

***CHAPTER-1***  
***INTRODUCTION***

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## INTRODUCTION

### 1.1. 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)*

Education plays an important role in the development of human resources. It is regarded as the main instrument in the transmission of values and for the accumulation of knowledge of a society. Broadly speaking education refers to any act or experience that has an effect on the personality of an individual.

A key pillar of education is learning how to live together in peace and harmony. This involves, first of all, strengthening one’s own identity, self-worth and self confidence and then, learning to appreciate the cultures of others, to respect others as individual and groups and to apply the same ethical principles to decisions about other people that one would apply within one’s own culture. These are key learning for life in the 21<sup>st</sup> century (Panigrahi, 2007).

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). These days the scenario of any country from the view point of unity, integrity and development is very gloomy.

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 the threshold of a new millennium, today we are witnessing the familiar patterns of genocides, mass murder and massive violations of Human rights caused by the rise of racism, xenophobia, sexism and religious intolerance that tear people apart within nations. Federico Mayor, the Director General of UNESCO once made a statement “ if we want to preserve this humanity, we must give every chance to

peace, freedom and conviviality. Because lasting peace is a prerequisite for the exercise of all human rights and duties”. We must change the situation. The expected change can be effected only through a right kind of education – education in terms of trait such as awareness, attitude, concern, tolerance, empathy and fraternity”. It is in this context the concept of human rights arises, a concept which tends to emphasize the worth of the individual and to recognize his or her rights.

So in our endeavour to educate our children, we need to inculcate the value of Human rights through education.

“Every individual and every organ of the society shall strive by teaching an education to promote respect for these rights and freedom...”

*(Preamble – Universal Declaration of Human Rights – 1948)*

It is apt here to quote Kothari (1964-1966) who 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 our constitution”. The Education programme in schools and colleges should be designed to inculcate democratic values.

As the teachers are the pivot around whom all education revolves, teachers must recognize the fact that they are the key to effective education for Human rights which should be reflected in their teaching while transacting their curriculum (National Council of Teacher Education, 1996).

## **1.2. Meaning and Definition of the Term ‘Human Rights’**

The term ‘Human rights’, is a dynamic concept difficult to define but impossible to ignore. Human rights are basic rights and freedom that all people are entitled to regardless of nationality, sex, national or ethnic origin, race, religion,

language, or other status. Barker defines Human rights as “any particular right which we have is a capacity of enjoying some particular status or employing some particular power of action which has been secured or guaranteed by law” ( as cited by Prabhuraj, 2003).

Human rights are those fundamental rights without which no person can live with dignity and freedom (Agarwal and Agarwal, 2006). These rights belong to every individual, man or woman, girl or boy, infant or elder simply because he/she is a human being. They embody the basic standards without which people cannot realize their inherent human dignity.

Modern concept of Human rights is that the rights possessed by human beings in their natural capacity as humans and not because of any particular system of law under which they may happen to live. They hold up the inspiring vision of a free, justice and peaceful world and set minimum standards for how both individuals and institutions should treat people. They also empower people to take action to demand and defend their rights and the rights of others.

Human rights include civil and political rights, such as the right to life, liberty and freedom of expression; and social, cultural and economic rights including the right to participate in culture, the right to food, and the right to work and receive an education (Amnesty International, USA, 2011).

All people of all ages should be aware of these basic rights and responsibilities that each individual possesses and in the long term to build a culture of prevention of violations of human rights. In this light, the University Grants Commission of India appointed a Committee on Human rights education under the Chairmanship of Justice S.M. Sikri in 1980. The report called the blue print for the promotion of human rights emphasizes that the importance to be given on attitude formation and value inculcation, specially at the impressionable age of school going children (Chaurasia, 2007). Therefore it was viewed seriously to incorporate the fundamentals of the human rights at different levels of education.

### **1.3. Human rights education**

Amnesty International defines “Human rights education is a deliberate, participatory practice aimed at empowering individuals, groups and communities through fostering knowledge, skills and attitudes consistent with internationally recognized human rights principles. As a medium to long-term process, Human rights education seeks to develop and integrate people's cognitive, affective and attitudinal dimensions, including critical thinking, in relation to human rights. Its

goal is to build a culture of respect for and action in the defense and promotion of human rights for all”.

