

International Multidisciplinary
Research Journal

*Indian Streams
Research Journal*

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RNI MAHMUL/2011/38595

ISSN No.2230-7850

Indian Streams Research Journal is a multidisciplinary research journal, published monthly in English, Hindi & Marathi Language. All research papers submitted to the journal will be double - blind peer reviewed referred by members of the editorial board. Readers will include investigator in universities, research institutes government and industry with research interest in the general subjects.

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SYMBIOSIS OF LIFE SKILL EDUCATION AND HUMAN RIGHTS EDUCATION IN SENIOR SECONDARY CURRICULUM



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ABSTRACT

Life Skill Education is now a part of secondary school curriculum. It has been undertaken in India as an innovative policy. Life skill education is imperative in developing healthy personality. The acquisition of these skills may further help the students to understand the conceptions of human rights. The study was conducted among the students of class XI studying Human rights and gender studies as an elective subjects in private English medium schools in Central India. Total 50 students of class XI participated in the present study. Sample is selected by using convenient sampling method. Data collected through the questionnaire designed by the

researchers. The results show that life skill educational and understanding human rights has positive association with the perception about essence of human rights.

KEYWORDS : Human rights, life skill education, students, perception and curriculum.

INTRODUCTION

Human rights are necessary rights. These rights enhance human dignity and make the society prosperous and amicable. Communal rights and brotherhood realization are an important part of human rights. Human rights pave way and clear hindrance that comes across the neighborhood, the society and also takes us to a path of progress and development (1).

There is provision for human rights and awareness of it under the RTE act 2009 at various levels,

Primary level: Children need proper guidance and knowledge at his developmental stage. Education, health, hygiene and safety, first aid and healthy environment are also vital for their development.

Middle level: There is a lot of expectation and curiosity when a child enters middle classes. Development of mind and body in this stage requires teachers to give directions about virtue, work behaviour and reflections.

Secondary and Senior Secondary School level: Students' behaviour should conserve the human rights, achieving these from others their rights will be automatically protected. Speeches and

debate on problem related human rights –war, abuse , kidnapping, theft, murder etc. should be conducted. Student could become scouts and teach other about human rights ,care and co-operation .

College level: To create an environment awareness, so that every students must aware of her/his right. Every students to be inculcatea with generosity and high moral not just think set development but also for national and global development.

Indian culture and traditio have always been a nutrient for human rights. Various evidences of which may be found in our Vedas, Puranas, Upnishads and Epics life Ramayana and Mahbharata .

Indian history has always conformed to human rights .Since last few years human right awareness ,education is emphasized in India at all levels .Right to Education act 2009, implemented to provide Primary Education to every child till age 14 as a fundamental right.

Human Rights Commission (1993) immediately after its installation in the country made human rights education its main purpose ,cooperation, and support of NCERT is commendable at school level to include this subject as part of the syllabus.

Life skill education may play important role in understanding human rights and upholding these rights .World Development Report (2009) advocates enhancing capabilities through life skill education as one of the policy directions recommended to assists young people to develop and contribute the society. Young people may act as agents of change towards a just society as the informed and rightly motivated individuals may influence their household members ,peer groups, and the community in the positive directions , thereby breaking cycle of exclusion , exploitation , poverty and violence.

NEED OF LIFE SKILL EDUCATION:

- It is relatively easy to instill values and influence at this formative stage to develop the responsibility and safe behavior in future .
- Peer pressure are great inspiration takes in the adoption of specific behavior pattern .
- They are at the state of experimental as this stage life skills enables them to make informed and responsible choice about life .
- Correct information and values imparted to one group of young people passes on easily to others

SCOPE OF THE STUDY

This study will be useful to educators ,teachers, students policy marks , educational leaderships ,social scientist and research scholars .It will be useful for framing curriculum and the constructive methods of teaching that promote life skill education and understanding human rights .

OBJECTIVE OF THE STUDY

The following objectives were designed to guide the study

- To find influence of life skill and understanding human rights among students of class XI .
- To find out influence of life skill and understanding human rights among boys of the class XI .
- To find out influence of life skill and understanding human rights among girls of class XI .
- To find out influence of the stream in relation of life skills and understanding human rights .

HYPOTHESIS : The following null hypothesis is formulated to guide the study

- There is no significant relationship between life skill education and understanding human rights .
- There is no significant relationship between life skill education and understanding human rights among boys of class XI .
- There is no significant relationship between life skill education and understanding human rights among the girls of class XI .
- There is no significant relationship between stream (commerce/science) and understanding human rights .

