Awareness of Human Rights among Differently-abled Teaching Professional

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Abstract- Our constitution bestowed some rights and value i.e. respect for human dignity and social integrity. Human rights education is of immense use in the present-day society in which people of different castes, creeds, religions, and cultures live together. The country has more than six million teachers working at different levels of school and college education and an equally huge network of teacher education institutions to meet the needs of teacher preparation for the country. The aim of the study was to assess the awareness of human rights for special children among teaching professionals. The survey was conducted on 50 special children educators of the Madurai district of Tamil Nadu state. The self-made tool was developed for the study. Results show that moderate levels of awareness on Human rights noticed among teaching professionals. Locality, management wise of teaching professional no significant difference in human rights awareness.

Keywords: Human Right, Special Children Education, Differently Abled Student Teachers, Teaching Professionals

1. INTRODUCTION

Human right is a global phenomenon. Rights are inherent in nature and have come up in our society over the years. Human rights are commonly understood as being those rights which are inherent to the person. The concept of human rights acknowledges that every single person is entitled to enjoy his or her human rights without distinction on race, color, sex, language, religion, political or another opinion, national or social origin, property, birth or another status. Human rights are legally guaranteed by human rights law, protecting individuals and groups against actions that interfere with fundamental freedoms and human dignity. They are expressed in treaties, customary international law, bodies of principles and other sources of law. Human rights law places an obligation on States to act in a particular way and prohibits States from engaging in specified activities. However, the law does not establish human rights. Human rights are inherent entitlements that come to every person as a consequence of being human. Treaties and other sources of law generally serve to protect formally the rights of individuals and groups against actions or abandonment of actions by Governments which interfere with the enjoyment of their human rights.

1.1. Human Rights Education

Human Rights Education is an integral part of the right to education and is increasingly gaining recognition as a human right in itself. Knowledge of rights and freedoms is considered a fundamental tool to guarantee respect for the rights of all. UNESCO’s work in human rights education is guided by the World Programme for Human Rights Education. Education should encompass values such as peace, non-discrimination, equality, justice, non-violence, tolerance, and respect for human dignity. Quality education based on a human rights approach means that rights are implemented throughout the whole education system and in all learning environments.

1.2. Need to ensure Human Rights Education

Needs-based development approaches to education have, to date, failed to achieve the Education for All goals. Because it is inclusive and provides a common language for partnership, a rights-based approach although certainly not without tensions and challenges has the potential to contribute to the attainment of the goals of governments, parents, and children.

1.3. Define the terms
Human Rights: Section 2(d) of the Protection of Human Rights Act, of Indian constitution, 1993 defines “human rights” as the rights relating to life, liberty, equality and dignity of the individual guaranteed by the Constitution or embodied in the International Covenants and enforceable by courts in India”. Awareness: 35 in biological psychology ‘awareness’ comprises a human’s or an animal’s perception and cognitive reaction to a condition or event. Awareness does not necessarily imply understanding, just an ability to be conscious of feel or perceive or conscious.

1.4. Who is eligible for special education?
Under federal and state law, children with disabilities from birth through the end of the school year in which they turn age 21 may be eligible for special education and related services. Eligible children with disabilities up to age 3 receive services through the Infants and Toddlers program. These early intervention services and supports may be provided at home, at a daycare site, or at a school. Preschool-age children may receive services in a school program or in typical early childhood settings. School-age children usually receive special education services in public or nonpublic schools.

Some of the disabilities that can make a child eligible for special education are:

- Autism
- Deaf-blindness
- Developmental delay (this category can be used at the discretion of local school systems for children within the age range of 3 through 9)
- Emotional disability
- Hearing impairment, including deafness
- Intellectual disability (formerly called mental retardation)
- Multiple disabilities
- Orthopedic impairments
- Other health impairments (including, but not limited to, attention deficit hyperactivity disorder, Tourette Syndrome, HIV, epilepsy or sickle cell anemia)
- Specific learning disability
- Speech or language impairment
- Traumatic brain injury
- Visual impairment (including blindness)

A child does not automatically qualify for special education services just because he has a disability. The legal standard is whether the child, because of the disability, needs special education and related services in order to make meaningful educational progress. The child’s disability must adversely impact his educational performance such that he is in need of special education and related services designed to meet his unique needs. Education includes academic, nonacademic, and extracurricular aspects of the school. When looking at educational performance, the child’s social skills, as well as his academic skills, must be considered.

II. REVIEWS OF LITERATURE
Kumar (2002) concluded that there is a significant difference in the awareness of girl’s students of science and arts stream about human rights. The girl students of the science stream and urban area have more awareness about human rights as compared to girls of arts stream and rural areas. Mani M & Mahendra Prabu (2017). 67.14% of higher secondary school teachers have an average level of human rights awareness. Chabra (2005) suggested that both rural and urban areas students have an almost equal level of awareness but their level of awareness is very poor. Kaur (2006) observed that there is no significant difference in the awareness of male and female secondary schools about human rights irrespective of locality and stream. Urban students are more aware of human rights as compared to rural students. Jamwal (2007) revealed that there is no significant difference in the awareness of male and female elementary school teachers about human rights. Urban and rural elementary school teachers differed significantly. Urban teachers are more aware of human rights as compared to rural counterparts. Katoch (2011) observed that gender-wise and locality wise there is a significant difference in the awareness of college students about human rights. Male and Urban college students are more aware of human rights as compared to their counterparts.

