

**THE AWARENESS ON HUMAN RIGHTS OF STUDENTS OF
DIPLOMA IN ELEMENTARY EDUCATION (D.El.Ed) IN
KANCHIPURAM DISTRICT**

*Dissertation Submitted to Sri Ramakrishna Mission Vidyalaya College of Education
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in partial fulfillment of the requirements for the Award of the Degree of*

MASTER OF EDUCATION

Submitted by

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**SRI RAMAKRISHNA MISSION VIDYALAYA
COLLEGE OF EDUCATION**

**An Autonomous College Accredited with A⁺ Grade by NAAC an
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CERTIFICATE

This is to certify that this dissertation entitled, “**THE AWARENESS ON HUMAN RIGHTS OF STUDENTS OF DIPLOMA IN ELEMENTARY EDUCATION (D.E.Ed) IN KANCHIPURAM DISTRICT**” submitted to Sri Ramakrishna Mission Vidyalaya College of Education (Autonomous) Coimbatore, affiliated to Tamilnadu Teachers Education, University, Chennai, for the award of the degree of the **Master of Education** is a bonafide record of independent and original research work done by **Mr.R.ADALARASU**, Register No.**2014T01** during the period of **2014-2015**, under my supervision and guidance. This dissertation has not been previously formed the basis for the award of any Diploma / Degree / Associateship / Fellowship or any other similar title to any candidate of any University or Institution in India.

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DECLARATION

I, **R.ADALARASU**, do hereby declare that this dissertation, “**THE AWARENESS ON HUMAN RIGHTS OF STUDENTS OF DIPLOMA IN ELEMENTARY EDUCATION (D.El.Ed) IN KANCHIPURAM DISTRICT**” submitted to Sri Ramakrishna Mission Vidyalaya college of Education (Autonomous), affiliated to Tamil Nadu Teachers Education University, Chennai, for the award of the degree of the **Master of Education** is the original research work done by me during the period under the supervision and guidance of **Dr.V.P.PALANIAPPAN, Ph.D.**, and this dissertation has not been submitted previously in full or part for the award of any Diploma/ Degree/Associateship/Fellowship to any candidate of any University or Institution in India.

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Appendix - I

Items Selected for Final Study

Item Number	Internal Consistency Reliability Value	Items Selected
1	0.459	*
2	0.314	*
3	0.636	*
4	0.522	*
5	0.076	
6	0.301	*
7	0.319	*
8	0.217	
9	0.291	*
10	0.314	*
11	0.303	*
12	0.230	
13	0.522	*
14	0.264	
15	0.600	*
16	0.455	*
17	0.147	
18	0.636	*
19	0.488	*
20	0.390	*
21	0.590	*
22	0.455	*
23	0.317	*
24	0.259	
25	0.221	
26	0.314	*
27	0.590	*
28	0.640	*
29	0.076	
30	0.421	*
31	0.533	*
32	0.314	*
33	0.464	*
34	0.259	

35	0.496	*
36	0.268	
37	0.301	*
38	0.459	*
39	0.497	*
40	0.078	
41	0.330	*
42	0.402	*
43	0.507	*
44	0.497	*
45	-0.091	
46	0.245	
47	0.335	*
48	-0.091	
49	0.636	*
50	0.235	
51	0.644	*
52	0.303	*
53	0.240	
54	0.317	*
55	0.424	*
55	0.291	*
56	0.464	*
57	0.279	
58	0.303	*
59	0.344	*
60	0.220	
61	0.268	
63	0.640	*
64	0.078	
65	0.636	*

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CHAPTER – I

INTRODUCTION

1.1 INTRODUCTION

Human rights are not a privilege granted by the few, they are a liberty entitled to all, and human rights, by definition, include the rights of all humans, those in the dawn of life, the dusk of life, or the shadows of life - **Kay Granger (2006)**

As observed by Kay Granger, human rights are the freedom that describe certain standards of human behavior, and are protected as legal rights in national and international law. They are commonly understood as inalienable fundamental rights which are "inherent in all human beings" regardless of their nation, location, language, religion, ethnic origin or any other status. They are applicable everywhere and at every time in the sense of being universal, and they are egalitarian in the sense of being the same for everyone. They require empathy and the rule of law and impose an obligation on persons to respect the human rights of others. They should not be taken away except as a result of due process based on specific circumstances, and require freedom from unlawful imprisonment, torture, and execution. Human rights, entail both rights and obligations, are commonly understood as basic fundamental rights that a person cannot be denied. Most of the basic ideas and norms of human rights existing now were adopted as Universal Declaration of Human Rights by United Nations General Assembly of the United Nations on 10th December 1948, which has its root from Second World War, in its preamble has proclaimed that “The Universal Declaration of Human Rights is a common standard of achievements for all people of all Nations”.

The Secondary Education Commission, India (1964-66) stated that the destiny of India is being shaped in her classrooms. Hence it is necessary to build a system of education which develops the ability of the learner and utilize such abilities towards the economic, social and cultural enrichment of the nation. Education is a process of human empowerment. The imperative aim of education is to train pupils to think and reason-out problems in such a way that they approach with an open and unbiased mind and judge on the basis of evidence available. Education is the most important means which paves the way for innovation, invention, development and integration in a country (Mark Bils and Peter J. Klenow, 2000). It is widely witnessed that education decides the progress and welfare status of a country (Robert E.H and Charles I. Jones, 1999). Hence, people are to be educated so as to develop themselves as befitting members of the society who contribute to the enhancement of the country.

Education is a process, formal or informal, that imparts literal knowledge, creates awareness on observing and understanding the events and things around the environment, improves the capabilities, and modifies the behavior patterns and values of an individual. Education has a very important role in the promotion and protection of human rights. Education makes one to develop the awareness on the rights and the divisions in it. Without proper education one cannot be oriented with the essential philosophy of the basic rights and obligations. The world shall be a better or worse place to live according to how the children today are educated on their rights and trained to practice them. Education is an investment made by the nation in its children for harvesting the future crop of valuable adults productive to the well-functioning society.

The human rights are classified into three divisions known as three generations. These generations were proposed in 1979 at the International Institute of Human Rights. The *first-generation* rights essentially deal with liberty. They are fundamentally civil and political in nature and serve to protect the individual from immoderation of the state. The *second-generation* rights are related to equality and were established after the Russian Revolution. They are fundamentally social, economic and cultural in nature. The *third-generation* rights focus essentially on fraternity and, in generic terms, can be seen as rights of solidarity. They cover group and collective rights they are self – determination, rights to economic and social development, right to natural resources (Laruen, 1997).

1.2 ISSUES CAUSED FOR THE EMERGENCE OF HUMAN RIGHTS

The term ‘human rights’ denotes all rights that are present in our society and without which one cannot live as human beings. Human rights are the basic rights that a person irrespective of race, gender or any other background cannot be denied anywhere or at any condition. These rights are emerged to safeguard the people from their harassment and to lead a fearless life under sky. The rights are formulated and refined to protect the people from various issues arise then and there. Some of the issues caused for formulating human rights are;

Restrictions in the form of - speech, expression, movement, forming association, following religion, having belief, doing marriage, doing business, political life, etc.; discrimination in the form of – civil life, economic status, social climate, culture settings, treatment, gender, racism, color, etc.; not cared for - disability, aged, etc.; ill and bad conditions in - health, environment, water, sanitation, etc.; children abuse, sexual harassment, unlawful detention, enforced disappearance, denial of education, poverty,

poor privacy, slavery, torture, terrorism, lack of security for traditional values, insufficient housing, unfair administration, transitional justice, and so on.

1.3 THE UNIVERSAL DECLARATION OF HUMAN RIGHTS

Some basic human rights have been written down and agreed to by many countries in the world. The most famous text is the Universal Declaration of Human Rights (UDHR) which the UN General assembly approved on 10 December 1948. The Statement of principles in the Declaration has had a great influence all over the world, although governments are not forced by law to obey them. Some of the human rights and freedom listed in the Universal Declaration of Human Rights and in other treaties (often called covenants, convention or guidelines) include.

- 1. *The Right for all free and equal:*** Everyone is born free and has one's own thoughts and ideas. Everyone should be treated in the same way.
- 2. *The Right against discrimination:*** These rights belong to everybody, which insists that no one is discriminated under caste, color, state, etc.
- 3. *The Right to life:*** All people in a country have the right to life, and to live in freedom and safety.
- 4. *The Right against slavery:*** Nobody has any right to make one a slave.
- 5. *The Right against Torture:*** Nobody has any right to hurt one or to torture one.
- 6. *The Right to use the law:*** Every one is a person just like others.
- 7. *The Right to protect by the law:*** The law is the same for everyone. It must treat everyone fairly.
- 8. *The Right to fair treatment by fair courts:*** Everyone has the right to ask for the law to help, when he / she is not treated fairly.

- 9. *The Right against unfair detainment:*** Nobody has the right to put one in prison without a good reason and keep one there, or to send one away from our country.
- 10. *The right to trial:*** If anyone is put on trial this should be in public. The people who try one should not let anyone tell them what to do.
- 11. *The Right to innocent until proven guilty:*** No one should be blamed for doing something until it is proven. When people say that one did a bad thing then he / she has the right to show it is not true.
- 12. *The Right to privacy in the family, home or with personal correspondence:*** Nobody should try to harm one's good name. Nobody has the right to come into one's home, open one's letters or bother one or one's family without a good reason.
- 13. *The Right to freedom to move:*** Everyone in a country has the privilege to travel anywhere in the country, except the restricted places, according to his/her wish, without any one's permission.
- 14. *The right to asylum:*** If anyone is frightened of being badly treated in his / her own country, he / she have the right to run away to another country to be safe.
- 15. *The right to a nationality:*** Everyone has the right to belong to a country.
- 16. *The Right to marriage and family:*** Every grown-up has the right to marry and have a family if they want to. Men and women have the same rights when they are married, and when they are separated.
- 17. *The Right to own things:*** Everyone has the right to own things or share them. Nobody should take one's things without a good reason.
- 18. *The Right to freedom of thought:*** Everyone has the right to believe in what he / she want to believe, to have a religion, or to change it if he / she want.

- 19. *The Right to Speech:*** Everyone has the right to make up one's own minds, to think what he / she like, to say what he / she think, and to share one's ideas with others.
- 20. *The Right to meet people:*** Everyone has the right to meet his / her friends and to work together in peace to defend one's rights. Nobody can make one join a group if one don't want to.
- 21. *The right to democracy:*** Everyone has the right to take part in the government of our country. Every grown-up should be allowed to choose their own leaders.
- 22. *The right to social security:*** Everyone has the right to affordable housing, medicine, education, and child care, enough money to live on and medical help if one is ill or old.
- 23. *The Right to workers:*** Every grown-up has the right to do a job, to a fair wage for their work, and to join a trade union.
- 24. *The right to play:*** Everyone has the right to rest from work and to relax.
- 25. *The Right to be cared for:*** Everyone has the right to a good life. Mothers and children, people who are old, unemployed or disabled, and all people have the right to be cared for.
- 26. *The Right to education:*** Education is a right. Primary school should be free. Everyone should learn about the United Nations and how to get on with others. One's parents can choose what one learns.
- 27. *The Right to culture and copyright:*** Copyright is a special law that protects one's own artistic creations and writings; others cannot make copies without permission. Everyone has the right to have their own style of life and to enjoy the good things.

28. *The Right to enjoy a free and fair world:* There must be proper order so that one can enjoy rights and freedoms in their own country and all over the world.

29. *The Right to exercise one's responsibilities:* Everyone has the right to practice their duties and responsibilities, and one should protect their rights and freedoms.

30. *The Right to protect one's rights and freedom:* No one can take away one's rights and freedoms from them.

1.4 CHARACTERISTICS AND NATURE OF HUMAN RIGHTS

Following are the characteristics of human rights:

1. Human Rights are inalienable → human rights are conferred on an individual due to the very nature of his existence. They are inherent in all individuals irrespective of their caste, creed, religion, sex and nationality. Human rights are conferred to an individual even after his death. The different rituals in different religions bear testimony to this fact.
2. Human Rights are essential and necessary → in the absence of human rights, the moral, physical and spiritual welfare of an individual is impossible. Human rights are also essential as they provide suitable conditions for material and moral enhancement of the people.
3. Human Rights are in connection with human dignity → to treat another individual with dignity irrespective of the fact the person is a male or female, rich or poor etc. is concerned with human dignity. For e.g. in 1993, India has enacted a law that forbids the practice of carrying human excreta. Employment of this law is called employment of manual scavengers and dry latrines (prohibition) Act.

4. Human Rights are irrevocable → they cannot be taken away by any power or authority because these rights originate with the social nature of man in the society of human beings and they belong to a person simply because he is a human being. As such human rights have similarities to moral rights.
5. Human Rights are necessary for the fulfillment of purpose of life → human life has a purpose. The term “human rights” is applied to those conditions which are essential for the fulfillment of this purpose. No government has the power to curtail or take away the rights which are sacrosanct, inviolable and immutable.

1.5 HUMAN RIGHTS IN INDIA

India got its independence in the year 1947, just a year before the UDHR was adopted. The framers of Indian constitution were all aware that India’s freedom struggle had taken place in the context of the demand for basic human rights. Yet economic backwardness of the country would make it impossible to immediately satisfy all the aspirations of people. So they adopted a pragmatic approach. They described certain right as “fundamental rights” and laid down certain other rights as ‘fundamental duties’ of a citizen were also enumerated.

The supreme court of India is the guarantor of the rights according to the constitution. The court takes into account fundamental duties while interpreting the constitutional rights.

Human Rights in India is an issues complicated by the country’s large size, its tremendous diversity, its status as a developing country and sovereign, secular, democratic republic. The constitution of India provides for fundamental rights, which include freedom of religion. Clauses also provide for freedom of speech, as well as

separation of executive and judiciary and freedom of movement within the country and abroad. As far as the people of India is concerned, all human rights are indivisible, whether they are civil and political rights, such as the rights to life, equality before the law and freedom of expression, economic, social and cultural rights, such as the rights to work. Social security and education or collective rights, such as the rights to development and self – determination, are indivisible, interrelated and interdependent. The improvement of one right facilitates advancement of the others. Likewise, the deprivation of one right adversely affects the others.

1.6 HUMAN RIGHTS AND THE INDIAN CONSTITUTION

The constitution of the Republic of India which came into force on 26th January 1950 with 395 article and 8 schedules, is one of the most elaborate fundamental laws ever adopted. The preamble to the constitution declares India to be a sovereign, socialist, secular and ‘Democratic’ denotes that the government gets its authority from the will of the people. It gives a feeling that they all are equal. “Irrespective of their race, religion, language, sex and culture” the preamble to the constitution pledges justice, social, economic and political, liberty of thought, expression, belief, faith and worship, equality of status and of opportunity and fraternity assuring the dignity of the individual and the unity and integrity of the nation to all its citizens.

1.7 FUNDAMENTAL RIGHTS IN INDIAN CONSTITUTION

The various civil and political human rights and also the economic, social and cultural human rights have been guaranteed by the constitution of India and re-christened as the “Fundamental Rights”.

The provisions of part III of the constitution (Articles 12-35) enshrines the fundamental rights, which are more elaborate than those of any other existing written constitutions dealing with fundamental rights. The constitution as amended by Forty Fourth Amendment Act, 1979, classifies Fundamental Rights under the six categories. The fundamental rights are elaborated as follows;

Article 12 defines the “state” as “In this part, unless the context otherwise requires, the state includes the Government and parliament of India and the Government and the legislature of each of the states and all local or other authorities within the territory of India or under the control of the Government of India”.

Article 13 lays down certain restriction on violating fundamental rights. The important significance of this provision lies in the fact that it makes explicit provision for judicial review of legislative enactments and executive actions as to their conformity with guaranteed fundamental rights.

1.8 RIGHTS TO EQUALITY (Articles 14-18)

The five article that cover the rights to equality are

a. Equality before law and equal protection of law – Article 14

Article 14 consists of two parts namely equality before law and equal protection of the laws. Equality before law means that no individual should be given any special privilege by the state. Equal protection of the laws means the rights to equal treatment in equal circumstances. Equality before the law also means treating unequal unequally. For example, the Supreme Court has recommended that the ‘creamy layer’ of the other backward classes (OBC) should not be given the benefit of reservation.

b. Prohibition of discrimination on ground of religion, race, cast, sex or place of birth – Article 15

There are four aspects of this right mentioned in following clauses of this Article.