VARIABLE USED

In the present study ex post facto design has been used as the most suitable variables for the analysis . The sample of 100 students of class XI was taken. The dependent variable is understanding human rights .The independent variables are life skills.

TOOL: The researchers have developed two different tools for the study .

- 1.Human rights understanding scale .
- 2.Life skills measurement scale .

The questionnaire has 60 questions for measuring the understanding of human rights among the students of class XI .One mark is given for each correct answer and zero marks are given for each wrong answer. Life skills test consists of 20 questions .One mark is given for each correct answer.

The impact of the personal and demographic variables of the class XI students to analyze the impact of life skill on understanding human rights is given in table-1

S No	Variables	Gender	N	Mean	SD	t
1	Understanding human rights	Boys	75	111.01	17.37	1.15
2		Girls	25	115.96	20.47	

The influence of the gender on the life skills of class XI students is tested by 't' test and results are presented in table-2

The above table reveals that the study of the life skills scored obtained by the boys and girls .Girls have better mean as compared to the boys mean and t value obtained to the significance of difference is found to be not significant at 0.05 level. Hence null hypothesis that boys and girls students of class XI do not significantly differ with respect to their life skills towards understanding human rights is accepted.

EDUCATIONAL QUALIFICATION

Table-2 showing the difference between commerce and science students understanding human rights

S No	Variables	Gender	N	Mean	SD	t
1	Understanding human rights	Commerce	50	110.74	18.03	1.39
2		Science	50	116.63	20.12	

In the present study the mean and standard deviation of understanding human rights of class XI students possessing commerce and science stream with 't' test and result presented in table-2

The students studying science stream have scored more mean score than students of the commerce stream. Calculated 't' value is 1.39 is found to be statistically not significant at 0.05 level..The

null hypothesis that the educational qualification does not significantly influence the understanding of the human rights is accepted .

DISCUSSION

During the analysis of the data related to the perception of the students in context to human rights following objectives were kept

- Identifying concepts of human rights
- Constructing the model of human rights and its relationship with life skills

Most of the student identified with different type of human rights . Education is the human rights reposted by the most of the girls .Food, cloth and shelter is the basic right of human identified by most of the boys . Most of the girls identified health as another human rights . Majority of boys reported that freedom of speech, freedom of movement, right to choose friend and subject without interference of the parents as human rights . Girls reported that clean environment to live their live and safe environment for women. This is the most significant findings of the present study .

Abolishment of child labour ensure right of child is reporte by the girls and extent help and support to elderly people is considered as human rights is reported by the boys . Most of the students reported that lack of awareness of human rights among in students in specific and in people in general . Girls students opinion that many woman are not aware about their rights and they become victim of human right abuse .

The upholding the human rights is positively associated with national development. National and economic development may associated with upholding human rights .All boys and girls reported that poverty is the issue of human rights .Eradication of poverty is only possible when human rights are assured. Two students cautioned that more demand of the more human rights likely to forget about our responsibilities and duties .

The study revels that human right education and life skill education may be successfully integrated in the school curriculum . We believe that human right education will be effective if it is integrated and thematic curriculum is designed. The high level of life skill is positively associated with human rights among students of class XI .This may be due to the following :-

- Their ability of critical thinking in identifying injustice and unfairness
- Problem solving skills and communication skill prevent them from human rights abuse
- Self awareness, interpersonal skill and social skill spread awareness about human rights .
- Resist and handle peer pressure and influence peer from indulging in unhealthy practices .

Life skill education develops positive attitude and keep inspired, motivated to stand protect their rights. .Participatory and constructive approach should sued in the teaching and learning life skills and human rights.

CONCLUSION

Life skill education and human rights education enhance quality of education and prepare the students to cope with exigencies of present as well as adult life . Both type of education help to shape personality, empowerment, emancipation , developing, autonomy and sense of responsibility among young generations . The policy makers and educational institutions are required to emphasis on

- Access to education
- Providing adequate resources
- Curriculum design model
- Competence development among students

Life skill education and human rights education help the students to develop a positive behavior and attitude .hence short term, middle term and long term goals must be administrated by the school leadership. Teaching methodologies must include group discussion , group work, brain storming ,role play , educational games , storytelling and debate .The school curriculum must design o address the human rights related issues .

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