

ROLE OF TEACHER EDUCATORS IN PROMOTION OF HUMAN RIGHTS EDUCATION

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Abstract

The focus of this study is to create the awareness of Human Rights education and to find out the effectiveness of Human Rights education awareness programme and to find out the opinions about developed Human Rights education awareness programme for 8th and 9th std students. Experimental research methodology has been used for this study and single group design has been used for the research study. Forty for 8th and 9th std students are selected from entire population by incidental sampling method. The awareness test i.e. pre-test and post-test tools and questionnaire are used for collection of data. To find out the effectiveness and awareness of Human Rights education programme the hypotheses are formulated. H-0: There is no Significant difference between means score of experimental group and control group taught by Human Rights education awareness programme. H0: 1 No difference existing between observed frequencies and expected frequencies. The findings of the study are developed Human Rights education awareness programme enhances the Human Rights Knowledge and information among the 8th and 9th std students and opinions of students are positive towards the developed Human Rights education programme.

Key words: Teacher Educators, Promotion, Human Rights Education



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Introduction

Ancient Indian literature and Indian philosophy, and Indian Constitution show the existence of Human rights. Indian democracy is one of the biggest democracy in world directly show the equity, liberty brotherhood in its permeable. The elements of Human rights are generated from grass roots of Indian philosophy. In ancient India all communities have their laws and rules which reflect the today morals and values of Human rights. Some of them are considered as Universal rights. Slogan from Marathi 'Vishvachi Maze Ghar' (Universe is my home) which contains the spirits of Human rights. The Rig veda, Athrava veda and specially Buddhist philosophy advocates the equity, freedom and brotherhood. In context of pre independence era Indian people, freedom fighters were struggled with British government for their rights. The pre independence leader, Lokmany Bal Gangadhar Tilak

asserted that, 'Swaraj is my birthright and I will have it'. All these pre independence ethos and Indian Buddhist philosophy provides a sound moral foundations for human rights.

"I learned from my illiterate but wise mother that all rights to be deserved and preserved came from duty well done. Thus the very right to live accrues to us when we do the duty of citizenship of the world. From this one fundamental statement, perhaps it is easy enough to define duties of man and woman and co-relate every right to some corresponding duty to be first performed" – Mahatma Gandhi

The recent NCF 2009 for Teacher Educators as proposed by NCERT (National Council of Educational Research and Training), India focuses on: *Perspectives for Equitable and Sustainable Development*. In order to develop future citizens who promote equitable and sustainable development for all sections of society and respect for all, it is necessary that they be educated through perspectives of gender equity, the perspectives that develop values for peace, respect the rights of all, and respect and value work. In the present ecological crisis, promoted by extremely commercialized and competitive lifestyles, teachers and children need to be educated to change their consumption patterns and the way they look at natural resources. (NCF 2009. p. 13.)

Concepts and meaning of Human rights:

It can be defined as the basic standards without which humankind cannot live in dignity as human beings human rights are the foundation of freedom, justice and peace. Human rights are rights to all human beings, whatever our nationality origin, color, religion, language, race, sex and any other status. We are equally entitled to our human rights without discrimination. These rights are all interrelated, interdependent, and indivisible.

Need of Human Rights Education:

Human Rights education of humankind is begins from their family so it is necessary to have human rights education from their parents and society. If we make a survey of our society about human rights education very few groups or individuals might be aware about the term human rights. Though they know the term human rights but they did not know what the exact or proper meaning of human rights is. In 10th December 1948 the UNO declaration of human rights and made on International Human Rights day. Though the resolution bills passed by UNO and they prepared some watch committees they are number of events are occurring against of these rights .In this contest it is our duty to transfer, to inculcate, to make aware to focus the light and spread the knowledge of H.R in society for betterment of our

future generation and generate the peace and harmony and related values among every one.

