

## **A Study of Human Rights Awareness among Pre-Service Teacher Trainees of Hyderabad**

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### **Abstract**

*This study was conducted to investigate the awareness of human rights among pre-service (initial) teacher trainees. 200 pre-service teacher trainees were the sample of study and they were selected through stratified random sampling method from Teacher Training Colleges of Hyderabad district of Telangana State. For collecting data, a self-prepared tool, of Human Rights Awareness (HRA) based on eight dimensions, was used by the researchers, and then analysis of data was done by t- test. Finding of the study reveals that the level of Human Rights Awareness among prospective teachers is very low. The level of awareness of human rights in B.Ed. students are more than the D.Ed. Students, similarly the awareness level in male teacher trainees towards human rights was higher than the female teacher trainees. The results of this study inferred that prospective teachers had inadequate knowledge about human rights.*

*While human rights discussions are interwoven throughout educational curriculum, the positive implications will be seen later in future. In teaching training courses, it is very crucial to incorporate human rights education because teacher trainees are the prospective teachers who would be sharing their knowledge with school children. For increasing human rights awareness among B.Ed. and D.Ed. students, activities like discussion should be organized in classes on various issues related to human right.*

### **Keywords**

Human Right Awareness (HRA), Pre-service Teacher Courses (B.Ed. & D.Ed.), Pre-service Teacher Trainees

## Introduction

The emphasis on Human Rights Education began in 1995 with the beginning of the UN Decade for Human Rights Education, though previously addressed in 1953 with the UNESCO Associated Schools Program, which served as an “initial attempt to teach human rights in formal school settings”. The first formal request for the need to educate students about human rights came about in UNESCO’s General Conference 1974 which adopted recommendation concerning Education for International Understanding, Cooperation and Peace, and Education Relating to Human Rights and Fundamental Freedoms.

Preamble to the Universal Declaration of Human Rights, 1948 stated that, The General Assembly proclaims this Universal Declaration of Human Rights as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms.

We can say that every human being is entitled to enjoy irrespective of religion, race, caste, sex, and nationality human rights that are necessary for human survival, wellbeing, dignity, respect for humanity, equality for human beings and liberty of human beings. Human rights are broadly classified into eight types of rights- civil rights, cultural rights, economic rights, educational rights, legal rights, political rights, social rights and international rights. Education has been specified as one of the fundamental human rights in Article 26 of the Universal Declaration of Human Rights. The researchers wanted to know, the level of human rights awareness among the pre-service teacher trainees of Hyderabad district of Telangana.

## Objectives

1. To study the level of Human Rights Awareness (HRA) among pre-service teacher trainees.
2. To study the difference in level of Human Rights Awareness (HRA) among B.Ed. and D.Ed. teacher trainees.

## Hypotheses

1. There is average level of Human Rights Awareness (HRA) among pre-service teacher trainees.
2. There is no significant difference between the level of HRA among B.Ed. and D.Ed. teacher trainees.
3. There is no significant difference between the level of HRA among male and female teacher trainees.
4. There is no significant difference between the level of HRA among male and female teacher trainees of B.Ed. Course.
5. There is no significant difference between the level of HRA among male and female teacher trainees of D.Ed. Course.

## Population and Sampling Methodology

Looking at the nature of the study and variables, descriptive survey method was adopted in this study. 200 pre-service teacher trainees were selected from six teacher training institutes of Hyderabad district of Telangana State. They were selected through stratified random sampling on the basis of equal allocation. The study involves comparison between, B.Ed. and D.Ed. teacher trainees as well as male and female teacher trainees of B.Ed. and D.Ed. courses. 100 students were selected from B.Ed. course and 100 from D.Ed. course. Gender of the teacher trainees was considered as the second strata. A sample of 200 pre-service teacher trainees was constituted of 100 male and 100 female.

## Tools Used

For measuring the level of human rights awareness a self-prepared tool was used by the researcher which was standardized by calculating validity and reliability. The tool was consisted of 40 items, each item having 2 alternative answers of which one being the correct.

## Procedure for Data Collection

For collection of data, the researchers sought the help of Principals and Teachers of the concerned teachers training institutes and the students were encouraged and persuaded to give their honest and frank responses, ensuring that the data will only be used for research purposes. Test was administered by the investigators themselves.

## Statistical Techniques

Researcher used statistics like Mean, Percentage and T-test for analysis of data.

## Analysis of Data

**Table-1: Showing the level of Human Rights Awareness (HRA) among pre-service teacher trainees**

S.No.	Categories	Range	B.Ed.	%	D.Ed.	%	Pre-service teacher trainees	%
1	High	30-40	10	10	2	2	12	6.5
2	Average	15-30	78	78	69	69	147	73.5
3	Low	0-15	12	12	29	29	41	20
Total			100	100	100	100	200	100

On the basis of observation of the above table, it can be inferred that the 10% B.Ed. and 2% D.Ed. teacher trainees had high level of HRA, 78% B.Ed. and 69% D.Ed. teachers trainees possessed average level of HRA while 12% B.Ed. and 29% D.Ed. teachers trainees showed low level of HRA. Out of the total of 200 teacher trainees nearly two-third (73.5%) had average level of HRA. It can be inferred that a very high proportion of trainees had average level of HRA. One-fifth of the total trainees had low level of awareness and very small proportion (6.5%) trainees had high level of awareness towards human rights.

