



5 A Contrast Study of Human Rights Awareness Information between Different Streams of Punjab School Education Board and Central Board of Secondary Education

Ms. Harpreet Kaur

Assistant Professor, Batala College of Education, Bullawal, Batala (Gsp.).

Abstract:

Curriculums in schools offer a much broader and deeper range of choices for educating kids about human rights and duties. The purpose of this study was to discover the differences in curriculums of science and social science in imparting Human Rights Awareness to students. The Punjab School Education Board and the Central Board of Secondary Education were selected as the study's two school education boards. The curriculum for the ninth, tenth, eleventh, and twelfth grades was thoroughly examined and reviewed. A total of 200 students were chosen as subjects for this study, with 100 from the Punjab School Education Board and 100 from the Central Board of Secondary Education. A self-created set of questions with 40 items was used to gather data from students. To interpret the collected data, mean, median, standard deviation, and other descriptive statistics were used. The t-test was also used to determine differences between school boards. The findings revealed that there is no significant difference in the amount of information available on Human Rights awareness in science stream of Punjab School Education Board and the Central Board of Secondary Education. Also the results revealed that there is no significant difference in Punjab School Education Board and the Central Board of Secondary Education, Human Rights Education awareness in social science stream.

Keywords: Science, Social Science, Curriculum, human rights, education, secondary school board

Introduction

Human rights are defined as "the fundamental rights and liberties to which all citizens are entitled." Constitutional rights, such as the charter of rights and freedoms, freedom of speech, and equality under the law, are examples of human rights, as are socioeconomic, cultural, and financial rights, such as the right to participate in society, the right to an adequate standard, the right to work, and the right to an education. "A human right is a worldwide constitutional imperative, something that all men, everywhere, at all times should have, something that no one may be dispossessed of without committing a serious overreaction to justice, something which is owed to each and every person simply because he is human." Human rights are universal rights: you cannot end up losing them any more than you can stop being human. Human rights are indistinguishable: you cannot be refused a right simply because it is "less significant" or "non-essential." Human Rights are interconnected: all Human Rights are part of a broader approach. Your ability to take part in your administration, for example, is directly impacted by your liberty to speak yourself, to acquire an education, and even to acquire the basic necessities. The existence of a human rights heritage necessitates the abolition of all types of abuse, by not only the nation, but also by community members. "The fundamental standard controlling the basic



principle of Constitutional Rights is regard for human personality and worth, irrespective of race, caste, sexual preference, religious group, or other implications." These are necessary for the proper development of the individual personality and the pursuit of happiness.

"Learning is the complete progression of the child's uniqueness in order for him to end up making an significant effect on human life to the best possible level." That person has fully developed understanding, observation, and factual abilities. He is only one who can make a significant contribution if it is critical of what is going on around him. Such an individual can adapt to a constantly changing external environment. Basically, education is considered as a possible tool for nation building. Education is associated with the development of human resources. A country transfers its cultural history, recreates its tradition, solidifies its economic system, and preserves its values through education. It is a method of encouraging "Individual Excellence." Many procedures have been developed within the United Nations system to promote and protect human rights. Every year on December 10th, we observe Human Rights Day, but it should not be the only root from which our children learn about human rights. The teenage brain requires illumination instead of academic knowledge of human rights. Human rights education entails both understanding and practising human rights. A comprehensive approach to Human Rights education entails implementing Human Rights at all levels of the educational system and teaching both products and information.

As a result, "Human Rights Education" should be included as a subject in the curriculum. More than ever, there is a need to raise awareness through the poems and stories that will be included in the curriculum. Human Rights education in schools is fundamentally integrated into various subjects rather than treated as a separate area of study. As a result, teachers and society as a whole must set a good example so that the human heart does not become the heart of the devil.

