

CHAPTER 2

REVIEW OF RELATED LITERATURE

1.0. INTRODUCTION

Review of related literature is an important task in any piece of research work. It is an integral part of the research process and provides a valuable contribution to almost every operational step of the research work. It helps the research scholars to become familiar with the existing body of knowledge and the current status of knowledge that are relevant to one's study. Reviewing the related literature also facilitates the researchers to identify the limits in the field of research, helps in avoiding futile problem areas, avoid unintended duplication, helps the researchers to comprehend the research methodology which refers to the way the study was conducted and helps to identify the recommendations of the previous researchers for further investigation. In this regard, Kumar, (2014) opined that literature review brings clarity and focus to the research problem, improves research methodology and broadens the knowledge base of the researchers. A literature review also provides a theoretical setting and helps the researchers to contextualize their findings by comparing them with what others have found out concerning the area of investigation. Creswell, (2011) viewed that "Literature review provides a framework for establishing the importance of the study as well as a benchmark for comparing the results with other findings" (p. 25). The review of literature in the words of Borg & Gall (1983), involves locating, reading and evaluating reports of research

as well as casual observation and opinion that are related to the individual planned research project. According to Fox, (1969), a literature review is a process of integration of past research and thinking with current research and thinking for the advancement of knowledge. Thus, a review of related literature is imperative for any kind of research study as it provides academic guidance to the researchers.

In the present study, the research studies reviewed by the researcher include related investigations on human rights and human rights education carried out in India and abroad. They are chronologically presented under different themes to gain an insight into the nature of researches undertaken over the years. The related reviews have been classified under the following themes:

2.1 Studies on Human Rights Awareness

2.2 Studies on Attitude towards Human Rights

2.3 Studies on Awareness and Attitude towards Human Rights

2.4 Studies on Human Rights Education.

2.1. STUDIES ON HUMAN RIGHTS AWARENESS

Cambodian Association for Human Rights and Development (1999) carried out a survey to assess human rights awareness in Cambodia and the study revealed that a critical mass of the Cambodian people has moved beyond basic awareness and understanding of human rights and ordinary Cambodians had an inherent understanding of basic human rights such as the right to life, basic economic needs, human freedom, and even certain aspects of equality. It also revealed that people became capable to express their awareness in universally accepted human rights terms. The results addressed positively regarding the programs conducted by NGOs, including ADHOC, since the UN intervention in 1993 and even before. The programs had undeniably sharpened the country's human rights awareness and understanding. The survey also revealed the lacunae in human rights understanding and the problems that need to be addressed by education programs. The analysis of the study also revealed that awareness of women's and children's rights, non-discrimination, multiculturalism, and economic and social rights was predominantly low.

Nava, Mancao, Hermosisima and Yeban. (2005) conducted a survey on human rights awareness and the study revealed that the total average of the respondents has heard or known human rights. The answers of variables like female, urban, and private school respondents showed higher averages than the general average. On the knowledge about a particular human rights instrument - the Universal Declaration of Human Rights (UDHR) - an average of the respondents has known or heard of it. At least one-third of the respondents in each variable derive their knowledge on the UDHR from television/radio and only an average of the respondents learned about UDHR through schools. The study found that Region VII has the highest percentage of knowledge of human rights, indicating Region VII schools have better human rights education.

Kaur (2006) carried out a comparative study of awareness on human rights among the senior secondary school students in relation to Sex, Locality and Stream of Study and the results of the study found out that there was no significant difference in the awareness level of male and female students about human rights irrespective of locality and streams of study. The study also revealed that urban students were found to be more aware of human rights as compared to rural students.

Jamwal (2007) also conducted a comparative study among elementary school teachers on human rights awareness and the results of the study revealed that male and female school teachers at elementary level do not differ significantly in the awareness of human rights. Whereas, urban and rural elementary school teachers differed significantly and it was found that urban teachers were more aware of human rights as compared to rural counterparts.

Kumar (2008) conducted a study on human rights awareness among the junior basic teacher trainees and the study found out that the awareness of human rights among the male and female junior basic teacher trainees do not differ significantly. Rural and urban junior basic teacher trainees also do not differ significantly in human rights awareness. Likewise, no significant difference was found in the awareness of general and SC/ST/Others junior basic teacher trainees about human rights. The junior basic teacher trainees studying in government and private institutions also do not differ significantly about human rights.

United Nations Development Project (2010) conducted a survey on human rights public awareness in Yemen. The study found out that throughout all topics of the survey, differences were commonly found relating to gender and locality. Yemen has tremendous gender gaps in which women do not have the same rights as men. Women and rural respondents were altogether less aware of human rights issues and human rights institutions more generally. It was also found that those participants in urban areas tended to express less confidence in institutions and organizations' capacity to address human rights concerns.

Akiba Uhaki Foundation (2011) conducted a study on human rights awareness and promotion in Uganda. The objectives were to set up general awareness and understanding of human rights, to identify the specific types of rights which are familiar and unfamiliar to the people and to evaluate the efficiency of different human rights awareness initiatives. The investigators adopted descriptive survey and exploratory method. The study revealed that the level of knowledge regarding the key concepts of human rights was generally very low in the country. Human rights as a concept were not well understood and its basic features and concepts were mostly unknown. It also found that in general the Eastern region and Central regions were comparatively more knowledgeable about the basic terms and concepts of human rights. In general, males were found to be more aware of the basic tenets of human rights than females. The difference regarding locality was found to be extremely thin as people in urban areas were slightly more knowledgeable than those in rural areas. The study also found that educated people were more knowledgeable about human rights than the uneducated and overall students and civil servants were more knowledgeable than other occupations.

Thainiyom (2011) carried out a "Media Campaign to Increase Awareness and Prevention of Human Trafficking in Asia". The objective was mainly to create awareness and increase prevention of human trafficking among youngsters across the Asian region. The investigator used an online survey with pre and post-survey format in Thailand, China, India and Japan to collect the required data and information. The result of the investigation revealed that the documentary had a good impact on raising the awareness, although in Thailand awareness was already pretty high. The investigation also revealed that in Thailand the attitude was a concern as it had a significant sum of denial and apathy, even after watching the documentary. Awareness in China was rather lower in comparison

to Thailand and the documentary did a considerable job in raising awareness especially in terms of knowing that human trafficking is a form of slavery. In India, the awareness was much lower compared to Thailand and China and the documentary increased awareness across all aspects of knowledge except that, trafficking is slavery.

Al-Dom (2011) conducted a study on addressing the levels of knowledge and awareness on human rights and the right to food as basic human rights among a group of students at the University of Jordan. The findings of the study revealed that majority of the graduands confirmed a moderate level of awareness to the studied human rights. The study also showed that both male and female possessed a high level of knowledge and awareness about the right to food as basic human rights. It also found out that the awareness level regarding the right to food as an important right was considered satisfactory among the graduands of medical, Scientific, Agriculture, and Graduate Studies, but was not satisfactory among the graduands of the humanitarian faculty.

Katoch (2011) carried out a study on human rights awareness among the college students and the study found out that gender-wise and locality wise there was a significant difference in the awareness of college students about human rights. Male and urban college students were found to be more aware of human rights as compared to female and rural students.

Sadrate (2011) conducted a study of human rights awareness among senior secondary students concerning gender, area, academic stream and personality make up. Descriptive survey method was used in this study. The study revealed that based on the gender of the students no significant difference was found but their awareness level on human rights was on average level. Students of science, arts and commerce streams were found to differed significantly on their human rights awareness. The science students were found to possess more awareness on human rights than its other counterparts and the students of all the three streams also possessed an average level of human rights awareness. Likewise, a significant difference was not found regarding the area of settlement. Further, the study also found a significant difference regarding the interaction effect of gender and neurotic behaviour pattern of personality. A significant difference was also found in the interaction effect of gender and conscientiousness behaviour pattern of

personality makeup and the triple interaction effects of gender, stream and conscientiousness behaviour pattern of personality.