Human rights education is not just about Human rights, i.e., acquiring knowledge. It is also an education for Human Rights, helping people to feel the importance of Human rights, to integrate them into the way they live and to take action to promote and protect the rights of others on individuals, local, national and international levels. Human rights education contributes directly to improve the life of both individuals and the community (Parhi and Welukar, 2004).

It is an education which not only provides understanding of one’s own rights and therefore inculcation of one’s own rightful place in society, also fostering an attitude of tolerance, goodwill and removal of prejudices towards fellow human beings. Human rights education is all about helping people to develop to the point where they understand Human rights and where they feel that they are important and should be respected and defended (Vincila, 2008).

#### **1.4. Why Human rights education?**

The increasing recognition of the universal right to learn about human rights is making Human rights education a vital part of school and teacher education throughout the world (Panda, 2009). In recent decades there has been a tremendous growth in how we think about and apply human rights ideas. This has had many positive results - knowledge about human rights can empower individuals and offer solutions for specific problems. Values of tolerance, equality and respect can help reduce friction within society. Putting human rights ideas into practice can help us create the kind of society we want to live in.

Human rights are an important part of how people interact with others at all levels in society - in the family, the community, schools, the workplace, in politics and in international relations. It is vital therefore that people everywhere should strive to understand what human rights are. When people better understand human rights, it will be easier for them to promote justice and the well-being of society. Human rights education develops awareness that there is a guarantee of equality

before the law. Also it is one of the most potent media to spread the message of egalitarian attitudes, perspectives, worldview and the like in this area. (Devi, 2010)

### **1.5. Why Human rights education to Women?**

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. There are laws to prevent violence against women, there is police to keep a check on these events and there are seminars and symposiums to analyze the matter and make recommendations. However on ground level nothing seems to be working. Every year, at least two million women and girls are trafficked into prostitution, forced slavery, and servitude. Up to 60 percent of women experience some form of physical or sexual abuse during their lifetime . Violence against women is not acceptable and can be prevented (United Nations Development Programme ,2013).

Violence is perpetrated on women both inside and outside her home. Domestic violence comprises all acts of intimidation and aggression which forces a woman to seek redressal by breaking the silence imposed on her by a patriarchal culture (Poonacha et al., 2002). There are other social evils also due to which women suffer. Often condoned by culture, such systemic violence enforces gender inequality by curtailing a woman's freedom and right to self determination. Also, violence against women takes place in the form of eve teasing, rape, murder, trafficking and so on both at their work place and outside it. 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 minutes (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. If women do not know their rights, they cannot defend or fight for them. Article 26 of the Universal Declaration of Human Rights states that every one has the right to education and that education should strengthen respect for Human rights. Education is the best medium through which we can impart knowledge of Human rights. Teaching of Human Rights is to arouse

awareness, impart education and ultimately achieve the liberties of human mind and spirit (Saini, 2008). So Human rights education becomes imperative necessity to human beings especially to women since it teaches both about and for Human rights.

### **1.6. Why Human rights education to the Students Teachers?**

In a complex country like India, societal violation of human rights and violation at all levels have necessitated the introduction of Human rights education at all levels of school education including teacher education (Panda, 2004). 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 on. In order to enable schools and individual teachers to meet the international obligations and commitments, teacher education should at least inform their students about these commitments and analyze them. Article 33 of the UNESCO recommendation of 1974 is very explicit in its recommendation for teacher education: "Develop attitudes and skills such as a desire and ability to make educational innovations and to continue his or her training, experience in team work and in interdisciplinary studies, knowledge of group dynamics and the ability to create favorable opportunities and take advantage of them."

In this regard, the three national curriculum frameworks(1978, 1988 and 1998) of National Council of Teacher Education revolved around the major objective of imparting constitutional values, which are the essence of Human rights education (Asia-Pacific Human Rights Information Center, 2001). This would enable the grooming teachers to be informed about the key human rights concepts with reference to realities (National Human Rights Commission Module, 2007)

Moreover at teacher education level, the students have age wise 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. In addition, the female student teachers would better understand the pain and sufferings of their fellow beings than their male counterpart 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

by the student teachers to the young children. Also, the females are the apt group to shape the minds of the young children at this impressionable stage.

As a cascading effect of this exercise, the child citizens of India will develop Human rights mindset in school environment. This will help them perceive the violation of human rights in society at large as their own and other will share their deprivations with those to whom human rights mean the most. Therefore 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 student teachers because they are the ones who are going to handle thousands and thousands of children in the near future. Hence this study is undertaken with the female student teachers as the sample.