- i) Prohibition of discrimination –Article 15, clause (1):** this article prohibits the state from discrimination against any individual or group of individuals. The principal of non – discrimination is based on equality and dignity.
- ii) Access of public place –Article 15, clause (2):**this rights provides that no citizen can be denied access to public places, of entertainment or the use of wells, tanks, and roads that are maintained out of state funds.
- iii) Protective laws for women and children – Article 15, clause (3):** A positive discrimination for women and children is made in the Indian context. Thus provision for reservation for women, free education for children etc. is provided.
- iv) Reservation for backward classes – Article 15, clause (4):** the constitution recognizes the scheduled caste, scheduled tribes and other backward classes as weaker section of the population. It authorizes the state to make special provision for the advancement of this section of the society.

c. Equality of opportunity in matters of public Employment – Article 16:

The aim of article 16 of Indian constitution is to provide equal opportunity to all citizens in employment offered by the state or its agencies. This article has five clauses

- a) Equality of opportunity – Article 16, clause (1)
- b) Prohibition of discrimination – Article 16, clause (2)

- c) Residential requirements – Article 16, clause (3)
- d) Protective laws – Article 16, clause (4)
- e) Preference to certain persons in religious institutions – Article 16, clause (5)

d. Abolition of untouchability – Article 17

This is a unique article that has been incorporated only in the constitution of India. Article 17 declares that not only untouchability has been abolished but it also makes any practice and propagation of untouchability in any form is punishable in accordance with the law.

e. Abolition of Titles – Article 18

The clause of the Article prohibits the state from conferring any title at all upon any person. However the state is not prevented from awarding military distinctions, such as Mahavir Chakra, Paramvir – chakra etc. for honoring men for their acts of valour or academic distinctions.

1.9 RIGHTS TO FREEDOM (Articles 19)

Six fundamental freedoms – Article 19

Article 19 (1), as amended by the constitution (Forty Fourth) Amendment Act, 1979, guarantees to all citizens the following six freedoms;

- i. Freedom of speech and expression
- ii. Freedom of peaceful assembly
- iii. Freedom of forming associations or unions
- iv. Freedom of movement throughout the territory of India
- v. Freedom of residence and settlement in any part of the territory of India,
and

vi. Freedom of profession, occupation, trade or business.

1.10 ROLE OF EDUCATION IN PROMOTION AND PROTECTION OF HUMAN RIGHTS

Kofi Annan (1997-2006), the former Secretary-General of the United Nations expressed that, “Without education, we cannot see beyond ourselves and our narrow surroundings to the reality of global interdependence. Without education, we cannot realize how people of other races and religions share the same dreams, the same hopes. Without education, we cannot recognize the universality of human aims and aspirations”.

The need of promoting and protecting all human rights is important in order to secure full and universal enjoyment. These rights cannot be fulfilled without mass awareness and sensitivity to human rights issues. The grand agenda of global peace and prosperity is possible only with people understanding and imbibing the human rights values. It is important to make each and every people literate just not in order to make them educated and capable of earning but also recognize their rights towards themselves and each other. An educated civilization can only know its rights and hence have the knowledge to protect it.

Education has a very important role to play for promotion and protection of human rights. Education makes one aware of the rights and obligations in the form of civil, political, social, economic, and cultural, etc. Education is a tool for creating the real idea of human rights and making people know its importance in their day to day life. Being a tool to spread awareness and information and assimilating, creating and disseminating knowledge amongst its recipients, education can play a crucial role at each of levels for promotion and protection of human rights. It is also a tool for eliminating the

violations of human rights. Hence, education should be imparted to each and every one so that they understand the importance of human rights.

‘Human Rights’ is not treated as a separate subject in the curricula. NCERT has felt that all contemporary concerns and issues cannot be included in the curriculum as separate subjects of study. It has called upon incorporation of certain emerging concerns including human rights in the course content. University Grants Commission appointed Sikri Committee in 1980 to consider and report on the different ways and means for promoting human rights education in India. The committee suggested inculcating values without marks weight age in schools. At college levels it was felt that all disciplines should be including human rights topics at least which are directly relevant to their disciplines.

1.11 NEED FOR THE STUDY

The predominant and the notable endeavor of education is to facilitate their learners to obtain thorough knowledge in the subject and develop the consciousness on the rights and privileges of the living creatures of the country. It also concentrates on mounting the character of the learner towards the expectation of the society. Apart from imparting the subject knowledge, education plays an imperative role in shaping and moulding the habits, manners, and above all the quality of the learners to become a noteworthy citizen of the nation, the constructive resources of the earth and precious capital of the society.

Knowledge on human rights is the obligation for everyone who lived in a country. It helps understanding the freedom and its boundaries of an individual to exercise their privileges. People with the knowledge on human rights are automatically gain self-

respect and get rid of from their fear over the laws that are practiced in a country. This knowledge enables one to take justifiable pride in achievements and accept the reality of living. So, this essential knowledge must be imparted among our children from their early stage itself. But the reality reveals that most of the teachers at schools and colleges are frustrated by their students who do not aware of their rights and privileges. The general notion among our people on the education of this age is that the quantity of education has considerable increased, but the expected quality, the knowledge of students other than their subject, is not increased on par with the increase in the quantity. Many institutions have opened to teach the subject prescribed for their learners, but they have failed to impart the knowledge beyond the prescribed subject.

Major factors that are accountable for this pathetic situation may be the over expectation of parents from their wards due to the unawareness of their capacity, lack of broad attitude of the learners towards their future and the limitations of the curriculum and evaluation pattern being practiced in the present education system. This is an unhealthy and dishonourable trend in the present education which is not only related to schools but at the higher level too. The highest purpose of education is now either disregarded or may be forgotten. The students, parents, teachers and the society must aware that the negligent of the awareness on human rights among students would be a disastrous in our educational system and yields unworthy citizens to the country. Hence as a preliminary step, a research study is needed to explore the knowledge of students, who are the future of the nation, on human rights of the country.

1.12 STATEMENT OF THE PROBLEM

The most important function of education is not only to produce executives, doctors and engineers, but also to develop the sense on rights, duty, responsibilities, good manners, love on others, and etc. But unfortunately, the world and the people are galloping after the education which provides the way for superior job with comfortable earning than the education which shapes the character and behavior towards the desirable direction. Developing the awareness on human rights among the young ones is almost unseen in our society and it is reflected in schools too. Major portion of people are under the impression that knowing and understanding the human rights is the duty of the people in the judicial area and the politicians. So, the present attitude of parents and society is to develop the literal knowledge and skills among the young ones to get good job alone rather than to develop any other knowledge. Even in the schools too, insignificant importance is given for developing the knowledge on human rights among children. Hence the investigator decided to explore the knowledge on human rights of school going children. Therefore, the investigator has taken up the research problem entitled as, *“The Awareness on Human Rights of Students of Diploma in Elementary Education (D.El.Ed.) in Kanchipuram District”*.

1.13 DEFINITION OF THE TERMS USED IN THE STUDY

Educational terminologies have different interpretations. In any research on education, it is desirable to define the key terminologies used in that study. The following key terms are used in the study and defined for classification.

a) Awareness:

The dictionary in the internet defined that, awareness is the ability to perceive, to feel, or to be conscious of events, objects, thoughts, emotions, or sensory patterns. In this level of consciousness, sense data can be confirmed by an observer without necessarily implying understanding.

In biological psychology, awareness is defined as a human's or an animal's perception and cognitive reaction to a condition or event. That is expressed awareness.

From the above definitions, the investigator used awareness is the ability to perceive, to feel, or to be conscious of events, objects, thoughts, emotions, or sensory patterns.

b) Human Rights:

The Wikipedia defines, “Human Rights refer to the concept of human beings a universal Rights, or status regardless of legal jurisdiction, and likewise other localizing factors, such as ethnicity and nationality”.

According to Rita Henley (1987), “Human Rights are Rights that all people have these Rights do not have earned and they are inalienable, which means no one can take them away”.

Stephen (1990) expressed that, “Human Rights, universal rights held to belong to individuals by virtue of their being human, Encompassing civil, political, economic, social and cultural Rights and freedoms, and based on the nation of personal human dignity and worth”.

From the above definitions, the investigator used human rights are universal rights held to belong to individuals by virtue of their being human, encompassing civil, political, economic, social and cultural rights and freedoms, and based on the notion of personal human dignity and worth.

c) Students of Diploma in Elementary Education:

The learner has minimum age of 18 years and who has passed standard XII (Higher Secondary Examination) and who is studying in the formal education in a formal educational institute.

1.14 OBJECTIVES OF THE STUDY

The prime focus of this investigation is to study the awareness on human rights, which are devised in Indian constitution, of students of diploma in elementary education. Hence the objectives of this study are demarcated as follows:

- To explore the awareness on human rights of students of diploma in elementary education (total) studying in Kanchipuram district.
- To identify the awareness on human rights of students of diploma in elementary education with regard to the variables gender, type of management, group studied in standard XII, locality, family type, education of parents, occupation of parents, family income, hobby of student, and instrument for awareness.
- To find out the differences, if any, between the awareness on human rights of students of diploma in elementary education based on the variables gender, locality, and family type.
- To find out the differences, if any, among the awareness on human rights of students of diploma in elementary education with respect to the variables type of

management, group studied in standard XII, education of parents, occupation of parents, family income, hobby of student, and instrument for awareness.

- To find out the differences, if any, among the awareness on classifications in human rights of students of diploma in elementary education with respect to the variables gender, type of management, group studied in standard XII, and locality.

1.15 SCOPE OF THE STUDY

The purpose of any research in education is to provide a valuable solution and suggestion to the problem taken for investigation. An exploration without scope in terms of immediate application will remain mere scholarly exercise. Hence, the research area and the problem should be selected in such a way that the outcome of the study has direct or indirect impact on the present educational scenario. The present investigation aims at exploring the awareness on human rights among the students of diploma in elementary education studying in Kanchipuram district, which might help the individual, parents, society, institution and the government to understand the existing knowledge of the students on human rights which help in planning for offering better experiences and providing suitable environment to the learners in the most possible way at all levels. In the prevailing situation where insignificant importance is given for revealing the human rights to the common citizens in general and the students in particular, exploring the awareness on human rights among students of diploma in elementary education plays a vital role in understanding and shaping the citizens of the future. Hence the result of the present investigation may have profound implication in the part of individuals, parents, institutions and the policy makers as well.

The result of the study could help the individual student have a better knowledge on his/her awareness on human rights. This understanding might help them to modify their behavior, if necessary, towards a desirable direction by thorough introspection and proper training.

The study might help the educational institutions to know the awareness on human rights of their learners. It could help the educational institutions to re-structure their plan of action to impart the necessary training programmers and orientation courses to increase the awareness on human rights towards the desirable direction. The result of the study might be of immense use in providing the expected curricular, co-curricular, and extra-curricular activities to students of diploma in elementary education level.

The study might help the parents in identifying their ignorance on their children's awareness on human rights and help them plan for providing extra inputs, if needed, to improve the awareness on their wards on human rights.

The study might help the policy makers in the field of education to re-design the curriculum, and arrange the suitable activities that are helpful in enhancing the awareness on human rights of the learners.

1.16 DELIMITATION OF THE STUDY

Research studies general may have limitations due to many factors. It is the duty of the researcher to see that the study is conducted with maximum care in order to be reliable. However, the following limitations are inevitable in the present study.

Time is an important factor recorded within all investigation. Within the limited time available, it is not possible to conduct the study in large area. Hence the investigator

has restricted the field of research study in the selected elementary education institutes in Kanchipuram District.

Many factors may be the source for creating awareness on the human rights, but only a few factors were selected for this study.

Despite the above cited delimitations, sufficient care has been taken in selecting the sample, tools, gathering suitable data and making appropriate analysis.

1.17 ORGANIZATION OF THE THESIS

This thesis consists of **five** chapters. The **first chapter**, which has been just concluded, dealt with the introduction, need, objectives and statement of the problem. The **second chapter** gives a brief account of the important studies conducted previously that are related to the present study. The **third chapter** describes the methods and procedures of the study. The **fourth chapter** presents the statistical analysis, results and the interpretations. Finally, the **fifth chapter** gives the findings, suggestions, recommendations and conclusions followed by bibliography, webliography and appendices.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

A brief summary of previous research and writings of recognized experts provides evidence that researcher is familiar with what is already know and with what is still unknown and untested. Thus it helps in avoiding duplication and provides helpful suggestion for future investigation. It also helps in the formulation of hypothesis and in the selection of methods and tools to be employed. They can also be very well used in the interpretation obtained.

Extensive critical reading in a field makes the investigator familiar with the accumulated facts in this field and it also serves as a guide for not selecting a problem that has already been investigated. Study of related literature also sensitizes the individual to new possibilities in research.

Review of related studies pertaining to the problem under investigation is of fundamental importance to provide insight into the problem, Borden the general concept and principles and sharpen understanding. It reveals all the different approaches, adopted by various researchers in dealing with the research problem, pertaining to the subject matter of the research problem, selected for investigation.

The importance of reviewing studies already made in one's field of investigations has beautifully been stated by Best (1977) in the following words, "Practically all human knowledge can be found in books and libraries. Man builds

upon the accumulated and recorded knowledge of the past, which makes possible progress in all areas of endeavor.”

2.2 IMPORTANCE OF REVIEW

The importance of review is well explained by Borg (1983) in the following words,

“The review of literature is an important part of scientific approach and is carried out in all areas of scientific research whether in the physical, natural or social sciences. It gives the scholar understanding of previous work that has been done. It provides the means of getting to the frontiers in the particular field of knowledge”.

Review of related literature forms the foundation upon which all future work must be built. It helps the research worker develop a thorough understanding and insight into previous work. It can help in limiting the individual’s research problem and in defining it better.

It prevents pointless repetition of research. It gives a great deal of insight into the methods, measures. Subjects and approaches used by other research workers can thus lead to significant improvement of her design. So the investigator has attempted to collect relevant information related to her work from literature available in the field. The main purpose of the literature is,

- ❖ To show whether the evidence already available solves the problem adequately without further investigation and thus avoids the risk of duplication.
- ❖ To provide ideas , theories , explanations of hypotheses valuable in formulation the problem.

- ❖ To suggest methods of research appreciate to the problem.
- ❖ To locate comparative data useful in the interpretation of results
- ❖ To contribute to the general scholarship of the investigator

The related literatures that are surveyed, collected and reviewed in relation to the problem taken for investigation are classified and presented under two broad headings namely,

1. Studies conducted in India and
2. Studies conducted in Abroad

2.3 STUDIES CONDUCTED IN INDIA

The studies conducted in India that are related to the study are presented in this section

Suhasini (2003) revealed in her study on human rights and duties, that asserting the task of education is to bring about a healthy, sustainable and harmonious growth oriented society. She emphasized the need to make people aware of their rights and duties.

Bhaskar (2003) attempted on the “Rights of the girl child: law, policy, education and enforcement”. He revealed that there are so many rights conferred on girl child. But what is the reality? In spite of so many legislations and social reform movements, the position of women as well as girl child has not improved. In fact, the struggle for the realization of the rights of women is only just beginning. A large number of urban-based women’s organizations are focusing attention on specific issues such as violation against women and girl children. Realizing the importance of girl child whose well being is the welfare of the entire community, the holistic and integrated approach to her development is to be adopted.

Rajeevan (2005) conducted a study on “Human Rights Awareness among students of Teacher Training Institutions in Kerala”. The study revealed that male and female students as well as government and aided students of TTI have almost the same level of awareness of Human Rights Awareness. But in case of rural and urban TTI students there is significant difference in mean scores.

Aruna (2006) conducted a study on “Cable Television and Human Rights Awareness”. The concluded that, the programs of Cable Television channels are a highly potential medium; their potentiality in education is not exploited fully. The present study shows that these programs can have a significant influence on the Human Rights Awareness of a child.

Rajan(2007) conducted a study on human rights awareness among students of teacher training institutions in Kerala found that on an average student teachers those who have undergoing TTC in Kerala has 58.81 percent awareness regarding child rights and there is significant difference between students of aided and unaided TTC students of the state.

Muthuchamy and Kumar (2007) made an investigation on “Attitude of Higher Secondary School Teachers towards the Introduction of Human rights in the School Curriculum”. The findings revealed that the higher secondary schoolteachers’ attitude towards the introduction of Human rights differs in terms of sex, educational qualification, teaching experience and locality.

Kunjukunju (2008) conducted a study on human rights awareness student teachers of Kerala. It was found that B.Ed. students have 58.62 percent of child rights awareness .The awareness among students in the government institution are

higher than private type of colleges. The awareness of non-science subjects such as social studies, languages and commerce are more aware than the science subjects such as Natural Science, Home Science and Math.

Shanthi (2009) conducted a study to assess the awareness of human rights among caregivers caring for mentally ill. Totally 30 Samples were selected by convenient sampling. The self-constructed tool on human rights had 20 items used to assess awareness regarding human rights. The data were analyzed by using both the descriptive and inferential statistics. The study revealed that 17(56.7%) were having inadequate knowledge, 12 (40%) were having moderately adequate knowledge and only 1(3.3%) had adequate knowledge on human rights. The findings alarmed that that the majority of the caregivers caring for mentally ill were having inadequate knowledge about human rights of mentally ill.

Kumar and Kumar (2009) conducted a study on human rights awareness among tribal and non- tribal higher secondary school students. It was found that human rights awareness among non- tribal students is more compared to tribal students at higher secondary level.

Joy (2009) conducted a study on human rights awareness among primary and secondary school teachers in Kozhikode district. It was found that secondary school teachers have more child rights awareness than primary school teachers.

