

## **Human Rights Awareness among the People of Sri Muktsar Sahib District of Punjab : A Comparative Study**

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### **Abstract**

The supreme challenges before humanity at the start of the 21st century are conflict, violence, and war along with their terrible consequences of poverty, disease, despair, environmental destruction, and poor leadership. Religious fanaticism, lack of self-confidence, unemployment, illiteracy, depression and dejection have been some of the primary causes of terrorist activities in the world. These challenges are present at all levels of human life—family, community, society, and globally. While considerable resources have always been and still are spent to offset the costly ravages of conflict, violence, and there are relatively few programs dedicated to a systematic, sustained plan of action to educate children and youth, create families, and build communities in ways that reflect the principles of peace.

Keeping in view the Importance and popularity of the subject in today's world, I have endeavored to focus my attention on the level of knowledge of human rights among the people of Sri Muktsar Sahib in regard their gender, occupation, education level and age group.

In the present study 80 People were selected from the Sri Muktsar sahib. Subjects consisted of 40 Males and 40 Females age ranged from 25 to 45. A survey was conducted using a self-prepared interview schedule to collect the data about the knowledge of people in regard to Human rights. The study found that the number of people with average level of human rights awareness (65.0%) is more than the people with high level of human rights awareness (35.0%). Result indicated that there is no significant difference between male and female in their level of Human Rights awareness. Occupation is found to be a significant factor in the respondents' performance. Between Businessmen and Servicemen, the latter significantly performed better in the test than the former.

### **Introduction**

The greatest challenges before humanity at the start of the 21st century are conflict, violence, terrorism, and war along with their terrible consequences of poverty, disease, despair, environmental destruction, and poor leadership. Religious fanaticism, insecurity, unemployment, illiteracy, fear, depression and dejection have been some of the primary causes of terrorist activities in the world. These challenges are present at all levels of human life—family, school, community, society, and globally. While considerable resources have always been and still are spent to offset the costly ravages of conflict, violence, and war and to pay for the high price of military defense and security measures, there are relatively few programs dedicated to a systematic, sustained plan of action to educate children and youth, create families, and build communities in ways that reflect the principles of peace. Paradoxically, our greatest opportunity at this time in history is the fact that we have sufficient resources to create a universal civilization of peace—united and diverse, equal and just, prosperous and benevolent.

Human rights are the result of humanity's increasing and persistent demand for dignity, respect, justice, protection and freedom all needed for a decent human existence. The United Nations was created to protect future generations from the curse of war and to reiterate the belief in fundamental human rights, in the dignity and value of the human being, and in the equality of men and women. The end of the Cold War leads us to a single global conception of human rights. The UN's message is: Know your human rights. People who know their rights stand the best chance of realizing them. Knowledge of human rights is the best defense against their violation. Learning about one's rights builds respect for the rights of others and points the way to more tolerant and peaceful societies. Vast numbers of people are still unaware of their rights. While laws and institutions could in many cases defend them, people must first know where they may turn for help.

### **The Indian Constitution and Human Rights**

The Constitution shapes the country's concept of human rights. The Preamble, Fundamental Rights, Fundamental Duties, and Directive Principles of the State policy are concrete steps toward the realization of human rights. Whereas basic objectives have been defined in the Preamble, the protection of human freedom and liberties are emphasized in Fundamental Rights and Directive Principles of State Policy. The rights of the child have been given the greatest priority. Since rights and duties are inseparable, Fundamental Duties (Article 51) are also imperative. These provisions epitomize the collective will and aspiration of all Indians. The following provisions in Constitution safeguard human right. Human rights and fundamental rights are the two faces of a coin. The end of the boundary of fundamental rights marks the beginning of the domain of human rights. A fundamental right is often referred to the rights, a person has according to a country's constitution. These fundamental rights are usually seen as natural human rights. Fundamental rights enumerated from Article 14 to 32 in Part III of the Indian constitution, whenever violated seeks help of human rights for enforcement.