**Table-2: Showing significant difference between the level of Human Rights Awareness (HRA) among B.Ed. and D.Ed. teacher trainees**

Category	Mean	sd	N	df	t-test	Result
B.Ed.	35.16	7.12	100	198	6.25	Significant at 0.01 & 0.05 level
D.Ed.	29.12	6.67	100			

The above table shows that value of t-test is 6.25 which indicate that mean difference between the level of HRA among trainees of B.Ed. and D.Ed. programs was found to be significant. Thus, it may be concluded that there is significant difference between the level of human rights awareness among B.Ed. and D.Ed. teacher trainees. It can also be observed from the above table that the mean value of awareness level of B.Ed. students was higher than the mean value of awareness of D.Ed. students. It may be inferred that B.Ed. students possessed higher level of Human rights awareness in comparison to D.Ed. students.

**Table-3: Showing significant difference between the level of Human Rights Awareness (HRA) among male and female teacher trainees**

Category	Mean	sd	N	df	t-test	Result
Male	37.32	7.12	100	198	7.23	Significant at 0.01 & 0.05 level
Female	30.23	6.92	100			

The above table shows that the value of t-test i.e. 7.23 was found to be significant at 0.01 level. Hence, it is concluded that there was significant difference between the level of HRA among male and female teacher trainees. It is further found that male teacher trainees were superior (37.32) to female teacher trainees (30.23) in terms of mean scores on HRA. The male teacher trainees possessed more favorable Human Rights Awareness than the female teacher trainees. It may be inferred that gender do influence the level of HRA and supremacy of male may be due to the reason that they have better exposure of outside environment and they get better chances of interaction with diverse segments of population in the society.

**Table-4: Significant difference between the level of Human Rights Awareness (HRA) among male and female teacher trainees of B.Ed. Course**

Category	Mean	sd	N	df	t-test	Result
Male	30.2	6.69	50	98	2.38	Significant at 0.01 & 0.05 level
Female	27.8	7.72	50			

In the above table the value of t-test is 2.38 and it is found to be significant at 0.01 level, so the related the hypothesis is rejected. Thus, it is concluded that there was significant difference between the level of HRA among male and female teacher trainees of B.Ed. Course. It is further found that male teacher trainees (30.2) were superior to female teacher trainees (27.8) in terms of mean value of HRA. The male teacher trainees possessed more favorable Human Rights Awareness than the female teacher trainees. It may be inferred that gender do influence the level of human rights awareness, supremacy of male may be due to the reason that they have better exposure of outside environment and they get better chances of interaction with diverse segments of population in the society.

**Table-5: Showing significant difference between the level of Human Rights Awareness (HRA) among male and female teacher trainees of D.Ed. Course.**

Category	Mean	sd	N	df	t-test	Result
Male	30.35	7.28	50	98	7.06	Significant at 0.01 & 0.05 level
Female	22.44	8.56	50			

The value of t-test is 7.06 and it is found to be significant at 0.01 and 0.05 level of significance, so the hypothesis is not accepted. Thus, it is concluded that there was significant difference between the level of HRA among male and female teacher trainees of D.Ed. course. It is further found that male (30.35) teacher trainees were superior to female teacher trainees (22.44) in terms of mean value of HRA. The male teacher trainees possessed more favorable HRA than the female teacher trainees. It may be inferred that gender do influence the level of HRA, supremacy of male may be due to the reasons that they have better exposure of outside environment and they get better chances of interaction with diverse segments of population in the society.

### Major Findings of the Study

On the basis of hypotheses testing the study revealed the following major findings:

1. There is average level of Human Rights Awareness (HRA) among pre-service teacher trainees.
2. There is significant difference found between the level of HRA among B.Ed. and D.Ed. teacher trainees.

3. There is significant difference found between the level of HRA among male and female teacher trainees.
4. There is significant difference found between the level of HRA among male and female teacher trainees of B.Ed. Course.
5. There is significant difference found between the level of HRA among male and female teacher trainees of D.Ed. Course.

## Conclusion

“Education makes a people easy to lead, but difficult to drive; easy to govern, but impossible to enslave.” Lord Henry Peter Brougham.

When human rights discussions are interwoven throughout educational curriculum, the positive implications will be seen in future. In teacher training courses, it is very crucial to incorporate human rights education because teacher trainees are the prospective teachers and in future they will share their knowledge with children of schools. This will definitely lead to increased human rights awareness in the society. For increasing human rights awareness among B.Ed. and D.Ed. students, various learner centric pedagogy like debate, discussion, project work, brain storming on various issues of human rights in local, national and global contexts should be used. of society, self-introspection, and discourage any type of discrimination in class.

In present scenario, parents, teachers and the educational institutions are very conscious about empowering the cognitive aspects of the children. They should provide more time and efforts in developing not only cognitive professional skills but also affective skills for the development of human rights awareness.

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(This paper was presented in the national seminar on ‘Human Rights Education’ organized by the Patna Training College, Faculty of Education, Patna University on the 11 April, 2015)