



A STUDY ON HIGHER SECONDARY TEACHERS' AWARENESS ON HUMAN RIGHTS

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ABSTRACT

The fundamental objective of this paper is to get some answers concerning the human rights consciousness of higher auxiliary educators. Regularizing study strategy has been utilized and by utilizing straightforward arbitrary examining method 200 higher auxiliary instructors were chosen from Puducherry locale. Accumulated information was dissected by utilizing the measurable procedures. The outcomes demonstrate that there is critical contrast in human rights mindfulness dependent on sexual orientation, territory and subject specialization and the dimension of mindfulness on human privileges of higher optional educators.

KEY WORD: Awareness on human rights, normative survey method, random sampling technique, etc.

INTRODUCTION

Human rights are unfamiliar to no nation and to all countries and that without human rights no harmony or thriving will ever last. The human rights can best be referenced in a socialized society and not in a condition of nature. The capacity of the law is to see that privileges of others are not encroached by an individual attesting one's human right discretionarily. No privilege is ever imagined without its comparing obligation. It is here the general population falter, for the most part. Concentrate any insurgency and we will be persuaded that its germination begins from the infringement of human rights. The human rights cover a wide region, ideal from the privilege to live to the financial and political rights.

BACKGROUND OF THE STUDY:

Instructor training educational modules in India recommends that Indian educators are required to be very much outfitted with the 3As specifically Awareness, Analysis and Action of human rights once they leave educator instruction foundations and have the vital abilities to distinguish and convert without



hesitation the qualities and concerns identified with human rights covered up in the content utilizing the joining approach. Chaurasia (1995) proposed that for advancement and insurance of human rights, a free broad communications can enormously encourage the working of a culture of human rights; empowering resilience voices national ethnic, religious and phonetic gatherings uncovering rights infringement wherever they happen. Sharma (2001) uncovered that there is critical contrast in the mean scores of the instructors of three surges of study (business,

science, expressions) regardless of their sex and territory on mindfulness about human rights. Kumar (2002) presumed that there is noteworthy distinction in the attention to young ladies educators of science and expressions stream about human rights. Chabra (2005) proposed that both country and urban territories instructors have relatively meet dimension of mindfulness however their dimension of mindfulness is exceptionally poor. The developing frequency of infringement of the privileges of youngsters by the instructors themselves as station/class/religion-based separation, beating, and even infringement of the unobtrusiveness of kids, and so on is a reason for genuine worry for all training authorities, and requires some dire medicinal measures. Unexpectedly, barely any investigation has been directed in the nation to learn the essential mindfulness dimension of instructors about human rights, who should rehearse them inside their classrooms. In this manner agent take an examination entitled "A Study on higher optional instructors' mindfulness on human rights".

OBJECTIVES:

1. To study the level of human rights awareness of higher secondary teachers,
2. To study the significant of the difference in human rights awareness, if any, between the male and female higher secondary teacher,
3. To study the significant of the difference in human rights awareness, if any, between the Urban and Rural higher secondary teachers,
4. To study the significant of the difference in human rights awareness, if any, between the Arts and Science subject higher secondary teachers.

HYPOTHESES:

1. The level of human rights awareness of higher secondary teachers is low.
2. There is no significant difference in human rights awareness between the male and female higher secondary teachers.
3. There is no significant difference in human rights awareness between the Urban and Rural higher secondary teachers.
4. There is no significant difference in human rights awareness between the Arts and Science subject higher secondary teachers.

TOOLS USED FOR THE PRESENT STUDY:

Self constructed human rights awareness scale for higher secondary teachers.

METHOD AND SAMPLE FOR THE PRESENT STUDY:

Normative survey method was used in the present study and Random sampling technique was used in the selection of sample of as many as 200 higher secondary teachers from Puducherry region.

FINDINGS:

The following are the important findings obtained from the present investigation.

1. The level of human rights awareness of higher secondary teachers is average.
2. There is significant difference in human rights awareness between the male and female higher secondary teachers.
3. There is significant difference in human rights awareness between the Urban and Rural higher secondary teachers.
4. There is significant difference in human rights awareness between the Arts and Science subject higher secondary teachers.

CONCLUSION:

The present examination has uncovered that the higher auxiliary instructors are observed to be normal in human rights mindfulness. Subsequently, Suitable exercises and educational programs identified with human rights that are created by the school instruction, government and other educationist thoughts alongside instructor contribution and commitment would absolutely enhance the educators' human rights. The diverse government instructive organizations like, SCERT, NCERT, NCTE, ought to sort out various exercises and projects to sharpen them towards human rights. More mindfulness battles are required to fortify and encourage the conduct.

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