Katoch (2012) carried out a study on human rights awareness among secondary teacher trainees of Himachal Pradesh. The investigator used the survey method. The study found out that based on gender, locale and streams of study, the secondary teacher trainees differed significantly where male, urban and science stream trainees were found to be more aware than female, rural and Arts stream teacher trainees.

Pandian (2012) conducted a study on human rights awareness among the higher secondary students in Nagaland and the study found out that the higher secondary students were more aware of the term human rights than that of the teachers but less than that of the principals. The study also revealed that male students showed higher awareness than female students concerning to different terms like human rights, Universal Declaration of Human Rights, Convention on the Rights of the Child, Fundamental Rights, United Nations, National Human Rights Commission, Naga People's Movement for Human Rights and World Environment Day with an exception to the term 'Global Warming' in which the female students showed more awareness than the male students. The study revealed that in spite of a very high percentage of students having heard of the term human rights, they did not understand the concept, meaning and nature of human rights. The study also found out that the school or the environment was not found satisfactory for the promotion and protection of human rights on many sides and the investigator found out that the contents of the textbooks need to be oriented as it was found overlapping at different levels and it lacked coordination between different boards of school education.

Shabana (2013) conducted a study among prospective teachers regarding human rights awareness. The investigator found out that there was an average level of human rights awareness among prospective teachers. A significant difference in the level of human rights awareness was found between the B.Ed. and D.Ed. teacher trainees, male and female teacher trainees.

Goel (2013) conducted a study on the level of awareness of human rights amongst the students of higher education. The investigator adopted normative survey method. The study found out that girls' students are less conscious of human rights than boys. Girls and boys of Moradabad district were found to have equal views of Human rights promotion.

The students of Rampur district showed the minimum differences of opinion of Human rights awareness test. The students of J. P. Nagar had a very low difference in the level of awareness. The girls and boys of Bijnor district were strongly different in their views towards human rights awareness.

Agharuwhe (2013) carried out a study on human rights awareness among the students of secondary schools' environment in the delta state. Descriptive survey method was adopted for investigation. The study found out that majority of the students has not seen the Nigerian 1999 constitution and the majority of the students do not have copies of the constitution. It also found out that only a few of the sampled students were aware of their rights as contained in the 1999 constitution of Nigeria, while a majority of the students were not aware of the fact that they have rights in the constitution. Most of the students' respondents thought that their rights are adequately covered by the 1999 Nigerian constitution and the majority of student's responses supported the principle of children's rights according to the United Nations convention.

Abari and Susan (2014) carried out an assessment of public awareness on human rights campaigns in the mass media. The study found out that the public was aware of mass media campaigns on human rights protection. The correlation between mass media human rights campaigns and public awareness showed positive relationship which was not significant. The study also discovered that mass media was able to encourage changes in the behaviour of the public. It also found out that the status of mass media coverage of human rights issues was on the average scale, and has not fully created the atmosphere for human rights protection.

Thamarasseri (2014) conducted a study on awareness of human rights, legal literacy and social wellbeing of secondary school students. The study found out that the majority of secondary students possessed an average level of human rights awareness. Boys were found to possess high human rights awareness regarding the general rights dimension whereas, on the other hand, girls possessed high human rights awareness regarding individual rights dimension. The study also revealed that boys and girls students do not differ significantly concerning overall human rights awareness. Rural and urban students do not differ significantly about general rights dimension and right to individual dimension on human rights awareness and it revealed that locality has nothing to do with

the general rights dimension. Government and private students also do not differ significantly about general rights dimension. Whereas, a significant difference was found between government and private students regarding the dimensions of individual rights in which private students possessed a high level of awareness. But overall, both government and private students do not differ significantly in the awareness of their human rights.

Ananthapriya (2014) conducted a comparative study on the awareness about human rights of mentally ill among the male and female caregivers of patients diagnosed with psychiatric disorders. The study found out that male caregivers had relatively more awareness than female caregivers. The study also revealed that age, education and place of living were significantly associated with male and female caregivers' level of awareness. On the other hand, it was found that urban male and female caregivers were more awareness than others.

Vimalkumar, Pakkirisamy and Sivakumar (2014) conducted a study on the awareness of human rights among B.Ed. student teachers. The objectives of the study were to find out the awareness of the human rights of B.Ed. student teachers, to find out the difference between male and female, urban and rural, Arts and Science B.Ed. student teachers about their awareness of human rights. The study found out that B.Ed. student teachers possessed a low level of human rights awareness. Male and female B.Ed. student teachers were found to be significantly different in their level of human rights awareness. Whereas the rural and urban, Arts and Science B.Ed. student teachers do not differ concerning the awareness of their human rights.

Agarwal (2014) carried out a comparative study on human rights awareness among the people of Agra city. The objectives were to check the level of awareness regarding human rights among the people of Agra city, to assess the knowledge and application of human rights concepts and knowledge of human rights violations among the people of UP in regards to their gender, occupation, education and age groups. The researcher used a survey method to collect the data. The study found out that the number of people had an average level of human rights awareness and there was no difference between male and female in their level of human rights awareness. It was also found that servicemen and high educated people performed better than businessmen and low educated

respondents. Age group was also a factor which can affect people's human rights awareness.

Barwal (2014) carried out a study on human rights awareness among the tribal and non-tribal senior secondary school students. The investigator adopted survey method under the descriptive type of research. The result of the study showed that there was a significant difference between the tribal and non-tribal students' awareness on human rights. No significant difference was found between the tribal boy and girls, non-tribal boys and non-tribal girls regarding human rights awareness. On the other hand, the study also found a significant difference among tribal science and tribal arts students and non-tribal science and non-tribal arts students on human rights awareness, where the science students of tribal and non-tribal were found to be more aware of human rights than tribal and non-tribal arts students.

Singh and Singh (2015) conducted a study on human rights awareness among teacher trainees. The objectives were to study the level of human rights awareness among teacher trainees and to compare the human rights awareness of teacher trainees based on gender, location of residence, location of college and religion. The study found out that teacher trainees possessed an average level of human rights awareness. The study also revealed that female and urban teacher trainees possessed a higher level of human rights awareness than male and rural students and students studying in urban and rural college were found to possess a higher awareness level of human rights than the semi-urban college students. Both Sikh and Hindu students possessed an equal level of human rights awareness.

Padmavathy and Pallai (2015) investigated human rights awareness of university students. The objectives of the investigation were to measure the level of human rights awareness of students studying value education and also to find out the difference based on Gender, Stream, Place of Residence and type of family. The investigator used descriptive Survey method to collect data. The study found out that the postgraduate students irrespective of their entire sample, gender, place of residence, stream and type of family had an average level of human rights awareness. Based on the hypotheses it was found that male and female, urban and rural, arts and science, joint and nuclear family, postgraduate students do not differ significantly in their human rights awareness levels.

Alam and Wahab (2015) carried out a study on human rights awareness among the pre-service teacher trainees. The study revealed that overall, the pre-service teacher trainees possess an average level of human rights awareness. Significant difference was found among the B.Ed. and D.Ed. teacher trainees on the level of human rights awareness where the B.Ed. teacher trainees was found to be more aware of human rights than the D.Ed. teacher trainees. Further, significant difference was found between male and female teacher trainees where male teacher trainees were found to be more aware than its counterpart. Similarly, significant difference was found between B.Ed. male and female teacher trainees and male and female D.Ed. teacher trainees where the male teacher trainees of B.Ed. and D.Ed. were found to be more aware than female teacher trainees of B.Ed. and D.Ed.

