

## EFFECTIVENESS OF HUMAN RIGHT EDUCATION PROGRAM

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### Abstract

*However, problems and confects arise because of the lack of consciousness and skills to perform and act according to these Human Rights norms. Human Rights Education is important for everyone and it is the safest, surest and cheapest way to a knowledgeable and enlightened society through the medium of teachers. This study was focusing on human rights education attitude of student teacher of teacher education institutes. Researcher developed program for development of Human Rights education attitude which will be helpful for development of attitude of student teacher about Human Rights of pre service teachers.*



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**Statement of the Problem:** To Study effectiveness of Human Right Education Program for the student teacher of Teacher Education Institutes affiliated to University of Pune.

**Introduction:** All Human beings are live and grow up in a society and they are equal partners of a society. All activities of human revolve around the society. All human beings are parts of the same class. Their rights and dignity are concerned as they are equal. As members of humanity all human beings Human Rights are the modern and secular version of the natural rights. The concept of human rights is the result of philosophical, legal and social struggle which is directly connected to the social democratic tradition. The concept of human rights has covered a hard and stiff path. It is argued that the concept of human rights falls within framework of constitutional law and international law. It is identified to be “defended by institutionalized means against abuses of power by various organs of the state and at the

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same time it promotes an establishment of such values, conditions which helped in the multidimensional development of human personality

The provisions in Constitution about Equality of law, Non- discrimination, Equality of opportunity, Freedom of speech, Prohibition of traffic in human beings and forced labor, Prohibition of child labor, Freedom of religion, No provision for religious instruction in any educational institution, Conservation of language, scripts, and culture, Right of minorities, guarantee of social order, Adequate means of livelihood, Right to work, education, Provision for free and compulsory education, Ensuring education and economic development of weaker sections of society safeguard human rights.

**Human Right Education:** Education, training and information to building a universe culture of human rights through the sharing of knowledge, imparting of skills and moulding of attitude to strengthening of respect for human rights, fundamental freedoms, human personality, dignity and to understanding tolerance, gender equality as well as friendship among all nations, indigenous people and racial national ethnic, religious and linguistic groups.

**Operational definition:**

**Human Right Education:** Human Right Education means education covers Fundamental rights, Equality & protection of Law, Freedom of Expressions, Right to life, Right to Religion, Child Labour, Child Education, Domestic Violence, The neglected Child, The unwanted girl Child, Sexuality, Dalits,.

**Students Teacher:** The students which are taking Pre-service training in the Teacher Education Institutes affiliated to University of Pune.

**Teacher Education Institutes:** Pre-service training Teacher Education Institutes affiliated to University of Pune.

**Need of the study:** The most effective way to improve the quality and effectiveness of education program for human right is to reach teachers & teacher education. It is necessary to know the basic things about Human right education for teacher because the system of education can rise above the level of its teachers. To give the knowledge of Human Right Education it is necessary to develop a program on Human Right Education for student teacher. After taking review Researcher has found that there is no any research on HRE program for student teacher.

**Importance of the study:**

- Transaction of human right education broaden the role of teachers from transmitter of knowledge to facilitator, implementer, community partner, action researcher curriculum, developers etc.
- To strengthening knowledge, skill, attitude of teachers and for creating human rights ethos and learning environment in school.
- To prepare a right kind of teacher who can translate the essence and values of human right education the right perspective.

**Objectives of the study:**

1. To assess the attitude of students - teacher towards Human Rights education.
2. To develop an program on Human Rights education for the student teacher.
3. To study the effectiveness of the Human Rights education program for student teacher.

**Research Question:** What is the status of Human Rights Education among student teacher of Teacher Education Institutes?

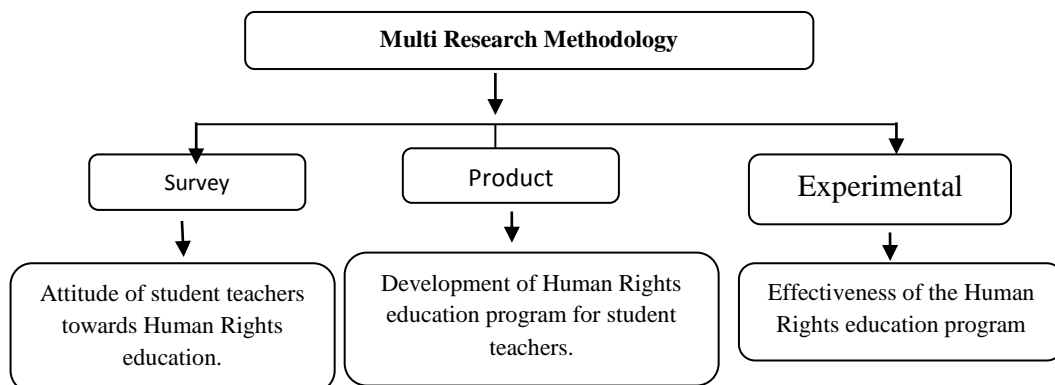
**Hypothesis:**

**Null hypothesis:** There is no significance difference between mean scores of attitude of Human Rights Education among the student teacher of the Teacher Education Institutes.

