



A Comparative study on Human Rights Awareness among Teachers belonging to JNVs and GSSs of Uttarakhand

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Abstract

In this study, normative survey method was used to find out the human right awareness among teachers belonging to Jawahar Navodaya Vidhyalaya (JNVs) and Government Secondary Schools (GSSs) in Garwal region of Uttarakhand. Sample collected by purposive sampling method and Human Rights Awareness tool developed by Vishal Sood & Arti Anand was used to assess the Human Rights Awareness of the teachers. Both descriptive and inferential statistics were used. The result showed that there is no significant difference in the Human Right Awareness between the teachers belonging to JNVs and GSSs as related to their gender & study stream differences. Only male teachers and humanities teachers belonging to GSSs were slightly much aware than female teachers and science teachers of GSSs respectively.

Key words: Human Right, JNVs, JSSs, Human Right Education, Human Right Awareness.

Introduction:

Human rights are rights we have simply because we exist as human beings - they are not granted by any state. These rights are inherent to us all, regardless of nationality, sex, and national or ethnic origin, colour, religion, language, or any other status. They range from the most fundamental - the right to life - to those that make life worth living, such as the rights to food, education, work, health, and liberty. Karel Vasak (1977) has aptly remarked that rights are meant to be enjoyed by the individuals, constitute, a social phenomenon by virtue of those for whom they are intended. Dishnara Begum (2021) stated that all human rights are indissoluble whether they are civil rights, political rights, economic rights, social rights, or cultural rights. The perception of human rights is the natural significance of man's aspiration to maintain a happy personal and social life based on common sacrifice, sharing, caring, and respecting an



individual's dignity. They are about living a life free from fear, harassment, or discrimination. As we conclude that human rights are said to be recognized, inalienable, natural & inherent and essentially equal. The preamble to the Indian constitution reflects the basic principle of Universal declaration of Human Rights, Justice, liberty, equality and fraternity are the basic ideals mentioned in it and this forms the core of our Indian constitution. The Universal Declaration of Human Rights (UDHR), adopted by the UN General Assembly in 1948, was the first legal document to set out the fundamental human rights to be universally protected. UDHR defined human rights as "rights derived from the inherent dignity of the human person." Human rights when they are guaranteed by a written constitution are known as "Fundamental Rights" because a written constitution is the fundamental law of the state.

In the late 1970s, when Karel Vasak offered his concept of the three generations of rights, i

Human Rights and Education

Human rights are moral principles or norms for certain standards of human behaviour and are regularly protected in municipal and international law. The terms of Human Right denotes all those rights, which are basic in our nature and without which we cannot live. In other words, human rights are essential part of human beings. Education helps the society to understand values and enter this into life, mind and soul of human being. It also protects human rights. Education can and does influence the attitudes of individuals by creating awareness through disseminating knowledge. It can be used effectively in evolving a culture sensitive to the needs and rights of individuals. Lack of education can be a major cause of helplessness in a democratic system.

Human Rights education is directed towards strengthening respect for human rights and fundamental freedom, full development of human personality and sense of dignity, promotion of social gender equality, understanding and tolerance and enabling everyone to participate effectively in a free society. Choudhury (2013) forwarded that human rights education is not something like acceptance of abstract ideas reflecting definite ideas. It is obviously to be adapted to the specific needs of every human being by providing one with rules, values and criteria to which one can opt in the course of daily life. Alam & Halder (2018) explained the interrelation between human rights and education. They concluded that there is no doubt that education has a major role to play for protection and promotion of human rights. Pandey (2005) conducted a study on Human Rights Awareness of Teachers and Teacher Educators in India. The Survey was administered on the male- female teachers and teacher educators working at different levels of school education and teaching experiences. 70%



teachers lacked awareness about the existence of Human Rights Protection Act in India. School education in mother language about human rights will make the learners more prompt about their values and ways to use them in their day to day life. A vital outcome of human rights education is empowerment, a course of action through which people and communities increase the control of their own lives and the decisions that affect them.