Saleem and Aruna (2011) conducted a study on human rights awareness among teacher educators. In this study it was revealed that there exists significant difference between Human Rights Awareness of the sub samples. Therefore necessary steps should be taken to provide awareness about Human Rights to

students teachers effectively, because these student teachers are the teachers of tomorrow.

2.4 STUDIES CONDUCTED IN ABROAD

The investigations carried out in abroad that are related to the problem taken for study are presented in this section.

Xanthaki, Alexandra (2004) studied the Indigenous rights in the Russian federation, which analyzed that there are considerable gap between general relevant standards of international law and real situation of the peoples which occurred because of ultimate lac political will and focus on national economic development maintain discriminatory patterns, discourage any real participation of these communities in decisions that affect them, prolong the violations against their land and ultimately endanger their survival.

Lynda (2004) Presented research paper on “ Human Rights abuses” which concern about Women’s health and human rights in southern Iraq which concluded that nearly half of participating households in 3 southern cities in Iraq reported human rights abuses among household members between 1991 and 2003. The household surveyed supported a government that will protect and promote human rights including the rights of women. However, currently neither men nor women appear to support a full range of women’s human rights’

Vincilla (2007) undertook a study on “Human rights education for teacher trainees through Co- Curricular activities”. The various co-curricular activities suggested were organization of Music and Drama, Debates and Discussion, school societies, participation in games and sports, school clubs, school excursion,

exhibition and displays and undertook projects. the study related that, the co-curricular activities help in creating the awareness on human rights among the teacher trainees.

Mweru (2010) studied the awareness of teachers on child rights and found that even though teachers of Kenya were aware of the laws to protect children, teachers were ready to break them if they believe it is for children's good.

Mays D and Hund (2010) compared the awareness about human rights of mentally rights of mentally ill among the male and female caregivers of Schizophrenic patients. Samples of 165 male and 163 female caregivers were chosen for the study by convenient sampling and administered Human rights awareness questionnaire. Responses were analyzed by univariate and multivariate statistical methods. Results shown that comparatively male caregivers were having adequate awareness about 54.4% whereas only 20.2% female caregivers were having adequate awareness. Also the rural area, older age, and lower levels of caregivers' education were associated with the poor awareness about the human rights of mentally ill. The researcher recommended that health care professionals need to develop a tool on education and supportive service for female caregivers in this emerging role and contribute to family health in the community.

Gobrial, E (2012) Investigated the Human Rights of Children with Intellectual Disabilities(IDs) in Egypt. This study focuses on children with IDs in Egypt. The questionnaire was completed by 200 respondents across Egypt. The study related that, there was a widespread lack of awareness of the rights of children with IDs. Moreover, respondents reported that they believed that this group of

children had limited access to health care and treatment, including mental health care, social care, education and rehabilitation. The findings identify the urgency in Egypt of (1) raising public awareness of the human rights of children with IDs, and (2) implementing and sustaining changes to improve access to these rights.

Cassidy, Claire(2014) Carried out study on “Teaching Human Rights? "All Hell Will Break Loose!" This investigation aimed to gauge the knowledge of human rights education of students undertaking initial teacher education and childhood practice programmers at one university in Scotland. Students were invited to share their experiences of and attitudes towards human rights education. While some students were confident in their approach to human rights education, others identified barriers, including their own knowledge and the structures acting upon them as teachers. Initial conclusions suggest that education students feel ill-equipped to engage with human rights education and that this issue must be addressed in initial teacher education courses.

The review of the related literature presented in this chapter clearly high lights the studies conducted in India and abroad with regard to the problem taken for research. The review provided the necessary insight to the investigator to carry out the study effectively. Having describe the review of related literature, the investigator presents the methodology of the study in chapter-III

CHAPTER – III

METHODOLOGY

3.1 INTRODUCTION

Human rights are the moral claims that are inalienable and inherent in all individuals by virtue of their humanity alone, irrespective of cast, color, creed, place of birth, gender, and cultural difference or any other consideration. These claims are formulated and sometimes referred to as fundamental rights, basic rights, inherent rights, natural rights and birth rights. It facilitates in understanding the freedom and privileges of the citizens of a country and helps knowing the boundaries of an individual to exercise his/her freedom and privileges. Knowledge on human rights boost up the position of an individual to higher level and builds the personality beyond its normal limitations. People with the sound knowledge on human rights are automatically gain self-respect and get rid of their fear on laws that are practiced in a country. This knowledge enables one to take justifiable pride in achievements and accept the reality of living. In the absence of this knowledge no one can work efficiently and fearlessly. An individual, without appropriate knowledge on human rights, can lead a slave life and the others exploit his/her services for their benefit. An individual with sound knowledge on human rights can bring success to his/her community by educating the rights and privileges that are in-action.

The students, the future citizens of the nation, must acquaint with the knowledge on the rights and privileges that are practiced in their country. Though some organizations may convey the knowledge on the rights and privileges, the suitable institution accessible for students to acquire the knowledge on human rights and the privileges is the school. Hence, it may be the responsibility of the educational institutions

to provide the knowledge on human rights and privileges of people besides the content of the subject. But, there is a notion that the main focus of educational institutions is to impart the subject knowledge alone to their learners to make them sound in subjects than the knowledge on other areas. Therefore the investigator made an attempt scientifically to explore the awareness on human rights of students through this present investigation.

Good (1945) expressed that, “Methodology is the science of methods or principles of procedure”. Methodology is the course of action adopted by the investigator in conducting the investigation. In this regard, a detailed description of the procedures adopted by the investigator in preparing tool, selecting sample, identifying variables, method used for the study, the procedure adopted to collect data are presented in this chapter. The reliability and validity estimates of the measures of the research tool are also discussed.

3.2 OBJECTIVES OF THE STUDY

The most important focus of this investigation is to study the awareness on human rights of students studying in diploma in elementary education in Kanchipuram district. Hence the objectives of this study are formulated as follows:

- To explore the awareness on human rights of students of diploma in elementary education (total) studying in Kanchipuram district.
- To identify the awareness on human rights of students of diploma in elementary education with regard to the variables gender, type of management, group studied in standard XII, locality, family type, education of parents, occupation of parents, family income, hobby of student, and instrument for awareness.

- To find out the differences, if any, between the awareness on human rights of students of diploma in elementary education based on the variables gender, locality, and family type.
- To find out the differences, if any, among the awareness on human rights of students of diploma in elementary education with respect to the variables type of management, group studied in standard XII, education of parents, occupation of parents, family income, hobby of student, and instrument for awareness.
- To find out the differences, if any, among the awareness on classifications in human rights of students of diploma in elementary education with respect to the variables gender, type of management, group studied in standard XII, and locality.

3.3 HYPOTHESIS OF THE STUDY

Keeping in view the objectives, the following null hypotheses have been formulated for this study.

1. The awareness on human rights of students of diploma in elementary education in Kanchipuram district is not above the average.
2. There is no significant difference between the awareness on human rights of students of diploma in elementary education based on gender.
3. There is no significant difference between the awareness on human rights of students of diploma in elementary education based on locality.
4. There is no significant difference between the awareness on human rights of students of diploma in elementary education based on family type.

5. There is no significant difference among the awareness on human rights of students of diploma in elementary education with respect to type of management.
6. There is no significant difference among the awareness on human rights of students of diploma in elementary education with respect to group studied in standard XII.
7. There is no significant difference among the awareness on human rights of students of diploma in elementary education with respect to education of parents.
8. There is no significant difference among the awareness on human rights of students of diploma in elementary education with respect to occupation of parents.
9. There is no significant difference among the awareness on human rights of students of diploma in elementary education with respect to family income.
10. There is no significant difference among the awareness on human rights of students of diploma in elementary education with respect to hobby of student.
11. There is no significant difference among the awareness on human rights of students of diploma in elementary education with respect to instruments for awareness.
12. There is no significant difference among the awareness on human rights of boys based on classifications.
13. There is no significant difference among the awareness on human rights of girls based on classifications.

14. There is no significant difference among the awareness on human rights of students from government school based on classifications.
15. There is no significant difference among the awareness on human rights of students from aided school based on classifications.
16. There is no significant difference among the awareness on human rights of students from private school based on classifications.
17. There is no significant difference among the awareness on human rights of students from arts group based on classifications.
18. There is no significant difference among the awareness on human rights of students from science group based on classifications.
19. There is no significant difference among the awareness on human rights of students from vocational group based on classifications.
20. There is no significant difference among the awareness on human rights of students from urban area based on classifications.
21. There is no significant difference among the awareness on human rights of students from rural area based on classifications.

3.4 SELECTION OF THE TOOL

To carry out any research, the researchers must gather data with which he/she can get necessary information for the study and to test the hypothesis. Many different methods, tools and procedures have been developed to aid in the acquisition of data. Each one is particularly appropriate for certain sources of data, yielding information of the kind and in the form that can be most effectively used. Hence, it is the responsibility of the

researcher to familiarize himself/herself with each of the research tools and attempt to develop skill in their use and sensitivity to their effectiveness in specific situations.

Selection of the tool is an important aspect of a successful research study. There are various tools available to collect the necessary data for a research study. A researcher can select the tools from the existing tools if it is suitable for the study. In case, such tools are not available, it may be advisable to prepare necessary tools which are appropriate for the study. The main aim of this study is to explore the awareness on human rights of students of diploma in elementary education in Kanchipuram district. Since this investigation requires tool to explore the awareness on human rights of students, it is the responsibility of the researcher to select a suitable tool for collecting the required data for analysis. Since standardized tool relevant for the present study was not available, the investigator decided to develop a questionnaire and establish reliability and validity for that questionnaire. That questionnaire was used for collecting data.

3.5 CRITERIA OF A GOOD TOOL

There are different criteria to be taken into consideration while evaluating a tool or determining the worth of a tool. The criteria to judge should include at least the following properties of any measuring instrument. They are;

1. **Validity:** The validity of a tool concerns what the tool measures and how well it does so. If a tool measures what it proclaims to measure, it is said to be valid.
2. **Reliability:** Reliability is the consistency of tool from one measurement to another. It has three characteristics; firstly, reliability refers to the results obtained with an evaluation instrument and not to the instrument itself as in the case of validity. Secondly, an estimate of reliability refers to a particular type of consistency. Lastly,

reliability is primarily statistical in nature. Logical analysis of a tool will provide little evidence concerning the reliability.

3. **Objectivity:** It is another important criterion of a good evaluation tool. A tool is objective if it gives the same result even when different evaluators evaluate the item.
4. **Usability:** Usability means the degree to which the tool of evaluation can be successfully used. That is, while selecting evaluation tools one must look for certain practical considerations like ease of administration and scoring, ease of interpretation, availability of comparable forms and cost of testing. All these considerations are referred to as the usability of a tool of evaluation.

3.6 DESCRIPTION OF THE TOOL (QUESTIONNAIRE)

In the words of Good (1959), “In general, the word questionnaire refers to a device for securing answers to questions by using a form which the respondent fills himself”.

A questionnaire is a useful tool for collecting a large amount of data on various aspects of the theme in hand. It is simply a list of questions/statements written down so that the respondent can systematically respond them to. The questionnaire is usually duplicated and consequently large groups of individuals can be questioned at the same time. The major difference between a questionnaire and a test is that there are usually no correct answers to the questions posed in a questionnaire. It is primarily used to obtain opinions and attitudes rather than measures of achievement.

3.7 CONSTRUCTION OF THE TOOL

With the rationale for the selection of tool described in the preceding section, the investigator presents the stages of the construction of tool and its reliability and validity measures.

3.8 CONSTRUCTION OF THE HUMAN RIGHTS AWARENESS SCALE

To construct the human rights awareness scale for the study, the investigator studied the rights given in the constitution of India and consulted 3 professors in education, 1 professor in law, 2 members from the judicial field and 2 teachers who are handling classes at secondary level. Based on their suggestions, the investigator prepared 70 statements covering themes such as, right to equality, right to freedom, right against exploitation, right to religion, and right to education and culture to explore the awareness on human rights of students of diploma in elementary education. The distribution of items under each theme is presented in the table 3.1.

Table 3.1

Distribution of Items under Each Theme

S. No	Area covered by questions	No. of Questions
1	Right to Equality	10
2	Right to Freedom	30
3	Right against Exploitation	10
4	Right to Religion	10
5	Right to Education and Culture	10
	Total	70

3.9 PRE-TRYOUT OF THE TOOL

The statements prepared for the questionnaire were presented to a jury of 6 members for review. Based on the comments and suggestions from them, the questionnaire was edited and restructured in the form leading to either positive or negative responses. A few statements were repeated to cross check the opinion given by the respondent. Each statement was put on two choices such as, *Yes, No*. To record the responses, the students make one choice out of two options given. The responses were scored as 2 and 1 for positive statements and 1 and 2 for negative statements. After eliminating some of the items and modifying some items, 65 statements were finalized for the tool. Table 3.2 presents the number of items under each theme of classification.

Table 3.2

Distribution of Items under Each Theme

S. No	Area covered by questions	No. of Questions
1	Right to Equality	10
2	Right to Freedom	28
3	Right against Exploitation	8
4	Right to Religion	9
5	Right to Education and Culture	10
	Total	65

3.10 PILOT STUDY

Although experienced item writers and experts can guide to construct items without obvious faults and tryouts are made, there is no assurance that any given item will perform exactly as expected when administered to the sample. Thus, a preliminary form of questionnaire was administered to a sample of students. It helps the investigator to have the most relevant items for data collection.

The questionnaire was administered to 40 students (selected by using stratified random sampling technique) in and around Coimbatore city. Clear instructions were given to them and they were given enough time to rate their predilection freely. The collected responses were scored according to the specifications such as, 2 and 1 for

positive statements and 1 and 2 for negative statements. A subject score was the sum total of the responses he/she has given. The minimum time taken for responding the questionnaire by the students was 70 minutes and the maximum time taken was 90 minutes. Item analysis was done to select the best items for the final study.

3.11 ITEM ANALYSIS AND SELECTION OF ITEMS

Anastasi (1954) stated that through item analysis it is possible to shorten a test while at the same time increase its validity and reliability. The primary purpose of item analysis is to improve the quality of the tool. In short, item analysis will indicate the items that can be discarded or rewarded.

Usually for achievement test items, the difficulty level and the discrimination power are considered for item selection. But for the questionnaire it is not possible to calculate the difficult index and the discriminating power. Hence the investigator employed the internal consistency reliability value (only those items that are correlated with the total score) for selecting the items from the questionnaire.

After calculating the internal consistency reliability value for each of the 65 items taken for the pilot study, the following criteria were evolved for the selection of items.

The items which have the internal consistency reliability value between 0.291 and 0.644 were selected and the items which have negative value and the reliability value less than 0.291 were discarded. By adopting the above mentioned procedure 45 items were selected for the final tool. The items selected for the final tool are presented in the appendix.

3.12 FINAL TOOL FOR THE STUDY

As a result of the pre-tryout and the pilot study, 45 items were selected for the final tool covering themes such as, right to equality, right to freedom, right against exploitation, right to religion, and right to education and culture to explore the awareness on human rights of students of diploma in elementary education in Kanchipuram district. The questionnaire used to explore the awareness on human rights of students is given in the appendix. The number of items under each theme of classification is presented in the table 3.3.

Table 3.3

Distribution of Items under Each Theme

S. No	Area covered by questions	No. of Questions
1	Right to Equality	7
2	Right to Freedom	22
3	Right against Exploitation	5
4	Right to Religion	4
5	Right to Education and Culture	7
	Total	45

3.13 RELIABILITY AND VALIDITY OF THE TOOL

Meheus and Lehman (1973) pointed out “perhaps the two most important technical concepts in measurement are reliability and validity”. The efficiency of any tool used for research is indicated by its reliability and validity. They play a vital role in standardizing a tool used in research.

a) Validity

Garrett (1973) defines that, the validity of a test or of any measuring instrument, depends upon the fidelity with which it measures what it purports to measure.

Rawat (1969) pointed out that the validity is the most important characteristics of a good test. The validity of a test depends on the efficiency with which it measures what it attempts to measure.

Among the different types of validity measures namely content validity, concurrent validity, predictive validity, construct validity and face validity, the investigator employed the content validity, and face validity measures for the tool to establish the validity.

The final tool (questionnaire) was given to experts to comment on the adequacy of the items, their appropriateness for the theme of the tool and also the specificity of the items. Experts opined that the tool contained items which were most relevant for the investigation, thereby ensuring content validity.

The face validity of the tool was established by presenting the tool to a panel of 6 judges. There was no numerical measure to judge the face validity measures.

b) Reliability

This refers to the extent to which the results of the test or scale are verifiable after a lapse of time or regardless of the particular item. An ideal measuring instrument would yield the same results every time it is used and the same results regardless of the particular form of the test involved. Such an instrument would be perfectly reliable.

The reliability of a test is calculated by using one of the following three methods:

Test-retest Method: A group of subjects is given the same test twice and the resultant scores are correlated.

Parallel-form Method: A parallel form of the test is constructed, the two forms are administered to the same persons and the agreement between the two test scores is determined.

Split-half Method: The test is given only once, but items in it are divided into halves (randomly or odd-even form), and the scores tabulated for each half are correlated.

