



## AWARENESS OF STUDENTS ON HUMAN RIGHTS

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**ABSTRACT**

The present investigation aims to find out the Awareness of Students on Human Rights. Descriptive Survey method was used in the present study. The students studying in tenth Standard in the High Schools of Cuddalore District formed the population for the present study. The stratified random sampling technique was used in the selection of schools and students in the study. A sample of 1000 students from 12 sample schools was selected for the study. "Human Rights Awareness Questionnaire" constructed and developed by the investigator was used for data collection. There is an equal measure of human rights awareness among the students in respect of its various dimensions and there are significant differences within each group in the following sub-samples in respect of human rights awareness as a whole boys & girls, different communities (SC/OC/BC) and Boarders' and Day scholars, Private and Government Schools Students. But there is no evidence in the present study to say that S.C. and B.C. student differ in respect of their awareness of Human Rights. Though there is a considerable extent of Human Rights Awareness among the high school students, there are significant differences in this respect, within each pair of the different sub-sample involved in the study-boys and girls, Private and Government school students, S.C. B.C. and O.C. students and boarders and day scholars.

**KEYWORDS :** Awareness- Students on Human Rightss

**1.1.0 INTRODUCTION**

Mankind has come a long way from what it was a century ago. Human rights are no longer an empty slogan. Human rights include all fundamental freedoms which individuals should enjoy if they wish to live with dignity. All can enjoy these rights only if all respect and take care of the needs and rights of others. It is now recognized that the cardinal aim of all societies and Government should be to ensure the fullest development of the human personality. The right to live is the natural right of human beings but to live with dignity is also equally important. This realization is the outcome of the efforts of several national and international organizations, which have ceaselessly striven to secure all human beings the right to live with dignity on this earth. The basis of the whole concept of human rights of the individual human rights must ensure in any civilized society. Only then, there can be freedom and justice for all. It would, in turn, lead to peace in the world.

All men and women are equal. They all depend upon one another. They have equal rights and responsibilities for social progress. They are motivated with a reason and conscience. The concept of Human Rights has emerged out of their reasoning and conscience. All human beings by nature love peace. Peace makes advancement of civilization possible. Social and economic progress can take place only in a peaceful environment. Mutual understanding and cordial relationship among individuals flourish only in peaceful times. The foundation of peace in the world rests on the basic principles of justice, equality and freedom enjoyed by all the members of the human family. If it is denied to people, there will be conflicts among people.

**1.2.0 Review of related literature**

**Baxi, Upendra.ed. (1987)** conducted a study on "The Right to be Human" which is a collection of articles indicating that new rights arise from the womb of the old. Now the sphere of the ideas and values concerning human rights thought is very wide covering new areas and constituencies. The main emphasis of this book is on the human rights of child, mentally ill and beggars.

**Venkateramiah, Justice, E.S. ed. (1988)** took up a study on "Human Rights in the Changing World." It is a good work which contains various articles on, 'Human Rights in Prison Justice,' "Human Right -The Indian Experiment," The development of the right to Development and "Philosophical Back-ground of Human Rights." These articles are helpful to

trace out the development of various rights in our country.

**Sharma, S.N. (1990)** conducted a study on "Personal Liberty under Indian Constitution." It provides an empirical and analytical study of social perception of the context, the extent of personal liberty in the light of recent judicial policy of liberal interpretation. It also provides a systematic analysis of the correlation between the personal liberty decisions and maintenance of law and order, within a conceptual framework based on an empirical approach to the fundamental right of personal liberty, the constitutional, legal, social and political aspects of recent judicial decisions.

**1.3.0 Statement of the Problem**

The study is entitled as "Human Rights Awareness of Students on Human Rights in relation to their academic Achievement and Values."

**1.4.0 Objectives of the Study**

1. To find out if there is any significant difference on awareness of human rights among students with respect to their gender, community, boarding status and type of school management.
2. To find out if there is any significant difference on awareness of human rights among students with respect to human rights civil.

**1.5.0 Hypotheses of the Study**

1. There is no significant difference on awareness of human rights among students with respect to their gender, community, boarding status and type of school management.
2. There is no significant difference on awareness of human rights among students with respect to human rights, civil.

**1.6.0 METHODOLOGY**

The Descriptive Survey method has been used in the present study.

**1.6.1 Population**

The students studying in tenth Standard in the High Schools of Cuddalore District formed the population for the present study.

**1.6.2 Selection of Sample**

The stratified random sampling technique was used in the

selection of schools and students in the study. There were and 69 Governmentschool and 27 Private school in this district when the study was conducted. The schools in each category were first written in the alphabetical order and from the first, 9 were chosen and 3 from the second, on the basis of random sampling. Then from each school so selected, two sections of tenth standard were chosen, again on the basis of random sampling. Thus 12 schools were selected for the study with a sample of 1000 students.

**1.6.3 Tool used in the Present Study**

In the present study, "Human Rights Awareness Questionnaire" constructed and developed by the investigator was used to collect the required data. It has 60 statements related to human rights with three alternative responses. The maximum score was 60 and the minimum was 0.

The researcher adopted the Split half method to establish the reliability of Human Rights Awareness Questionnaire. For this purpose, the students' scores in respect of the odd and even number of questions in the questionnaire were taken and the correlation co-efficient between the two sets of score was found by using the Karl Perarson's Product-moment co-efficient of correlation method. The coefficient of correlation was found to be 0.46. From this correlation coefficient between the scores in the two halves of the test, the correlation co-efficient of the whole test was then found out by using the Spearman-Brown Prophecy Formula. The reliability co-efficient of the whole test was calculated to be 0.63. It shows that the questionnaire is reliable.