Review of Related Literature:

Dayal et al. (2015) conducted a comparative study on Human Rights Awareness among Teachers working in P.S.E.B. and C.B.S.E Affiliated Schools. The study revealed that the teachers of C.B.S.E schools were more aware as compared to those of P.S.E.B schools on human rights. Male teachers of C.B.S.E were found to be more aware of human rights than their counterparts. Vimal Kumar et al. (2014) studied about awareness of human rights' among B.Ed student teacher in Punducherry. The finding suggested that awareness of human rights of B.Ed. student teachers is found to be low level. Padmavathy & Pallai (2015) has been made to investigate the human rights awareness of postgraduate students studying in the university and the study reveals that post graduate students irrespective of their entire sample, gender, place of residence, stream/faculty and type of family have average level of human rights awareness. Narad & Kaur (2019) found in their study as Awareness and exercise of human rights among women of Punjab. The study revealed that working women had a greater awareness of human rights and exercises more human rights in comparison to their non-working women counterparts. Further, rural working and urban working women had similar awareness of human rights while rural working women exercise more human rights as compared to urban counterparts. While rural and urban non-working women had similar awareness as well as knowledge about human rights.

Need and Significance of study:

Human rights awareness is a universal concern at the global today when the nations are witnessing communal violence and value conflicts in various region of the world. If citizens of the nations are not aware about their rights, they cannot be expected to stand up for their own rights and give respect other's rights. Without any spread out of the culture of human rights and proper awareness, democracy has not guaranteed of respect of human rights. Human rights education focuses on the attitude of tolerance, respect, honour, solidarity and develops individual awareness about the way and means by which human rights translated into social, cultural and political reality. There is a specific need of education directed at spreading and enhancing Human rights awareness. So the teachers from the education system should be aware about the human rights education and human rights. Teachers imparted stories, poems and songs concerning human rights values in the schools. The Indian education system



always expects human right awareness on its teachers who are central to the process of teaching and learning.

In the present study, it has been undertaken to find out the human right awareness among teachers belonging to Jawahar Navodaya Vidhyalaya (JNVs) and Government Secondary Schools (GSSs) in Garwal region of Uttarakhand. Being a hilly state there is big setup of Government Secondary Schools in Uttarakhand because huge number of student are depends to study and passes out from these schools year to years. Similarly JNVs is specific setup established by Central Government under National Policy on Education-1986. Many teachers are working in Uttarakhand in both type of schools and they have to be knowledgeable about the human rights to transfer the awareness down to students in the schools and out sides schools. Proper and adequate awareness about human rights in those teachers can help to create a responsible, disciplined, sensitive, informed social setup in concerned schools which is beneficial to the learners and society. If it is being find out that teachers have not adequate awareness of human rights, special training programme made out to enhance such awareness in the teachers for transfer of the required awareness down to students inside and outside of the schools.

Objectives:

1. To find out human rights awareness among teachers belonging to Jawahar Navodaya Vidhyalaya (JNVs) and Government Secondary Schools (GSSs).
2. To compare human rights awareness among male and female teachers belonging to Jawahar Navodaya Vidhyalaya (JNVs).
3. To compare human rights awareness among male and female teachers belonging to Government Secondary Schools (GSSs).
4. To study human rights awareness among Science and Humanities subject teachers belonging to Jawahar Navodaya Vidhyalaya (JNVs).
5. To study human rights awareness among Science and Humanities subject teachers belonging to Government Secondary Schools (GSSs).
6. To compare human rights awareness among male teachers belonging to JNVs and GSSs.
7. To compare human rights awareness among female teachers belonging to JNVs & GSSs.

Hypotheses:

1. There exists no significant difference in human rights awareness of teachers belonging to Jawahar Navodaya vidhyalaya (JNVs) and Government Secondary Schools (GSSs).
2. There exists no significant difference in human rights awareness of male and female teachers belonging to Jawahar Navodaya Vidhyalaya (JNVs).