On the basis of the experts' suggestion and to strengthen the juries' observation, the investigator employed *test-retest method* to obtain reliability of the tool. The investigator calculated the correlation coefficient of the test and the retest (which was conducted after an interval of two months from the date of first test conducted) scores. The correlation coefficient of the test was 0.86 and it has highly significant reliability value.

3.14 VARIABLES OF THE STUDY

The investigator attempted to study the awareness on human rights of students studying in diploma in elementary education. The key task of the researcher is to identify the variables those have more impact on the dependent variable of the study. In this manner the investigator spent more time in selecting appropriate variables rather than gathering data on all possible variables. On the basis of the evidences and suggestion received from experts, the investigator selected the gender (boys / girls), locality (urban / rural), type of management (government / government aided / private), students' group in standard XII (arts / science / vocational), family type (joint / nuclear), education of parents (illiterate / school education / college education), occupation of parents (government service / private service / self-employment), family income (less than Rs.10001 / Rs.10001 to Rs.30000 / more than Rs.30000), hobby of students (reading / playing / watching TV / chatting with friends), and instrument for awareness (self / family members / teachers / friends) as the ten independent variables of the study. The awareness on human rights of students was treated as the dependent variable.

3.15 SAMPLE OF THE STUDY

Since the investigation was to find out the awareness on human rights of students of diploma in elementary education, a total of 300 students studying in diploma in elementary education were selected by using simple random sampling technique. Among these 300 students, a total of 132 were boys and 168 were girls. 223 students were from urban area and 77 students were from rural area. A sum of 115 students from government schools, 95 students were from government aided schools and 90 students were from private schools. 117 students studied in arts group at their XII, 159 were from science

group, and 24 were from vocational group. A total of 125 students were from joint family and 175 were from nuclear family. 88 students' education of parents was illiterate, 172 parents education was school level and 40 parents' education was college level. A total of 41 students' occupation of parents was government service, 148 students' occupation of parents was private service and 111 students' occupation of parents was self-employment. 85 students' family income was less than Rs.10001, 155 students were from the family whose income in between Rs.10001 and Rs.30000, and 60 students' family income was more than Rs.30000. 113 students' hobby was reading, 88 students hobby was playing, 76 students' hobby was watching TV, and 23 students' hobby was chatting with their friends. A total of 35, 28, 215, and 22 students, the instrument for creating awareness on human rights were self, family members, teachers and friends respectively.

Table 3.4 presents the distribution of sample of students under various categories.

Table 3.4

Distribution of sample of students as per the independent variables

S.No.	Nature of the Sample	Size of the Sample
1	Gender	
	Boys	132
	Girls	168
2	Locality	
	Urban	223
	Rural	77

S.No.	Nature of the Sample	Size of the Sample
3	Type of Management Government Government Aided Private	115 95 90
4	Students' Group in XII Arts Science Vocational	117 159 24
5	Family type Joint Nuclear	125 175
6	Education of Parents Illiterate School Education College Education	88 172 40
7	Occupation of Parents Government Service Private Service Self-Employment	41 148 111

S.No.	Nature of the Sample	Size of the Sample
8	Family Income	
	Less than Rs.10001	85
	Rs.10001 to Rs.30000	155
	More than Rs.30000	60
9	Hobby of Students	
	Reading	113
	Playing	88
	Watching TV	76
10	Instrument for Awareness	
	Self	35
	Family Members	28
	Teachers	215
	Friends	22

3.16 METHOD ADOPTED FOR THE STUDY

The investigator has chosen survey method for studying the problem of this study. Survey is a procedure in which data are systematically collected from a population through some direct solicitations such as face to face interview, questionnaire or schedule observation etc. According to John W. Best (1959), “The survey is extensive and cross sectional dealing with a relatively large number of cases at a particular time and yielding

statistics that are abstracted from particular cases”. The major purpose of survey is to describe the characteristics of a population the population as a whole is rarely studied. Instead a carefully selected sample of respondents is surveyed and a description of the population is inferred what is found about sample.

3.17 DATA GATHERING PROCEDURE

The investigator personally gathered data both for the pilot and the final study. Keeping the observations made in the pre-tryout, the investigator adopted the following procedures for collecting data for the final study. They are summarized below:

1. The investigator made a friendly talk with the sample for developing good rapport and confidence.
2. The investigator explained the purpose of the scale and the duty of the respondent.
3. To avoid interference of the other students and teachers, the respondents were asked to sit separately while filling up the scale.
4. Respondents were asked to take their own time to fill the scale.

After the above said procedures were adopted, the investigator issued the human rights awareness scale and asked them to respond freely. The scales were collected only after the completion of all items.

3.18 DATA ANALYSES

In a research, the statistical treatment is an important aspect. The investigator employed descriptive statistics (Mean, SD and Percentage) and parametric statistics (students “t” test and ANOVA) to process the data collected from the sample. A detailed analysis of data is presented in Chapter IV.

CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA

4.1 INTRODUCTION

Gay (1976) expressed that, “Analysis of the data is important as any other components of the research process”. The main focus of this chapter is to analyse and interpret the data collected from the sample of the study. However valid, reliable and adequate the data may be, it does not serve any worthwhile purpose unless it is carefully edited, systematically classified, properly tabulated, scientifically analyzed, effectively interpreted and rationally concluded. As indicated in chapter III, ten independent variables and one dependent variable were used in this study. The descriptive and the differential analyses were carried out to find out the nature and the differences between and among the variables respectively. The results of the study are presented as per the following scheme of analysis.

4.2 Descriptive Analysis

The mean values and the percentages of the awareness on human rights of students of diploma in elementary education obtained from Human Rights Awareness Scale were calculated.

4.3. Differential Analysis

The ‘t’ test and the ‘F’ test were employed in order to study the significance differences between and among the mean values of the awareness on human rights of students with respect to the variables specified. Whenever ‘F’ ratio is found to be

significant, the t-test was further used to find out the significant differences in the paired mean values of the sub samples.

Section 1: Descriptive Analysis

4.1.1. The mean values and the percentage of the awareness on human rights of students obtained through the Human Rights Awareness Scale were calculated with respect to the variables taken for the study. The results of the analysis are presented in table 4.1.

Table 4.1
Mean Value and Percentage of the Awareness on Human Rights of Students
Based on Variables

Variables	Classification	N	Mean & Percentage Values	
			Mean	% of Value
Total		300	82.330	91.478
Gender	Boys	132	82.439	91.599
	Girls	168	82.244	91.382
Locality	Rural	223	82.650	91.834
	Urban	77	81.403	90.447
Type of Management	Government	115	81.200	90.222
	Government Aided	95	81.326	90.363
	Private	90	84.833	94.259

Group studied in standard XII	Arts	117	82.709	91.899
	Science	159	81.711	90.790
	Vocational	24	84.583	93.981
Family type	Joint	125	82.160	91.289
	Nuclear	175	82.451	91.613
Education of Parents	Illiterate	88	82.114	91.237
	School Education	172	82.384	91.537
	College Education	40	82.575	91.750
Occupation of Parents	Government Service	41	82.171	91.301
	Private Service	148	82.926	92.140
	Self-Employment	111	81.595	90.661
Family Income	Less than Rs.10001	85	81.718	90.797
	Rs.10001 to Rs.30000	155	83.213	92.459
	More than Rs.30000	60	80.917	89.907
Hobby of Students	Reading	113	82.699	91.888
	Playing	88	82.034	91.149
	Watching TV	76	82.224	91.360
	Chatting with Friends	23	82.000	91.111
Instrument for Awareness	Self	35	83.829	93.143
	Family Members	28	81.786	90.873
	Teachers	215	82.260	91.401
	Friends	22	81.318	90.354

It is evident from table 4.1 that the percentage on the awareness on human rights of students of diploma in elementary education in Kanchipuram district based on variables is ranged from 89.907 to 94.259 and the total percentage is 91.478. Hence, in general, it may be concluded from the table 4.1 that, the awareness on human rights of students of diploma in elementary education in Kanchipuram district is above the average.

Therefore the null hypothesis (Ho1): “The awareness on human rights of students of diploma in elementary education in Kanchipuram district is not above the average” is rejected, and it may also be concluded that, the students studying in diploma in elementary education in Kanchipuram district have a significant percentage (more than 89.9%) of awareness on human rights.

4.1.2. The investigator decided to explore the instruments that are creating awareness on human rights among students taken for the study. The percentages were calculated. The results of the analysis are presented in table 4.2.

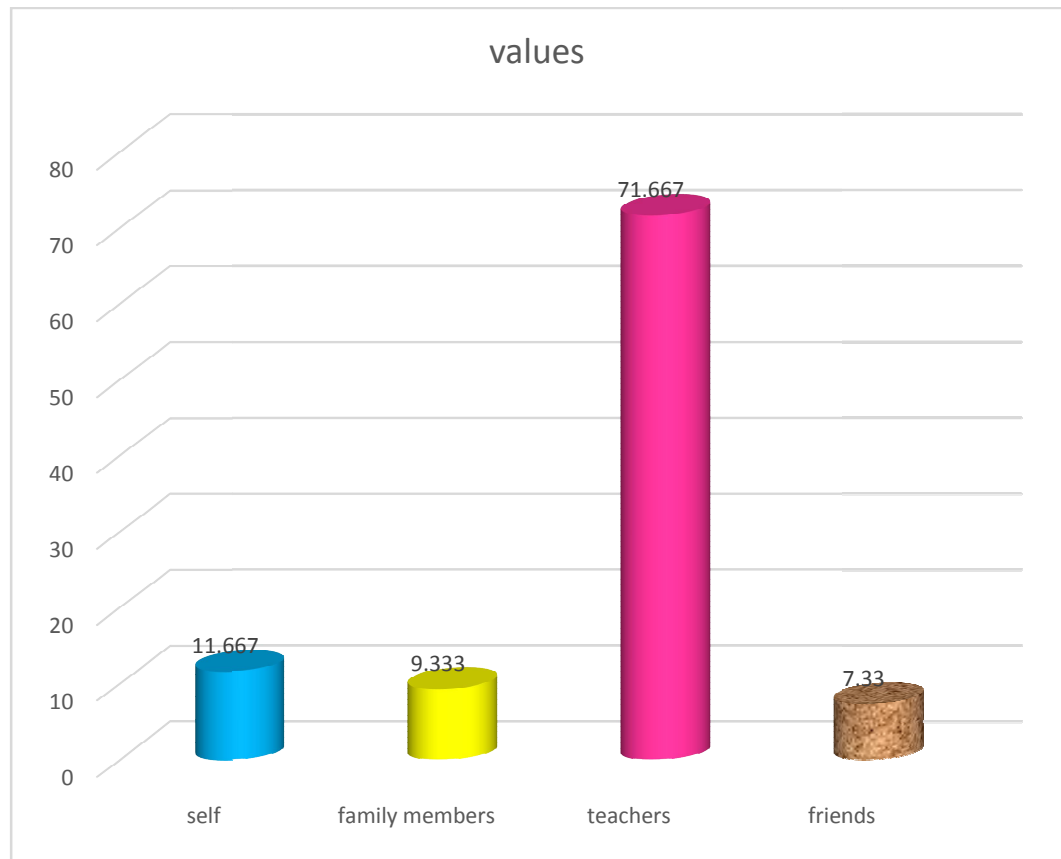
Table 4.2
The Percentage of the Instruments that Creates
Awareness on Human Rights among Students

Variables	Classification	N	Percentage Values
Instrument for Awareness	Self	35	11.667
	Family Members	28	9.333
	Teachers	215	71.667
	Friends	22	7.333

It is inferred from the table 4.2 that, 71.667% of students expressed that the instrument for awareness on human rights was teachers, followed by self (11.667%), family members (9.333%) and friends (7.333%). Therefore, it is concluded that teachers played a major role in creating the awareness on human rights among the students studying diploma in elementary education in Kanchipuram district.

Figure-4.1

**Mean Scores of the Percentage of the Instruments that Creates
Awareness on Human Rights among Students**



Section 2: Differential Analysis

In this section of this chapter, it is proposed to employ the differential analysis, t-test and ANOVA, to analyse the data obtained through the human rights awareness scale with respect to the variables specified. In the differential analysis of the present investigation the level of significance 0.01 and 0.05 levels were taken for hypothesis testing. The results are reported on the basis of the variables under different headings.

4.2.1 Analysis on the Awareness on Human Rights of Students based on Gender

The awareness on human rights of students were analysed on the basis of gender. The t-test was employed to find out the differences, if any, between the mean values based on gender. The summary of the t-test is presented in table 4.3

Table 4.3

Comparison on the Awareness on Human Rights of Students

Based on Gender

Specification	N	M	SD	SE	t-value
Boys	132	82.439	4.843	0.548	0.356 NS
Girls	168	82.244	4.547		

NS - Not Significant at 0.05 level

It is evident from the table 4.3 that, the calculated t-value of boys and girls on the awareness on human rights is 0.356. No significant difference at 0.05 level could be noticed between the awareness on human rights of students based on gender. It implies that though a difference is found in the mean values on the awareness on human rights of students, the difference is not significant statistically.

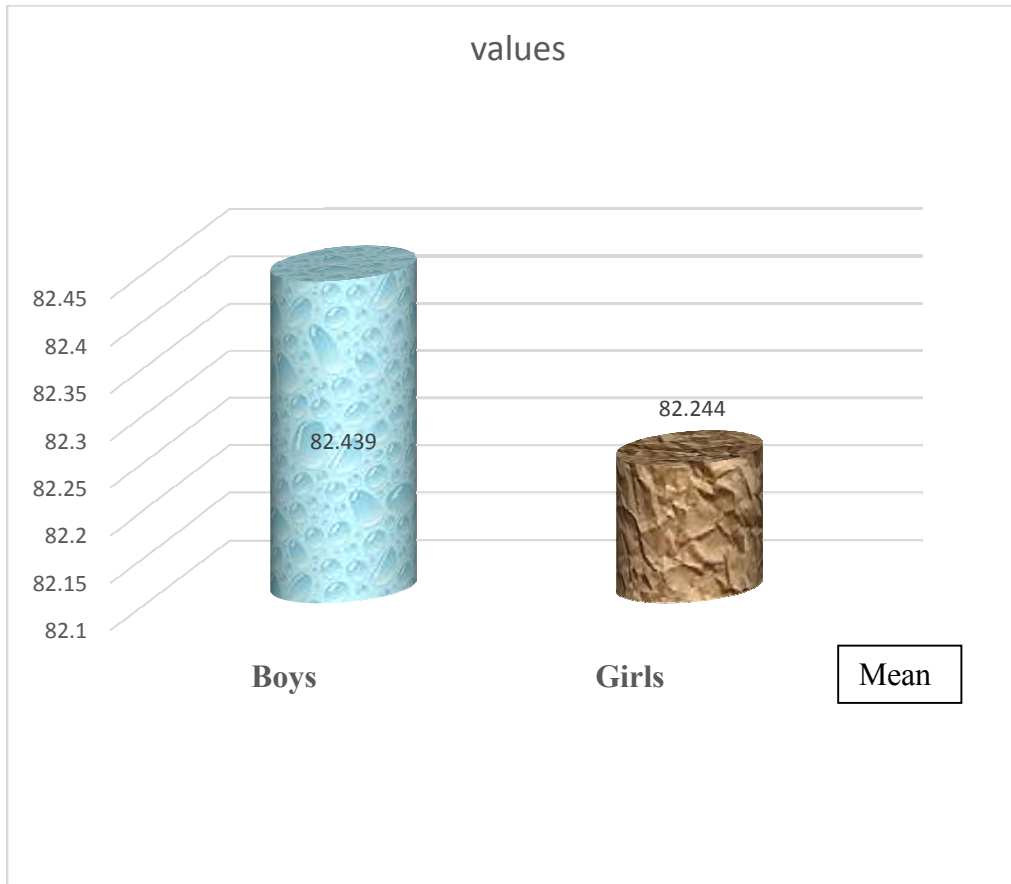
Therefore the null hypothesis (Ho2): “There is no significant difference between the awareness on human rights of students of diploma in elementary education based on gender” is not rejected.

Hence it may be inferred from the analysis that the awareness on human rights of boys and girls studying diploma in elementary education is similar.

