

A Study on College Students Attitude Towards Human Rights in Relation to Their Gender

Swapna Lahon, Lutfun Rasul Saikia

Assistant Professor Department of Education Handique Girls' College, Guwahati 781001
Professor (Retd) and Former Head Department of Education, Guwahati University, Guwahati 781014

ABSTRACT

Developing human rights attitude among the students at all level is the major concern of present educational system as human rights violation, exploitation has become the burning issue of the society. As students are the future citizen and the real strength of the nation are developed awareness and attitude towards human rights as they have to solve the problems related to human rights. The present study aims to measure the attitude level of college students towards human rights in relation to their gender. For the study the researcher had selected 366 students (183 girls and 183 boys). The sample were collected from Puthimari College of Kamrup (R) district of Assam. For selection of sample the researcher applied simple random sampling technique. To collect data from the sample the researcher used a standardized scale (Human Rights Attitude Scale) developed by Rajesh Kumar Srivastav. The scale includes 50 items. For analyzing the obtained data some statistical technique such as Mean, SD and t-test were applied. The result of the study reveals that the students have high level of human rights attitude but boy and girl students differ significantly in their attitude towards human rights.

Keywords: Human Rights, Attitude, College students, Gender.

INTRODUCTION

Human Rights are inherent and inalienable rights which are due to an individual by virtue of his/her being a human being and are the result of humanity's increasing and persistent demand for dignity, justice, respect, protection, security and freedom- all needed for human existence. Human rights are equal and basic rights for all human beings that allow individuals to make independent choices and decisions in the specific as well as in any situations. Human Rights encompass the equal right of people to participate in politics, civics, education, culture and other matters relating to human and nation's development. Human rights are sometimes call by others names like fundamental rights, birth rights, basic rights, inherent rights, natural rights etc.

The 20th century witnessed two world wars along with massive violation of human rights. After the World War II the United Nations was formed to establish peace worldwide. It dawned upon the leaders of various nations that HRs of all nationalities and communities have to be project and preserved and the result of it the Universal Declaration of HRs and the subsequent covenants were declared. Even in the post war era, it has been noticed that that HRs are still being violated in most of the countries where crimilization of politics and lack of accountability has become the order of the day.

From the long past human beings have been struggling for recognition of human dignity and worth and as a result United Nations Universal Declaration of Human Rights in 1948 was adopted and

since then the two covenants and conventions of economic, social, cultural, civil and political rights have been notified by more than 140 countries including India. Eventually in the year of 1949, Indian constitution incorporates many of the principles of the UDHR. Respect for human is already deep rooted in Indian civilization and all societies and cultures have in the past developed some concept on rights of the people that should be respected. From ancient time some of the human rights have been considered universal in nature, particularly the concept of “Vasundhaiva Kutumbakam” hold the spirit of human rights in Indian Civilization.

The oldest scripture of India ‘Rig Veda Samhita’ proclaims that all human beings are born equal and they are all brothers and sisters. The ‘Atharva Veda’ also advocates equal rights of all human beings over natural resources. Indian ethos always try to inculcate a set of values and moralities amongst the mind of people of the country.

In India human rights perspectives have great influence on educational plans and formulation of various educational policies. The statement of various Indian policies and report of various Indian Commissions have articulated the importance of Right to Education. These policies and commissions has included human rights as a part of educational reform.

Human rights education has been reflected in the recommendations of various Indian Educational policies like the University Education commission (Radhakrisnan Commission 1949) Secondary Education Commission (1964-66) Education Commission (Kothari Commission 1964-66) and National Policies on Education (INPE 1968, 1986) The NPE (1986) and the 1992 Plan of Action (POA) and the National Education Policy (2020) to make a direct reference to the promotion of ‘International Cooperation’, ‘international understanding’, ‘brotherhoodness’ and ‘Peaceful Co-existence’ as important objectives of Education. The UGC has become more proactive in the field of human rights education. The UGC provides financial assistance to colleges and universities to for human rights courses, seminars and workshops on human rights and human rights related topics. It also advised the educational institutions to open courses on human rights.