### **Review of Related Literature**

Brabeck, K. (2001) Conducted a study on "Justification for and implementation of peace education" he found that the 20th century, "peace education" programs around the world have represented a spectrum of focal themes, including anti-nuclearism, international understanding, environmental responsibility, communication skills, non-violence, conflict resolution techniques, democracy, human rights awareness, tolerance of diversity, coexistence and gender equality.

Dr.P.Ramar (2011) studied about the social justice & human rights. Human Rights are based on mankind's increasing demand for a decent civilized life in which the inherent dignity of each human being is well respected and protected. Social justice takes within its sweep the object of removing all inequalities and affording equal opportunities to all citizens in a social affairs as well as economic affairs. The study believes in collective of individuals which make up peoples of nations and cannot be realized solely by an individual. The study realized people's rights, enjoying his rights and freedom in the society

Ashraf, S. (2013) conducted a study on Human Rights Awareness among Prospective teachers. The investigator found that Prospective teachers have average level of human right awareness. There is significant difference between the level of human right awareness among B.Ed and D.Ed teacher trainees.

Padmavathy R.D. & Pratima Pallai (2015) conducted a study on Human Rights Awareness of University Students. The finding of the study reveals that post graduate students irrespective of

their entire sample, gender, place of residence, stream/faculty and type of family have average level of human rights awareness.

Kaur Dayal.A & S. Kaur (2015) conducted a Comparative study on Human Rights Awareness among Teachers working in P.S.E.B. and C.B.S.E. Affiliated Schools. The study revealed that the teachers of C.B.S.E schools are more aware as compared to those of P.S.E.B schools. Male teachers of C.B.S.E are more aware about human rights than their counterparts.

### **Human Rights Awareness among the People of Sri Muktsar Sahib District of Punjab : A Comparative Study**

#### **METHODOLOG**

##### **Objectives of the Study**

- 1.To check the level of awareness regarding human rights among the people of Sri Muktsar Sahib.
2. To assess the Knowledge and Application of Human Rights Concepts among the people of Punjab in regards to their gender and occupation,
3. To assess the Knowledge of human rights violations among the people of Punjab in regards to their gender, occupation, education and age groups.

##### **Hypothesis of the Study**

1. People have average knowledge about human rights.
2. There is no significant difference between male and female regarding Human Rights Awareness.
3. There is no significant difference between businessmen and servicemen regarding Human Rights Awareness.

##### **Sample**

A sample of 80 people, age ranged from 25 to 45, were selected from Sri Muktsar Sahib. Subjects consisted of 40 males and 40 females. Stratified random sampling technique was used to select the sample. The data was collected using survey method.

##### **Statistical Tool**

A structured interview scheduled with close ended questions was prepared by the researcher and was used for data collection in the present study. The Human Rights Awareness Survey Questionnaire (HRASQ) has 31 items divided into the following categories:

- 1.Knowledge and Application of Human Rights Concepts
- 2.Knowledge of human rights violations
- 3.Source of knowledge on human rights

##### **Statistical Technique**

Percentage, Mean, SD, ANOVA was employed to find out the difference in various aspects from the level of Human rights awareness including gender, occupation and education level in each aspect. Analysis and Interpretation of Results

**Table No. 1. Number and percentage of people falling under different levels of Human Rights Awareness**

Dimension		Low 20	High 21 -40	Total
Knowledge and Application of Human Rights Concepts	No.	60	20	80
	%	75%	25%	100%
Knowledge of human rights violations	No.	35	45	80
	%	48.8%	56.2%	100%
Source of knowledge on human rights	No.	52	28	80
	%	65.0%	35.0%	100.0%

Table No.1 shows number and percentage of people of Agra city under different levels (Low and High) of awareness regarding Human Rights Awareness. It was found that the number of people with low level (75%) of awareness regarding Knowledge and Application of Human Rights Concepts is more while more people (56.2%) have Knowledge of human rights violations. In total there is low level of knowledge about Human Rights is more among the people. In addition, an attempt has been made to find the differences between male and female, businessmen and servicemen, low educated and high educated regarding the level of human rights awareness for two sub factors (Knowledge and Application of Human Rights Concepts and Knowledge of human rights violations) of the Human Rights Awareness Survey Questionnaire as mentioned before.