Figure: 4.2

Mean score of comparison on the Awareness on Human Rights of Students

Based on Gender



4.2.2 Analysis on the Awareness on Human Rights of Students based on Locality

The awareness on human rights of students were analysed on the basis of locality. The t-test was employed to find out the differences, if any, between the mean values based on locality. The summary of the t-test is presented in table 4.4

Table 4.4
Comparison on the Awareness on Human Rights of Students
Based on Locality

Specification	N	M	SD	SE	t-value
Urban Area	223	82.650	3.954	0.760	1.642 NS
Rural Area	77	81.403	6.250		

NS - Not Significant at 0.05 level

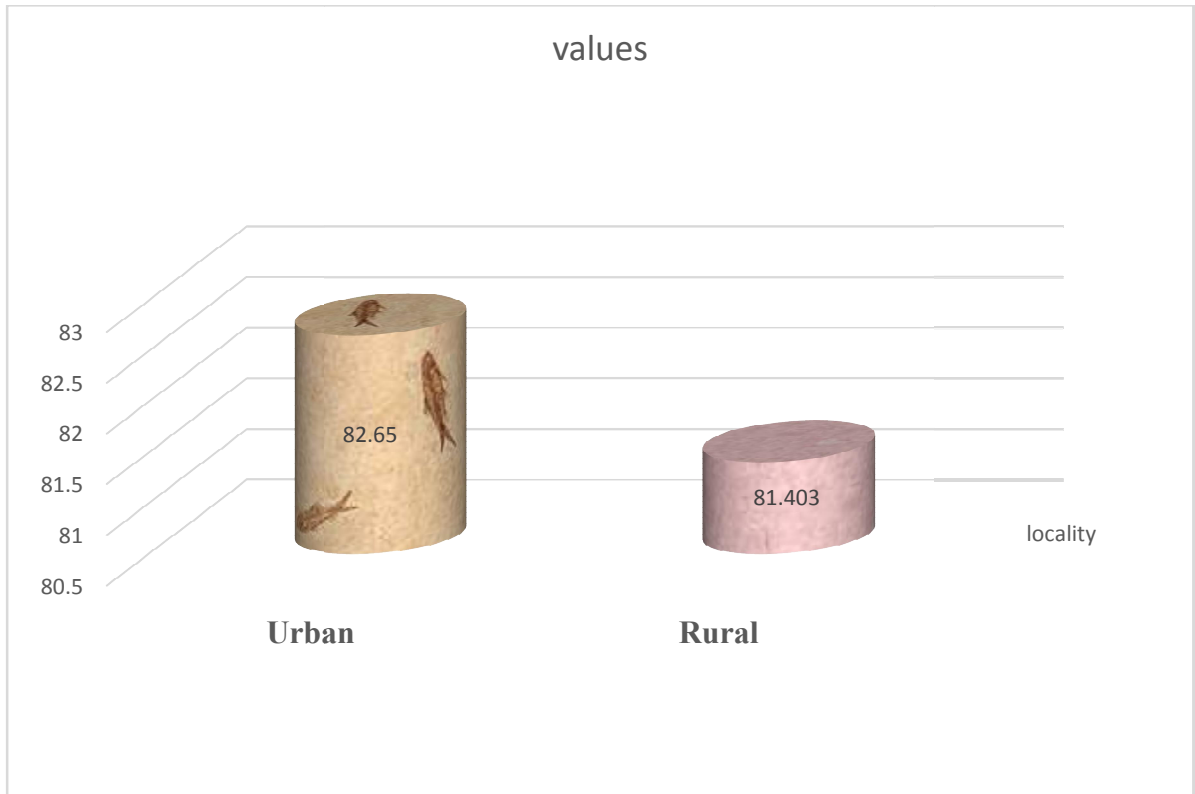
It is evident from the table 4.4 that, the calculated t-value of students from rural and urban areas on the awareness on human rights is 1.642. No significant difference at 0.05 level could be noticed between the awareness on human rights of students based on locality. It implies that though a difference is found in the mean values on the awareness on human rights of students, the difference is not significant statistically.

Therefore the null hypothesis (Ho3): “There is no significant difference between the awareness on human rights of students of diploma in elementary education based on locality” is not rejected.

Hence it may be inferred from the analysis that the awareness on human rights of students from rural area and urban area studying diploma in elementary education is similar.

Figure:4.3

**Mean score of comparison on the Awareness on Human Rights of Students
based on Locality**



4.2.3 Analysis on the Awareness on Human Rights of Students based on Family Type

The awareness on human rights of students were analysed on the basis of family type. The t-test was employed to find out the differences, if any, between the mean values based on family type. The summary of the t-test is presented in table 4.5

Table 4.5
Comparison on the Awareness on Human Rights of Students
based on Family Type

Specification	N	M	SD	SE	t-value
Joint Family	125	82.160	5.137	0.564	0.517 NS
Nuclear Family	175	82.451	4.321		

NS - Not Significant at 0.05 level

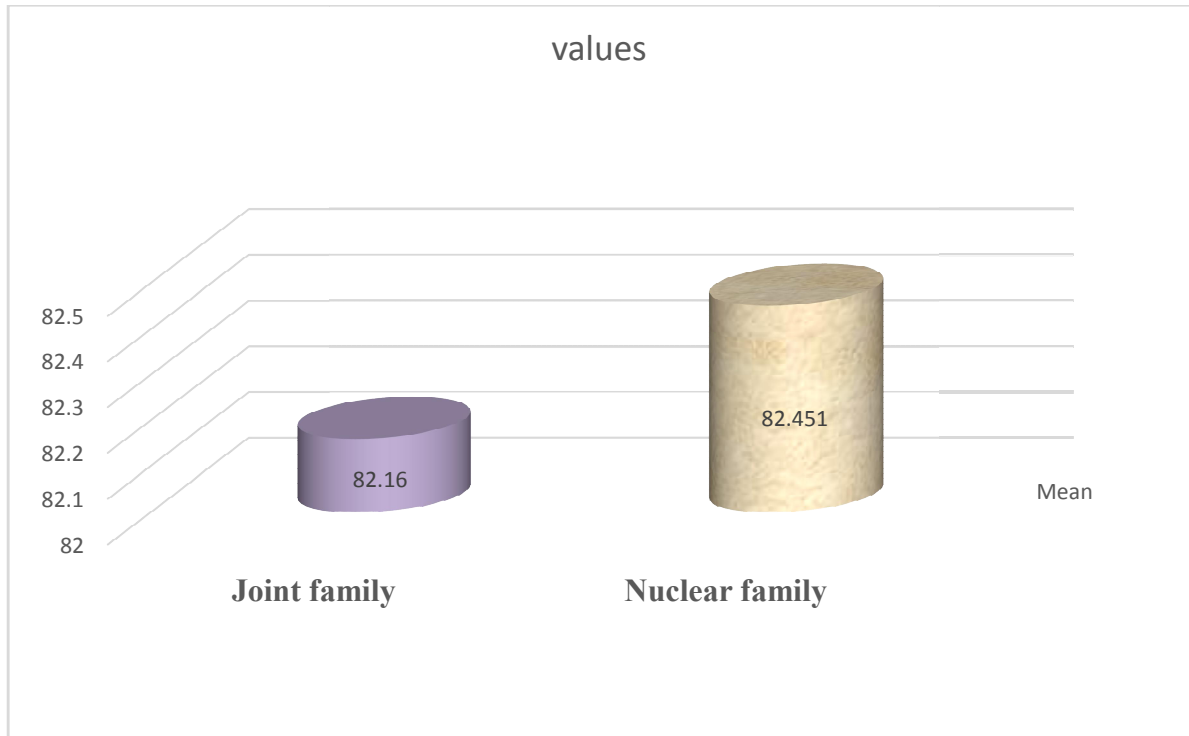
It is evident from the table 4.5 that, the calculated t-value of students from joint family and nuclear family on the awareness on human rights is 0.517. No significant difference at 0.05 level could be noticed between the awareness on human rights of students based on family type. It implies that though a difference is found in the mean values on the awareness on human rights of students, the difference is not significant statistically.

Therefore the null hypothesis (Ho4) “There is no significant difference between the awareness on human rights of students of diploma in elementary education based on family type” is not rejected.

Hence it may be inferred from the analysis that the awareness on human rights of students from joint family and nuclear family studying diploma in elementary education is similar.

Figure: 4.4

**Mean score of comparison on the Awareness on Human Rights of Students
based on Family Type**



4.2.4 Analysis on the Awareness on Human Rights of Students with respect to Type of Management

The investigator decided to analysis the awareness on human rights of students with respect to type of management of schools. The type of management is classified as government schools, government aided schools and private schools. The one-way ANOVA was employed to find out the differences, if any, among these three classifications. The summary of the analysis of variance is presented in table 4.6

Table 4.6
Comparison on the Awareness on Human Rights of Students
With respect to Type of Management

Source of Variance	SS	Df	MS	F-Value
Between Groups	806.546	2	403.273	20.933 **
Within Groups	5721.784	297	19.265	
Total	6528.330			

** - *Significant at 0.01 level*

It is evident from table 4.6 that the calculated F-value 20.933 is greater than the table value. A significant difference at 0.01 level could be noticed among the awareness on human rights of with respect to type of management. It indicates that the awareness of students, of diploma in elementary education, on human rights with respect to type of management differed significantly.

Therefore the null hypothesis (Ho5): “There is no significant difference among the awareness on human rights of students of diploma in elementary education with respect to type of management” is rejected.

Hence it may be inferred from the analysis that the awareness on human rights of students of diploma in elementary education differed significantly.

To investigate as to which type of management, the awareness on human rights differed significantly; t-test was further employed. The results of this analysis are given in the table 4.6a

Table 4.6a
Comparison on the awareness on Human Rights of Students
With respect to Type of Management

Variables	N	M	SD	Aided	Private
Government	115	81.200	4.214	0.191 NS	6.627 **
Aided	95	81.326	5.185		5.354 **
Private	90	84.833	3.627		

**** - Significant at 0.01 level**

NS – Not Sig. at 0.05 level

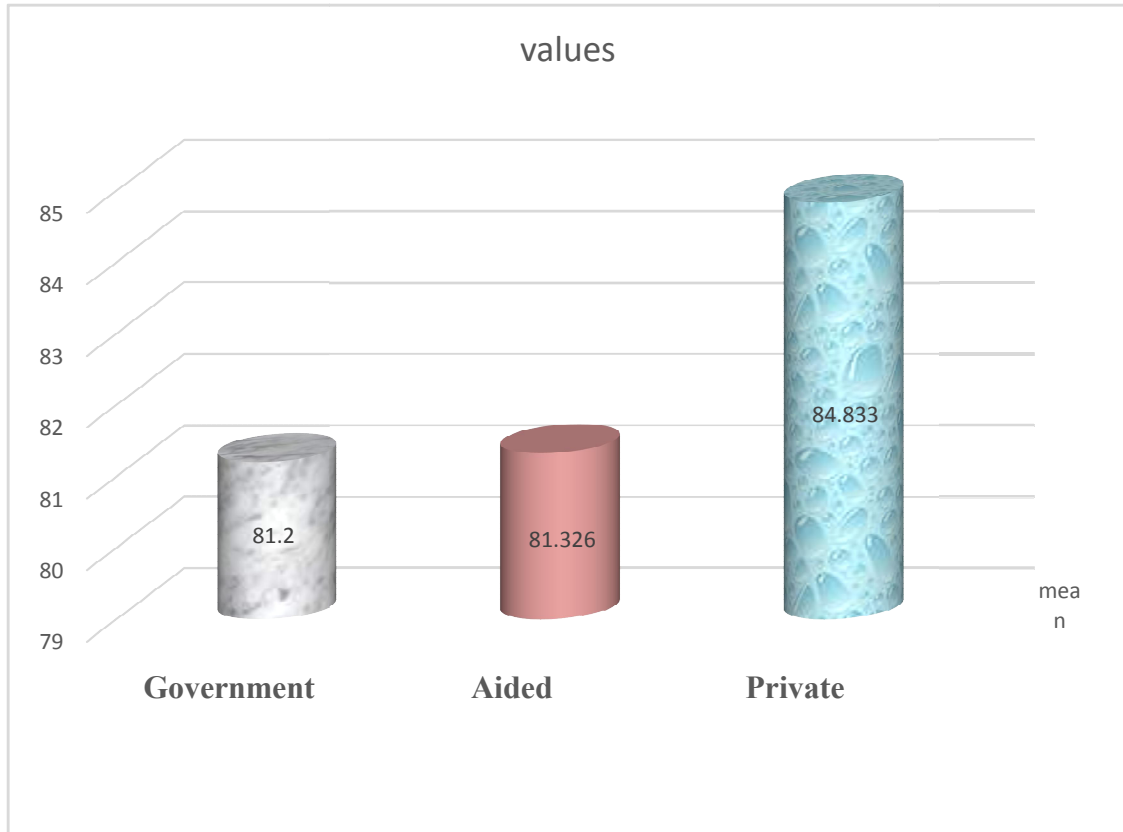
It is evident from the table 4.6a that, the calculated t-values for students from government schools vs students from private schools and students from aided schools vs students from private schools are 6.627 and 5.354 respectively. Statistically significant difference at 0.01 level is found between the mean values. At the same time, the calculated t-value for students from government schools vs students from aided schools is 0.191. No significant difference is found between the mean values.

While comparing the awareness on human rights of students studying in private schools with government schools, and with aided schools, it is inferred that the students studying in private schools (M=84.833) have significantly higher awareness on human rights than students studying in aided schools (M=81.326) and government schools (M=81.200). It is also inferred that the students studying in aided schools and the students studying in government schools have similar awareness on human rights.

Figure: 4.5

Mean score of comparison on the awareness on Human Rights of Students

With respect to Type of Management



4.2.5 Analysis on the Awareness on Human Rights of Students with respect to group studied in standard XII

The investigator decided to analysis the awareness on human rights of students with respect to group studied in standard XII. The group studied in standard XII is classified as arts group, science group and vocational group. The one-way ANOVA was employed to find out the differences, if any, among these three classifications. The summary of the analysis of variance is presented in table 4.7

Table 4.7
Comparison on the Awareness on Human Rights of Students
With respect studies in standard XII

Source of Variance	SS	Df	MS	F-Value
Between Groups	199.685	2	99.843	4.686 **
Within Groups	6328.645	297	21.309	
Total	6528.330			

**** - Significant at 0.01 level**

It is evident from table 4.7 that the calculated F-value 4.686 is greater than the table value. A significant difference at 0.01 levels could be noticed among the awareness on human rights of with respect to students studied in standard XII. It indicates that the awareness of students, of diploma in elementary education, on human rights with respect to studied in standard XII differed significantly.

Therefore the null hypothesis (Ho6): “There is no significant difference among the awareness on human rights of students of diploma in elementary education with respect to group studied in standard XII” is rejected.

Hence it may be inferred from the analysis that the awareness on human rights of students of diploma in elementary education differed significantly.

To investigate as to which group students studied in standard XII, the awareness on human rights differed significantly; t-test was further employed. The results of this analysis are given in the table 4.7a

Table 4.7a
Comparison on the awareness on Human Rights of Students
With respect to Group studied in Standard XII

Variables	N	M	SD	Science	Vocational
Arts Group	117	82.709	3.442	1.920 NS	2.163*
Science Group	159	81.711	5.187		2.507 *
Vocational Group	24	84.583	5.532		

*- Significant at 0.05 level

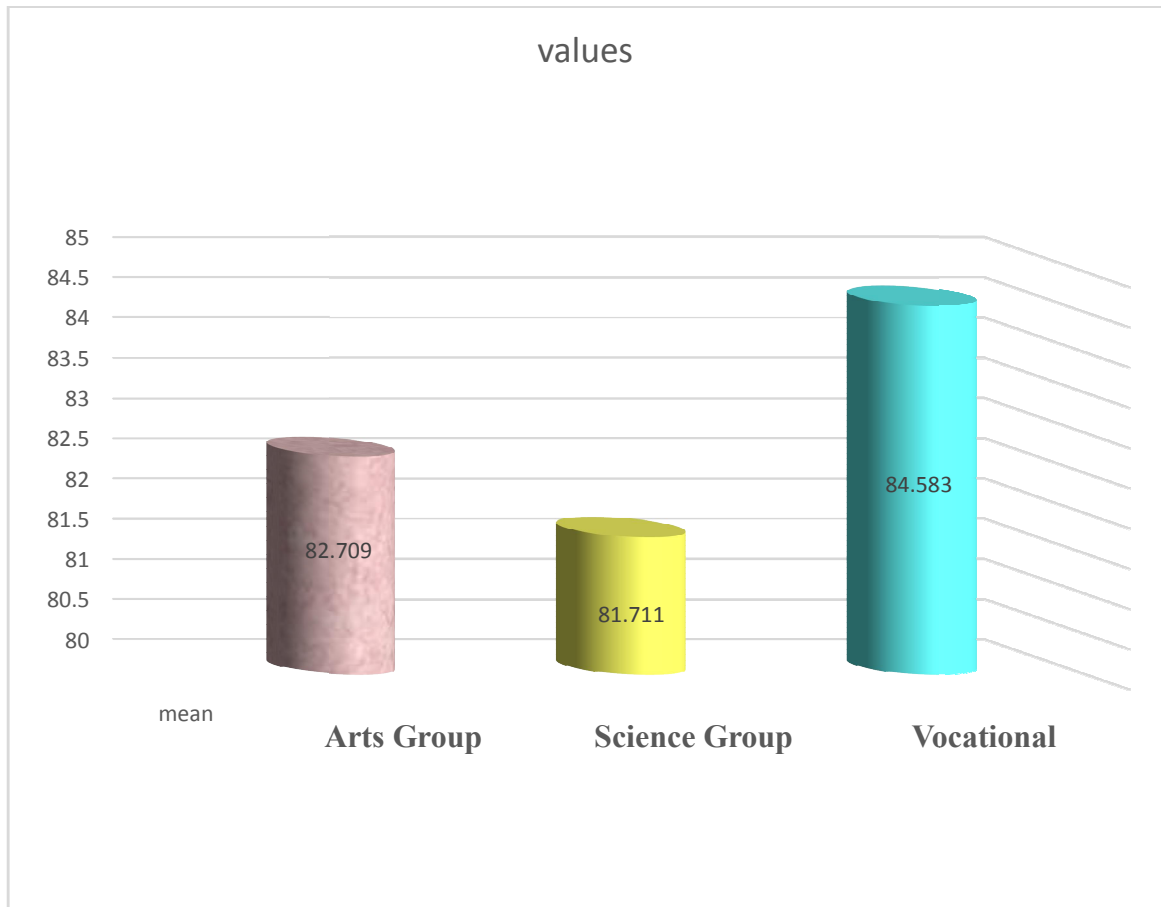
NS – Not Sig. at 0.05 level

It is evident from the table 4.7a that, the calculated t-values for students from arts group vs students from vocational group and students from science group vs students from vocational group are 2.163 and 2.507 respectively. Statistically significant difference at 0.05 level is found between the mean values. At the same time, the calculated t-value for students from arts group vs students from science group is 1.920. No Significant difference is found between the mean values.