NEP 2020 is looking forward to making India a “global knowledge superpower” and it will be only done by making education system more flexible, reliable, accessible and multi-disciplinary which will bring out the unique capabilities of students. NEP focused on establishing of a knowledge society, potential and developing an equitable and just society through education. NEP 2020 try to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” by 2030. NEP 2020 focused on inculcation of ethics and morals, development of constitutional values like humanity, sympathy, empathy, respect for others, cleanliness, courtesy, democratic spirit, spirit of service, respect for public property, liberty, responsibility, quality and justice among the students.

Education is not a privilege, it’s a human rights. According to the Indian economist and philosopher Amartya Sen, the current efforts should focus on making education as basic human right. It is universally accepted that education is the best weapon of social change, social. Through education equity can be established in the society and education can empower individuals who can contribute towards the development of the Nation. Human rights education can establish world peace and prosperity and it can promote the standard of living of human being. The UN Decade (1995-2004) for human rights education programme is an idea to promote a common understanding of the basic principles and methodology of human rights education. Human Rights Education is means to create a

culture of respect for human rights and to promote values such as peace, equality, justice, non-violence, tolerance, kindness, brotherhoodness and fundamental freedoms among all nations. Human rights educations develop awareness among the students and it can also develop awareness and right attitude among the student towards human rights. Students are the future global citizen so it is the responsibility of the teachers to teach them about human rights which will help to develop right attitude towards human rights and then only we can expect a better world.

Attitude can be defined as the likelihood to response and react to individuals, places, objects, incidents or thoughts either in a negative or positive way (Sipmson et al 1944:212). Students attitude towards human rights need to be developed in a right way. Learning about human rights is purely cognitive which include of human rights, history, documents related to human rights, declarations and conventions and covenants etc. and implementation of mechanisms. All people of the society needs to understand the Universal Declaration of Human Rights and how does it affect governments and individuals. They also need to understand the interdependence of rights, the civil, political, social, economic and cultural. Human rights should be the '4th R' a fundamental of everyone's essential education along with 'Reading' 'Writing' 'Arithmetic'.

NEED AND IMPORTANCE OF THE STUDY

The cases of human rights violation in India is increasing day by day. Unlawful and arbitrary killing, restrictions on freedom of expression and the press, restriction on political participation, violence against women and children have become the order from 'womb to tomb' now a days. Newspaper, TV, Radio and other social media are full of news, stories related to human rights violation. We all want to live a peaceful life. Every human being possess human rights and with these rights they can live life with dignity. Until and unless people are aware about their rights they can't raise their voice against human rights violations. We know that our students are the future citizen of our nation. So that right from the school students should learn about human rights. That's why various subjects and topics related to human rights are included school curriculum as well as higher educational curriculum. It is the peak time to measure whether our students have developed human rights attitude or not and only after developing human rights attitude they can enjoy their rights as well as they can protect other people's rights.

Therefore the researcher felt it's very important to study the attitude of college students' attitude towards human rights. The result of the study will help in future planning and construction of educational policies and programs for the stakeholders and the government.

OBJECTIVES

The objectives of the paper are

- 1) To study human rights attitude among college students.
- 2) To find out whether the college students differ in their human rights attitude in relation to their gender (boys and girls).

HYPOTHESIS

H₀₁: There exists no significant difference in human rights attitude between the boys and girls students.

DEFINITION OF KEY TERMS

The key terms those have been used in the present study.

Attitude: Attitude refers to our opinion feelings and behavior, view points towards someone or something else. Attitude may be positive or negative.

Human Rights: Human rights are inalienable in nature. All human beings in this universe are born with some rights and these rights are known as human rights. Everybody can practice, enjoy human rights.

Human rights attitude: It means having positive feelings, viewpoints, opinion and behavior of people's towards human rights.