Dayal and Kaur (2015) carried out a comparative study on human rights awareness among the teachers working in affiliated schools of P.S.E.B and C.B.S.E. The investigators found out that a significant difference existed between teachers working in P.S.E.B and C.B.S.E schools. In contrast, a significant difference was found not between male and female teachers of P.S.E.B school. Whereas a significant difference was found between male and female teachers of C.B.S.E schools in which the female teachers showed a higher level of human rights awareness than the male teachers. While, the P.S.E B and C.B.S.E male teachers, were found to differ significantly on the awareness of human rights, as the mean score of C.B.S.E male teachers was found to be more than the P.S.E.B male teachers. Whereas no significant difference was found between the P.S.E.B and C.B.S.E female teachers.

Kalhotra (2015) carried out a study on human rights awareness among the higher secondary school students and the findings of the study revealed that the students possessed an average level of human rights awareness. The study also revealed that no significant difference was found between male and female, urban and rural and government and private school students.

Singh and Singh (2015) conducted a study on human rights awareness among B.Ed. students. The study found out that most of the students were aware of civil rights, cultural rights, economic rights and educational rights. Regarding legal rights majority of the students knew about the right to equal consideration and recognition as a person before

the law but had less awareness about the right to a fair trial or public hearing and right to remedy through a competent tribunal. Awareness concerning political rights, most of the students was aware of freedom of belief, religion, opinion and information and only a few were aware of right for protection of these rights from state or other interference. Concerning social rights, most of the students were aware of the right to social security but they had less awareness about responsibility to community essential to the free and full development of the individual. In international rights, very few students were aware of international rights.

Prasad and Theodore (2016) examined the knowledge of nursing students regarding human rights of mentally ill and the study revealed that overall knowledge regarding the aspect of human rights, Indian Mental Health Act, Human Rights Commission, human rights and health, human rights of mentally ill, human rights and psychiatric nurse, and quality assurance in mental health care, majority of the students were found to have inadequate knowledge. The study also found out a significant association between genders while no association was found about the year of the course. A significant association was also found between knowledge score and previous awareness about human rights of mentally ill, exposure to psychiatric hospital setting and experience with the human rights commission. Further, a significant association was found between knowledge score and having any acquaintances with mental illness. No statistically significant association was found between knowledge and source of information.

Sasikala and Francisca (2016) conducted a study on human rights awareness among female prospective teachers. This study investigated the awareness of female prospective teachers on human rights based on their locality, streams of study and type of family and the study revealed that the female prospective teachers possess an average level of human rights awareness. Concerning locality and type of family no significant difference was found among the prospective teachers but significant difference has been found concerning to streams of study where the arts prospective teachers were found to be more aware of human rights than the science prospective teachers.

Srilatha (2016) conducted a study on awareness of human rights among different teaching professional in Warangal district. The objectives of the study were to find out whether there is any significant difference in the levels of human rights awareness among

different teaching professionals in Warangal district, to find out whether there is any significant difference in teaching professionals' awareness on human rights concerning gender, management and locality. The study found out that most teaching professionals had a moderate level of human rights awareness. It also found that there was a significant difference between male and female. About government and private teaching professionals and locality, there was no significant difference.

Jaidka (2016) carried out a comparative study on human rights awareness among rural and urban high school students. The study found out that majority of the students possessed an average level of human rights awareness. The study also revealed that rural and urban students do not differ significantly in their human rights awareness level but comparatively, urban students were found slightly more aware than the rural students. Also concerning male and female students no significant difference was found on their human rights awareness, but in comparison male students were found to be slightly more aware than the female students.

Humtsoe and Kapoor (2019) carried out a study on human rights awareness among postgraduate students. The investigators used descriptive cum normative survey method. The study revealed that the majority of the postgraduate students possessed an average level of human rights awareness. The study also revealed that no significant difference was found between male and female, urban and rural postgraduate students. On the other hand, a significant difference was found between arts and science postgraduate students on their human rights awareness level.

Sumathi (2019) conducted a study on awareness of human rights among school teachers and found out that the majority of the school teachers possess an average level of human rights awareness and the levels of awareness among the school teachers were not equal. Further, the study also revealed that no significant difference was found based on gender, marital status, age group, teaching experience and educational qualification. On the other hand, a significant difference was found based on the type of schools and school levels. The score of human rights awareness of the high school teachers was found to be more than the higher secondary, middle school and primary school teachers. Likewise, the mean score of government school teachers was found higher than aided school teachers and self-financed school teachers.

Nard and Kaur (2019) conducted a study on awareness and exercise of human rights among the women in Punjab. The study found that the working women had more awareness and exercised more human rights than the non-working women. The study also revealed that both rural and urban working women had similar level of human rights awareness. Also, it was found that the working women of rural area exercised more human rights than the urban working women. Further, no significant difference was found between the urban and rural non-working women regarding the awareness and exercise of human rights.

Fatema (2019) surveyed on the level of human rights awareness of prospective teachers and found that the B.Ed. student teachers possessed below average level of human rights awareness. Further, no significant difference was found between male and female student teachers on their level of human rights awareness in regard to arts, science and commerce streams of study.

2.2. STUDIES ON ATTITUDE TOWARDS HUMAN RIGHTS

Fathali and Vuksanovic (1990) conducted a study on attitude and behaviour toward human rights across different contexts: The role of right-wing authoritarianism, political ideology, and religiosity in Canada. The study found out that there was a significant difference, as the support for human rights in conditions Soviet Union and the Third world was stronger compared to condition Canada (on items concerning banning of books, films, support of individuals refusing to work, censorship, and neighbourhood restricted to racial or religious groups.) It also found out that support for human rights in conditions Canada and the Soviet Union was stronger than in condition Third world on items concerning free speech, land ownership, the display of privately owned works of art and number of children. Concerning the right to immigrate the support for human rights was stronger in condition Soviet than in conditions Canada and the Third world. It also found out that there was a negative correlation of Right-wing, political ideology, and religiosity with support for human rights in conditions Canada and Third world, but it was not significant in the Soviet condition. The scores showed that Right-wing authoritarianism showed less support for human rights and also Right-wing political ideology was negatively correlated with pro-human rights attitudes in conditions Canada and Third world but not in condition Soviet Union. In the second area, it also found that support for

the pro-life cause was stronger in the Third world than in conditions Canada and the Soviet Union. The association of Right-wing political ideology and Right-wing authoritarianism attitudes towards human rights were negative except for right-wing political ideology in condition Soviet Union.

Keng (2008) presented a workshop report conducted by the Human Rights Commission of Malaysia (SUHAKAM) which aimed to do away the negative attitude of human rights through human rights education. Two separate approaches were used to overcome the negative attitudes of the participants. The first approach aimed to exposed human rights and SUHAKAM in schools. They employed art competition on human rights and competition among schools based on the best human rights practices. The second approach engaged by SUHAKAM was to demonstrate the importance of human rights in an individual's life and in schools. The report also revealed that the majority of teachers, school administrators and education officers had no idea on the child's rights. It also revealed that the majority of the participants viewed child rights as what the child wants. The investigator also reported that people were reluctant to attend the workshop nevertheless, it was found that about ninety per cent of the participants got to understand the child's rights and reported that the workshop brought a change in the perception of the participants on human rights values. In one of the zones, all the participants indicated that the workshop had helped them to understand human rights, child's rights and the Universal Declaration of Human Rights (UDHR).

Srivastav (2011a, 2011b) conducted two studies on adolescents' attitude towards human rights in relation to their academic achievement as well as personality variables. The objectives were to see the difference between male and female adolescents' attitude towards human rights and the effect of academic achievement on adolescents' attitude towards human rights. Also, to see the effect of personality factors on adolescents' attitude towards human rights. The result of the first objectives of both the studies revealed that the attitude of male and female adolescents towards human rights differ significantly. The study also found out that there was no difference between male and female adolescents with high academic achievement and low academic achievement on attitude towards human rights. In the second study, it was found that both male and female adolescents with extrovert groups, introvert groups and ambivert groups of personality differ significantly on attitude towards human rights.