**Table No. 2. Significance of difference regarding Knowledge and Application of Human Rights Concepts and Knowledge of human rights violations between Male and Female**

S.N	Dimensions	Gender	N	%	Mean	SD	F-value
1	Knowledge and Application of Human Right Concepts	Male	40	48.0%	18.625	2.385	1.874
		Female	40	52.0%	19.500	2.669	
2	Knowledge of Human Rights Violations	Male	40	47.0%	05.560	0.975	0.290
		Female	40	49.5%	05.677	1.097	
	Total Human Rights Awareness	Male	40	50.5%	23.376	2.914	1.654
		Female	40	49.1%	25.275	3.464	

Tables No. 2 indicate that there is not a significant difference between male and female in both the sub factors of Human Rights awareness. In sub factors like 'Knowledge and Application of Human Rights Concepts' Female got higher mean value than Male. In sub factors like 'Knowledge of human rights violations' female scored higher mean value than male. Which indicate that in Female have more awareness about Human Rights. From the Table it is found that the overall Human Rights awareness scores indicates that there is no significant difference between Male and Female ( $F=1.654$ ), therefore the hypothesis 2 is accepted.

Tables No.3 Significance of difference regarding Knowledge and Application of Human Rights Concepts and Knowledge of human rights violations between Business men and Service men

S.N.	Dimensions	Occupation	N	%	Mean	SD	F-value
1	Knowledge and Application of Human Rights Concepts	Businessmen	40	47.7	18.250	2.284	10.259
		Servicemen	40	52.2	19.975	2.523	
2	Knowledge of human rights violations	Businessmen	40	53.0	05.100	0.708	41.052
		Servicemen	40	44.6	06.320	0.942	
Total Human Right Awareness		Businessmen	40	55.4	26.330	2.584	22.161
		Servicemen	40	44.4	24.220	3.039	

Tables No. 3 indicate that there was a significant difference between Businessmen and Servicemen. In the sub factors of people Human Rights awareness questionnaire, namely, 'Knowledge and Application of Human Rights Concepts' ( $F = 10.259$ ) and 'Knowledge of human rights violations' ( $F = 41.052$ ), Servicemen scored significantly higher mean value than Businessmen. Total Human Rights Awareness scores indicates that there is significant difference between Businessmen and Servicemen ( $F = 22.161$ ), therefore the hypothesis 3 is rejected.

**CONCLUSION AND EDUCATIONAL IMPLICATIONS** The study found that the number of people with average level of human rights awareness (56.2%) is more than the people with high level of human rights awareness (35.0%). Result indicated that there is no significant difference between male and female in their level of Human Rights awareness. Thus gender is not a factor, which affects their human rights awareness. Occupation is a significant factor in the respondents' performance. Between Businessmen and Servicemen. Also age group is a factor, which can affect people's human rights awareness. Mass media also playing an important role in spreading knowledge regarding human rights among the people of Sri Muktsar sahib city. The study emphasize the need to develop human rights education package for the people of Sri Muktsar sahib city. A more aggressive and effective human rights education program is necessary to ensure the proper dissemination and education of human rights among the people of Sri Muktsar sahib city. Through this study it was also found that people don't have much knowledge about the basic concepts and application of human rights yet they have good knowledge of human rights violations. This includes the commitment of school officials to propagate and espouse the principles of UDHR, and making sure that they are taught during the school year. Training of teachers in handling human rights, discussions, including making them understand the importance of human rights education in maintaining quality life, is necessary.

Over the last five decades, the process of internationalization and globalization of the concept of human rights has generated the movement "All Human Rights for All." In a complex country such as India, violations of human rights at all levels necessitate human rights education at all school levels in general and teacher education in particular. Hence, human rights education should find its rightful place in the school curriculum, teacher training courses--pre- and in-service, textbooks, supplementary reading materials, educational policies, and school administration. Human rights education must exert its influence from early childhood education onward and through a broad range of disciplines to build a human rights culture. Hence, greater commitment from all sectors and preparation of a sound, realistic plan of action can help us achieve human rights education for all and transform the human rights movement into a mass movement to achieve a better social order and peaceful coexistence. Indeed, this is one of the greatest challenges in the 21st century

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