3. There exists no significant difference in human rights awareness of male and female teachers belonging to Government Secondary Schools (GSSs).
4. There exists no significant difference in human rights awareness of Science and Humanities subject teachers belonging to Jawahar Navodaya Vidhyalaya (JNVs).
5. There exists no significant difference in human rights awareness of Science and Humanities subject teachers belonging to Government Secondary Schools (GSSs).
6. There exists no significant difference in human rights awareness of male teachers belonging to JNVs and GSSs.
7. There exists no significant difference in human rights awareness of female teachers belonging to JNVs and GSSs.

Operational terms used in study

Human Rights

Human rights are moral principles or norms, which describe certain standards of human behavior and are regularly protected as legal rights in municipal and international law.

Jawahar Navodaya Vidhyalayas (JNVs)

Jawahar Navodaya Vidyalaya means the residential secondary schools established by Central Government under the recommendation of National Education Policy-1986 and funded by MHRD New Delhi. These co-educational schools are for the students of class 6 to 12 and bring the best of rural talent by the transparent entrance examination. These schools are symbolically denoted as JNVs in this study.

Government secondary schools (GSSs)

All the Government schools affiliated to CBSE which education system run directly through Government rules & funds and provides education from class 6 to 12 are called Government secondary school or Govt. Inter Colleges. These schools may be co-educational or separate for girls and boys in Uttarakhand. These schools are symbolically denoted as GSSs in this study.

Research Methodology:

Method and Sampling:

In the present study normative survey method was used to find out the Human Rights Awareness among teachers belonging to Jawahar Navodaya Vidhyalayas (JNVs) and Government secondary schools (GSSs) of Garhwal region in Uttarakhand. The population of the Present study is the all teachers from Jawahar Navodaya Vidyalayas and its nearby Government Secondary schools (Government inter colleges) of Garhwal region in Uttarakhand. Purposive sampling method was used and all teachers from JNVs and its nearby one GSSs from Garhwal region were the sample of the study.



Table–(A)
Distribution of the samples in sense of Gender and study group Variance

Type of Schools	Gender		Study streams	
	Male	Female	Sciences	Humanities
<i>Jawaher Navodaya Vidhyalayas (JNVs)</i>	75	37	32	80
	112		112	
<i>Government secondary schools (GSSs)</i>	143	44	71	116
	187		187	

Tools of the study

A standardised Human Rights Awareness tool developed by Vishal Sood & Arti Anand, (2012) was used to assess and analyse, the Human Rights Awareness in the teachers of JNVs and GSSs. There are 50 statements with three alternatives responses i.e., true, undecided and false. For correct statements a score of 2 marks was given for true, 1 mark for undecided and zero marks was given for false options and for negative statements. Human Rights Awareness tool was classified into three dimensions as knowledge of human rights related documents, knowledge and understanding about human rights concepts and understanding of situations involving human rights violation/non-violations. The reliability of the human rights awareness test was ranged between to be 0.67 to 0.73 and test was found to possess an adequate content validity.

Table–(B)

Norms for interpretation of level of Human Rights Awareness		
Range of Z-score	Grade	Level of Human Rights Awareness
+ 2.01 and above	A	Extremely High
+ 1.26 to +2.00	B	High
+0.51 to +1.25	C	Above Average
- 0.50 to +0.50	D	Average
-0.51 to -1.25	E	Below Average
-1.26 to -2.00	F	Low
-2.01 and below	G	Extremely low

Statistical Techniques

In this study, both descriptive and inferential statistics were used for analysis of data. The descriptive statistics such as mean and S.D. were used. Inferential statistics such as t-test were employed. The Value of ‘t’ was calculated to know the significant difference between the mean scores of Human Rights



Awareness in the teachers belonging to JNVs and GSSs in different dimensions described according to hypothesis of study.

Analysis and interpretation

The analysis and interpretation as per made the hypotheses related to present study is exploring with the help data in the table - (C) and table - (D). Seven sub-tables are arranged to calculate the easy interpretation the data related to the Human Right Awareness of the teachers belonging to JNVs and GSSs as related to gender differences, stream differences and compositely.