Objectives of the Study

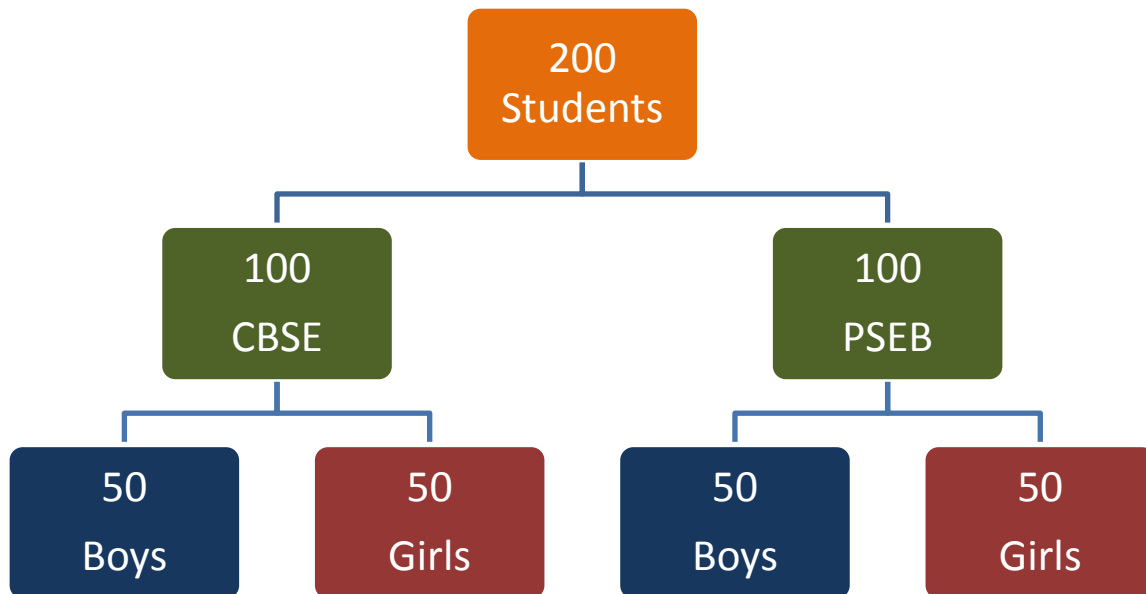
1. To study the difference in available information on Human Rights awareness in Science stream of PSEB and CBSE.
2. To study the difference in available information on Human Rights in social sciences of PSEB and CBSE.

Hypotheses of the Study

1. There is no significant difference with available information on Human Rights awareness in the science stream of PSEB and CBSE.
2. There is no significant difference with available information on Human Rights awareness in the social sciences of PSEB and CBSE.

Methodology

As subjects, 200 students were chosen, 100 from the Punjab school education board and 100 from the Central Board of Secondary Education. Secondary school students (10th, 11th, and 12th grades) were divided into equal groups for this study. All of the subjects were chosen from senior secondary schools in the Amritsar, Punjab



Tool

40-item self-made questionnaire was created. This questionnaire is based on textbook knowledge and is divided into three sections: natural sciences, social sciences, and languages (english, hindi, punjabi). The questionnaire was divided into three sections, with each section being scored separately. Each correct response received one point. Each group's percentage was calculated and compared.

Statistical technique

The descriptive statistics mean, median, standard deviation, and so on were used to consolidate the overall view of a collected data. T test statistics was also used to test the study's hypotheses. The significance levels were set at 0.01 and 0.05.

Results

- After assessing the raw data from students from both the PSEB and CBSE boards. The hypothesis was tested by calculating the mean and standard deviations of students' awareness levels and schooling in creating that awareness. The t-test was used to test this hypothesis further. The findings of the analysis are detailed below:-

Table

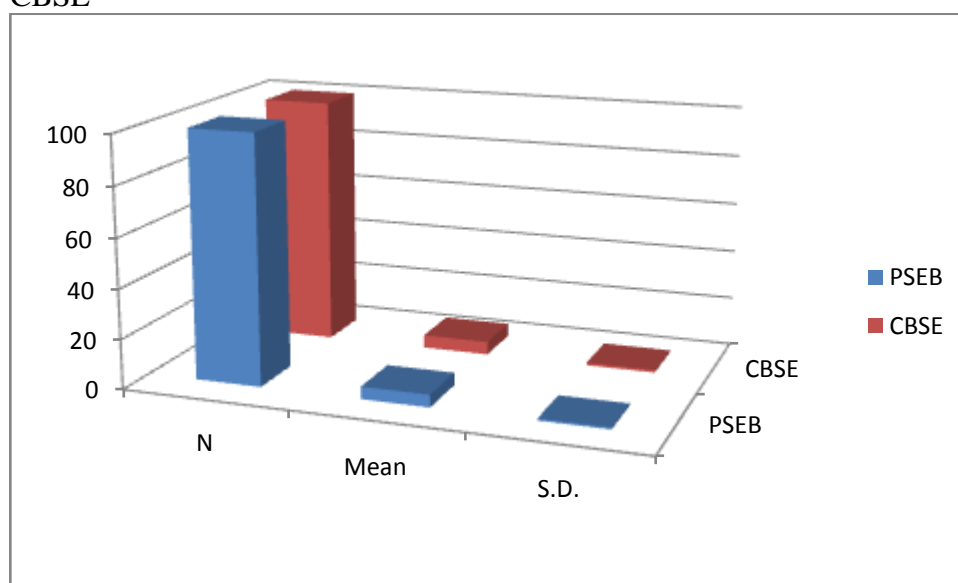
Human Rights Education Awareness in the Science Stream of PSEB and CBSE

