student teacher of teacher education institutes.



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Statement of the Problem: To study attitude of Human Right Education among the student teacher of Teacher Education Institutes.

Introduction: All Human beings are live and grow up in a society and they are equal partners of a society. All activities of human revolve around the society. All human beings are parts of the same class. Their rights and dignity are concerned as they are equal. As members of humanity all human beings Human Rights are the modern and secular version of the natural rights. The concept of human rights is the result of philosophical, legal and social struggle which is directly connected to the social democratic tradition. The concept of human rights has covered a hard and stiff path. It is argued that the concept of human rights falls within framework of constitutional law and international law. It is identified to be “defended by institutionalized means against abuses of power by various organs of the state and at the same time it promotes an establishment of such values, conditions which helped in the multidimensional development of human personality

The Indian Constitution and Human Rights

The Constitution moulds the India’s concept of human rights. The Preamble, Fundamental Rights, Fundamental Duties, and Directive Principles of the State policy show the human

rights. The rights and duties are inseparable. These provisions symbolize the collective will and aspiration of all Indians.

The provisions in Constitution about Equality of law, Non-discrimination, Equality of opportunity, Freedom of speech, Prohibition of traffic in human beings and forced labor, Prohibition of child labor, Freedom of religion, No provision for religious instruction in any educational institution, Conservation of language, scripts, and culture, Right of minorities, guarantee of social order, Adequate means of livelihood, Right to work, education, Provision for free and compulsory education, Ensuring education and economic development of weaker sections of society safeguard human rights.

Human Right is birth right, everyone is born with human right regardless of who he/she is to which community he/she belongs. Everyone has right to be protected by the state. Human Rights are inborn in and essential to every human being. Hence it is incorporated in the constitution of every state.

Human Right Education: Education, training and information to building a universe culture of human rights through the sharing of knowledge, imparting of skills and moulding of attitude to strengthening of respect for human rights, fundamental freedoms, human personality, dignity and to understanding tolerance, gender equality as well as friendship among all nations, indigenous people and racial national ethnic, religious and linguistic groups.

Need and Importance of the study:

Need:

The most effective way to improve the quality and effectiveness of education program for human right is to reach teachers & teacher education. It is necessary to know the basic things about Human right education for teacher because the system of education can rise above the level of its teachers. To give the knowledge of Human Right Education it is necessary to develop a program on Human Right Education for student teacher. After taking review Researcher has found that there is no any research on HRE program for student teacher.

Importance:

- Transaction of human right education broaden the role of teachers from transmitter of knowledge to facilitator, implementer, community partner, action researcher curriculum, developers etc.

- To strengthening knowledge, skill, attitude of teachers and for creating human rights ethos and learning environment in school.
- Acquire a basic interdisciplinary knowledge of world problem and problem of international cooperation and how work in solving them.

Objectives of the study:

1. To assess the attitude of students - teacher towards Human Rights education.
2. To assess the attitude of male and female students - teacher towards Human Rights education

Research Question:

What is the status of Human Rights Education among student teacher of Teacher Education Institutes?

Research Methodology:

Method: The present work was carried out by applying Survey method.

Population: Teacher training institutes affiliated to University of Pune

Sample: In this researcher adopted Random sampling and sample were 12 teacher training institutes.

Data Collection Tool: Human Rights Attitude scale by self.

Statistical tool: For analysing data statistical tools i.e. Mean, Standard Deviation, were applied.

Analysis:

Objective 1: To assess the attitude of student teachers towards Human Rights Education.

Table: 1: Descriptive statistics about Student Teachers Attitude towards Human Rights Education

| Area | Description | Attitude |
|------------------------|-----------------------------|----------|
| Human Rights Education | N | 542 |
| | Mean | 28.78 |
| | Standard deviation | 4.33 |
| | Skewness | -0.277 |
| | Standard Errors of skewness | 0.105 |
| | Kurtosis | 0.785 |
| | Standard Errors of Kurtosis | 0.209 |

Observation: Table No.1 shows

- 1) Survey data was collected to assess the student teachers attitude towards Human Rights Education from 542 Student teachers.

2) Student teachers Human rights education attitude mean is (28.78) and standard deviation is (4.33).

Interpretation: The above observation reveals that: Student teachers attitude towards Human Rights education are moderate considering the mean value and Standard Deviation. It is revealed that mean score about Human Rights Education was less

The above interpretation about attitude of student teachers for components of human rights i.e. Human Rights Education were low. Knowledge of Human rights Education broadens the role of teachers to transmit the knowledge to facilitator, implementer, community partner, action researcher, curriculum developers etc. The most effective way to improve the knowledge about Human right education is to reach teachers & teacher education.

Table: 2: Genderwise Student Teachers status- Attitude towards Human Rights education.

| Gender | | Attitude |
|--------|--------------------|----------|
| Female | N | 307 |
| | Mean | 107.79 |
| | Standard Deviation | 11.49 |
| Male | N | 234 |
| | Mean | 108.22 |
| | Standard Deviation | 10.85 |
| Total | N | 541 |
| | Mean | 107.98 |
| | Standard Deviation | 11.21 |

Observation:

Table No.2 shows female Student teachers Human rights education attitude mean (107.79) and male Student teachers Human rights attitude mean (108.22).

Interpretation: The above observation reveals that: Female and Male Student teacher's attitude towards Human Rights are moderate and almost equal considering the mean value and Standard Deviation.

Result: Attitude of student teachers towards Human Rights Education were low. Female and Male Students teacher attitude towards Human Rights education were moderate and almost equal. Furthermore the overall attitude of the students teachers were moderate.

Conclusion: Knowledge of Human rights Education broadens the role of teachers to transmit the knowledge to facilitator, implementer, community partner, action researcher, curriculum developers etc. The most effective way to improve the knowledge about Human right is to reach teachers & teacher education.

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