**1.7.0 Testing of Hypotheses**

**Hypothesis -1**

There is no significant difference on awareness of human rights among students with respect to their gender, community, boarding status and type of school management. The CR (Critical Ration) Values obtained for the six pairs of sub-samples are tabulated in Table -1.

**Table – 1 Results of the Tests of significance of the Mean Difference of Human Rights Awareness Scores of Different Sub-Samples**

S. No	Sub Samples	N1 N2	M1 M2	S1 S2	CR	Level of Significance at 0.01 Level
1.	Category (1) Sex Boys Girls	443 557	41.72 44.58	7.37 6.04	6.59	Significant
2. i.	Category (2) Community Students belonging to S.C	64	44.77	7.82	0.68	Not Significant
	Students belonging to B.C	696	44.09	6.32		
	Students belonging to S.C Students belonging to O.C	64 240	44.77 40.68	7.82 7.24		
ii.	Students belonging to S.C	64	44.77	7.82	3.78	Significant
	Students belonging to O.C	240	40.68	7.24		
iii.	Students belonging to B.C	696	44.09	6.32	6.50	Significant
	Students belonging to O.C	240	40.68	7.24		
3.	Category (3) Boarding Status Boarder Day scholars	135 865	41.62 43.62	7.81 6.55	2.83	Significant
4.	Category (4) Type of School Management Government School Students Private School Students	668 332	42.17 45.63	7.36 4.76	8.95	Significant

**Inference**

1. The differences between the mean scores of Boys and Girls, Private School students and Government School students, students belonging to S.C and students belonging to O.C students belongs to B.C and students belonging to O.C and Boarders and Day scholars in respect of this Human Right Awareness are found to be significant at 0.01 level. Hence, the null hypothesis, there is no significant difference on awareness of human rights among students with respect to their gender, community, boarding status and type of school management is rejected.

2. It is concluded that boys and girls differ in respect of their awareness of Human Rights,
3. It is also concluded students in Private and Government schools, S.C and O.C, students B.C. and O.C. students, Boarders and Day scholars. differ in respect of their awareness of Human Rights,
4. In the case of students belonging to S.C and B.C the null hypothesis is retained since the CR is not found to be significant.
5. It is concluded that there is no evidence in the present study to say that S.C and B.C. students differ in respect of their awareness of human rights.

Hence the Research Hypothesis (1) is accepted only partially.

**Hypothesis -2**

There is no significant difference on awareness of human rights among students with respect to human rights civil.

**Table – 2 Results of the Tests of significance of the Mean Difference of Civil Rights Awareness Scores of Different Sub-Samples**

S. No	Sub Samples	N1 N2	M1 M2	S1 S2	CR	Level of Significance at 0.01 Level
1.	Category (1) Sex Boys Girls	443 553	8.08 8.36	4.30 2.54	1.21	Not Significant
2. i.	Category (2) Community Students belonging to S.C	64	8.55	1.90	0.51	Not Significant
	Students belonging to B.C	696	8.41	3.55		
ii.	Students belonging to S.C	64	8.55	1.90	2.81	Significant
	Students belonging to O.C	240	7.64	3.32		
iii.	Students belonging to B.C	696	8.41	3.55	3.04	Significant
	Students belonging to O.C	240	7.64	3.32		
3.	Category (3) Boarding Status Boarder	135	8.42	7.14	0.34	Not Significant
	Day scholars	865	8.21	2.39		
4.	Category (4) Type of School Management Government School Students	668	8.14	3.97	1.62	Not Significant
	Private School Students	332	8.44	1.90		

**Inference**

1. As regards Civil Rights Awareness of the students, the differences between the mean scores of students belonging to S.C and O.C and students belonging to B.C and O.C is found to be significant at 0.01 levels. Therefore, the null hypothesis that "There is no significant difference between the mea scores the students belonging to S.C and O.C, and students belonging to B.C. and O.C" is rejected in each case

2. It is concluded that within these pairs, students differ in respect of their awareness of Civil rights. On the other hand, the mean differences in respect of the remaining pairs of students are not found significant. It is concluded that there is no evidence in the present study to say that their groups differ in respect of their awareness of Civil Rights. Hence the Research Hypothesis (2) is accepted only partially.

11. Venkateramiah, E.S. (1988): Human Rights in the Changing world International Law Association, New Delhi.

### 1.8.0 Major Findings of the Study

The following are the findings on the basis of the analysis and interpretation of the data gathered.

1. There is an equal measure of human rights awareness among the students in respect of its various dimensions.
2. There are significant differences within each group in the following sub- samples in respect of human rights awareness as a whole.
  - a. Boys and Girls
  - b. S.C. and O.C.
  - c. B.C. and O.C.
  - d. Boarders' and Day scholars.
  - e. Private and Government Schools Students

But there is no evidence in the present study to say that S.C. and B.C. student differ in respect of their awareness of Human Rights.

3. As regards Civil Rights Awareness of the students, the differences between the mean scores of students belonging to S.C and O.C and students belonging to B.C and O.C is found to be significant at 0.01 levels

### 1.9.0 Recommendations

In the light of the finding of this study, the following recommendations are made:

1. Though there is a considerable extent of Human Rights Awareness among the high school students, there are significant differences in this respect, within each pair of the different sub-sample involved in the study-boys and girls. Private and Government school students, S.C. B.C. and O.C. students and boarders and day scholars. Hence it is recommended that teachers should pay individual attention to their students in their instruction in Human Rights, as it is necessary in the case of other subjects also in the school curriculum. Close monitoring and periodic evaluation of the students' progress should be done in this area of study.
2. The students' awareness of Human Rights should not be merely academic but it has to be developed through their emotions. Hence the syllabus in Human Rights should be activity-based, Case study, discussions, film and video, mock trails, role play and dramatization in school should form an important part of the learning experiences to be provided them awareness on human rights.

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