### **1.7. Technique of Imparting Human rights education**

There is an ongoing debate and research among the educationalists and human rights activists about the manner of teaching human rights in schools and colleges. In the words of Jose Ayala Lasso, the former United Nations High Commissioner for Human rights “the objective of all Human rights educational activity should be to teach the common language of humanity. Human rights should not be one subject of education but should permeate all aspects of education in all forms” (as cited by Sen, 1998).

Modern education gives much importance to the media of communication. The use of media helps the teachers to arrange more effective environment for teaching and learning.

Teacher Education should equip the student teachers with latest method, educational technology and strategies in which participation of the students and teacher is the maximum in understanding the importance of that particular literacy. Which instructional technique is better than the other approaches needs to be found out in Human rights education and in which process and with help of which media should instructional approach be developed are the questions that need to be empirically answered (Saini, 2008). It must not be taught through a text book in the regular class room following the usual lecture method. Most of the inputs will have to be felt, perceived and experienced by the students individually (Mittal, 2007).

The innovations in the field of technology and media usage have resulted in developing new approaches to instruction. The approaches are scientifically developed to provide optimum learning to the learners with a routine personal involvement by the teacher. The instructional system is concerned with the application of modern skills and techniques for the requirement of Human rights education. This includes facilitation of learning by manipulation of media and methods. It is in this context the Investigator felt the importance of the question that how the Human rights education was going to be imparted to the student teachers to determine the learning outcome so as to make the education an effective one. Keeping this in mind investigator initiated this study.

### **1.8. Statement of the Problem and Operational Meaning of the Terms**

The title of this experimental study is “**Effectiveness of Instructional Methods in Imparting Human Rights Education to the Student Teachers in Coimbatore**”. The operational meaning of the terms used in this study is explained below.

#### **Effectiveness**

According to the Merriam-Webster's Collegiate Dictionary (2009) the meaning of the word “effectiveness” is influence. The investigator has made an attempt to study the effectiveness or influence of Instructional methods in imparting Human rights education to the student teachers in terms of knowledge and attitude.

#### **Instructional Method**

The term “instructional method” describes the general components of a set of instructional materials and the procedures that will be used with those materials to extract particular learning outcomes. It is also a process or manner by which an instructional module, instructional phase or entire course is delivered. It is also called Technique of delivery. (Merriam-Webster's Collegiate Dictionary, 2008)

Five Instructional methods namely Multimedia approach, Cooperative learning, Situational approach, Brainstorming and Conventional method were selected by the investigator for the delivery of the instructional material in this study.

## **Imparting**

The term “Imparting” means transferring or giving (Webster’s Dictionary, 1996). It is defined as the process wherein conditions are deliberately created to enable specified learner or group of learners to behave in a specified manner to perform or to experience certain desirable objectives. In this study, the investigator has used the term ‘imparting’ in the context of teaching Human rights education to the student teachers by adopting five methods namely Multimedia approach, Cooperative learning, Situation approach, Brain storming and Conventional method.

## **Human Rights Education**

The Plan of Action for United Nations Decade for Human rights in 1994 defines Human rights education as “training, dissemination and information efforts aimed at the building of a universal culture of Human rights through the imparting of knowledge and skills and moulding of attitudes which are directed to the strengthening of respect for human rights and fundamental freedom and the full development of the human personality”.

## **Student Teachers**

**Student teachers** are the B.Ed students who are pursuing one year undergraduate degree course in Education after obtaining graduate/post graduate degree.

## **1.9. Need of the Study**

Inspite of the prosperity, globalization and education and the Declaration of the General Assembly of UNO that 25<sup>th</sup> November as the International Day for the Elimination of Violence against Women, we hear about violence and fail to eliminate it. The existing scenario is not conducive to the common people especially to the women folk. Everyday we come to know about the incidence of mass violence, the barbaric killings of innocent people by terrorists, environmental degradation, gender discrimination, rapes, infanticide, and other violence against women and child (Agarwal and Agarwal, 2006).