Gundogdu (2011) conducted a study on candidate teachers' attitude towards human rights education. The study revealed that gender has a significant effect on the attitudes of candidate teachers towards human rights education. Female candidate teachers were found to favour human rights education more highly than the male candidate teachers. Based on geographical locations of the universities and university variables, a significant effect on the attitude of the candidate was found. Those universities located in the Southeastern and Mediterranean regions was found to favoured human rights education more than the other regions and the candidate students in the southeastern universities showed significantly higher favourable attitude than the candidate teachers in other regions. Regarding the field of study or department variable, a significant effect was found on the attitudes of candidate teachers as the Social Science department scores were found higher. The investigator also stated that teacher training curricula in social sciences fields in Turkey were found to have more democracy and human rights-related topics or units than natural sciences fields. The results of this study also indicated that there is a need for a quality human rights course for candidate teachers, as teachers should be trained to be democratic leaders for their classrooms and their understanding of democracy and human rights has a great influence on how children learn democracy and human rights in schools.

Swami, Nader, Pietschnig, Stieger, Tran, and Voracek (2012) conducted a study on attitudes toward human rights and civil liberties and its correlation to personality and individual differences. The participants of the study included 474 German speakers. The study revealed that no difference in attitude toward human rights and civil liberties was found between male and female German speakers. It also found out that predictors of human rights and civil liberties were right-wing authoritarianism, Agreeableness, Conscientiousness, and Openness-Intellect. Further, the study revealed that the relationship between Openness and human rights and civil liberties was mediated by right-wing authoritarianism.

Sadrudin and Rehman (2013) conducted a study on the attitude of university teachers and students towards global issues about human rights: exploring global perspective through local disposition from Pakistan perspectives. The result of the study found out that the attitude of university students and teachers towards global issues on human rights, social security, and civilian constraints differ significantly. In contrast, no significant difference was found in the attitude of university students and teachers towards

personal liberties. The study also revealed that all the respondents emphasized the importance of incorporating global dimensions in the curriculum of the teacher education programme.

Sheikh and Pederson (2013) in their theoretical paper on re-conceptualizing human rights attitudes: understanding outcomes and determinants. The investigators concluded that there's a need for valid and generalizable measurements of human rights attitudes, especially when comparing international samples of everyday people. Understanding the determinants of human rights attitudes gives activists, policymakers, and scholars' insights into why everyday people might reject human rights norms, support human rights movements, or join human rights organizations. Comprehensive theoretical approaches permit one to move beyond purely psychological theory to sociologically-centred explanations that emphasize social interests, locations, and the growing influence of global culture.

Puzarina, Potzschke, and Rattinger (2014) conducted a study on attitude towards human rights and democracy. The study was a comparative analysis of mass and elite orientations for promoting human rights and democracy in the United States, the European Union, and Turkey. It focused on the importance, general attitudes, relevant actors, policies and instruments. The study revealed that human rights were seen as the least worrying problems as compared to poverty, terrorism, and wars and conflicts. Citizens of the United States, Europe and Turkey shared a similar outlook on what constitutes a good democracy. They equally emphasize the value of its electoral institutions; social welfare and prospering economy and evenly condemn the importance of civic-military control and religious interpretation of the legislature. The majority of Europeans and Americans believed that their states were ruled democratically and they also expressed concerns about the respect for certain rights, like women's rights and political representation in their states. However, the role of the main stakeholder seemed to be rather a conflicting arena. In the United States, people trusted more on the national governments rather than regional organizations or the UN on human rights. On the other hand, Europeans see both the EU and the UN plays an important role in assisting other nations.

Dubey (2015) carried out a study on human rights attitude among prospective teachers, comparing human rights attitude among male and female, Arts and Science

stream, reserved and unreserved category. The study found out that male prospective teachers possessed a more favourable attitude towards human rights than their female counterparts; prospective teachers of arts and science stream, and the reserved and unreserved category have a similar attitude towards human rights.

Sadik and Mirzeoglu (2016) carried out a study on athletes' attitudes towards human rights in sports and the study revealed that athletes were found to have high positive attitudes towards human rights in the personality and solidarity rights while their attitudes towards the social rights dimension were found low. Significant difference was also found between male and female athletes and the male was found to have a higher attitude than the female. No significant difference was found in the dimensions of social rights and solidarity rights. Regarding personality rights, the study also found out a significant difference between individual and team sports where individual sports participants were found to have a higher attitude than the team sports participants and no significant difference was found in the dimensions of social rights and solidarity. The investigator stated that the reason for the significant difference concerning personality rights that was in favour of the athletes of individual sports may be associated with the personality traits of those athletes that practice individual sports. The study also revealed that in comparing the dimension of personality rights, social rights and solidarity rights between the departments of athletes studying physical education teaching, coaching education and those studying in other departments do not differ significantly.

Aktas (2016) carried out a study on the attitudes of university students towards domestic violence against women. A cross-section study was adopted and the study was done on 415 volunteer students. The result of the study showed that the scores of the university students towards domestic violence were low and unfavourable. It revealed that the attitude scores of male students towards domestic violence were higher than the female students. Based on gender, the investigator stated that the attitude and behaviours of different people towards domestic violence against women were because of the gender roles attributed to men and women in the social structure and their traditions. In this connection, the study revealed that the students' who stated your partner had justified reason to apply domestic violence against women was found higher than those students who stated your partner cannot have a justified reason for domestic violence. Likewise, the attitude scores of the students who expressed that domestic violence against women should

not be shared by others were found to be higher than those students who expressed that violence should be shared. Also, the attitude scores of those students who expressed that they were bothered by domestic violence against women were found lower than those students who expressed that they were not bothered by domestic violence.

Ulubey and Aykac (2016) conducted a study to find out the effect of using creative drama method on the attitude of pre-service teachers towards human rights education. The study revealed that a significant difference was found between the pre-test and post-test scores of pre-service teachers on the attitude towards human rights education and democracy. The difference was found in favour of the post-test scores. The investigators also stated that education imparted to pre-service teachers provided an opportunity for them to develop positive attitudes towards human rights education. The study also revealed that human rights education based on creative drama method developed empathy skills and self-expression skills in almost all the pre-service teachers. The participants stated that these skills were developed through improvisations, group working, duo improvisations, games, evaluation activities, brainstorming, use of posters and other activities. The study thus remarked that creative drama method was found to be an effective way of developing positive attitudes towards human rights education and democracy in pre-service teachers.

Doganay and oztürk (2017) conducted a study on developing attitude towards human rights through socio-scientific issues in science courses and in this study the investigators used human rights attitude scale five times to find out if there exist any significant difference regarding the scores on human rights and the study revealed that Friedman test results showed a significant difference between first, second, third, fourth and fifth measurement scores, which showed a positive change in the attitude scores on human rights. The study also found out that students in sciences course developed attitudes and understanding towards numerous rights and freedoms such as personal, political, social, economic, and collective rights enumerated in first, second & third generation rights. The study revealed the problems of students regarding the meaning-making on human rights due to lack of knowledge and incapability to connect it.

Ondsemsek, Mirzeoglu, and Coknaz (2017) investigated the human rights attitudes in sport among physical education teacher and coaching candidates. The study revealed that the teacher candidates' attitude scores about the human rights in sport were closer to

the upper level and no differences were found between male and female of physical education teacher candidate on the human rights attitudes in sport. In contrast, the study found differences among male and female coaching candidates in the social rights sub-dimension but not in other dimensions. The attitude scores of female coaching candidate in social rights were found higher than the male candidate. Concerning, the grade level significant difference in the social rights sub-dimension was found. The attitude scores of the coaching students who read in the 3rd grade were found higher than those who read in the 4th grade. The physical education teacher candidates were found to differ on their human rights attitudes in sport in the solidarity rights sub-dimension based on their grade level. Moreover, the study also found out that there was a significant difference between physical education teacher and coaching candidates in personality and social rights sub-dimensions, but no difference was found in the solidarity rights sub-dimension.

