



Values and Human Rights

Mrs. R.D.Padmavathy

Assistant Professor Department of Education Tezpur Central University Assam

padmajothi@yahoo.in , jothi422004@yahoo.co.in

Abstract

The aim of the brief survey is to explore the human right awareness level of the post graduate students pursuing value education course in the university. This research paper highlights and indicates the importance of knowledge about human values, human rights and its awareness for promoting peaceful society. A standardised Human Rights Awareness Test by Vishal Sood and Arti Anand,(2012) was administered to understand the awareness level of seventy two post graduation students. Findings of the study revealed that human rights awareness is needed and gender, place of residence and stream of study has no influence on human rights awareness level.

Keywords:

Education, Values, Human Rights, Philosophy, Human Relations

Introduction

Value in general is a part of philosophy. Philosophy is one of the basic subjects which deal with the basic problems

of mankind. It deals with issues such as existence, knowledge, values, reasons, mind, and language. The values such as dignity, liberty, equality, justice, ethics, and morals et.al, have their significant impact to shape the human relations in a society. The philosophical concepts have a profound impact on law. The main aim and function of law in any society is to regulate the relations between men and to alleviate the intensity of conflicts to promote peace, security, good and orderly behaviour of mankind to establish a conflict free society and it absorbs all the essential tools from every field of study with a critical outlook. This in turn will help to analyse each issue and lay norms to develop a rational human mind to achieve maximum results in their inter-relationships with each other. Since the concept of right and its exercise and regulation centered round basing on a number of values developed from ancient to modern times, they have had a great impact in the realization, promotion, and protection



of human rights. In view of the linkage and importance that values play a significant role in the promotion and realization of human rights. Education should encompass values such as peace, non-discrimination, equality, justice, non-violence, tolerance, to live in peace and security and respect for human dignity. There is a close relationship between education, value and human rights. So, values given through education create a consciousness about human rights in our society. Human rights and duties education helps in achieving a comprehensive growth of every society- Sastry (2011). So in this study an attempt was made to understand the human rights awareness level of post graduate students pursuing value education course.

Human Rights

Fundamental rights are laws of land where human born and human right are the rights for all born in the universe, which is considered to be essential for the well being of a person. It provides a basic human freedom to every person has the right to enjoy for a harmonious development of an individual. The six fundamental rights are: Right to equality, freedom, against exploitation, freedom of religion, have

Culture and education, Right to constitutional remedies. According to United Nations Universal Declaration of Human Rights “All human beings are born free and equal in dignity and rights .They endowed with reason and conscience and should act towards one another in a spirit of brotherhood”. Human rights awareness refers “the ability to perceive, to feel or be conscious about human rights, its concepts and principles, norms and regulations related to human rights violation and their protection as well as promotion”(Vishal Sood & Arti Anand,2012).

Human rights education is the teaching of the history, theory and law of human rights in schools and educational institutions, as well as out reach to the general public. It is an integral part of the right to education and is increasingly gaining recognition as human rights in itself. Amity international defines “Human right education as a deliberate, participatory practice aimed at empowering individuals, groups and communities through fostering knowledge, skills and attitudes consistent with internationally recognized human rights principle” (Babu Muthuja et.al.,2009). Human rights education is away of



preparing the ground for reclaiming and securing our right to be human. It is learning about justice and empowering people in process. It is a social and human development strategy that enables women, men and children to become agents of social change. It can produce the blend of ethical thinking, action, and participation of people in the decisions which shape their lives that is needed to cultivate public policies based on human rights it opens the possibility of creating a human rights Culture for the 21st century. The Human rights education entitles every man, woman, youth and child have right

- To have free and compulsory education in a readily available forms of secondary and higher education.
- To have freedom from discrimination in all areas and levels of education.
- To equal access to continuing education and vocational training. (Babu Muthuja et.al.,2009)

Review of Literature

Kumar (2002) found urban girl students were significantly more aware about human rights as compared to rural girls and Kumar (2008) found gender,

residential background, social category and type of institutions had no significant relation with human rights awareness among junior basic teacher trainees. Chhabra (2005) and Kaur (2006) found students belonging to urban areas were significantly more aware than rural counterparts in terms of awareness regarding human rights commissions and its functions. Tiwari & Tiwari (2012) found that male and female adolescents' differ significantly in their attitude towards Human Rights. Male and female adolescents with high social competence, socio-economic status attitude towards Human Rights are significant Srivastav (2012). Male and female adolescents with low social competence and socio-economic status attitude towards Human Rights are significant.

Objectives of the Study

- To measure the level of human rights awareness of students studying Value education course.
- To compare the human rights awareness of post graduation students in relation to their gender, area of residence and stream of study.



Hypotheses

On the basis of the objectives, the following hypotheses have been framed.

- There is no significant difference between human rights awareness of male and female post graduate students.
- There is no significant difference between human rights awareness of urban and rural post graduate students.
- There is no significant difference between human rights awareness of arts and science post graduate students.

Method of the Study

In this present study descriptive survey method was adopted by the researcher for measuring the awareness level of post graduate students.

Sample

In the present study a samples of 72 post graduate students (36 of each gender, place of residence and stream) who are studying value education course are selected using purposive random sampling method.