While comparing the awareness on human rights of students studying in vocational group with arts group and with science group, it is inferred that the students studying in vocational group (M=84.583) have significantly higher awareness on human rights than students studying in science group (M=81.711) and arts group (M=82.709). It is also inferred that the students studying in science group and the students studying in arts group have similar awareness on human rights.

Figure: 4.6

**Mean score of comparison on the awareness on Human Rights of Students
with respect to Group studied in Standard XII**



4.2.6 Analysis on the Awareness on Human Rights of Students with respect to Education of Parents

The investigator decided to analysis the awareness on human rights of students with respect to education of parents. The education of parents is classified as illiterate, school education and college education. The one-way ANOVA was employed to find out the differences, if any, among these three classifications. The summary of the analysis of variance is presented in table 4.8

Table 4.8
Comparison on the Awareness on Human Rights of Students
With respect to Education of Parents

Source of Variance	SS	Df	MS	F-Value
Between Groups	7.017	2	3.508	0.160 NS
Within Groups	6521.313	297	21.957	
Total	6528.330			

NS – Not Significant at 0.05 level

It is evident from table 4.8 that the calculated F-value 0.160 is less than the table value. No significant difference at 0.05 level could be noticed among the awareness on human rights of students with respect to education of parents. It indicates that the awareness of students on human rights with respect to education of parents did not differ significantly.

Therefore the null hypothesis (Ho7): “There is no significant difference among the awareness on human rights of students of diploma in elementary education with respect to education of parents” is not rejected.

Hence it may be inferred from the analysis that the awareness on human rights of students of diploma in elementary education is similar with respect to education of parents.

4.2.7 Analysis on the Awareness on Human Rights of Students with respect to Occupation of Parents

The investigator decided to analysis the awareness on human rights of students with respect to occupation of parents. The occupation of parents is classified as government service, private service and self-employment. The one-way ANOVA was employed to find out the differences, if any, among these three classifications. The summary of the analysis of variance is presented in table 4.9

Table 4.9
Comparison on the Awareness on Human Rights of Students
With respect to Occupation of Parents

Source of Variance	SS	Df	MS	F-Value
Bet. Group	113.586	2	56.793	2.629 NS
With. Group	6414.744	297	21.598	
Total	6528.330			

NS – Not Significant at 0.05 level

It is evident from table 4.8 that the calculated F-value 2.629 is less than the table value. No significant difference at 0.05 level could be noticed among the awareness on human rights of with respect to occupation of parents. It indicates that the awareness of students on human rights with respect to occupation of parents did not differ significantly.

Therefore the null hypothesis (Ho8): “There is no significant difference among the awareness on human rights of students of diploma in elementary education with respect to occupation of parents” is not rejected.

Hence it may be inferred from the analysis that the awareness on human rights of students of diploma in elementary education is similar with respect to occupation of parents.

4.2.8 Analysis on the Awareness on Human Rights of Students with respect to Family Income

The investigator decided to analysis the awareness on human rights of students with respect to family income. The family income is classified as less than Rs.10001, Rs.10001 to Rs.30000 and more than Rs. 30000. The one-way ANOVA was employed to find out the differences, if any, among these three classifications. The summary of the analysis of variance is presented in table 4.10

Table 4.10
Comparison on the Awareness on Human Rights of Students
with respect to Family Income

Source of Variance	SS	Df	MS	F-Value
Bet. Group	272.549	2	136.274	6.470 **
With. Group	6255.781	297	21.063	
Total	6528.330			

**** - Significant at 0.01 level**

It is evident from table 4.10 that the calculated F-value 6.470 is greater than the table value. A significant difference at 0.01 level could be noticed among the awareness on human rights of with respect to family income. It indicates that the awareness of students, of diploma in elementary education, on human rights with respect to family income differed significantly.

Therefore the null hypothesis (Ho9): “There is no significant difference among the awareness on human rights of students of diploma in elementary education with respect to family income” is rejected.

Hence it may be inferred from the analysis that the awareness on human rights of students of diploma in elementary education differed significantly.

To investigate of to which family type, The awareness on human rights differed significantly; t-test way further employed. The results of this analysis are given in the table 4.10a

Table: 4.10 a

Comparison on the Awareness on Human Rights of Students with Respect to Family Income

Variable	N	M	SD	Rs10,001- Rs30,000	More than Rs30,000
Less than Rs10,001	85	81.718	5.214	2.268*	0.981NS
Rs10,001-Rs30,000	155	83.213	4.221		3.378 **
More than Rs30,000	60	80.917	4.563		

** -Significant at 0.01 level *-Sig at 0.005 level

NS-Not sig.at 0.05 level

It is evident from the table 4.10a that, the calculated t-values for students from families whose income is less than Rs10001 vs students from families whose income is Rs10001-Rs30000 and students from families whose income is Rs10001-Rs30000 vs students from more than Rs30000 are 2.268 and 3.378 respectively. Statistically significant difference at 0.05 level is found between the mean values. At the same time, the calculated t-value for students from families whose income is less than Rs10001 vs students from families whose income is more than Rs30000 is. 0.981. No Significant difference is found between the mean values.

Hence it may be inferred from the analysis that the students from the families whose income is Rs1000/- Rs30000 (M=83.213) have significantly higher awareness on human rights than students from family income more than Rs30000 (M=80.917) and less than Rs10001 (M=81.718).

4.2.9 Analysis on the Awareness on Human Rights of Students with respect to Hobby of student

The investigator decided to analysis the awareness on human rights of students with respect to their hobby. The hobby is classified as reading, playing, watching T.V and chatting with friends. The one-way ANOVA was employed to find out the differences, if any, among these four classifications. The summary of the analysis of variance is presented in table 4.11

Table 4.11
Comparison on the Awareness on Human Rights of Students
With respect to Hobby of Student

Source of Variance	SS	Df	MS	F-Value
Bet. Group	26.465	3	8.822	0.402 NS
With. Group	6501.865	296	21.966	
Total	6528.330			

NS – Not Significant at 0.05 level

It is evident from table 4.11 that the calculated F-value 0.402 is less than the table value. No significant difference at 0.05 level could be noticed among the awareness on human rights of with respect to hobby. It indicates that the awareness of students on human rights with respect to hobby did not differ significantly.

Therefore the null hypothesis (Ho10): “There is no significant difference among the awareness on human rights of students of diploma in elementary education with respect to hobby of student” is not rejected.

Hence it may be inferred from the analysis that the awareness on human rights of students of diploma in elementary education is similar with respect to hobby of student.

4.2.10 Analysis on the Awareness on Human Rights of Students with respect to Instruments for Awareness

The investigator decided to analysis the awareness on human rights of students with respect to instruments for awareness. The instruments for awareness is classified as self, family members, teachers and friends. The one-way ANOVA was employed to find out the differences, if any, among these four classifications. The summary of the analysis of variance is presented in table 4.12

Table 4.12

Comparison on the Awareness on Human Rights of Students With respect to Instruments for Awareness

Source of Variance	SS	Df	MS	F-Value
Bet. Group	110.458	3	36.819	1.698 NS
With. Group	6417.872	296	21.682	
Total	6528.330			

NS – Not Significant at 0.05 level

It is evident from table 4.12 that the calculated F-value 1.698 is less than the table value. No significant difference at 0.05 level could be noticed among the awareness on human rights of with respect to instruments for awareness. It indicates that the awareness of students on human rights with respect to hobby did not differ significantly.

Therefore the null hypothesis (Ho11): “There is no significant difference among the awareness on human rights of students of diploma in elementary education with respect to instruments for awareness” is not rejected.

Hence it may be inferred from the analysis that the awareness on human rights of students of diploma in elementary education is similar with respect to instruments for awareness.

4.2.11 Analysis on the Awareness on Human Rights of Boys based on Classifications

The investigator decided to analysis the awareness on human rights of boys based on the different classifications in it. The human rights are classified as right to equality, right to freedom, right against exploitation, right to religion and right to education and culture. The one-way ANOVA was employed to find out the differences, if any, among these five classifications. The summary of the analysis of variance is presented in table 4.13.

[**Note:** Since each classification has different maximum values, to equalize them, the investigator converted the values into percentages and that percentage values were taken for calculations in tables 4.13, 4.14, 4.15, 4.16, 4.17, 4.18, 4.19, 4.20, 4.21 and 4.22]

Table 4.13
Comparison on the Awareness on Human Rights of Boys
based on Classifications

Source of Variance	SS	Df	MS	F-Value
Between Groups	1272.410	4	318.102	4.513 **
Within Groups	46171.730	655	70.491	
Total	47444.140			

**** - Significant at 0.01 level**

It is evident from table 4.13 that the calculated F-value 4.513 is greater than the table value. A significant difference at 0.01 level could be noticed among the awareness on human rights of boys based on the classifications. It indicates that the awareness of boys based on different classifications in the human rights differed significantly.

Therefore the null hypothesis (Ho12): “There is no significant difference among the awareness on human rights of boys based on classifications” is rejected.

Hence it may be inferred from the analysis that the awareness on human rights of boys based on its classifications differed significantly.

To investigate as to which classification, the awareness on human rights differed significantly; t-test was further employed. The results of this analysis are given in the table 4.13a.

[**Note:** In the tables 4.13a, 4.14a, 4.15a, 4.16a, 4.18a, 4.19a, and 4.21a, **RE**→ Right to Equality; **RF**→ Right to Freedom; **RAE**→ Right Against Exploitation; **RR**→ Right to Religion; and **REC**→ Right to Education and Culture]

Table 4.13a
Comparison on the Awareness on Human Rights of Boys
based on Classifications

Variables	N	M	SD	RF	RAE	RR	REC
RE	132	91.450	7.768	0.215 NS	2.323 *	1.689 NS	1.281 NS
RF	132	91.271	5.629		2.766 **	2.056 *	1.243 NS
RAE	132	93.939	9.552			0.560 NS	3.373 **
RR	132	93.277	9.695				2.760 **
REC	132	90.152	8.672				

**** - Significant at 0.01 level * - Sig. at 0.05 level NS – Not Sig. at 0.05 level**

It is evident from the table 4.13a that, the calculated t-values for the classifications RE vs RAE, RF vs RAE, RF vs RR, RAE vs REC, and RR vs REC are 2.323, 2.766, 2.056, 3.373, and 2.760 respectively. Statistically significant difference is found between the mean values. At the same time, the calculated t-value for the classifications RE vs RF, RE vs RR, RE vs REC, RF vs REC, and RAE vs RR are 0.215, 1.689, 1.281, 1.243, and 0.560 respectively. No significant difference is noticed between these mean values.

Therefore it is inferred from the analysis that, the boys have significantly higher awareness on RAE (M=93.939) than that of RE (M=91.450), RF (M=91.271), and REC (M=90.152); and also have significantly higher awareness on RR (M=93.277) than RF (M=91.271) and REC (M=90.152). It is also inferred that boys have similar awareness on RE with RF, RR, and REC; RF with REC; and RAE with RR.

4.2.12 Analysis on the Awareness on Human Rights of Girls based on Classifications

The investigator decided to analysis the awareness on human rights of girls based on the different classifications in it. The human rights are classified as right to equality, right to freedom, right against exploitation, right to religion and right to education and culture. The one-way ANOVA was employed to find out the differences, if any, among these five classifications. The summary of the analysis of variance is presented in table 4.14.

Table 4.14
Comparison on the Awareness on Human Rights of Girls
based on Classifications

Source of Variance	SS	Df	MS	F-Value
Bet. Group	4069.973	4	1017.493	15.009 **
With. Group	56607.062	835	67.793	
Total	60677.036			

** - *Significant at 0.01 level*

It is evident from table 4.14 that the calculated F-value 15.009 is greater than the table value. A significant difference at 0.01 level could be noticed among the awareness

on human rights of girls based on the classifications. It indicates that the awareness of girls based on different classifications in the human rights differed significantly.

Therefore the null hypothesis (Ho13): “There is no significant difference among the awareness on human rights of girls based on classifications” is rejected.

Hence it may be inferred from the analysis that the awareness on human rights of girls based on its classifications differed significantly.

To investigate as to which classification, the awareness on human rights differed significantly; t-test was further employed. The results of this analysis are given in the table 4.14a.

Table 4.14a
Comparison on the Awareness on Human Rights of Girls
based on Classifications

Variables	N	M	SD	RF	RAE	RR	REC
RE	168	90.986	7.589	0.537 NS	4.733*	3.309 **	1.295 NS
RF	168	90.557	7.026		5.388 **	4.510**	0.838NS
RAE	168	95.179	8.615			0.630 NS	5.680 **
RR	168	94.568	9.140				4.880 **
REC	168	89.839	8.617				

**** - Significant at 0.01 level * - Sig. at 0.05 level NS – Not Sig. at 0.05 level**

It is evident from the table 4.14a that, the calculated t-values for the classifications RE vs RAE, RE vs RR, RF vs RAE, RF vs RR, RAE vs REC, and RR vs REC are 4.733, 3.309, 5.388, 4.510, 5.680, and 4.880 respectively. Statistically significant difference is found between the mean values. At the same time, the calculated t-value for the classifications RE vs RF, RE vs REC, RF vs REC, and RAE vs RR are 0.537, 1.295, 0.838, and 0.630 respectively. No significant difference is noticed between these mean values.

Therefore it is inferred from the analysis that, the girls have significantly higher awareness on RAE (M=95.179) than that of RE (M=90.986), RF (M=90.557), and REC (M=89.839); and also have significantly higher awareness on RR (M=94.568) than RF (M=91.271) and REC (M=89.839). It is also inferred that girls have similar awareness on RE with RF, RR, and REC; RF with REC; and RAE with RR.

4.2.13 Analysis on the Awareness on Human Rights of Students from Government School based on Classifications

The investigator decided to analysis the awareness on human rights of students from government school based on the different classifications in it. The human rights are classified as right to equality, right to freedom, right against exploitation, right to religion and right to education and culture. The one-way ANOVA was employed to find out the differences, if any, among these five classifications. The summary of the analysis of variance is presented in table 4.15.

Table 4.15
Comparison on the Awareness on Human Rights of Students from
government school based on Classifications

Source of Variance	SS	Df	MS	F-Value
Between Groups	7823.826	4	1955.956	38.164 **
Within Groups	29213.031	570	51.251	
Total	37036.856			

**** - Significant at 0.01 level**

It is evident from table 4.15 that the calculated F-value 38.164 is greater than the table value. A significant difference at 0.01 level could be noticed among the awareness on human rights of students from government school based on the classifications. It indicates that the awareness of students from government school based on different classifications in the human rights differed significantly.

Therefore the null hypothesis (Ho14): “There is no significant difference among the awareness on human rights of students from government school based on classifications” is rejected.

Hence it may be inferred from the analysis that the awareness on human rights of students from government school based on its classifications differed significantly.

To investigate as to which classification, the awareness on human rights differed significantly; t-test was further employed. The results of this analysis are given in the table 4.15a

Table 4.15a
Comparison on the Awareness on Human Rights of Students from
Government School based on Classifications

Variables	N	M	SD	RF	RAE	RR	REC
RE	115	87.639	7.410	1.642 NS	9.258 **	7.851 **	1.310 NS
RF	115	89.071	5.711		8.740 **	7.150 **	0.142 NS
RAE	115	96.552	7.138			1.114 NS	7.738 **
RR	115	95.435	7.647				6.413 **
REC	115	88.945	7.701				

**** - Significant at 0.01 level NS – Not Sig. at 0.05 level**

It is evident from the table 4.15a that, the calculated t-values for the classifications RE vs RAE, RE vs RR, RF vs RAE, RF vs RR, RAE vs REC, and RR vs REC are 9.258, 7.851, 8.740, 7.150, 7.738 and 6.413 respectively. Statistically significant difference is found between the mean values. At the same time, the calculated t-value for the classifications RE vs RF, RE vs REC, RF vs REC, and RAE vs RR are 1.642, 1.310, 0.142, and 1.114 respectively. No significant difference is noticed between these mean values.

