



## “Human Rights Education to the Student teachers of Arts and Science Streams in Relation to Select Instructional Approaches ”.

### KEYWORDS

Human rights Education, Instructional approaches, Stream of Courses and Knowledge

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**ABSTRACT** *Human rights, a universal phenomenon are most often violated than observed and the existing condition is not conducive to women folk. Hence the need of the hour is to sensitize them towards human rights education. One important mechanism to address the issue of human rights needs to be introducing Human rights Education in teacher training programme which would enable the student teachers keep informed of the human rights concepts who in the near future will pass on the message to the thousands and thousands of children.*

*In this context the question arises what approach is to be adopted for imparting Human rights Education effectively. Hence this study is*

*undertaken with the main objective of finding out the effective instructional approach with a sample of 208 student teachers of Arts and Science Streams in Coimbatore. Syllabus on human rights was framed in consultations with the experts and a Knowledge Assessment tool was used to find out the effectiveness. It was found out that the Multi media approach was significantly effective followed by Cooperative Learning and Situational Approach .*

### Introduction

“Education shall be directed to the full development of human personality and to the strengthening of respect for Human rights and fundamental freedom”. (Article 26 – Universal Declaration of Human Rights)

Man is recognized as a supreme creature of all species on earth, yet man is the only one who has an unpardonable record of his own destruction and degradation. Man has humiliated man like no other species has ever done before (Devi, 2010). Despite improved communications both virtual and real, man's ability to live in peace and harmony continues to deteriorate with every passing year (Krishnan, 2012). Even the Human rights directives and values are being ignored.

In this technological era, the status of women is a sort of a paradox. If on one hand she is at the peak of ladder of success, on the other hand she is mutely suffering the violence afflicted on her by her own family members. It is in this context the concept of Human rights rises which is most often violated than observed and hence the need of the hour is to sensitize the womenfolk towards human rights literacy.

To achieve this, we will first of all have to educate our primary and secondary teachers so that they can efficiently educate their students later. In order to enable schools and individual teachers to meet the international obligations and commitments, teacher education should at least inform their students especially the female student teachers about these commitments and analyze them because they are the ones who would better understand the pain and sufferings of their fellow beings which would motivate them to show much interest in knowing Human rights concepts and become aware of their rights. This in turn will definitely result in teaching Human rights education with full involvement.

In addition which instructional technique is better than the other approaches in teaching Human rights education is the question that needs to be empirically answered (Saini,2008). Keeping this in mind investigator initiated this study with the following objectives.

### Objectives:

1. To compare the Knowledge score of the Student teachers under three instructional approaches namely Multimedia approach, Situational approach and Cooperative learning in Human Rights Education.
2. To compare the Knowledge score of the Student teachers under three instructional approaches in relation to Arts and Science streams .
3. To find out the effectiveness of three instructional approaches among the student teachers of Arts and Science streams on the variable knowledge in Human rights education .

### Methodology

#### Selection of the Sample

By using Random Sampling Method, a sample of 72 arts and 136 science student teachers from three Colleges of Education in Coimbatore were selected.

#### Procedure followed:

In Cooperative learning, each member of a team is responsible not only for learning what is taught but also for helping team mates learn, thus creating an atmosphere of achievement.

The investigator had explored Situational approach to explain the content to this group by preparing a narration of twenty five situations depicting the incidents of violations of Human rights which was also validated by the experts.

The Multi media used by the investigator included charts, flashcards, newspaper clippings, animation and power

point

**presentation on Human rights Tools Used for the Study.**

1. Syllabus on Human rights Education was prepared by the investigator 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, Mechanism for the Protection of Human rights and Common violence against women. The instructional material was validated in consultation with the experts in the field of Human rights education, teacher educators and the lawyers.
2. The Knowledge Assessment tool with reliability (value-0.75) and validity .

**Hypotheses**

1. There is no significant difference between the **pretest and the posttest scores of the student teachers under three instructional approaches** in developing knowledge in Human rights Education

2. There is no significant difference between the pretest and posttest scores of the student teachers

under three instructional approaches in relation

**to Arts stream and Science stream in developing knowledge in Human rights Education.**

3. There is no significant difference among the student teachers taught by different instructional

approaches in developing knowledge in Human

rights Education in relation to the variable

**Stream of courses Analysis and Interpretation Table 1. Comparison of Knowledge Scores in in terms of Three Approaches**

\*\* Highly significant at 0.01 level; N-Number of students

Variable-Approaches	No	Assessment test	Mean score	SD	df	't' value
Multi media	65	Pretest	25.28	1.83	64	67.94**
		Posttest	47.52	2.25		
Cooperative Learning	75	Pretest	25.15	1.49	74	60.06**
		Posttest	42.09	2.01		
Situational approach	68	Pretest	25.19	1.65	67	23.21**
		Posttest	36.04	3.36		

It was inferred from the above table that in all the groups under different approaches, there was highly significant difference between the pretest and the posttest scores which was revealed by the highly significant 't' values at one per cent level. When the posttest scores were taken into consideration, Multimedia approach resulted in the highest mean score (47.52) followed by Cooperative learning (42.09) and Situational approach. This may be due to the fact that the student teachers living in the era of technological revolution were very much moved by the way Human rights concepts and its violations were exposed to them using Multi media.

Hence the null hypothesis stated as "There is no significant difference between the pretest and the posttest scores of the student teachers under three instructional approaches in developing knowledge in Human rights Education " was rejected.

**Table 2. Analysis of Scores of the Multimedia group based on Stream of courses**

Multi media group	No.	Assessment test	Mean	SD	df	"t" value
Arts	23	Pretest	25.347	1.5842	63	0.227 NS
Science	42		25.238	1.9731		
Arts	23	Posttest	47.869	1.8415	63	0.917 NS
Science	42		47.333	2.4461		

NS – Not significant No- Number of students

The above table indicated that the Student teachers of Arts and Science stream taught by Multi media approach did not differ from each other both in the pretest and posttest which was revealed by the " t " values which were not significant.

**Table 3. Analysis of Scores of the Cooperative Learning Group based on Stream of courses**

Cooperative learning Group	No	Assessment test	Mean	SD	df	"t" value
Arts	24	Pre test	25.125	1.776	73	0.086 NS
Science	51		25.156	1.347		
Arts	24	Post test	41.875	1.895	73	0.641 NS
Science	51		42.1961	2.078		

NS – Not significant No- Number of students

It was evident from the above table that the Student teachers of Arts stream and Science stream under Cooperative Learning did not differ from each other both in the pretest and posttest since the " t " values obtained were not significant.

**Table 4. Analysis of Scores of the Situational Approach Group based on Stream of Courses**

Situational Approach Group	No	Assessment test	Mean	SD	df	"t" value
Arts	25	Pre test	25.4	1.55456	66	1.996 NS
Science	43		25.0698	1.70985		
Arts	25	Post test	36.16	3.14484	66	0.216 NS
Science	43		35.9767	3.50841		

NS – Not significant No- Number of students



**Conclusion:**

Kothari (1966) emphasized " it is our belief that the educational system must inculcate attitude and create values so that every individual should promote the concept of socialism, secularism and democracy and not only revere but actively striving for the realization of principles of justice, liberty, equality and fraternity enshrined in the preamble of the Constitution". Now a question arises in our mind that how far our educational programme is in accordance with the promotion of Human rights Education as envisaged by our Constitution Makers. Therefore such studies are more valuable wherein scientific and systematic approaches are to be adopted for the development of Human rights values so that the students of today can emerge as good citizens of tomorrow possessing respect for the concept of peaceful co-existence.

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