**Research hypothesis:** There is significance difference between mean scores of attitude of Human Rights Education among the student teacher of the Teacher Education Institutes.

**Research Methodology**

**Method:** The present work was carried out by applying multi method i.e. Survey, Product development, Experimental method.



**Data Collection Tool:** Human Rights Attitude scale by self.

**Statistical tool:** For analysing data statistical tools i.e. Mean, Standard Deviation, were applied.

**Objective wise use of methods and sampling:**

Objective No.	Methods	Tool	Sample	Sampling Method	Analysis Techniques
1	Survey Method	Attitude Scale	1Teacher training institutes, 50 Student teachers	Random sampling	Percentage, Mean, SD
2	Product Method	Steps of product method	--	--	--
3	Experimental Method	Attitude scale	1 Teacher training institute. 46 Student teachers	Purposive sampling	Percentage, Mean, SD, 't' test.

**Variables of the study:-**

**Dependent variables:** Student teachers attitude towards Human Rights education.

**Independent variables:** Human Rights Education Program.

**Human Rights Attitude Scale (HRAS):** Resercher made The Human Rights Attitude Scale (HRAS) used a four point Likert classification ranging from 1 Strongly Agree (SA), 2 Agree (A), 3 Disagree (D), 4 Strongly Disagree (SD).

**Establishment of content validity of Human Rights Attitude Scale:**

**Validity:**

Ten experts from the area of Human Rights, education and law were selected as an expert to establish content validity. The draft version of the scale was available or sends to these experts with a requesting letter regarding evaluation of the content of the scale. All experts evaluated the scale keeping in view the purpose of the scale; suggested modification according to that scale was finalized, establishing expert's opinion

**Analysis:**

**Interpretation of Hypothesis:**

**Null Hypothesis:** There is no significance difference between mean scores of attitude of Human Rights Education among the student teachers of the Teacher Education Institutes.

**Research Hypothesis:** There is no significance difference between mean scores of attitude of Human Rights Education among the student teachers of the Teacher Education Institutes.

**Table No.: 2: ‘t’ test for Attitude towards Human Right Education Experimental Group**

Pre-test Post-test							
Test	N	Mean	Standard Deviation	Treatment variable	Paired ‘t’ value	Table at 0.01 level	‘t’ df
Pre test	23	26.86	4.27	Human Rights Education Program	9.86	6.02	22
Post test	23	35.30	3.86				

**Observation:** From the above table

- 1) The mean of the pre test is 26.86 and standard deviation is 4.27
- 2) The mean of the post test is 35.30 and standard deviation is 3.86
- 3) The ‘t’ value is 9.58 which is greater than ‘t’ table which is 6.02 which is significant at 0.01 level with df is equal to 22.

**Interpretation:** Since the obtained, “t” value is greater than the table “t” value with df equal to 22 at 0.01 level, the difference is statistically significant.

It can be seen that there is a significant difference between Human rights Education attitude of experimental group student teachers before and after the implementation of the human rights educational program. The difference is in favor of scores on human rights education attitude after the implementation of the program. The student teachers in the experimental group have better performance in human rights Education attitude after the implementation of the program.

Thus it can be concluded that, the human rights educational program was effective in developing attitude of human rights Education among the student teachers of teacher training institute.

**Conclusion:** There is a significant difference between Human rights Education attitude of experimental group student teachers before and after the implementation of the human rights educational program.

Hence the obtained, “t” value is greater than the table “t” value with df equal to 22 at 0.01 level, the difference is statistically significant. Therefore, the null hypothesis about the attitude of Human Rights Education among the student teachers of the Teacher Education Institutes is rejected means research hypothesis is accepted.

It can be seen that there is a significant difference between human rights attitude of experimental group student teachers before and after the implementation of the human rights educational program. The difference is in favor of scores on human rights attitude after the implementation of the program.

This difference (pre test – post test) is attributed to the effect of the use of Human Rights Education Program developed for student teachers of teacher training institutes by the researcher and used as treatment variable.

### **Major Findings:**

1. Attitude of students teacher for Human Rights Education was low.
2. There is a significant difference between Human rights Education attitude of experimental group student teachers before and after the implementation of the human rights educational program.

**Conclusion:** The attitude about Human Rights Education among the student teachers had significantly shifted towards attitude that is more positive about Human Rights after implementation of Human rights Education program. Hence the implemented program was effective to implement the Human rights attitude.

### **Contribution to knowledge:**

Human Rights Education is an immense use in our present day society in which people of different caste, creed, religion and culture live together. Our constitution bestowed some rights and value i.e. respect for human dignity and social integrity. The findings of the present study show that human right education may help too much for the development of student teachers. The Human Rights Education program proved to be effective with the student teachers of teacher training institutes. In this program various activities are included which are important for the development of Human Rights attitude among student teachers. This piece of research added in the teacher training field preparing student teachers for Human Rights Education and its implementation among students and society. Human Rights Education program will be useful pre-service and in-service teachers training.

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