Therefore it is inferred from the analysis that, the students from government school have significantly higher awareness on RAE (M=96.552) than that of RE (M=87.639), RF (M=89.071), and REC (M=88.945); and also have significantly higher awareness on RR (M=95.435) than RF (M=89.071) and REC (M=88.945). It is also

inferred that students from government school have similar awareness on RE with RF, RR, and REC; RF with REC; and RAE with RR.

4.2.14 Analysis on the Awareness on Human Rights of Students from Aided School based on Classifications

The investigator decided to analysis the awareness on human rights of students from aided school based on the different classifications in it. The human rights are classified as right to equality, right to freedom, right against exploitation, right to religion and right to education and culture. The one-way ANOVA was employed to find out the differences, if any, among these five classifications. The summary of the analysis of variance is presented in table 4.16.

Table 4.16
Comparison on the Awareness on Human Rights of Students from Aided School based on Classifications

Source of Variance	SS	Df	MS	F-Value
Between Groups	970.139	4	242.535	2.632 *
With in Groups	43315.789	470	92.161	
Total	44285.928			

* - *Significant at 0.05 level*

It is evident from table 4.16 that the calculated F-value 2.632 is greater than the table value. A significant difference at 0.05 level could be noticed among the awareness on human rights of students from aided school based on the classifications. It indicates that the awareness of students from aided schools based on different classifications in the human rights differed significantly.

Therefore the null hypothesis (Ho15): “There is no significant difference among the awareness on human rights of students from aided school based on classifications” is rejected.

Hence it may be inferred from the analysis that the awareness on human rights of students from aided school based on its classifications differed significantly.

To investigate as to which classification, the awareness on human rights differed significantly; t-test was further employed. The results of this analysis are given in the table 4.16a.

Table 4.16a
Comparison on the Awareness on Human Rights of Students from Aided School based on Classifications

Variables	N	M	SD	RF	RAE	RR	REC
RE	95	92.030	7.057	2.107 *	0.140 NS	0.405 NS	2.802 **
RF	95	89.808	7.470		1.836 NS	1.121 NS	1.020 NS
RAE	95	92.211	10.333			0.467 NS	2.510 *
RR	95	91.447	12.131				1.825 NS
REC	95	88.496	10.064				

**** - Significant at 0.01 level * - Sig. at 0.05 level NS – Not Sig. at 0.05 level**

It is evident from the table 4.16a that, the calculated t-values for the classifications RE vs RF, RE vs REC, and RAE vs REC are 2.107, 2.208, and 2.510, respectively. Statistically significant difference is found between the mean values. At the same time, the calculated t-value for the classifications RE vs RAE, RE vs RR, RF vs RAE, RF vs RR, RF vs REC, RAE vs RR, and RR vs REC are 0.140, 0.405, 1.836,

1.121, 1.020, 0.467 and 1.825 respectively. No significant difference is noticed between these mean values.

Therefore it is inferred from the analysis that, the students from aided schools have significantly higher awareness on RE (M=92.030) than that of RF (M=89.808), and REC (M=88.496); and also have significantly higher awareness on RAE (M=92.211) than and REC (M=88.496). It is also inferred that students from aided schools have similar awareness on RE with RAE and RR ; RF with RAE, RR and REC; RAE with RR; and RR with REC.

4.2.15 Analysis on the Awareness on Human Rights of Students from Private School based on Classifications

The investigator decided to analysis the awareness on human rights of students from private school based on the different classifications in it. The human rights are classified as right to equality, right to freedom, right against exploitation, right to religion and right to education and culture. The one-way ANOVA was employed to find out the differences, if any, among these five classifications. The summary of the analysis of variance is presented in table 4.17.

Table 4.17
Comparison on the Awareness on Human Rights of Students from Private School based on Classifications

Source of Variance	SS	Df	MS	F-Value
Between Groups	262.339	4	65.585	1.251 NS
Within Groups	23327.581	445	52.422	
Total	23589.919			

NS – Not Significant at 0.05 level

It is evident from table 4.17 that the calculated F-value 1.251 is less than the table value. No significant difference at 0.05 level could be noticed among the awareness on human rights of students from private school based on classifications. It indicates that the awareness on human rights of students from private school based on classification did not differ significantly.

Therefore the null hypothesis (Ho16): “There is no significant difference among the awareness on human rights of students from private school based on classifications” is not rejected.

Hence it may be inferred from the analysis that the awareness on human rights of students from private school based on classification is similar.

4.2.16 Analysis on the Awareness on Human Rights of Students from Arts Group based on Classifications

The investigator decided to analysis the awareness on human rights of students from arts group based on the different classifications in it. The human rights are classified as right to equality, right to freedom, right against exploitation, right to religion and right to education and culture. The one-way ANOVA was employed to find out the differences, if any, among these five classifications. The summary of the analysis of variance is presented in table 4.18.

Table 4.18
Comparison on the Awareness on Human Rights of Students from Arts Group based on Classifications

Source of Variance	SS	Df	MS	F-Value
Between Groups	4856.515	4	1214.129	24.781 **
Within Groups	28416.495	580	48.994	
Total	33273.010			

* - *Significant at 0.01 level*

It is evident from table 4.18 that the calculated F-value 24.781 is greater than the table value. A significant difference at 0.01 level could be noticed among the awareness on human rights of students from arts group based on the classifications. It indicates that the awareness of students from arts group based on different classifications in the human rights differed significantly.

Therefore the null hypothesis (Ho17): “There is no significant difference among the awareness on human rights of students from arts group based on classifications” is rejected.

Hence it may be inferred from the analysis that the awareness on human rights of students from arts group based on its classifications differed significantly.

To investigate as to which classification, the awareness on human rights differed significantly; t-test was further employed. The results of this analysis are given in the table 4.18a.

Table 4.18a
Comparison on the Awareness on Human Rights of Students from Arts Group
Based on Classifications

Variables	N	M	SD	RF	RAE	RR	REC
RE	117	89.743	7.468	1.741 NS	6.713 **	6.751 **	0.942 NS
RF	117	91.162	4.678		6.277 **	6.381 *	0.619 NS
RAE	117	96.496	7.913			0.349 NS	5.822 **
RR	117	96.154	7.052				5.808 **
REC	117	90.659	7.414				

**** - Significant at 0.01 level * - Sig. at 0.05 level NS – Not Sig. at 0.05 level**

It is evident from the table 4.18a that, the calculated t-values for the classifications RE vs RAE, RE vs RR, RF vs RAE, RF vs RR, RAE vs REC, and RR vs REC are 6.713, 6.751, 6.277, 6.381, 5.822, and 5.808 respectively. Statistically significant difference is found between the mean values. At the same time, the calculated t-value for the classifications RE vs RF, RE vs REC, RF vs REC, and RAE vs RR are 1.741, 0.942, 0.619, and 0.349 respectively. No significant difference is noticed between these mean values.

Therefore it is inferred from the analysis that, the students from arts group have significantly higher awareness on RAE (M=96.496) than that of RE (M=89.743), RF (M=91.162), and REC (M=90.659); and also have significantly higher awareness on RR (M=96.154) than RF (M=91.162), RE (M=89.743) and REC (M=90.659). It is also inferred that students from arts group have similar awareness on RE with RF, and REC; RF with REC; and RAE with RR.

4.2.17 Analysis on the Awareness on Human Rights of Students from Science Group based on Classifications

The investigator decided to analysis the awareness on human rights of students from science group based on the different classifications in it. The human rights are classified as right to equality, right to freedom, right against exploitation, right to religion and right to education and culture. The one-way ANOVA was employed to find out the differences, if any, among these five classifications. The summary of the analysis of variance is presented in table 4.19.

Table 4.19
Comparison on the Awareness on Human Rights of Students from Science Group
based on Classifications

Source of Variance	SS	Df	MS	F-Value
Between Groups	1682.978	4	420.744	5.349 **
Within Groups	62139.177	790	78.657	
Total	63822.155			

**** - Significant at 0.01 level**

It is evident from table 4.19 that the calculated F-value 5.349 is greater than the table value. A significant difference at 0.01 level could be noticed among the awareness on human rights of students from science group based on the classifications. It indicates that the awareness of students from science group based on different classifications in the human rights differed significantly.

Therefore the null hypothesis (Ho18): “There is no significant difference among the awareness on human rights of students from science group based on classifications” is rejected.

Hence it may be inferred from the analysis that the awareness on human rights of students from science group based on its classifications differed significantly.

To investigate as to which classification, the awareness on human rights differed significantly; t-test was further employed. The results of this analysis are given in the table 4.19a.

Table 4.19a
Comparison on the Awareness on Human Rights of Students from Science Group based on Classifications

Variables	N	M	SD	RF	RAE	RR	REC
RE	159	91.375	7.754	1.335NS	1.837NS	1.211NS	2.255*
RF	159	90.237	7.431		3.069**	2.362 *	1.084NS
RAE	159	93.145	9.355			0.486NS	3.767 **
RR	159	92.610	10.259				3.099 **
REC	159	89.219	9.229				

**** - Significant at 0.01 level * - Sig. at 0.05 level NS – Not Sig. at 0.05 level**

It is evident from the table 4.19a that, the calculated t-values for the classifications RE vs REC, RF vs RAE, RF vs RR, RAE vs REC, and RR vs REC are 2.255, 3.069, 2.362, 3.767, and 3.099 respectively. Statistically significant difference is found between the mean values. At the same time, the calculated t-value for the classifications RE vs RF, RE vs RAE, RE vs RR, RFvs REC, and RAE vs RR are 1.335, 1.837, 1.211, 1.084, and 0.486 respectively. No significant difference is noticed between these mean values.

Therefore it is inferred from the analysis that, the students from science group have significantly higher awareness on RAE (M=93.145) than that of RF (M=90.237), and REC (M=89.219); and also have significantly higher awareness on RR (M=92.610) than RF (M=90.237) and REC (M=89.219). It is also inferred that students from science groups have similar awareness on RE with RF, RR, and RAE; RF with RAE; and RAE with RR.

4.2.18 Analysis on the Awareness on Human Rights of Students from Vocational Group based on Classifications

The investigator decided to analysis the awareness on human rights of students with respect to students from vocational group based on classifications. The one-way ANOVA was employed to find out the differences, if any, among the five classifications. The summary of the analysis of variance is presented in table 4.20

Table 4.20
Comparison on the Awareness on Human Rights of
Students from Vocational Group based on Classifications

Source of Variance	SS	Df	MS	F-Value
Bet. Group	440.095	4	110.024	1.358 NS
With. Group	9316.257	115	81.011	
Total	9756.353			

NS – Not Significant at 0.05 level

It is evident from table 4.20 that the calculated F-value 1.358 is less than the table value. No significant difference at 0.05 level could be noticed among the awareness on human rights of with respect to students from vocational group based on classifications. It indicates that the awareness on human rights of students from vocational group based on classification did not differ significantly.

Therefore the null hypothesis (Ho19): “There is no significant difference among the awareness on human rights of students from vocational group based on classifications” is not rejected.

Hence it may be inferred from the analysis that the awareness on human rights of students from vocational group based on classifications is similar.

4.2.19 Analysis on the Awareness on Human Rights of Students from Urban Area based on Classifications

The investigator decided to analysis the awareness on human rights of students from urban area based on the different classifications in it. The human rights are classified as right to equality, right to freedom, right against exploitation, right to religion and right to education and culture. The one-way ANOVA was employed to find out the differences, if any, among these five classifications. The summary of the analysis of variance is presented in table 4.21.

Table 4.21
Comparison on the Awareness on Human Rights of Students from Urban Area Based on Classifications

Source of Variance	SS	Df	MS	F-Value
Between Groups	5657.916	4	1414.479	25.330*
Within Groups	61984.422	1110	55.842	
Total	67642.338			

**** - Significant at 0.01 level**

It is evident from table 4.21 that the calculated F-value 25.330 is greater than the table value. A significant difference at 0.01 level could be noticed among the awareness on human rights of students from urban area based on the classifications. It indicates that the awareness of students from urban area based on different classifications in the human rights differed significantly.

Therefore the null hypothesis (Ho20): “There is no significant difference among the awareness on human rights of students from urban area based on classifications” is rejected.

Hence it may be inferred from the analysis that the awareness on human rights of students from urban area based on its classifications differed significantly.

To investigate as to which classification, the awareness on human rights differed significantly; t-test was further employed. The results of this analysis are given in the table 4.21a.

Table 4.21a
Comparison on the Awareness on Human Rights of Students from Urban Area
Based on Classifications

Variables	N	M	SD	RF	RAE	RR	REC
RE	223	90.999	7.286	0.151 NS	6.290 **	5.655 **	0.854 NS
RF	223	91.093	5.651		6.780 **	6.098 **	1.093 NS
RAE	223	95.650	8.297			0.679 NS	6.923 **
RR	223	95.123	8.093				6.312 **
REC	223	90.391	7.737				

**- Significant at 0.01 level NS – Not Sig. at 0.05 level

It is evident from the table 4.21a that, the calculated t-values for the classifications RE vs RAE, RE vs RR, RF vs RAE, RF vs RR, RAE vs REC, and RR vs REC are 6.290, 5.655, 6.780, 6.098, 6.923, and 6.312 respectively. Statistically significant difference is found between the mean values. At the same time, the calculated t-value for the classifications RE vs RF, RE vs REC, RF vs REC, and RAE vs RR are 0.151, 0.854, 1.093, and 0.679 respectively. No significant difference is noticed between these mean values.

Therefore it is inferred from the analysis that, the students from urban area have significantly higher awareness on RAE (M=95.650) than that of RE (M=90.999), RF (M=91.093), and REC (M=90.391); and also have significantly higher awareness on RR (M=95.123) than RF (M=91.093) and REC (M=90.391). It is also inferred that students

from urban area have similar awareness on RE with RF, and REC; RF with REC; and RAE with RR.

4.2.20 Analysis on the Awareness on Human Rights of Students from Rural Area based on Classifications

The investigator decided to analysis the awareness on human rights of students from rural area based on classifications. The one-way ANOVA was employed to find out the differences, if any, among the classifications. The summary of the analysis of variance is presented in table 4.22

Table 4.22
Comparison on the Awareness on Human Rights of
Students from Rural Area based on Classifications

Source of Variance	SS	Df	MS	F-Value
Bet. Group	459.866	4	114.966	1.124 NS
With. Group	38873.604	380	102.299	
Total	39333.469			

NS – Not Significant at 0.05 level

It is evident from table 4.22 that the calculated F-value 1.124 is less than the table value. No significant difference at 0.05 level could be noticed among the awareness on human rights of students from rural area based on classifications. It indicates that the awareness on human rights of students from rural area did not differ significantly.

Therefore the null hypothesis (Ho21): “There is no significant difference among the awareness on human rights of students from rural area based on classifications” is not rejected.

Hence it may be inferred from the analysis that the awareness on human rights of students from rural area based on classifications is similar.

In this chapter, a detailed analysis on the awareness on human rights of students is made in the light of variable specified. The salient findings and recommendations emerged out of this study are summarized in chapter V.

CHAPTER V

SUMMARY OF THE FINDINGS AND CONCLUSION

5.1 Introduction

In the present investigation, an attempt has been made to identify the awareness on human rights of students studying diploma in elementary education in Kanchipuram district. This chapter summarizes the findings which have been analyzed in different sections of the chapter IV. The salient findings of the study are brought together in this chapter. Besides the major findings emerging from the study, the researcher also presents the recommendations of the study and areas for further research in the light of the investigation. The salient findings of the study are summarized below:

5.2 Findings of the Study

The findings of the investigation are;

- The students studying in diploma in elementary education in Kanchipuram district had a significant percentage (more than 89.9%) of awareness on human rights.
- The awareness on human rights of boys and girls studying diploma in elementary education was similar.
- The awareness on human rights of students from rural area and urban area studying diploma in elementary education was similar.
- The awareness on human rights of students from joint family and nuclear family studying diploma in elementary education was similar.

- The awareness on human rights of students of diploma in elementary education with respect to type of management differed significantly. The students studying in private schools (M=84.833) had significantly higher awareness on human rights than students studying in aided schools (M=81.326) and government schools (M=81.200).
- The awareness on human rights of students of diploma in elementary education with respect to group studied in standard XII differed significantly. The students studying in vocational group (M=84.583) had significantly higher awareness on human rights than students studying in science group (M=81.711) and arts group (M=82.709).
- The awareness on human rights of students of diploma in elementary education was similar with respect to education of parents.
- The awareness on human rights of students of diploma in elementary education was similar with respect to occupation of parents.
- The awareness on human rights of students of diploma in elementary education with respect to family income differed significantly. The students from the families whose income is Rs1000/- Rs30000 (M=83.213) had significantly higher awareness on human rights than students from family income more than Rs30000 (M=80.917) and less than Rs10001 (M=81.718).
- The awareness on human rights of students of diploma in elementary education was similar with respect to hobby of students.
- The awareness on human rights of students of diploma in elementary education was similar with respect to instruments for awareness.