Table–(C)
Level of Human Right Awareness of teachers belonging to JNVs & GSSs

Teachers belonging	Human Right Awareness Scores							
	Low		Moderate		High		Total	
	N	%	N	%	N	%	N	%
JNVs	27	24.11	43	38.39	42	37.50	112	100.00
GSSs	53	28.34	75	40.11	59	31.55	187	100.00
Total	80	26.76	118	39.46	101	33.78	299	100.00

It is inferred from the above table-(C) that 24.11%, 38.39% and 37.50% teacher belongs to JNVs and 28.34%, 40.11% and 31.55% teachers belongs to GSSs have low, moderate and high level of awareness of Human Rights respectively. It is also observed that most of the teachers belong to both types of school have moderate level of awareness about Human Rights.

Table–(D)
Significance of difference in Human Right Awareness between JNVs & GSSs Teachers as related to their Gender differences, Education Streams and Compositely

Hypothesis	Categories	Sub Samples	N	Mean	SD	t-value	df
1.	Total Teachers	JNVs	112	64.34	11.21	1.42	297
		GSSs.	187	62.56	9.15		
2.	Gender JNVs	Male	75	65.40	11.43	1.17	110
		Female	37	63.28	7.53		
3.	Gender GSSs	Male	143	64.61	11.58	2.67*	185
		Female	44	60.52	7.86		



4.	Streams JNVs	Science	32	63.12	10.81	1.05	110
		Humanities	80	65.56	11.74		
5.	Streams GSSs	Science	71	61.10	8.22	2.04*	185
		Humanities	116	64.02	11.25		
6.	Gender Males	JNVs	75	65.40	11.43	0.48	216
		GSSs.	143	64.61	11.58		
7.	Gender Females	JNVs	37	63.28	7.53	1.61	79
		GSSs.	44	60.52	7.86		

Level of significance - 0.05

An analysis of Hypothesis-1, shows that no significant difference has been found in the Human Right Awareness between the teachers belonging to Jawahar Navodaya Vidhyalaya and Government Secondary School as per their Human Right Awareness scale scores. The obtained mean score of the teachers from JNVs and GSSs are 64.34 and 62.56, respectively. The 't' value 1.42 is less than the table value at 0.05 level of significance for 297 degree of freedom. However, the higher mean value was found intended in favour of JNV teachers, yet it could not yield any significant difference. Thus, on the basis of the above finding, the proposed hypothesis - (1) hereby can be accepted.

An analysis of Hypothesis-2, shows that no significant difference has been found in the Human Right Awareness between the male and female teachers belonging to JNVs as per their Human Right Awareness scale scores. The obtained mean scores of the male and female teachers from JNVs are 65.40 and 63.28, respectively. The 't' value 1.17 is less than the table value at 0.05 level of significance for 110 df. However, the mean value 65.40 is slightly in favour of male teachers but smaller enough to be called significant. Thus, on the basis of the above finding, the proposed hypothesis - (2) hereby can be accepted.

An explanation of Hypothesis-3, evidently reflects a significant difference in the Human Right Awareness between the male and female teachers belonging to GSSs as per their Human Right Awareness scale scores. The obtained mean scores of the male and female teachers from GSSs are 64.61 and 60.52, respectively. The 't' value 2.67 is much greater than the table value at 0.05 level of significance for 185 df. The higher mean value 64.61 is in favour of male teachers. Therefore it can be inferred that male teachers are frequently aware than female teachers of JNV. Thus, on the basis of the above finding, the proposed hypothesis - (3) hereby can be rejected.

An analysis of Hypothesis-4, there is no significant difference found in the Human Right Awareness scores between the teachers belonging to



science and humanities stream of JNVs in their Human Right Awareness scale. The obtained mean values of the teachers belonging science and humanities are 63.12 and 65.56, respectively. The 't' value 1.05 is less than the table value at 0.05 level of significance for 110df. However, the higher mean value found intended in favour of humanities teachers', yet it could not yield any significance difference. Thus, on the basis of the above finding, the proposed hypothesis - (4) hereby can be accepted.

