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Research Paper Education

Human Rights Education to B.Ed students Through Select Instructional Methods

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ABSTRACT

We hear about all sorts of violence against women in the existing society. One of the foremost mechanisms to address the issue of human rights is to introduce Human Rights Education in teacher training programme which would enable the grooming teachers to be informed about the key human rights concepts who in the near future will pass on the message to the thousands and thousands of children. At the same time which instructional technique is better than the other for teaching Human Rights Education needs to be empirically answered. Hence investigator initiated this study with the main objective of finding out the most effective instructional method out of the five instructional methods with a sample of 342 female student teachers from three Colleges of Education of three types in Coimbatore. Syllabus on human rights was framed foe teaching and a validated and reliable assessment test tool was used to find out the effectiveness in the Knowledge level. It was found out that the Multimedia method was significantly effective in developing knowledge in Human Rights Education irrespective of the type of institution.

KEYWORDS: B.Ed students, Instructional methods–Multimedia, Co-operative learning,

Introduction:

"Peace must be sought, above all, because it is the condition for every member of the human family to live a life of dignity and security". (KofiAnnan, UNO, 2001)

Nowadays life is becoming complex and complicated day by day. We worship woman as goddess, regard her as a mother, love her as a wife and she is the most affectionate to us as a daughter but still we commit violence against her. Inspite of the prosperity, globalization and education and the Declaration of the General Assembly of UNO that 25th November as the International Day for the Elimination of Violence against women by resolution 54/134 of 17th December 1999, we hear about violence against women and fail to eliminate it (Poonacha, et.al., 2002).

There occurs one crime against women every three minutes, one rape every 29 minutes, one dowry death case every 77 minutes, one case of cruelty by husband and relatives every nine minutes and one suicide every 240 minute (National Crime Records Bureau, 2007). To overcome all these, the need of the hour is to impart knowledge about the human rights by promoting human rights literacy at all levels especially to the womenfolk from the basic level. So, the UN system worked for human rights and establishment of peace in the world as the human rights values need to be set in the young minds so as to create a society full of people who have an understanding to respect the rights of fellow beings and it would lead to sustainable development where equality, opportunity and mutual respect would be the order of the day.

Why Human Rights Education to the B.Ed Students ?:

If we want to ensure Human Rights Education in our schools, where whatever is taught will be imprinted in the minds of the children, it can be taught to the B.Ed students because they are the ones who are going to handle thousands and thousands of children in the near future (National Human Rights Commission Module,2007). In addition at teacher education level, the students have agewise enough maturity to imbibe the meaning and evolution of the concept of human rights norms and standards spelled out in various international instruments and also to discuss in the context of concrete social, economic and political realities.

At the same time it is also equally important to find out which instructional method is better than the other methods needs to be empirically answered. Keeping this in mind investigator initiated this study with the following objectives.

Objectives of The Study:

1. To prepare Instructional materials on Human Rights to be taught to the B.Ed. students to develop knowledge in it.

2. To compare the effectiveness of the instructional methods namely Multimedia method, Cooperative learning, Situational approach, Brainstorming and the Conventional method on the acquisition of knowledge in Human Rights Education.

3. To compare the effectiveness of the instructional methods on the acquisition of knowledge in Human Rights Education in relation to the variable namely type of institutions.

Hypotheses of the Study:

H1. There is no significant difference among the groups taught by different methods in the development of knowledge in Human Rights Education.

H2. There is no significant difference among the groups taught by different methods in developing knowledge in Human Rights Education in relation to different type of institutions

Selection of the Sample :

By Convenience Sampling method, a sample of 342 B.Ed students were selected from three type of institutions namely Government, Government Aided and Self Financing Institution in Coimbatore.

Tool Used for the Study:

1. Content on Human rights was prepared with validity in five units dealing with the Concept, Meaning and Genesis of Human rights, Universal Declaration of Human Rights, Fundamental rights enshrined in the Indian constitution, Common violence against women and Mechanism for the Protection of Human rights

2. A reliable and validated tool for assessment test consisting of 40 multiple choice items was prepared to test their knowledge level.

Analysis and Interpretation:

Differential analysis was done from the obtained assessment scores in the pre test and the post test of the sample.