Boards	N	Mean	S.D.	t-ratio	Inference
PSEB	100	5.05	0.79	1.71	Not Significant
CBSE	100	5.27	1.01		

A detailed examination of the table results indicated that the average score of Human Rights education awareness in the science stream of PSEB and CBSE students is (5.05) N=100 and (5.27) N=100, respectively. A t-value of the magnitude of 1.71 indicates that it is not significant at both levels, which is less than 1.96 and 2.58 at 0.01 and 0.05 levels of confidence. We draw the conclusion that there is no significant difference in PSEB and CBSE Human Rights Education awareness in the science stream. As a result, hypothesis that there is no significant difference in available information on Human Rights awareness in various streams of school education was accepted.

Figure

Graphic Illustration of Human Rights Education Awareness in the Science Stream of PSEB and CBSE



- After analyzing the raw scores the students of both board PSEB and CBSE in social science. The hypothesis was tested by calculating the mean score and SD's of awareness level of students and education in creating that awareness. This hypothesis was further tested by applying t-test. The result of the analysis are reported in following:-

TABLE

Human Rights Education Awareness in the Social Sciences of PSEB and CBSE

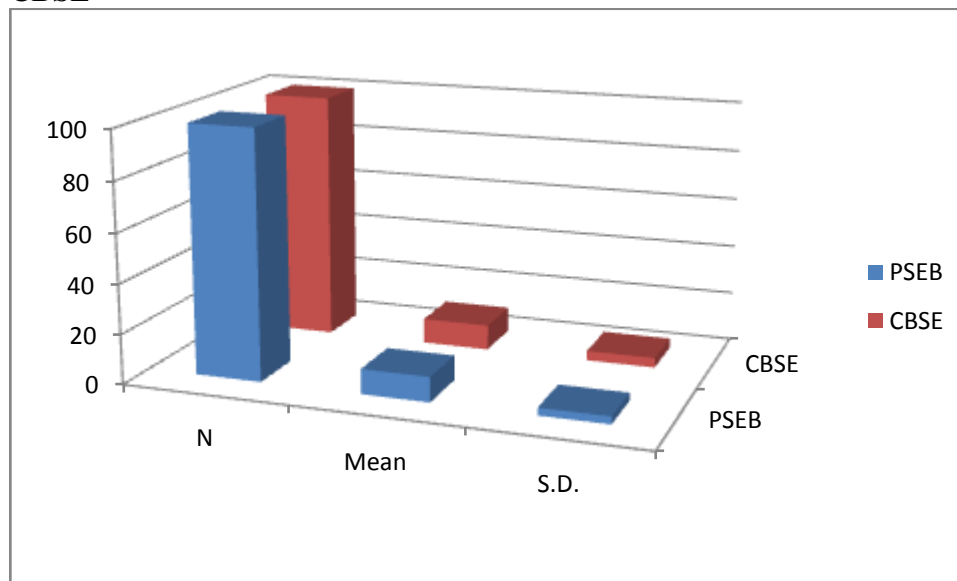
Boards	N	Mean	S.D.	t-ratio	Inference
PSEB	100	10.05	3.07	0.20	Not Significant
CBSE	100	10.15	3.91		

A detailed review of the table outcomes showed that the mean score of Human Rights education awareness in social sciences PSEB and CBSE students is mean (10.15) N=100 and mean (10.05) N=100, respectively. A 't' value of the magnitude of 0.20 indicates that it is not significant at

both levels, which is less than 1.96 and 2.58 at 0.01 and 0.05 confidence levels. We reach the conclusion that there is no significant difference between PSEB and CBSE Human Rights Education awareness in social sciences. As a result, hypothesis stating that there is no significant difference in available information on Human Rights awareness in the various streams of school education is accepted.

Figure

Graphic Illustration of Human Rights Education Awareness in the Social Sciences of PSEB and CBSE



Discussion and conclusion

School children from Punjab School Education Board and Central Board of Secondary Education can understand knowledge about human rights awareness and education. Human Rights education is available in both the sciences and social science. After analyzing the raw scores the students of both board PSEB and CBSE in science streams. The hypothesis was tested by calculating the mean score and SD's of awareness level of students and education in creating that awareness. We conclude that there is no significant difference exists in Human Rights Education awareness of PSEB and CBSE which meant that there are no major differences in the science curriculum of PSEB and CBSE.

Also after analyzing the raw scores the students of both boards PSEB and CBSE in social science. The hypothesis was tested by calculating the mean score and SD's of awareness level of students and education in creating that awareness. We conclude that there is no significant difference exists in Human Rights Education awareness of CBSE and PSEB social science which meant that there are no significant differences between the PSEB and CBSE social science curricula.

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