In these days of modern technology like ultrasound test and amniocentesis, she is discriminated ever since she exists in the womb of her mother and has to die before birth. We hear about the incidents of young brides being burnt for bringing “insufficient” dowry, women dyeing in abnormal circumstances, rape of hapless

women and molestation of young girls. She still has to go a long way to achieve equal status in the minds of Indian men (Help Line Samiti, 2010).

Law assures de jure equality but de facto equality is conspicuous by its absence. In addition, the adverse sex ratio has been linked with the low status of women in Indian communities (Agnihotri, 2010). The status of women in modern India 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. Millions in our country are ignorant of their rights and duties (Menezes and Kumar, 2012). Hence the need of the hour is to sensitize the womenfolk above all other measures by empowering through the education and legal awareness thereby enabling them acquire knowledge and bring the attitudinal change in the male dominated society.

Inspite of the efforts of the National Council of Teacher Education and the National Council of Education Research and Training which had already included the Human rights education component in the curriculum, unfortunately little effort has been made to create Human rights education sensitivity and skills amongst those who are imparting education at the secondary and higher secondary school levels.

So one of the foremost important mechanisms to address the issue of Human rights at school level needs to be introducing Human rights education in teacher training programme, which would be able to provide an appropriate level of input about the key human rights concepts to the grooming teachers with reference to realities who would take efforts to imbibe the values of human rights in the young future citizens (National Human Rights Commission Module, 2007) so that the vision of the U.N.O to educate the entire human race in Human rights in addition to literacy will be realized by using appropriate method. Hence this study is undertaken by the investigator.

#### **1.10. Scope of the Study**

The present study “Effectiveness of Instructional Methods in Imparting Human rights education to the Student teachers in Coimbatore” is of experimental nature. The findings of the study will be of immense value in understanding their

relative merits to the media selected for the study which would definitely help the teachers to become aware of various media and their uses.

Organizations like UGC, NCTE, NCERT and SCERT always sensitize the need for educational technology in enriching the teaching and learning activities and take the initiative of orienting the teachers through various in service programmes. This study will also enhance the teachers and the student teachers to select the right type of instructional method for effective teaching.

Preparing the student teachers who can teach Human rights in future without a text book and without adding to the tension and pressure of examination for the young students in the task of imparting Human rights education would be simple. This would enable the inculcation of egalitarian values in them thereby resulting in the internal and international peace in the world. Awareness can be created among the people and the pupils about the legal rights they are entitled to avail though this knowledge of Human rights education.

Human rights education also ensures the change in attitude. So we can say that as an instrument of social change, Human rights education has great potentialities to spread awareness and develop values and attitude in the area of egalitarianism. Finally the all-round development of individual's personality and universal peace and harmony can be promoted through suitable Human rights education. So this study is initiated with the objectives which are detailed below. In this current study, the Investigator attempted to enhance the knowledge of the student teachers in Human rights education and develop their attitude towards it by adopting different instructional methods.

### **1.11. Objectives**

1. To prepare a **Knowledge Assessment tool** and an **Attitude scale** to assess the knowledge of the student teachers in Human rights education and their attitude towards it in the pretest and the posttest.
2. To prepare instructional materials for imparting knowledge to the student teachers in Human rights education and developing attitude towards it.

3. To compare the scores of the student teachers in the pretest and the posttest in relation to the five instructional methods namely Multimedia approach, Cooperative learning, Situational approach, Brain storming and Conventional method in terms of **knowledge** in Human rights education and **attitude** towards it.

4. To compare the effectiveness of different instructional methods namely Multimedia approach, Cooperative learning, Situational approach, Brain storming and Conventional method in relation to the variables namely **stream of courses, type of institution, locality and subject specialization (optional)** in terms of knowledge in Human rights education.

5. To find out the effectiveness of the different instructional methods namely Multimedia approach, Cooperative learning, Situational approach, Brainstorming and Conventional method in relation to the variables namely **stream of courses, type of institution, locality and subject specialization (optional)** in terms of attitude towards Human rights education.