Osman (2017) examined the attitude of staff and consumers towards the human rights of persons with psychosocial and mental disabilities. The study revealed that on the whole both the staff and consumers had a negative attitude towards the human rights of individuals with psychosocial and mental disabilities. However, in certain sub-scale like Empowerment and Similarity, the participants favoured over Exclusion and Sheltering which indicated their positive attitude towards human rights of the person with psychosocial and mental disability. The study also found out that the mean scores of staffs differed from those of the consumers on Empowerment, Exclusion, Sheltering and Similarity subscales, where Staffs were found to have more positive attitudes than the consumers in Empowerment and Similarity. It also revealed that female participants were found to have more positive attitudes than male participants in three factors: Exclusion, Sheltering and Similarity. Further, doctors were found to have more positive attitudes than the other professional groups like psychologists, social workers and nurses. Concerning the educational level, those staffs' members that had low educational qualification revealed more negative attitudes toward similarity factors and those consumers who were divorce revealed more positive attitudes toward similarity factor than other groups. Staffs who were single and widowed revealed more positive attitudes in empowerment and similarity. The study also showed that consumers who had other people under their direct responsibility revealed more positive attitudes toward empowerment and similarity factors than those who had not. Those staffs who had experienced direct psychosocial or mental

health trouble with one of the close relatives or friends revealed significant positive attitudes in Exclusion factor.

2.3. STUDIES ON AWARENESS AND ATTITUDE TOWARDS HUMAN RIGHTS

Shahid (2009) carried out a study on knowledge, attitudes and practices of primary school teachers regarding rights of children and the results of the study showed that majority of primary school teachers were found to be knowledgeable regarding rights of children. Concerning the various variables like male and female, novices and experienced teacher, age, and qualifications of primary school teachers all were found to have the same level of knowledge on the rights of children. Further, regarding the attitude of the primary school teachers, the majority of the teachers were found to have a positive attitude towards the rights of children. Concerning the variables like male and female, novices and experienced teacher, age, and qualifications of primary school teachers all were found to have the same level of attitude towards the rights of children. About practical aspects, great numbers of primary school teachers were found to have practised the rights of children in their classes. Based on gender and qualification both groups of primary teachers were found to have the same level of practices on children rights. The investigators concluded that the knowledge and attitude of primary school teachers were found to be in strength to promote the rights of children but practices of the teachers regarding the rights of the children were not found strong.

Irish Human Rights and Equality Commission (2015) surveyed on awareness and attitudes towards human rights and equality. The survey identified the need to collect data to measure: Public understanding of attitudes towards human rights and equality issues and protected groups; Individual's understanding and knowledge of their rights and the avenues available to them for the protection of those rights. Regarding the attitude towards human rights, it was found out that overall people express positive views on human rights and equality issues with some variation from issue to issue. About awareness of law protecting human rights, the survey found out that majority of the respondents were aware of the employment equality Act, European Convention on human rights, Irish constitution, and the equal status Act.

Natt (2016) investigated to explore the knowledge and attitudes of participants associated with social justice NGO's. The study reveals that on the whole, the attitudes of the participants towards human rights were positive. Majority of the participants also felt that human rights were applicable to their lives. About half of the participants reported awareness of the Universal Declaration of Human Rights. The study also showed a significant relationship between participants awareness on Universal Declaration of Human Rights and home-state political orientation. Concerning human rights education, an enormous number of participants viewed that human rights education has its place within schools, and many agreed that the main responsibility of human rights education should lie with K-12 education.

Arora and Thakur (2017) carried out a comparative study between government and private school personal on the knowledge and attitudes towards child rights. The study revealed that both government and private school personnel were found to have an average level of knowledge regarding child rights and less than half of the government school personnel were found to have an average level of attitudes towards child rights. Further, the study revealed that a highly significant difference was found on the attitude of government and private school personals towards Child rights. Regarding the knowledge of child rights, the mean scores of administrative officers and teachers of government schools were found to be more than the administrative officers and teachers of private schools. While on the other hand, the scores of helpers in private schools were found to be higher than the helpers of government schools on knowledge of child rights. A significant difference was also found on knowledge of child rights between government and private school teachers. The scores of administrative officers in private schools were found higher than the administration of government schools on attitudes towards child rights. The study also found that the attitudes scores of teachers and helpers of government schools were higher as compared to the scores of teachers and helpers of private schools on child's rights. No significant difference was found in attitudes of child rights between government school and private school personnel.

Degi and Tok (2017) conducted a study among the parents and teachers relating to their awareness and attitude towards a child's right to free and compulsory education act. The study revealed that most of the parents and teachers were aware of different features of the RTE Act like free education, CCE, banned in corporal punishment and compulsory

teachers training. However, many parents were also not aware of the fact that documents and screening test was not essential during admission, reservation for inclusive education in private schools and National Commission for Protection of Child's Right where they can register child-related complaints. Further, a significant difference was found on the attitude of male and female parents, urban and rural parents. Female parents and urban parents were found to have a more favourable attitude towards Child Right to Free and Compulsory Education Act. Concerning the attitude of teachers, male and female teachers were found to differ significantly. Whereas the trained and untrained male teachers were not found to differ significantly. On the contrary, the trained and untrained female teachers were found to differ significantly. The investigators also observed that male teachers had a more favourable attitude towards the Act of Child's Right to Free and Compulsory Education.

Katoch (2018) carried out a study on awareness, attitude and behaviour of the secondary school teachers towards human rights. The study revealed that no significant difference was found between male and female teachers and Arts and Science school teachers concerning human rights awareness. Whereas, the urban and rural teachers were found to differ significantly on their awareness level and urban school teachers were found to possess higher awareness of human rights than the rural school teachers. Male and female school teachers were also found to differ significantly on their attitude towards human rights. Male teachers showed more favourable attitude towards human rights compared to its female counterpart. The study also showed a significant difference between urban and rural school teachers towards human rights and urban school teacher showed a more favourable attitude towards human rights. Whereas, no significant difference was found between arts and science school teachers.

2.4. STUDIES ON HUMAN RIGHTS EDUCATION

Rinchin (2000) conducted a study on human rights education in Mongolia schools. The study revealed that human rights and child rights were studied directly as well as indirectly at kindergarten, primary and secondary levels. In the preschool, basic knowledge was given to the children in the form of self-expression, ways to understand and speak to others, and good habits. In the primary level moral education such as national customs, respects for parents and teachers, and basic human rights were taught. At the

secondary level, ethical concepts such as humanism, friendship, justice, patriotism and ethical conduct and legal education were given. The study revealed that no separate human rights subject was found at the primary and secondary levels. The investigators also surveyed to find out human rights consciousness and found out that majority of the respondents said that human rights are discussed very briefly and in a constrained way. Concerning violation of human rights in school, the study revealed that majority of the respondent listed number of violations such as teacher's humiliating the students inside the classroom, physical punishment, superficial participation, teachers' stereotyped, breach relations between student and teachers, excessive subject load, widespread pressure on students, drunken teacher. The average number of respondents also favoured developing new subject on human rights.

Chauhan, Dalangin, Santos, and Reyes (2000) carried out a study on human rights education and the study revealed that some teachers were aware of directives from higher authorities to teach human rights and some admitted that they received directives from their superiors to teach human rights. Whereas some teachers taught human rights based on the directives of superiors but taught more on their initiative. The study also found out that teachers derived their human rights knowledge from international local news and most teachers showed positive reactions to statements that match to acceptable knowledge or values concerning human rights, but few teachers expressed uncertainties over some controversial statements. It also found out that students were aware of human rights and found that teachers and parents were the main sources of knowledge on the human rights of most pupils. The mass media also contributed to their knowledge. Human rights activities were conducted in schools and students' participation in human rights activities was not extensive.