1) In accordance with 21st generation future which should be free from all kinds of tensions. There is an urgent need to inculcate Human right in every one. 2) To promote peaceful and happiness climate among the society. 3) To avoid the violence events, issues/ liberty, equality, justice. 4) Human rights are the prerequisites for promoting/ fostering the peace in society.

Statement of the Problem

A Study of Effectiveness of Human Rights Education Awareness Programme for 8th and 9th std. Students of Abhinav English medium school Ambegaon Pune.

Objectives of the Study

1. To find out Human Rights Education awareness among the 8th and 9th std students.
2. To prepare Human Rights Education awareness programme for 8th and 9th std. students.
3. To find out the effectiveness of Human Rights Education awareness programme.
4. To find out the opinions of 8th and 9th std. students towards developed Human Rights Education awareness programme.

Conceptual Definitions the Study

Human Rights Education:

It can be defined as the basic standards without which humankind cannot live in dignity as human beings human rights are the foundation of freedom, justice and peace. Human rights are rights to all human beings, whatever our nationality origin, color, religion, language, race, sex and any other status. We are equally entitled to our human rights without discrimination. These rights are all interrelated, interdependent, and indivisible.

Operational Definitions of the Study

Human Rights Education Awareness Programme

The Human Rights Education awareness programme based on declaration of Human Rights Education adapted by the UNO which includes power point templates and written notes and activity based lectures.

Effectiveness

An observed significant difference between means score of experimental group and control group taught by Human Rights Education awareness programme.

Assumptions of the Study

- i) 8th and 9th std. students have knowledge about Human Rights Education element.
- ii) 8th and 9th std. students acquainted with the application of Human Rights Education.

Research Hypothesis of the study

- 1) There is a significant difference between means score of control group and experimental group taught by Human Rights Education awareness programme.
- 2) A significant difference existing between observed frequencies and observed frequencies of experimental group students.

Null Hypothesis of the study

H 0: There is no significant difference between means score of control group and experimental group taught by Human Rights Education awareness programme.

H 01: No significant difference existing between observed frequencies and observed frequencies of experimental group students.

Delimitations of the study

This research study is delimited to

- i) 8th and 9th std. students.
- ii) For the academic year 2019
- iii) Forty students of 8th and 9th std. students
- iv) Abhinav English medium school Ambegaon
- v) Human Rights Education awareness programme developed by investigator

Limitations of the study

- i) The psychological aspects like attention, motivation, interest are beyond the control of investigator.
- ii) The attendance aspect of the 8th and 9th std. students is beyond the control of investigator.

Research Methodology

For this research study Experimental research methodology is used to find out the Human Rights Education awareness among the 8th and 9th std. students.

Research Design of the study

Research design is blue print of the study which enables researcher to achieve the goal. For this research study single group design is used.

Population of the study

Population of the present research study consists of all 8th and 9th std. students Abhinav English medium school Ambegaon Pune Maharashtra.

Sample and Sampling Method of the study

Table: 1

Sr. No	Design	Experimental / Control group	Total
1	Single Group	40	40

Figure: 1 show the sample of the present research study which consists of 40 8th and 9th std. students from Abhinav English medium school Ambegaon Pune. Incidental sampling method is used for present research study.

Variables of the Research Study

Variables of the present research study are as given bellow.

Independent Variable: Human Rights Education awareness programme developed by researcher comes under independent variable.

Dependent Variable: achievement score of 8th and 9th std. students comes under dependent variable.

Research Tool

Tools for the data for this research study consist of (a) Human Rights Education Awareness Test (Pre test and post test) (b) Opinionnaire for 8th and 9th std. students. (c) Human Rights Education Awareness programme

Statistical Tools

a) Mean

$$M = \sum fx / N \dots\dots\dots(Garret H. E. 2008 Page No. 29)$$

b) S.D.

$$\sigma = \sqrt{\sum X^2 / N - C^2} \dots\dots\dots(Garret H. E. 2008 Page No. 52)$$

c) t – test

$t = (M1 - M2) / SED$ (Garret H. E. 2008 Page No. 224)

d) Chi-Square test

$X^2 = \sum [(fo - fe)^2 / fe]$... (Garret H. E. 2008 Page No. 252)

Preparation of Tools

(a) Human Rights Education Awareness Test (Pre test and post test): The Human Rights Education awareness test prepared with the help of Human Rights Education declaration adapted by the

(b) Human Rights Education Awareness programme: The Human Rights Education awareness programme based on declaration of Human Rights Education adapted by the UNO which includes power point templates and written notes and activity based lectures.

