

Vol 7 Issue 3 Dec 2017

ISSN No : 2249-894X

*Monthly Multidisciplinary
Research Journal*

*Review Of
Research Journal*

Chief Editors

Ashok Yakkaldevi
A R Burla College, India

Ecaterina Patrascu
Spiru Haret University, Bucharest

Kamani Perera
Regional Centre For Strategic Studies,
Sri Lanka

Welcome to Review Of Research

RNI MAHMUL/2011/38595

ISSN No.2249-894X

Review Of Research Journal is a multidisciplinary research journal, published monthly in English, Hindi & Marathi Language. All research papers submitted to the journal will be double - blind peer reviewed referred by members of the editorial Board readers will include investigator in universities, research institutes government and industry with research interest in the general subjects.

Regional Editor

Dr. T. Manichander

Sanjeev Kumar Mishra

Advisory Board

Kamani Perera Regional Centre For Strategic Studies, Sri Lanka	Delia Serbescu Spiru Haret University, Bucharest, Romania	Mabel Miao Center for China and Globalization, China
Ecaterina Patrascu Spiru Haret University, Bucharest	Xiaohua Yang University of San Francisco, San Francisco	Ruth Wolf University Walla, Israel
Fabricio Moraes de Almeida Federal University of Rondonia, Brazil	Karina Xavier Massachusetts Institute of Technology (MIT), USA	Jie Hao University of Sydney, Australia
Anna Maria Constantinovici AL. I. Cuza University, Romania	May Hongmei Gao Kennesaw State University, USA	Pei-Shan Kao Andrea University of Essex, United Kingdom
Romona Mihaila Spiru Haret University, Romania	Marc Fetscherin Rollins College, USA	Loredana Bosca Spiru Haret University, Romania
	Liu Chen Beijing Foreign Studies University, China	Ilie Pinteau Spiru Haret University, Romania
Mahdi Moharrampour Islamic Azad University buinzahra Branch, Qazvin, Iran	Nimita Khanna Director, Isara Institute of Management, New Delhi	Govind P. Shinde Bharati Vidyapeeth School of Distance Education Center, Navi Mumbai
Titus Pop PhD, Partium Christian University, Oradea, Romania	Salve R. N. Department of Sociology, Shivaji University, Kolhapur	Sonal Singh Vikram University, Ujjain
J. K. VIJAYAKUMAR King Abdullah University of Science & Technology, Saudi Arabia.	P. Malyadri Government Degree College, Tandur, A.P.	Jayashree Patil-Dake MBA Department of Badruka College Commerce and Arts Post Graduate Centre (BCCAPGC), Kachiguda, Hyderabad
George - Calin SERITAN Postdoctoral Researcher Faculty of Philosophy and Socio-Political Sciences Al. I. Cuza University, Iasi	S. D. Sindkhedkar PSGVP Mandal's Arts, Science and Commerce College, Shahada [M.S.]	Maj. Dr. S. Bakhtiar Choudhary Director, Hyderabad AP India.
REZA KAFIPOUR Shiraz University of Medical Sciences Shiraz, Iran	Anurag Misra DBS College, Kanpur	AR. SARAVANAKUMAR LAGAPPA UNIVERSITY, KARAIKUDI, TN
Rajendra Shendge Director, B.C.U.D. Solapur University, Solapur	C. D. Balaji Panimalar Engineering College, Chennai	V. MAHALAKSHMI Dean, Panimalar Engineering College
Awadhesh Kumar Shirotriya	Bhavana vivek patole PhD, Elphinstone college mumbai-32	S. KANNAN Ph.D , Annamalai University
	Awadhesh Kumar Shirotriya Secretary, Play India Play (Trust), Meerut (U.P.)	Kanwar Dinesh Singh Dept. English, Government Postgraduate College , solan

More.....

Address:-Ashok Yakkaldevi 258/34, Raviwar Peth, Solapur - 413 005 Maharashtra, India
Cell : 9595 359 435, Ph No: 02172372010 Email: ayisrj@yahoo.in Website: www.oldror.lbp.world



ATTITUDE OF THE STUDENT TEACHERS TOWARDS HUMAN RIGHTS EDUCATION IN RELATION TO TEACHING TECHNIQUES

Dr. M. Chandravathana

Associate Professor, Department of Education, Avinashilingam Institute for Home Science and Higher Education for Women (Deemed to be University), Coimbatore, Tamil Nadu.

ABSTRACT:-

Man's ability to live in peace and harmony continues to deteriorate with every passing year. Human relations will get eroded due to changing people's attitude and mentality. Hence there is a need to develop proper attitude towards Human rights. Hence this attempt is made to test the attitude of the student teachers of Arts and Science Stream taught by two different techniques namely Brain storming and Cooperative learning by developing an attitude scale. The result showed that there is significant difference between the two groups in both the pre-test and post-test. Regarding the post test attitude score of both the groups, the Brainstorming group in both the streams had developed better attitude than the cooperative learning group.