Bagum (2001) conducted a study on human rights education in schools of Bangladesh. The study revealed that human rights education was emphasized for children when they learn their civil, political, social, and legal rights from reading poetry, tales, essays, and their textbooks in social sciences, history, civics, and religion. Meanwhile, they also learn about children's rights with the help of a supplementary reading material named a child to child approach prepared by the Bangladesh National Curriculum and Textbook Board in collaboration with UNICEF. The textbooks at the primary and secondary level also taught human rights mostly as citizens' rights. In the higher secondary level, the civics

textbooks state about the social rights enjoyed by non-citizens. The investigation also revealed that the civics textbooks contain a chapter on human rights and all 30 articles of the Universal Declaration of Human Rights were mentioned. The investigator also stated that those text materials related to Social Sciences, Civics, and Bangla literature were selected to inform students about their human rights.

Chandrasiri (2001) carried out an investigation of human rights education in government schools in Sri Lanka. The investigation showed that human rights education was not included as a new subject in Sri Lanka's Education reform even though human rights education was found to be incorporated in various subjects like social studies, political science, life competencies, and aesthetics. The study revealed that human rights education was emphasized in the textbooks of different grades. New subject called the life competency which emphasized on the art of living and guidance for the life of the students were taught in grades 7 to 9. It incorporated the concepts of personal rights, rights of children and women, and other social, cultural, and political rights. Grades 12 and 13 in their Political Science subject learn about the concept of human rights. Project Education was found to be a compulsory activity for grade 12 students and for this purpose teachers were trained. The students were also found doing fieldwork among the street children and women, hospitals, market places, police stations and prisons. Other activities like preparing a project report and project evaluation were done by the students based on human rights education.

Sharma (2002) carried out a study on human rights education in Indian universities and colleges. The investigator found out that at undergraduate level human rights education was found in the International law and Constitutional law of India. It also found out that only Bangalore National Law School of India University offers a full course on human rights education for the Bachelor of Law. In Departments like Political Science, human rights education remained only a limited part of the course on the constitutional and political development of India and international politics. The investigator also found out that some universities provided human rights education as part of sociology, economics, and modern Indian history. On the other hand, at the master's level, it was found that human rights education as a specialized course was offered in some departments of law as an optional course. No university was found offering a master of law degree solely on human rights law. Political Science department was found teaching human rights as part of

one or two courses. But the study found out that Central University Hyderabad and National Law School of Indian University Bangalore initiated a master's course on human rights through distance mode. Some universities were found to offer a one-year post-graduate diploma in human rights. The study also revealed that no full course was found on human rights education that committed exclusively to human rights studies, except for the nascent Centre for Promotion of Human Rights Education and Research, Jawaharlal Nehru University. The investigator stated that the focus on human rights education in India thus far has been limited and the social relevance was not projected nor humanistic roots of human rights were emphasized.

Verma (2004) conducted a study on the effectiveness of individualized and group instructional techniques using varied media in human rights education. The objectives were to compare two groups of student teachers for their achievement in human rights education, one taught by individualized instructions and other by group instructions comprising visual media, comprising structured audio commentary and visual media, comprising print media and also to find the effect of individualized instructions and group instructions on the achievement of student teachers in human rights education. Through this study, the investigator found out that group instructional technique was better than individualized instructional technique in improving the achievement of the students and also different modes of teaching effected the scholastic achievement of the students. The study also found out that group instructional technique with visual media was found somewhat better than audio-visual media. On the other hand, audio-visual media was found more efficient than print media in improving the achievement of the students. Print media in the group instructional technique was found to be least effective in improving the scholastic achievement of the students. It also found out that testing event affected the achievement of the students as the higher achievement scores were obtained by the students in post-test with varied media. The study concluded that group instructional technique with varied media was better than individualized instructional technique with varied media.

Bhuyana (2005) conducted a critical legal study of human rights education in India. The study revealed that there has been some achievement in the field of human rights education at the international level in the form of adoption of international and regional instruments, due to the teaching implemented by the Member States, but still,

success is awaited. Even at the national level, in India that claims to have a very rich civilization, due to lack of human rights education it has resulted in ignorance, squalor, poverty, caste conflict, and resultant victimization and deprivation. The researcher also stated that ignorance creates a constant threat to human rights that leads to discrimination, intolerance and prejudice and to deal with the ignorance of all kinds the best way is to do through education as education is considered the natural enemy of ignorance. The investigator further stated that, though the country has been a party to many international instruments it has failed to incorporate the same into the domestic sectors. The investigator suggests that more achievements are required in human rights education to lead value-based education and culture of human rights in the society and reduce violations.

Patel (2007) discussed five areas of practice and research: teaching about and for human rights; education as a human right in itself; human rights in education; education and teachers training on human rights issues and curricular aspects of human rights education. In teaching about and for human rights the investigator expressed that it is not only the direct contents of teaching and learning about and for human rights but indirect learning through participation and democratic structures can also serve the best purpose. The investigator also stated that human rights cannot be thought in isolation with education as human rights in the field of education lays a good foundation of human rights in all spheres of life. Patel further stated that, human rights education throw light directly in improving an individual's life as well as community life. As school education envisages developing in child respect for human rights as well as duties, the investigator emphasized the urgent need to include human rights in the teachers' education curriculum. The researcher also suggested a multidisciplinary approach in incorporating human rights concept in all subjects in teacher education curriculum and to include the civil society organizations and movements that promote human rights.

Kaur (2009) conducted an evaluative study of human rights education in the curriculum of school education in Punjab. The researcher used historical and descriptive methods. Through this study, the investigator found out that, human rights in the curriculum of the entire three school boards i.e. PSEB, CBSE and ICSE are outlined, but not in an organized form. Besides, most of the human rights are in abstract form rather than in concrete form. Though sufficient representation has been given to human rights education in the curriculum, still the curriculum was examination-oriented and the

curriculum provided awareness about human rights in the concrete form in the textbooks of Social Studies but in the hidden or latent form in the language's textbooks. PSEB has given the highest weightage to different human rights as compared to CBSE and ICSE.

Stockmann (2010) surveyed on teachers' views of human rights education. The results of the survey showed that there was a lack of awareness about human rights education, and it was found that teachers were in strong support for human rights education. The teachers also viewed that schools should integrate human rights education into the curriculum. They supported teaching values in school, and were confident about teaching human rights education, provided they get support from other teachers, administrators, school districts, and parents and receive materials and training. The survey clearly showed that teachers were open and receptive to the idea of implementing human rights education in schools.

Shekarey, Zare-ee, Rashidi and Rostami (2010) carried out a study on human rights education in Iranian secondary education: gaps in the curriculum. The study focused on two areas, i.e. concepts and components in human rights education and the quantity of attention given to the concepts and components in secondary education of Iran. The result of the study revealed that teachers, specialist and experts identified the items that needed to be included in the human rights education. Majority of the participants in the study also agreed with the lack of attention given to human rights education in the curriculum structure in the society. They also strongly agreed that the sum of attention given to human rights education in secondary education curriculum was low and not favourable. The study found that teachers, experts and specialist had a positive attitude in small scale towards human rights education. It also exposed that the students, teachers and experts do not differ significantly about peace education. The study revealed that stakeholders such as the instructors, curriculum planners and administrators agreed on teaching human rights concepts that include the domain of knowledge, attitude and skills. Curriculum planners also acknowledged that the quantity of interest given to the concepts and components of human rights was not satisfactory.