Administration of Test

a) Administration of Human Rights Education Awareness Test Pre Test

Before administration the Human Rights Education Awareness programme investigator has implemented the Human Rights Education Awareness Test for 8th and 9th std. students. Pre test is used as awareness test.

b) Administration of Human Rights Education Awareness programme

A Human Rights Education Awareness programme based The Human Rights Education awareness programme based on declaration of Human Rights Education adapted by the UNO which includes power point templates and written notes and activity based lectures.

c) Administration of Human Rights Education Awareness Post Test

After administration of the Human Rights Education Awareness programme investigator has implemented the Human Rights Education Awareness Test for 8th and 9th std. students to find out the effectiveness.

d) Opinionnaire for 8th and 9th std. students: After implementation of Human Rights Education Awareness test investigator has implemented the opinionnaire to know the opinions about Human Rights Education Awareness programme.

Testing of Hypothesis

H0: There is no significant difference between means score of control group and experimental group taught by Human Rights Education awareness programme.

Table: 2: Interpretation of data for 't' Test

Test	Mean	SD	df	't' Cal.	't' obs.	Decision
Pre-test	10.15	1.49	39	14.28	2.70	Rejected
Post- test	17.90	2.97				

* significant at 0.01 Significance level.

Observations and Interpretation

- ❖ Figure: 2 show the mean and standard deviation score obtained by, 39 B.Ed. students of control group; as well as experimental group. This table also shows, calculated and observed 't' value at 0.01 significance level.
- ❖ The calculated 't' value is 14. 28 exceeds than observed 't' table value at 0.01 significance level respectively.
- ❖ Hence it is taken to be significant resulting in the rejection of null hypothesis H0: and accepting the research hypothesis.

H01: No significant difference existing between observed frequencies and observed frequencies of experimental group students.

Table: 3: Interpretation of data for Chi Square Test

Category	Student	Calculated X ² Value
Medium	06	29.42*
Good	16	
Best	18	

* Significant at 0.01 Significance level.

Observations and Interpretation

- ❖ Table: 3 shows the reaction of the 40 B.Ed. students; about developed Human Rights Education awareness programme, it shows calculated 'Chi' Square value; based on the hypothesis of equal distribution at 0.01 significance level for
- ❖ The calculated 'Chi' Square value is 29.42 which is exceed than observed 'Chi' Square table value at 0.01 significance level.
- ❖ Hence it is taken to be significant resulting in rejection of the null hypothesis H01: and accepting the research hypothesis.

Major Findings

- 1) 8th and 9th std. students are not aware about Human Rights Education.
- 2) Human Rights Education awareness programme is effective for 8th and 9th std. students' trainee.
- 3) Responses of the 8th and 9th std. students, towards developed Human Rights Education awareness programme are found very positive.

Conclusion

From above findings it concludes that,

1. Human Rights Education awareness among the 8th and 9th std. students is superior to previous time
2. Human Rights Education awareness programme enhances the Human Rights Education knowledge and information about Human Rights Education.
- 3) Responses of the students towards developed Human Rights Education awareness programme are found very positive.

Educational Implication

- 1) 8th and 9th std. students understand the concept of Human Rights Education.
- 2) 8th and 9th std. students try to implicate ten core elements of Human Rights Education among their students.
- 3) 8th and 9th std. students try to implicate the importance of ten core elements of Human Rights Education among the society for social harmony.
- 4) 8th and 9th std. students try to implicate values related to Human Rights Education in school environment.

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