METHODOLOGY

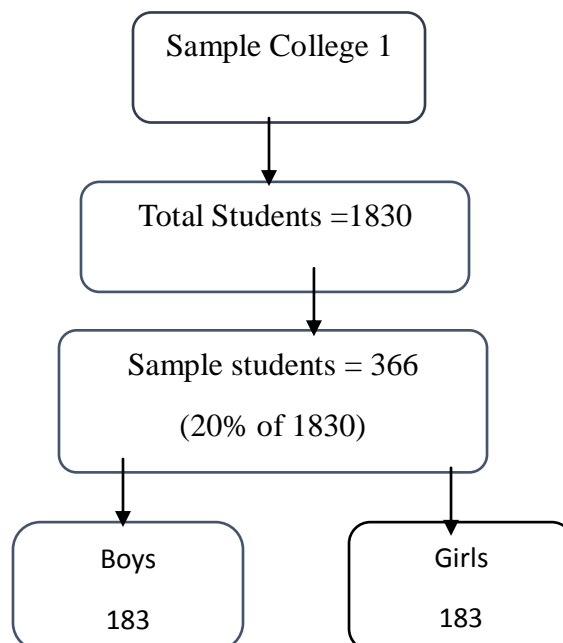
The present study follows descriptive survey method, which is a time-efficient research method and blend in nature (blends quantitative and qualitative data). This method aims to accurately describe a research problem. It is a type of research which describes a population, situation or phenomenon that is being studied. This research method is used in surveys to gather data about varying subjects.

POPULATION AND SAMPLE

The population of the study comprises all the students (1830) studying in Puthimari College of Kamrup district (R) of Assam.

The sample consisted of 366 students (183 girls and 183 boys) from TDC 1st, 3rd and 5th semesters. The sample were selected by following simple random sampling technique as each students in the population had an equal chance of being chosen.

Distribution of sample for the study



TOOL

For collection of data the investigator used a standardized scale (Human Rights Attitude Scale) developed by Suman Kumari Katoch. The scale consists of 44 statements and each statement has five options and these are Strongly Agree(SA), Agree(A), Undecided(U), Disagree(D),and Strongly Disagree(SD).

NEED OF THE STUDY

The cases of human rights violation in India is increasing day by day. Unlawful and arbitrary killing, restriction on freedom of expression of the press, restriction on political participation, violence against women and child, discrimination on social status, forced child labour are very common practices in India. Students are backbone of a nation. They can do anything possible if we lead them towards the right path. They can stop human rights violence, they can make India a better India. Therefore the students specially the young students of colleges should develop positive attitude towards human rights. After the completion of their courses in the colleges they will enter into the society and will get involved in different social, political roles and responsibilities. Unless and until they develop Human rights attitude they can't enjoy the rights properly and even they can't protect the rights for others. Only by developing attitude of human rights they can raise their voice against all kinds of discrimination and violence. Keeping all these in mind the researcher felt it utmost necessary to conduct a study on college students' attitude towards human rights. So the researcher had conducted the present study.

STATISTICAL TECHNIQUE USED

The obtained data were analyzed quantitatively by using following statistical techniques-

- Mean
- SD
- 't' test

STATISTICAL ANALYSIS

OBJECTIVE 1: To study human rights attitude of college students

Level of HRAs	Range	No of Students	Percentage
High	162-220	257	70.21%
Moderate	103-161	98	26.8%
Low	54-102	11	3%

From the above table it has been found that 70% students have high human rights attitude. 27% of students have moderate attitude and only 3% have low level of attitude towards human rights. That means majority have high level of human rights attitude as they have human rights topics in their syllabus especially in arts subjects.