Research Instrument

A standardised Human Rights Awareness Test by Vishal Sood & Arti Anand,(2012) was used to collect the data. There are 50 statements with three alternatives i.e., true, undecided and false. For positive statements a score of 2 marks was given for true, 1 mark for undecided and zero was given for false options and for negative statements the scoring procedure was completely reversed. Human rights awareness tool was classified into three dimensions namely:

- Knowledge of human rights related documents
- Knowledge and understanding about human rights concepts
- Understanding of situations involving human rights violation/non-violations

Reliability and Validity

The reliability of the human rights awareness test was ranged between to be 0.67 to 0.73 which is a fairly high measure of intrinsic consistency test. This test was found to possess an adequate content validity.

Analyses and Interpretation of data

The data were analysed and interpreted according to respondent's gender, place of residence and stream. For analysing the data statistical criterion such

as mean, standard deviation and t-value was calculated. The analysis, interpretation of data and discussion are presented as below:

Table 1: t-value for Human Rights Awareness Levels on the basis of gender

Gender	N	Human Rights Awareness		t-value	Level of Significance
		Mean	SD		
Male	36	67.69	6.94	0.739	Not Significant
Female	36	69.03	8.30		
Total	72				

- The t-value is found to be 0.739 and it is less than the table value 1.96 significant at 0.05 levels with degrees of freedom 70. Hence it is not significant. Null hypothesis gets

accepted. To sum up male and female post graduate students do not difference significantly in their human rights awareness levels.

Table 2: t-value for Human Rights Awareness Levels on the basis of their streams

Stream	N	Human Rights Awareness		t-value	Level of Significance
		Mean	SD		
Arts	36	69.19	7.58	0.926	Not Significant
Science	36	67.53	7.69		
Total	72				

- The t-value is found to be 0.926 and it is less than the table value 1.96 significant at 0.05 levels with degrees of freedom 70. Hence it is not significant. Hence it is not

significant. Null hypothesis gets accepted. To sum up arts and science post graduate students do not difference significantly in their human rights awareness levels.

Table 3: t-value for Human Rights Awareness Levels on the basis of Place of Residence

Place of Residence	N	Human Rights Awareness		t-value	Level of Significance
		Mean	SD		
Urban	36	67.97	7.843	0.430	Significant
Rural	36	68.75	7.5		
Total	72				



- The t-value is found to be 0.739 and it is less than the table value 1.96 significant at 0.05 levels with degrees of freedom 70. Hence it is not significant. Hence it is not significant. Null hypothesis gets accepted. To sum up urban and rural post graduate students do not difference significantly in their human rights awareness levels.

Findings of the study

From the above analysis it was found that

- Human rights awareness level of the selected post graduate students was average.
- Knowledge of human rights related documents was only known to eighteen students.
- Understandings of situations involving human rights violation/non-violations are not properly understood by the post graduate students.
- There is no significant difference between human rights awareness of male and female post graduate students. Female post graduation students having more human rights awareness levels of than the male post graduation students.

- There is no significant difference between human rights awareness of urban and rural post graduate students. Post graduation students whose is coming from rural residence having more human rights awareness levels of than the urban students.
- There is no significant difference between human rights awareness of arts and science post graduate students. Post graduation students whose is coming from arts stream having more human rights awareness levels of than the science stream students.

Conclusion

Every individual in the world wants to lead a peaceful life and have a harmony with each other. But the modern system of living has not provide any space for enriching human values which are essential for leading a happy life. All the religion in the world emphasize non-violence, tolerance and peace are fundamental components of humanity. In the light of the present study and its findings, it was found that students thought values are different and have no relation with human rights and they are lack in human rights awareness



level. Awareness campaign should be arranged and awareness should be created to post graduate students regarding human rights and the related documents, understandings of situations involving human rights violation/non-violations. It is also suggested to undertake the unselected demographic and psychological factors contributing the human right awareness in a wider approach in order to bring the exact scenario of the knowledge about human rights among individuals.

References

Babu Muthuja ,Usharani and Khagendra Prasad. (2009).Human Rights Education. Centrum press New Delhi.

Chhabra,Prem(2005). A comparison of senior secondary school students on awareness about Human rights in relation to sex, locality and stream of study. M.Phil. Dissertation. H.P.University .Shimla

Kaur (2006). A Study of awareness about Human rights in rural and urban areas. M.Ed.Dissertation. H.P.University .Shimla

Kumar,Punit.(2008).A Study of Human rights awareness among junior basic

teachers trainees of Himachal Pradesh. M.Ed.Dissertation, P.G.college of Education. Nerchowk. Abhilashi

Kumar,Rakesh.(2002).A Study of awareness of secondary level girl students about Human rights. M.Ed.Dissertation. H.P.University .Shimla

Sastry, T. S.N.(2011).Introduction to Human Rights and Duties, University of Pune

Srivastav, R.K. (2012). A Study of Adolescents Attitude towards Human Rights in Relation to their Social Competence. Shiksha Sahitaya 6,11, 36-40.

Tiwari, K. K. & Tiwari, Sarika (2012). A Study of the Determinants of Adolescents' Attitude towards Human Rights in Relation to Social Competence. Shodh Dristi 3, 1, 108-111.

Tiwari, K. K. & Tiwari, Sarika (2012). A Study of the Determinants of Adolescents' Attitude towards Human Rights in Relation to Socio-Economic Status. Anusilan 39,1, 145-149.