An observation of Hypothesis-5, reflects a significant difference in the Human Right Awareness between the teachers belonging to science and humanities stream of GSSs as per their Human Right Awareness scale scores. The obtained mean scores of science and humanities teachers from GSSs are 61.10 and 64.02 respectively. The 't' value 2.04 is greater than the table value at 0.05 level of significance for 185 df. However, the mean value 64.02 is slightly in favour of humanities teachers but smaller enough to be called significant. Thus, on the basis of the above finding, the proposed hypothesis - (5) hereby can be rejected.

An analysis of Hypothesis-6, shows that no significant difference has been found in the Human Right Awareness between the male teachers belonging to JNVs and GSSs as per their Human Right Awareness scale scores. The obtained mean score of the teachers from JNVs and GSSs are 65.40 and 64.61 respectively. The 't' value 0.48 is less than the table value at 0.05 level of significance for 216 degree of freedom. However, the mean value 65.40 is slightly in favour of male teachers of JNVs but smaller enough to be called significant. Thus, on the basis of the above finding, the proposed hypothesis - (6) hereby can be accepted.

An explanation of Hypothesis-7, evidently reflects an insignificant difference has been found in the Human Right Awareness between the female teachers belonging to JNVs and GSSs as per their Human Right Awareness scale scores. The obtained mean score of the teachers from JNVs and GSSs are 63.28 and 60.52 respectively. The 't' value 1.61 is less than the table value at 0.05 level of significance for 79 degree of freedom. However, the higher mean value found intended in favour of female teachers of JNVs, yet it could not yield any significance difference. Thus, on the basis of the above finding, the proposed hypothesis - (7) hereby can be accepted.

Results and Discussion

1. There 24.11%, 38.39% and 37.50% teacher belongs to JNVs and 28.34%, 40.11% and 31.55% teachers belongs to GSSs have low, moderate and high level of awareness of Human Rights respectively.
2. There is no significant difference in the Human Right Awareness between the teachers belonging to Jawahar Navodya Vidhyalaya and Government Secondary School. However, the teachers belonging to JNVs are more



- aware as compared to GSS teachers but smaller enough to be called significant.
3. There is no significant difference in the Human Right Awareness between the male and female teachers belonging to JNVs.
 4. There is a significant difference in the Human Right Awareness between the male and female teachers belonging to GSSs. The male teachers are frequently aware than female teachers of GSSs.
 5. There is no significant difference in the Human Right Awareness between the teachers belonging to science and humanities stream of JNVs. However, the higher mean value found intended in favour of humanities teachers', yet it could not yield any significance difference.
 6. There is significant difference in the Human Right Awareness between the teachers belonging to science and humanities stream of GSSs. The humanities teachers are more concerned and frequently aware than science teachers of GSSs.
 7. There is an insignificant difference in the Human Right Awareness between the male teachers belonging to JNVs and GSSs. However, the mean value is slightly in favour of male teachers of JNVs but smaller enough to be called significant.
 8. There is an insignificant difference in the Human Right Awareness between the female teachers belonging to JNVs and GSSs. Although, the female teachers of JNVs are frequently associated with human Rights Awareness.

Conclusion

Human rights awareness is a global concern today when the nations are witnessing communal clashes and ethnic conflicts in various region of the world. The present study has been undertaken to find out human right awareness among teachers of JNVs and GSSs in Garhwal region of Uttarakhand. The conclusion of the study is the teachers from JNVs are more aware about Human Rights as compared to GSS teachers in numbers. However, more teachers belonging to GSSs have moderate Human Rights Awareness rather than teachers belonging to JNVs. It is slightly showed that male teachers and teachers belonging to humanities stream from Government Secondary Schools are more concerned and frequently aware about Human Rights and actively transfer the awareness down to students. Adequate awareness about human rights in such teachers can help create sensitive, informed children to make a democratic social setup in the future. So the human rights awareness programs should be developed in the schools and especially prospective teachers must know the importance & relevance of human rights because the teacher is the best medium to expand and promote awareness about human rights among students as well as society.



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