Valen-Sendstad (2010) conducted a study on theories of human rights about understandings of human rights education: the relevance to diversity. This study explores theories of human rights to assess how these are reflected in human rights education, it was

text-based which deals with four schools i.e., natural law school, deliberative school, protest school and the discourse school. The study found out that the perspective of the protesting school was the one most deployed in human rights education, but that the other schools have the potential for deepening how human rights and human rights education might be approached at the teacher education level.

Sheth (2011) conducted a study on designing, developing and implementing an educational programme on human rights. The main objective was to find out the effectiveness of the developed programme on human rights based on the achievement score of pre-test, attitude and reaction of in-service and pre-service teachers. The study found out, that the developed programme on human rights was significant in enhancing understanding of the human rights education programme. It also found effective in developing a favourable attitude and favourable reaction towards the educational programme on human rights. Overall, it was found effective and fruitful.

Kumar (2011) conducted a quasi-experimental study on the effectiveness of the instructional package on human rights education in the secondary teacher education programme and its effect on secondary school students. The study was to find out the effectiveness of the instructional package on human right education and human right awareness of teacher trainees and students. The findings revealed that there was a significant difference between human rights awareness of experimental group teacher trainees before and after the transaction of the instructional package. It also found out that the instructional package on human rights education was effective in increasing the awareness of human rights among the teacher trainees irrespective of their gender, qualification and discipline of study. Further, the result also showed that the secondary school students had improved their human right awareness through the integrated lessons transacted by the teacher trainees.

Ahlawat (2012) conducted a quasi-experimental study on the effect of the modular approach on human rights awareness among prospective teachers concerning their assertiveness. The study revealed that the modular approach was found more effective for enhancing human rights awareness and it was positively correlated with assertiveness. The human rights awareness modules developed by the investigator had a positive impact on

human rights awareness of prospective teachers and also there was no difference found in the effectiveness of approach of instruction for the low and high assertive group.

Black and Ethnic Minority Infrastructure in Scotland (BEMIS) (2013) reviewed human rights education in the schools of Scotland. The review revealed that knowledge and understanding of the United Nation World Program for Human Rights Education amongst teachers and educators in Scotland were limited. Majority of the participants held that human rights should be reflected in the curriculum. It also found that initiatives like UNICEF's Rights Respecting Schools Award had an impact on the teaching and learning of the Convention on the Rights of the Child in the primary sectors. On the whole, it also found that teachers themselves were well aware of their capabilities or lack of capacity to teach human rights education. Teachers were able to identify a prominent range of human rights education and Continued Professional Development opportunities that could extend their knowledge and confidence. The study also found out that the main obstruction to human rights education identified by teachers was their dearth of knowledge and training on the subject matter and a large number of respondents, who stated that, did not have access to any form of human rights education training at all.

Bedir and Arslan (2013) conducted a study on the perceptions regarding peace education and human rights among the secondary students and the study revealed that secondary school students' had positive perceptions of peace education and human rights. Female students were found to have a more positive perception of peace education and human rights than male students. Further, no differences among the students were found concerning mothers' and fathers' educational qualifications on their perceptions about peace education and human rights. Regarding the students' perceptions of peace education difference was found in favor of class 11 students but no difference was found on human rights. No difference was found on students' perceptions about peace education and human rights based on the number of siblings.

Pistsou and Balias (2014) conducted a study on human rights education; an analyzing study of the programs of study of Greek pedagogical departments. The study revealed that human rights teaching was incorporated in different grade into a wide range of courses in the Programme of Study of Greek pedagogy department. Relations of human rights were found in the teaching objectives of some subjects. The study also found that

there were courses devoted exclusively to human rights only in three pedagogy department out of 19. This indicated that human rights education in Greek universities and especially in the field of Social and Humanities Sciences, where pedagogy department belongs, was possibly limited and weak. The investigators also stated that due to the economic crisis, the funding for Greek universities and research, in general, was below the European average which formed a barrier to support the faculty in the Social and Humanities Sciences and especially in the field of human rights education.

Kezban (2014) investigated teacher perspectives on civic and human rights education. It aimed to obtain the perspectives on civic and Human Rights Education courses included in the 8th-grade curriculum in Turkish schools. The study exposed that teachers understood well the objectives of civic and human rights education and perceived that it was an important course. It also found out that the objectives of the course were not achieved, the course content was inadequate, and the course was predominantly directed using traditional methods like question and answer. The investigator also suggested creating a democratic school environment and to provide in-service training programs for the teachers as it will enable the teachers to be role models for the students.

Kaur and Makkaar (2014) examined human rights education in teacher training programmes. They stated that the utmost assurance of human rights is educated people and consequently helps to develop interest and efforts in the field of human rights education. The investigators stressed that teacher training programs need to play a vital role in promoting human rights among the people. They also stated that teachers need to be prepared through pre-service and continuous in-service teacher education programs on the skills to analyze the forces that violate individual rights. They should be trained on relevant pedagogical strategies for effective human rights education to be transmitted in their classrooms during their teacher training programs. They also suggested that every pupil teachers should work on the project based on human rights education.

Nduta (2015) conducted a study on school factors influencing the integration of human rights education in the public secondary school curriculum in Kasarani sub-county, Nairobi city county Kenya. The study revealed that most of the students and teachers were aware of the children right. None had a low level of human right awareness; however, few had a high level of awareness. The study revealed that instructional resources were

inadequate in most public secondary schools. This was due to the few numbers of the textbook available and lack of access to online resources as some schools do not have access to internet services. It also revealed that rarely teachers made use of the United Nations human right document because they claimed it was too complex to understand and beyond the scope of learners. Teachers had a positive attitude toward teaching of human right education. However, the teacher's efficiency in the teaching of human rights was low because of lack of training.

Thilagavathy and Kuchy (2016) emphasized the importance and promotion of human rights education in India. The authors stated that human rights are the prerequisite for peace, development and democracy. Although organizations like UGC, NCERT and NCTE had taken the initiatives to promote human rights education yet it was found to be directed more towards formal education, and in a country like India, less than half of the populations are found illiterate. Therefore, the authors suggested that human rights education should not be related only to formal schooling because even those illiterate people have every right to know their rights. They also suggested some techniques to make people aware of their human rights such as popular education music, street theatre, documentary films, cosmic books, alternative media, and itinerant storytellers. They also emphasized on teaching students about human rights in their mother language so as to make them quick in learning about human rights. They suggested that University Grant Commission should set up human rights cell or centre to create a reference database on human rights education, disseminate information, administer the execution of programs and projects, and organize workshops and other meetings. Avail more funds to the universities and colleges for developing particular courses in human rights. The investigators further suggested in motivating the students to write poetry, drama and essays on human rights and hold competitions like poster making, elocution, debates etc and to observe World Human Rights Day to create awareness. School libraries to initiate improving the school library with books and materials.

Kort (2017) carried out a case study on human rights education in social studies in the Netherlands. The investigator did a textbook analysis. The study revealed that in the textbook human rights were not featured prominently. No paragraph and the extended text were devoted to explaining about human rights and the word 'human rights' was found to have few occurrences. The study also revealed that the most notable factual error found in

the textbook was its indication to the European Convention on Human Rights instead of European Union treaties while discussing the European Union. Furthermore, errors were found out when taking into consideration possible connotations of phrasing and presentation of concepts that were implicitly linked to human rights. The textbook also did not mention that human rights were inscribed for the most part into binding treaties which obligate the states parties to respect, protect and fulfil these rights. The investigation revealed that the approach of the textbook did not support learners' to recognize rights as inalienable human rights that people have simply because they are human. Further, it also did not represent the important principles of non-discrimination within specific rights and the interrelatedness between various rights. The study also found that human rights education was not a goal of the authors who wrote the textbook. Their point of view was exam based and citizenship education from the standpoint of the pedagogy of values education. The authors were found to be inexpert on human rights.