III. OBJECTIVES OF THE STUDY
1. To find out levels of Human rights awareness among differently-abled Teaching Professionals
2. To analyses that teaching professional’s awareness on Human rights with respect to Management and locality.
3. To make a recommendation for creating greater awareness of Human Rights among differently-abled teaching professionals of Madurai district, Tamil Nadu.

IV. METHODS AND MATERIALS

In this study, it is used to mean to state knowing that something is important and that is crucial too. Human rights awareness: “It is people’s perception that they have rights and that they have them because they are human beings irrespective of any social or other distinction. It also means the people’s ability to easily distinguish various aspects of human rights to life, security, religion, expression, education, etc. and that they understand the importance of these aspects in relation to human survival and dignity. Convenience Sampling Technique was adopted for the present study. The ‘Human Rights Awareness Questionnaire’, designed to measure. The investigator was selected 50 differently-abled teaching professionals working in Government and Private educational institutions in Madurai district. While selecting the sample, the variables of the study like teaching professionals’ type of management and locality were taken into consideration.

V. DATA ANALYSIS AND INTERPRETATION

According to Mani & Mahendraprabu “Analysis of data and Interpretation means studying the material in instruction to learn interest truths”.

O₁: To study Awareness among differently-abled teaching professionals.

Table-I: Level of Awareness among differently-abled teaching professionals

<table>
<thead>
<tr>
<th>Particulars</th>
<th>No. of respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>24</td>
<td>48</td>
</tr>
<tr>
<td>Moderate</td>
<td>19</td>
<td>38</td>
</tr>
<tr>
<td>High</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100</td>
</tr>
</tbody>
</table>

The above table-I reveals that nearly half (48 percent) of the respondents were in a low level of awareness among differently-abled teaching professionals, 38 percent were moderate level and the remaining 14 percent were high level.

H₁: There is no significant difference between the government and private differently-abled teaching professionals with regards to awareness of Human rights.

Table-II: T-test difference between government and private management differently-abled teachers and their awareness of Human Rights

<table>
<thead>
<tr>
<th>Type of management</th>
<th>No.</th>
<th>Mean</th>
<th>S.D</th>
<th>Df</th>
<th>t</th>
<th>Statistical inference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government</td>
<td>6</td>
<td>18.27</td>
<td>0.876</td>
<td>58</td>
<td>2.184</td>
<td>0.121&gt;0.05 Not Significant</td>
</tr>
<tr>
<td>Private</td>
<td>44</td>
<td>19.61</td>
<td>0.912</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The above table-II shows that the mean value obtained by the government teachers is 18.37±0.876, the Private teachers are 19.61±0.912 respectively. Hence, the calculated value is greater than the table value. So, there is no significant difference between the government and private differently-abled teaching professionals with regards to awareness of Human rights.

H₂: There is no significant difference between the Rural and Urban differently-abled teaching professionals with regards to awareness of Human rights.

Table-III: T-test difference between the rural and urban locality of differently-abled teachers and their awareness of Human Rights

<table>
<thead>
<tr>
<th>Locality</th>
<th>n</th>
<th>Mean</th>
<th>S.D</th>
<th>Df</th>
<th>t</th>
<th>Statistical inference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural</td>
<td>13</td>
<td>17.96</td>
<td>0.724</td>
<td>58</td>
<td>2.634</td>
<td>0.098&gt;0.05 Not Significant</td>
</tr>
<tr>
<td>Urban</td>
<td>37</td>
<td>18.39</td>
<td>0.863</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The above table-III shows that the mean value obtained by the rural teachers is 17.96 ± 0.724; the urban teachers are 18.39±0.863 respectively. Hence, the calculated value is greater than the table value. So,
there is no significant difference between the rural and urban locality differently-abled teaching professionals with regards to awareness of Human rights.

VI. FINDING OF THE STUDY
This reveals the result that human rights awareness programmers should be developed so that we can nature the higher secondary school teachers who are the supports of future India as faithful towards human rights (Mani M & Mahendra Prabu 2017). The present study indicated that there is no significant difference between the government and private differently-abled teaching professionals with regards to awareness on Human rights and also there is no significant difference between the rural and urban locality differently-abled teaching professionals with regards to awareness on Human rights.

VII. EDUCATIONAL IMPLICATION OF THE STUDY
Human rights education is of immense use in the present-day society in which people of different castes, creeds, religions, and cultures live together. Our constitution bestowed some rights and value i.e. respect for human dignity and social integrity. Even basic human rights concepts, which are integrated into various textbooks of the primary and secondary schools of the country and also taught in the teacher education institutions. No. of teachers are working at different levels of school and college education and an equally huge network of teacher education institutions to meet the needs of teacher preparation for the country. The study concludes that a low level of awareness among teaching professionals, locality and management wise of teaching professionals no difference in human rights awareness noticed in this study.

VIII. CONCLUSIONS
The present study indicated that most of there are no significant differences between the government and private differently-abled teaching professionals with regards to awareness of Human rights. This resulted that there is no significant difference between the rural and urban locality differently-abled teaching professionals with regards to awareness of Human rights.

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