6. To find out the **Correlation** between the two **variables knowledge and attitude** of the groups under different methods namely Multimedia approach, Cooperative learning, Situational approach, Brainstorming and Conventional method in relation to the variables namely **stream of courses, type of institution, locality and subject specialization.**

#### **1.12. Hypotheses Framed for the Study**

- There is no significant difference between the pretest score and the posttest score of the groups in terms of knowledge in Human rights education in relation to the five instructional methods.
- There is no significant difference among the groups taught by different methods in developing knowledge in Human rights education.
- There is no significant difference among the groups taught by different methods in developing knowledge in Human rights education in relation to the variable namely the stream of courses-(Arts stream and Science stream).
- There is no significant difference among the groups taught by different methods in developing knowledge in Human rights education in relation to

- the variable namely type of institution – (Self financing, Government and Government Aided).
- There is no significant difference among the groups taught by different methods in developing knowledge in Human rights education in terms of locality- (Rural and Urban).
- There is no significant difference among the groups taught by different methods in developing knowledge in Human rights education in relation to the variable namely subject specialization (optional-Mathematics, Computer science, Physical Science, Biological Science, Language and Social Science).
- There is no significant difference between the pretest score and the posttest score of the groups taught by different methods in changing the attitude towards Human rights education.
- There is no significant difference among the groups taught by different methods in developing attitude towards Human rights education.
- There is no significant difference among the groups taught by different methods in the development of the attitude towards Human rights education in relation to the variable namely the stream of courses-(Arts stream and Science stream).
- There is no significant difference among the groups taught by different methods in the development of the attitude towards Human rights education in relation to the variable namely the type of institutions – (Self financing, Government and Government Aided).
- There is no significant difference among the groups taught by different methods in developing the attitude towards Human rights education in terms of locality (Rural and Urban).
- There is no significant difference among the groups taught by different methods in developing the attitude towards Human rights education in relation to the variable namely subject specialization (optional-Mathematics, Computer science, Physical Science, Biological Science, Language and Social Science).
- There is no correlation between knowledge and attitude developed by Multimedia group in relation to the variables namely stream of courses, type of institution and locality.

- There is no correlation between knowledge and attitude developed by Cooperative learning group in relation to the variables namely stream of courses, type of institution and locality.
- There is no correlation between knowledge and attitude developed by Situational approach group in relation to the variables namely stream of courses, type of institution and locality
- There is no correlation between knowledge and attitude developed by Brain storming group in relation to the variables namely stream of courses, type of institution and locality.
- There is no correlation between knowledge and attitude developed by Conventional method group in relation to the variable namely stream of courses, type of institution and locality.

### **1.13. Delimitations and Limitations of the Study**

Research studies in general and the Experimental study in particular have limitations and delimitations due to many factors. It is the responsibility of the researcher to see that the study is conducted with maximum care in order to be reliable. In this study, the following delimitations and limitations and were unavoidable while conducting the study.

#### **Delimitations**

1. This study being of experimental nature was confined to the four teacher education institutions in Coimbatore city only.
2. As the objective of the study was limited to a specific discipline, it was restricted to the subject Human rights education.
3. As Human rights education is an ocean, the study was restricted as far as possible to Human Rights pertaining to women.
4. This study was attempted to impart Human rights education to women student teachers only. Hence the sample was restricted to female student teachers alone.
5. This investigation could be conducted only upon the selected variables knowledge and the attitude.

#### **Limitations**

1. The investigator while selecting the sample from each optional subject could not select the equal sample in all the colleges. This is because in the self

financing colleges, the students strength was lesser than the other two type of institutions namely Government college and Aided Institution

2. Also the Arts group students namely History, Geography, English and Tamil were lesser in number when compared to the Science students namely Computer science, Mathematics, Physical science and Biological Science which resulted in the proportionate selection of the sample from each optional subjects by the investigator.
3. As the Optional subjects namely Computer science, Geography and Tamil were not offered in the only one available Aided institution in Coimbatore, the selected sample was lesser in number compared to the other two types of Institutions.

Despite these limitations and the delimitations that the researcher had come across, utmost care was taken to carry out the research in order to make this study a reliable and an objective one.

#### **1.14. Organisation**

The research study is reported in five chapters as per the details given below.

**Chapter 1** presents the introduction, definition of the technical terms, need, scope, objectives of the study, hypotheses and delimitations and limitations of the study.

**Chapter 2** consists of review of related literature.

**Chapter 3** discusses the methodology employed in the study. It covers the sample selection, tools used for data gathering and other administrative procedure.

**Chapter 4** presents the Differential and Correlational Analysis of the data. In the light of the findings, appropriate interpretations have been made.

**Chapter 5** contains a summary of the findings of the study and the recommendations of the investigator for the further research .

Following these five chapters were given a detailed Bibliography and Appendices.