TABLE 1: ANALYSIS OF KNOWLEDGE SCORES IN RELATION TO DIFFERENT METHODS

Variable Assessment test	Methods					Source of variance	Sum of Squares	df	Mean square	F-value
	Multi Media (N-65)	Co-operative Learning (N-75)	Situational approach (N-68)	Brain Storming (N-65)	Conventional Method (N-69)					
Pre test mean	25.28	25.14	25.19	25.10	25.09	BG	1.51	4	0.38	0.10NS
						WG	1286.64	337	3.82	
Post test mean	47.52	42.09	36.04	36.18	25.59	BG	18149.36	4	4537.34	650.16 **
						WG	2351.85	337	6.98	
Adjusted post test mean	47.50	42.10	36.04	36.20	25.61	BG	18079.10	4	4519.77	662.17 **
						WG	2293.45	336	6.83	

**Significant at 0.01 level N-Number of students

BG-Between groups WG-Within Groups

The above table indicates that there was highly significant difference among the groups in the post test mean scores unlike pretest under different methods as revealed by the highly significant "F" value (650.16) at one per cent level. The analysis

lue "F" value (662.17) was highly significant at

n one per cent level. Hence the hypothesis

"There is no significant difference among the groups taught by different methods in the development of knowledge in Human Rights Education" was rejected.

of variance was done and the obtained

TABLE 2 : ANALYSIS OF KNOWLEDGE SCORES OF THE GROUPS TAUGHT BY DIFFERENT METHODS IN SELF FINANCING COLLEGE

Assessment test score	Methods					Source of variance	Sum of Squares	df	Mean square	F-value
	Multi media (N-27)	Co-operative learning (N- 30)	Situational approach (N-28)	Brain storming (N-27)	Conventional learning (N-27)					
Pre test mean	25.26	24.90	25.64	25.59	24.41	BG	29.17	4	7.29	2.18 NS
						WG	447.35	134	3.34	
Post test mean	47.4	41.63	34.96	36.89	25.11	BG	7490.27	4	1872.56	303.86 **
						WG	825.78	134	6.16	
Adjusted post test mean	47.40	41.65	34.94	36.86	25.15	BG	7380.85	4	1845.21	297.70 **
						WG	824.36	133	6.20	

**Significant at 0.01 level NS-Not Significant N-Number of students BG-Between groups WG-Within Groups

It is inferred from the above table that unlike the pre test score there was significant difference among the groups in the post test under different methodologies which is revealed by the highly significant "F" value(303.86) at one percent level. After removing pre test's effect using analysis of covariance, it was found that the highly significant difference existed at one per cent level in the adjusted post test means as revealed by the "F" value(297.70). Hence the hypothesis "There is no significant difference among the groups taught by different methods in developing knowledge in Human Rights Education in self financing college" was rejected .Comparing all the mean scores in all the groups, it was understood that the Multimedia method could be employed as an effective method of teaching since the mean knowledge score of this group (47.4) was the highest. The following Scheffe's Multiple Comparison table indicates that which method had high significant mean difference with the other methods in the Self financing college.

TABLE 3 : SCHEFFE'S MULTIPLE COMPARISON BETWEEN THE METHODS ON KNOWLEDGE SCORE IN SELF FINANCING COLLEGE

Methods.	Assessment Mean score	Groups	Mean difference
Multimedia	47.50	Mm - Co-op L	5.40*
		Mm -Situl	11.46*
		Mm -BS	11.30*
		Mm -Convl	21.89*
Cooperative Learning	42.10	Co-op L- Situl	6.06*
		Co-op L- BS	5.90*
		Co-opL -Convl	16.49*
Situational approach	36.04	Situl -BS	0.16NS
		Situl -Convl	10.43*
Brainstorming	36.20	BS -Convl	10.59*
Conventional method	25.61		

*Significant at 0.01 level NS-Not Significant BG-Between groups WG-Within Groups

Mm- Multi media, Co-op L- Co-operative Learning, Situl- Situational approach, BS- Brain Storming, Convl-Conventional

The above table indicates that all the methods differed significantly from the other methods at five percent level except the Situational approach and Brain storming which did not differ from each other.

Based on the high mean difference of the Multimedia method (22.25), it can be said that this method is the effective method in developing knowledge in Human Rights Education.

Findings of the Study;

2. Highly significant difference existed among the groups taught by different methods in the development of knowledge in Human Rights Education.
3. Highly significant difference existed among the groups taught by different methods in developing knowledge in Human Rights Education in all the three type of institutions namely Self Financing college, Government college and Government Aided Institution.
4. Multimedia method proved to be much effective in all the three type of institutions namely Self Financing college, Government college and Government Aided Institution since the group taught by this method got the highest mean scores - 47.26, 47.40 &47.94 respectively than the groups under other methods.
5. In all three type of institutions, Cooperative learning method was the next effective method followed by Situational approach and Brain storming methods. Conventional method proved to be least effective method.
6. Finally, based on the above observations, it may be concluded that irrespective of the type of institution, the Multimedia method has developed the knowledge of the B.Ed students in Human Rights Education.

Conclusion:

Education is the best medium through which we can impart knowledge of Human Rights to any one. A deliberate attempt is required to make education as a key instrument for bringing change in social and cultural attitudes in relation to Human Rights.

Howsoever ruefully late we are, it is proper to give this issue an urgent thought now and make it an essential component of our educational system. Let's start this reformation from our teacher education programme.

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