- The awareness on human rights of boys based on its classifications differed significantly. The boys had significantly higher awareness on Right against Exploitation [RAE] (M=93.939) than that of Right to Equality [RE] (M=91.450), Right to Freedom [RF] (M=91.271), and Right to Education and Culture [REC] (M=90.152); and also had significantly higher awareness on Right to Religion [RR] (M=93.277) than RF (M=91.271) and REC (M=90.152).
- The awareness on human rights of girls based on its classifications differed significantly. The girls had significantly higher awareness on RAE (M=95.179) than that of RE (M=90.986), RF (M=90.557), and REC (M=89.839); and also had significantly higher awareness on RR (M=94.568) than RF (M=91.271) and REC (M89.839).
- The awareness on human rights of students from government school based on its classifications differed significantly. The students from government school had significantly higher awareness on RAE (M=96.552) than that of RE (M=87.639), RF (M=89.071), and REC (M=88.945); and also had significantly higher awareness on RR (M=95.435) than RF (M=89.071) and REC (M=88.945).
- The awareness on human rights of students from aided school based on its classifications differed significantly. The students from aided schools had significantly higher awareness on RE (M=92.030) than that of RF (M=89.808), and REC (M=88.496); and also had significantly higher awareness on RAE (M=92.211) than and REC (M=88.496).
- The awareness on human rights of students from private school based on classification was similar.

- The awareness on human rights of students from arts group based on its classifications differed significantly. The students from arts group had significantly higher awareness on RAE (M=96.496) than that of RE (M=89.743), RF (M=91.162), and REC (M=90.659); and also had significantly higher awareness on RR (M=96.154) than RF (M=91.162), RE (M=89.743) and REC (M=90.659).
- The awareness on human rights of students from science group based on its classifications differed significantly. The students from science group had significantly higher awareness on RAE (M=93.145) than that of RF (M=90.237), and REC (M=89.219); and also had significantly higher awareness on RR (M=92.610) than RF (M=90.237) and REC (M=89.219).
- The awareness on human rights of students from vocational group based on classifications was similar.
- The awareness on human rights of students from urban area based on its classifications differed significantly. The students from urban area had significantly higher awareness on RAE (M=95.650) than that of RE (M=90.999), RF (M=91.093), and REC (M=90.391); and also had significantly higher awareness on RR (M=95.123) than RF (M=91.093) and REC (M=90.391).
- The awareness on human rights of students from rural area based on classifications was similar.

5.3 Recommendations of the Study

In the existing situation, the personal who has better awareness on their rights and obligations enjoys their freedom completely and lead a peaceful, pleasant, and prosperous life; whereas, the people who fails to have awareness on their rights and liberty faces a lot of sorrows and sufferings in their life. Besides, majority of such people have become the slaves of others and endure to eke out their daily bread and butter. So, it is obvious that the governance of a pleasant or a horrible life of a person may be due to the presence or the absence of their awareness on the rights and the privileges. Hence, it is the responsibility of the citizens to have a thorough awareness on the human rights that are practiced in the country and make the environment pleasant. But, when majority of the youngsters are in a confused mind-set concerning their rights and privileges, a research like this attempted to explore the awareness of students on human rights, indeed, contributes significantly towards the society well. The recommendations based on the results of the study are as follows:

The study revealed that the awareness on human rights of students of diploma in elementary education in Kanchipuram district based on variables was ranged from 89.91% to 94.26% and in total, the awareness was significantly higher (91.5%) than the average level, though it was considered as a welcoming status in the present scenario, a significant difference could be noticed between the awareness of students based on the variables, 1) type of management, 2) group studied in standard XII, and 3) family income. Hence, it may the recommendation of the study that,

- In general, the authorities concern may organize the orientation programmes and create appropriate avenues for improving the awareness on human rights of students who showed the awareness below the level of the general average.
- The curriculum at the primary stage itself, irrespective of the type of management and family type, may be included with the relevant concepts on human rights, which will create necessary awareness among the learners on human rights.
- Teachers at all levels may be trained to create apt environment, by assigning some tasks and activities, in their classroom situation to inculcate the awareness on human rights.
- The academicians and the authorities may work out the techniques such as writing poetry, drama, essays, poster making, debates and etc. on the concepts on human rights and provide adequate training and orientation to the learners to improve their awareness on human rights through those techniques.
- The government may start some cluster centers to train the students to create the awareness on human rights and develop in-depth knowledge on it.
- The department may insist the schools to have the guidance and counseling services for their learners to improve the awareness on human rights.
- The school may be directed, by the authorities, to celebrate the ‘World Human Rights Day’ which can go a long way to create wariness among students, parents and the neighborhood community.
- The study revealed that the students studying in private schools had significantly higher awareness on human rights than the students studying in government aided schools and government schools. Hence it may the recommendation of the study

that, the authorities in the department of education may revisit the present method of curriculum transaction and does the necessary changes to create adequate awareness on human rights among the students studying in aided and government institutions.

- The teachers working in the government and government aided schools may be trained to provide suitable activities to their learners to create and improve the awareness of their students on human rights.
- It was inferred from the investigation that the awareness of students who studied vocational group at standard XII showed higher awareness on human rights than the students who studied in arts group and science group. Therefore it may be the recommendation of the study that, relevant changes may be carried out in the curriculum and its dissemination for the students studying in arts and science groups at standard XII.
- The findings of the study revealed that a significant difference exists among the classifications based on the variables. Hence it may be the recommendation of the study that, the educational institutions, authorities and the parents may take necessary steps such as providing orientation programmes, trainings and so on to create appropriate awareness among students on human rights.
- It may be the recommendation to the government that more number of researches may be encouraged to identify the activities required, supportive services needed, guidance essential and etc. to create and improve the awareness on human rights among students at all levels.

5.4 Suggestions for further Research

A research study would be incomplete if it doesn't provide necessary guidelines as well as potential research topics, for further investigation. The following suggestions are made for further research in this area.

- This study was conducted for students in Kanchipuram district only. This may be extended to other districts in Tamilnadu and other states in the country.
- The students studying diploma in elementary education alone were taken for this study. This can be extended to other levels like primary, secondary, higher secondary, arts and science colleges and professional colleges also.
- A comparative study may be conducted on the awareness on human rights among students, teachers and the members in the society.
- Schools have the major role in modifying the behaviour of its learners. Therefore, a study may be conducted to identify the role of educational institutions in creating the awareness on human rights among their learners.
- A study may be conducted to find out the relationship between the awareness of students on the fundamental rights and their behaviour with their peers and with the society.
- This study was confined to explore the awareness of students on human rights alone. A study may be carried out to identify the factors that cause the awareness on human rights among students.
- This investigation was restricted to identify the awareness of students only. A study may be conducted to identify the violations of human rights in various fields.

- A study may be conducted to explore the suitable techniques in preventing the human abuse in the society.
- A study may be conducted to identify the techniques that are helpful in improving the awareness on human rights among students.
- This study was conducted for the students studying in the state board education only. This may be extended to the students of other pattern of education such as CBSE, ICSE and so on.

5.5 Conclusion

A research activity in particular area is just the beginning of the searching of the unidentified resources in that area. In general, the awareness on any field is the base to understand the ins and outs of that field thoroughly. Awareness on human rights is one of the major tools to prevent the violations against humane and eliminates the ignorance on the freedom among people. The importance of the awareness on human rights among people in general, and among students in particular, is being emphasized by many experts, teachers and parents, but studies on this area are meager. Hence a study to explore the awareness of students on human rights has opened up a new outlook among parents, teachers, authorities and students themselves. Imparting education to each and every one may facilitate understand the importance of human rights. To create the awareness on human rights among learners, the concepts on human rights may be included with the relevant school subjects at the primary stage itself. To strengthen the awareness on human rights, the themes on French Revolution, Nazism, the violations of human rights during wars, and etc. can be discussed. Students can be motivated to write poetry, drama and essays on human rights. Poster making competition, elocution or

contests, debates etc. can also be held on similar themes. The school can celebrate the 'World Human Rights Day' which can go a long way to create wariness among students, parents and the neighborhood community. Human Rights are the basis of human values, disciplines and dignity. It should be enhanced, protected and promoted to every nook and corner with the help of education. It is now a global responsible of every person and the government to promote education and hence promote human rights.

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நான் ஸ்ரீ இராமகிருஷ்ணா மிஷன் வித்யாலயம் கல்வியியல் கல்லூரியில் முதுநிலைக் கல்வி பயிலும் மாணவனாகிய நான், என் முதுநிலை கல்வி தொடர்பாக நம் அடிப்படை உரிமை எவை எவையென மாணாக்கர்கள் எந்த அளவிற்கு தெரிந்திருக்கிறார்கள் என அறிய **“The Awareness on Human Rights of Students of Diploma in Elementary Education (D.El.Ed.) in Kanchipuram District”**. என்ற தலைப்பில் ஓர் ஆராய்ச்சியை மேற்கொண்டுள்ளேன். அதன் தொடர்பாக ஒரு நாட்டினை நல்ல முறையில் நிர்வகிக்க மக்களை பாதுகாப்பாக வாழவைக்க தேவையான சட்டங்களை இங்கே பட்டியலிட்டுள்ளேன். இப்பட்டியலில் இந்திய அரசியல் அமைப்பின்படி உரிமைகள் எவை என குறிப்பிட்டுள்ளனவோ அவற்றிற்கு ‘ஆம்’ எனவும் மற்றவற்றிற்கு ‘இல்லை’ எனவும் குறிப்பிடும்படி கேட்டக்கொள்கிறேன். இது எனது ஆராய்ச்சிக்கு மட்டுமே தாங்கள் கொடக்கும் விடைகள் பயன்படுத்தப்படும் என உறுதியளிக்கிறேன்.

இரா.ஆடலரசு

பொதுவிவரங்கள்

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நண்பர்களுடன் அரட்டை/பிற

மனித உரிமைகள் பற்றிய விழிப்புணர்வை ஏற்படுத்தியது யார்?

எனது ஈடுபாடு/குடும்ப அங்கத்தினர் /ஆசிரியர்கள் /நண்பர்கள் /பிற

எண்		ஆம்	இல்லை
	வினா - வரிசை		
1	சட்டத்தின் முன் அனைவரும் சமமாக நடத்தப்பட வேண்டும்.		
2	சாதி மத இனம் பாலினம் அல்லது பிறப்பிடத்தின் அடிப்படையில் எவரையும் வேறுபடுத்திப் பார்க்கச் சட்டத்தில் இடம் உள்ளது.		
3	யாரும் யாரையும் அடிமையாக நடத்துவதற்கு உரிமை மறுக்கப்பட்டிருக்கிறது.		
4	வேலைவாய்ப்பில் அனைவருக்கும் சமவாய்ப்பு வழங்கப்பட வேண்டும்.		
5	ஆண் மற்றும் பெண் ஆகிய இருபாலர்களுக்கும் சமமான ஊதியம் வழங்கப்பட வேண்டியதில்லை எனச் சட்டம் கூறுகிறது.		
6	அனைத்து தொழில் செய்பவர்களுக்கும் குறைந்தபட்ச ஊதியம் (கூலி) பெற உரிமை உண்டு.		
7	தீண்டாமையை ஒழிக்கச் சட்டத்தில் இடம் காட்டப்படவில்லை.		
8	அனைவருக்கும் சுதந்திரமாக பேசும் உரிமை வழங்கப்பட்டுள்ளது.		
9	அனைவருக்கும் தன் கருத்துகளை சுதந்திரமாக வெளிப்படுத்த உரிமை அளிக்கப்பட்டுள்ளது.		
10	அனைவருக்கும் சுதந்திரமாகக் கேள்விகேட்கும் உரிமை வழங்கப்பட்டுள்ளது.		
11	மக்கள் அனைவருக்கும் தங்களுக்கு தேவையான சங்கத்தினை ஏற்படுத்தி கொள்ள உரிமை வழங்கப்பட்டுள்ளது.		
12	மக்கள் அனைவருக்கும் கூட்டாகச் செயல்பட வாய்ப்பு கள் வழங்கப்படவில்லை.		
13	மக்கள் அனைவரும் ஒன்றுதிரண்டு ஓரிடத்தில் கூட உரிமை வழங்கப்பட்டுள்ளது.		
14	நம் நாட்டிற்குள் அனுமதிக்கப்பட்ட எல்லா இடங்களுக்கும் சென்றுவர அனைத்து மக்களுக்கும் உரிமை வழங்கப்பட்டுள்ளது.		
15	தனக்கென்று சொத்துகள் வைத்துக்கொள்ள உரிமை வழங்கப்பட்டுள்ளது.		
16	குடியிருக்க தேவையான வீட்டினை கட்டிக்கொள்ள உரிமை வழங்கப்பட்டுள்ளது.		
17	சட்ட விதிகளுக்கு உட்பட்டு ஒருவருக்கு தெரிந்த எந்த வேலையும் செய்ய உரிமை வழங்கப்பட்டுள்ளது.		
18	சட்ட விதிகளுக்கு உட்பட்டு எந்த தொழிலையும் செய்ய உரிமை வழங்கப்பட்டுள்ளது.		

19	பாதுகாப்பான சுற்றுச்சூழலில் தொழில் நடத்த அனைவருக்கும் உரிமை வழங்கப்பட்டுள்ளது.		
20	தொழிலாளர்களை பாதுகாக்க சட்டத்தில் இடம் வகுக்கப்படவில்லை.		
21	வயதானவர்கள் மற்றும் மாற்றுத்திறனாளிகளுக்கு வேலை செய்யும் உரிமை வழங்கப்பட்டுள்ளது.		
22	ஒருவர் சுதந்திரமாக வாழும் உரிமை வழங்கப்பட்டுள்ளது.		
23	குற்றத்திற்காக அளிக்கப்படும் தீர்ப்பிலும் பாதுகாப்பு வழங்கப்பட்டுள்ளது.		
24	யாரையும் எச்சுழ்நிலையிலும் கைது செய்யச் சட்டத்தில் இடம் உள்ளது.		
25	ஒருவர் மீது குற்றம் நிரூபிக்கப்படும் வரை அவர் குற்றமற்றவர் என்ற உரிமை வழங்கப்பட்டுள்ளது.		
26	அரசியலில் ஈடுபட ஒருசிலருக்கு உரிமை வழங்கப்பட்டுள்ளது.		
27	காவல் துறை மற்றும் இதர அலுவலக விசாரணையின்போது ஒருவர் தனக்கென ஒரு வழக்கறிஞர்களை வைத்துக்கொள்ள உரிமை வழங்கப்பட்டுள்ளது.		
28	கொடுமையான மற்றும் வழக்கத்திற்கு மாறான தண்டனை தர மறுப்பு அளிக்கப்பட்டுள்ளது.		
29	ஒரு செயலினை எதிர்த்து கண்டனம் தெரிவிக்க உரிமை மறுக்கப்பட்டுள்ளது.		
30	நிற்பந்தத்தின் பேரில் வேலை வாங்குவது தடை செய்யப்பட்டுள்ளது.		
31	கொத்தடிமை முறையில் வேலை வாங்குவது தடை செய்யப்பட்டுள்ளது.		
32	குழந்தை தொழிலாளர்கள்களுக்கு தடை ஏதுமில்லை.		
33	குழந்தைகளை தவறான செயல்களுக்குப் பயன்படுத்த தடை ஏதுமில்லை.		
34	மனித வியாபாரம் (காசுக்காகவோஇவேறு பொருளுக்காகவோ ஒரு மனிதனை மற்றவருக்கு விற்பல்) தடை செய்யப்பட்டுள்ளது.		
35	ஒருவர் தனக்கு பிடித்த எம்மதத்தையும் பின்பற்ற சுதந்திரம் வழங்கப்பட்டுள்ளது.		
36	தன் மனசாட்சிக்கு கட்டுப்பட்டு நடக்கும் உரிமை வழங்கப்பட்டுள்ளது.		

37	தனக்கு பிடித்த மதத்தினைப் போதிக்க சுதந்திரம் வழங்கப்படவில்லை.		
38	தான் சார்ந்துள்ள மதச்சடங்குகளை கடைபிடிக்க உரிமை வழங்கப்பட்டுள்ளது.		
39	கல்விக்கூடங்களில் மதங்களை தீனிப்பதற்காக போதனைகளைக் கூற வழி வழங்கப்பட்டுள்ளது.		
40	அனைவருக்கும் கல்விக்கற்கும் உரிமை வழங்கப்பட்டுள்ளது.		
41	அனைவரின் பண்பாட்டினை காக்க உரிமை வழங்கப்பட்டுள்ளது.		
42	அனைவரின் மொழிகளை காக்க உரிமை வழங்கப்பட்டுள்ளது.		
43	மொழியின் எழுத்து வடிவத்தினை காக்கும் உரிமை மறுக்கப்பட்டுள்ளது.		
44	சிறுபான்மையினர் தங்களுக்கு தேவையான கல்விச்சாலைகளை உருவாக்கிக்கொள்ள உரிமை வழங்கப்பட்டுள்ளது.		
45	சிறுபான்மையினரின் கல்விச்சாலைகளை நிர்வாகிக்கும் உரிமை வழங்கப்படவில்லை.		