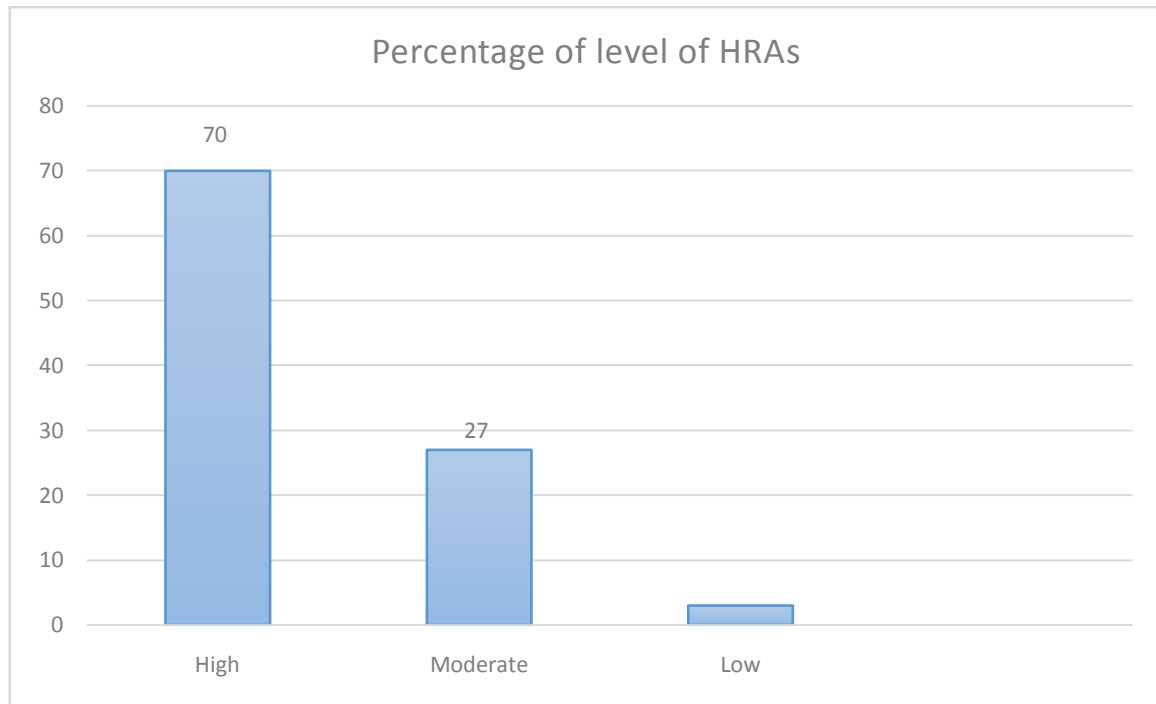


Fig No: 1

OBJECTIVE 2. To find out whether the college students differ in their human rights attitude in relation to their gender (boys and girls) or not.

HYPOTHESIS: There exists no significant difference in human rights attitude between the boy and girl students.

Groups	N	M	SD	df	Calculated Critical Ratio	Level of Significant	Tabulated critical ratio	Result
Boys	183	157.72	15.12	365	4.012	0.05	1.96	Significant
Girls	183	166.18	16.15					

*0.05 level

INTERPRETATION

From the above table it can be interpreted that the Critical Ratio (CR) value obtained on Human rights attitude Scale is 4.012. This value is significant at .05 level of significance because it is greater than the Critical Value 1.96 when the degree of freedom (df) is 365. It indicates that boys and girls differ significantly in their attitude towards human rights. Thus the hypothesis may be rejected. That means the boy and girl students’ attitude towards human rights is different. Girls have high level of attitude than the boys as they are more protective and they are much aware about violations and exploitations of human rights.

13. FINDINGS OF THE STUDY

Main findings of the study are

1. The human rights attitude level of college students is found high.
2. The boy and girl students differ significantly in respect of their attitude towards human rights.
3. The girl student possesses high level of human rights attitude than the boy students.

CONCLUSION

Nowadays Human Rights is incorporated in some subjects directly and it is now practicing in every educational institution through different co-curricular activities like debate discussion, project work and seminar. Thus, Human Rights Education is becoming as indispensable part of the Educational system. Through Human Rights students are now aware about human rights and developing human rights attitude. From the study it has been found that college students poses high level of human rights attitude although the boy and girl students differ significantly in human rights attitude and the result is significantly good sign for the society. We are hopeful that very soon all students will definitely develop high level of human rights attitude which will make our society peaceful and it will lead all in the world to be a better place to live in.

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