Jain, Goel, Metha and Archana (2019) carried out a study on human rights education in schools of India, which is a comparative study of the syllabus prescribed by the state education board. The study covered all the 29 states including Delhi NCR. The investigators used content analysis techniques. Regarding the direct context of human rights, the study found out that in class 1 only Rajasthan conveys human rights directly. In class II none of the States expresses human rights directly. In class III just 5 states have minute direct context and in class IV around two-thirds of the states have taken up the cause of human rights in the direct context. Majority of the states mentioned human rights in the direct context in class V. On the other hand, except for class 1 of the Uttar Pradesh state board, indirect references were found in all the classes in all the states. The study also revealed that in class VI except for three states; all the other states convey human rights directly and in class VII, only West Bengal does not convey a single human right content. In class VIII Orissa is the only state with no direct references to human rights. All the classes in all the states were found to mention indirect references on human rights. In Class IX human rights in the direct context were found to be present in all other states except for West Bengal whereas in Class X it was found that there was a severe fall in the overall percentage of the prescribed syllabus conveying human rights indirectly as compared to the previous classes. In Class XI all the state was found to promote respect for human rights, even though the percentage of human rights conveyed varied from state to state.

Whereas, in class XII more than half the states were found to have a very low percentage that conveys human rights directly in the prescribed syllabus. In all the states of classes IX, X, XI and XII indirect references that convey human rights were found.

2.5. SUMMARY OF THE REVIEW

In sum, the majority of the studies revealed that there is an average level of human rights awareness among the different population - public, students, teachers, prospective teachers and occupation. These studies include Nava, Mancao, Hermosisima and Yeban., 2005; Al-Dom, 2011; Sadrate, 2011; Shabana, 2013; Abari and Susan, 2014; Thamarasseri, 2014; Agarwal, 2014; Singh and Singh, 2015; Padmavathy and Pallai, 2015; Alam and Wahab, 2015; Sasikala and Francisca, 2016; Srilatha, 2016; Jaidka, 2016; Humtsoe and Kapoor, 2019; Fatema, 2019. But these findings contradict with the findings of Cambodian Association for Human Rights and Development, 1999; Akiba Uhaki Foundation, 2011; Agharuwhe, 2013; Vimalkumar, Pakkirisamy and Sivakumar 2014; Prasad and Theodore, 2016; Fatema, 2019 which found a low level of human rights awareness in their studies. Variation of awareness was found in different dimensions of human rights in the study of Singh and Singh, 2015 and Thainiyom, 2011 found the documentary to be effective in raising human rights awareness.

The locality is one factor to deal with awareness as differences were found. Residents of urban area were found to be more aware than those of rural or semi-urban areas according to Nava, Mancao, Hermosisima and Yeban, 2005; Kaur, 2006; Jamwal, 2007; United Nations Development Project, 2010; Akiba Uhaki Foundation, 2011; Katoch, 2011; Katoch, 2012; Ananthapriya, 2014; Singh and Singh, 2015. These findings contradict with the findings of Kumar, 2008; Thamarasseri, 2014; Vimalkumar, Pakkirisamy and Sivakumar 2014; Padmavathy & Pallai, 2015; Kalhotra, 2015; Srilatha, 2016; Nard and Kaur, 2019 which found out that there was no difference regarding locality.

In twelve (12) studies differences in gender was found out where male tends to be more aware of human rights but these findings contradict with the findings of Kaur, 2006; Jamwal, 2007; Kumar, 2008; Al-Dom, 2011; Sadrate, 2011; Agarwal, 2014; Barwal, 2014; Padmavathy & Pallai, 2015; Kalhotra, 2015; Jaidka, 2016; Songcayawon, 2017; Sumathi,

2019; Humtsoe and Kapoor, 2019; and Fatema, 2019 who found out that there were no differences in the level of human rights awareness based on gender. But the finding of Nava, Mancao, Hermosisima & Yeban, (2005); Singh and Singh, 2015; Dayal and Kaur, 2015 contradicts with both the conclusions as female respondents showed a higher level of awareness.

Al-Dom, 2011; Sadrate, 2011; Katoch, 2012; Barwal, 2014; Sasikala and Francisca, 2016; Humtsoe and Kapoor, 2019 found significant differences in the level of human rights awareness based on the streams of study. But this finding contradicts with the findings of Vimalkumar, Pakkirisamy and Sivakumar (2014), Padmavathy and Pallai (2015), and Fatema (2019) which found no significant differences. Agarwal (2014) also found out that Servicemen and highly educated people have a better level of human rights awareness than businessmen and low educated. Age group was also found to be a factor which can affect people's human rights awareness. Based on the type of family and religion level of human rights do not differ, (Padmavathy and Pallai, 2015; Singh and Singh, 2015). The studies revealed that education has an important role to play to promote human rights.

Studies conducted on attitude towards human rights reported different results as it was carried out on different population- students, teachers, and public general. There was a significant difference in attitude toward human rights in Canada, the Soviet Union and the Third world (Fathali and Vuksanovic, 1990). Keng (2008) reported that the workshop conducted on human rights brought changes in attitude towards human rights among the participants. Likewise, Ulubey and Aykac (2016) revealed that education on human rights helps in developing a positive attitude. Differences in attitude towards human rights were found among students and teachers, (Sadruddin and Rehman, 2013), male and female, where the male was found to have more favourable attitude. High and low academic achievement has nothing to do with the attitude towards human rights, differences on attitude were found concerning personality variables (Srivastav, 2011a; 2011b; Dubey, 2015; Sadik and Mirzeoglu, 2016; Aktas, 2016). But the findings of Gundogu (2011) contradict with the findings of the above-mentioned scholars as the female was found to have a more favourable attitude. On the other hand, Ondsemsek, Mirzeoglu, and Coknaz (2017) did not find the difference between male and female on their attitude. Gundogu (2011) also found differences in the stream of study. The respondents emphasized the importance of integrating a global dimension in the teacher education curriculum and to

incorporate human rights education from K-12 education (Sadruddin and Rehman, 2013; Natt, 2016).

Concerning awareness and attitude towards human rights, it found that overall participants had positive/favourable attitude and awareness on human rights including child rights (Irish Human Rights and equality commission, 2015; Degi and Tok, 2017). No differences based on gender and stream of study on awareness was found but significant differences were found on locality. Whereas, concerning the attitude, differences were found relating to gender and locality but no differences based on the stream of study (Shahid, 2009; Degi and Tok, 2017; Katoch, 2018).

In human rights education, the studies found that course content on human right education was not adequate in school curriculum including practical aspects (Rinchin, 2000; Chauhan, Dalangin, Santos and Reyes, 2000; Bagum, 2001; Chandrasiri, 2001; Skekarey, Zare-ee, Rashidi, and Rostami, 2010; Kaur, 2009; Stockmann, 2010; Kezban, 2014; Nduta, 2015; Kort, 2017; Jain, Goel, Metha and Archana, 2019). The largest barrier to human rights education identified by teachers was their lack of knowledge and training on the subject matter (Black and Ethnic Minority Infrastructure in Scotland, 2013). It also found that experiment conducted using modular approach; instructional package on human rights education was effective in increasing the awareness and developing favourable attitude on human rights (Sheth, 2011; Kumar, 2011; Ahlawat, 2012).

In view of the related literature, it revealed that several studies were carried out on human rights awareness and attitude separately based on variables like the streams of study, locality, category, gender, academic performance, type of services, and personality. But to the best of researcher's knowledge so far, no studies were found on awareness and attitude towards human rights education based on variables like intelligence and socio-economic status. Further, an evaluative study of human rights education in the curriculum of secondary teacher education programme in Nagaland has not been explored and no researcher has attempted to investigate on the selected topic in teacher education programme in Nagaland. Hence, the investigator felt the need for the present study.