KEYWORDS: Human Rights Education, Brain storming and Cooperative learning.

INTRODUCTION

"Young friends all over the world! You are the ones who must realize these rights now and for all time. Their fate and future is in your hands. Human rights are your rights. Seize them, defend them and promote them. 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". (Kofi Annan, UNO, December 10, 2001). 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).

Human rights are a universal phenomenon because rights have been imbibed in our society over the years. They include all fundamental freedom and are based on mankind's demand for a life in which the inherent dignity and worth of each human being will receive respect and protection. UNO proclaimed the Universal

Declaration of Human Rights on 10th December, 1948 with a view to promote respect for human rights. These rights became the bedrock of all basic freedom, justice and peace in the world.

WHY HUMAN RIGHTS EDUCATION?

Now-a-days life is becoming complex and complicated day by day. The norms of family, society, politics, professional ethics, secularism, democracy etc. are changing and coming under increasing strains. Every day we come to know about the incidents of custodial deaths, illegal detention, death in fake encounters, terrorist violence, rapes, infanticide, bonded labor, child labor, problem of gender discrimination, refugees and so on. So, unless desperate



plan is to be drafted to preserve human rights, human relations will get eroded due to changing people's attitude and mentality. Hence there is a need to create an appropriate mechanism to address various issues of Human rights and concern at an impressionable age which can be possible by educating the present student teachers because it would provide an appropriate level of input to them who are going to be engaged in teaching the young children in the near future in schools.

In addition, the National Curriculum for school education of NCERT has already included the Human rights education component in the social science subjects. But unfortunately little effort has been made to create Human rights education sensitivity amongst those who are imparting education at different levels of education. It will enable them to address the issue of human rights and impart the same to the young children in the school much more systematically and effectively would go a long way in creating a society full of tolerance, mutual respect, dignity, and on the top of this, sensitivity towards all by all. 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."

TECHNIQUE OF TEACHING HUMAN RIGHTS EDUCATION

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 which may change the mind of the individuals and enable them develop proper attitude towards Human rights education. Hence the investigator attempted this study by selecting two appropriate techniques of teaching namely Brain storming and Cooperative learning to study their attitude towards (Saini, 2008) with these following objectives.

OBJECTIVES OF THE STUDY

- To prepare instructional materials on human rights education for improving the attitude of the students towards human rights education.
- To find out the attitude of the student teachers towards human rights education in the pre test and the post test in relation to the variables namely the techniques of teaching and stream of courses.

HYPOTHESES

1. There is no significant difference between the attitude scores of the student-teachers belonging to two groups namely co-operative learning and Brainstorming in pre-test as well as post-test.
2. There is no significant difference between the pre-test attitude scores of the student-teachers of co-operative learning and Brainstorming groups in relation to the stream of courses.
3. There is no significant difference between the attitude scores of the student- teachers of co-operative Learning and Brainstorming groups in their post-test in relation to the stream of courses.

SAMPLE SELECTION

By using Purposive Sampling method, a sample of 140 student-teachers were selected from 2 Teacher Education Institutions in Coimbatore out of which 75 were selected for Co-operative learning and 65 were in Brainstorming group by Random Sampling method.

TOOL USED FOR THE STUDY

- 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, Common violence against women and Mechanism for the Protection of Human right. These areas were finalized on the basis of the suggestions by the experts in the field, teacher educators and the lawyers thereby content validity of the instructional material was established.
- The Four Point Attitude scale comprising of 30 items after the scrutiny by the experts like Teacher Educators

and Psychologists and by establishing reliability by test retest method was prepared by the investigator after establishing reliability and validity with the help of the above experts.

ANALYSIS AND INTERPRETATION

Table 1: Comparison of Attitude Score in the Pre-test and Post-test in Relation to Two Different Techniques

Achievement Test	Technique	N	Mean	't' ratio
Pre-test	Co-operative Learning	75	10.09	6.133*
	Brainstorming	65	9.64	
Post-test	Co-operative Learning	75	28.64	2.075*
	Brainstorming	65	32.41	

*Significant at 0.05 level.

Table-1 shows that there is significant difference in the pre-test score between the two groups which is revealed by the significant t-value (6.133) at 5% level. Same is the result in the post-test also. Hence the hypothesis, "there is no significant difference between the pre-test attitude scores of the student-teachers of co-operative learning and Brainstorming groups in relation to stream of courses towards human rights education" is rejected. This may be due to the fact that the youngsters nowadays are witnessing the atrocities of human rights violations happening in the society which might have made them realize the importance of Human rights education even before they were exposed to the teaching of Human rights education.

Table 2: Attitude Score of the Student-Teachers in Relation to Stream of Courses in the Pre-test

Stream of Courses	Technique	N	Mean	't' ratio
Arts Stream	Co-operative Learning	24	10.20	2.846*
	Brainstorming	23	10.82	
Science stream	Co-operative Learning	51	9.82	5.446*
	Brainstorming	42	9	

*Significant at 0.05 level.

Table-2 indicates that there is significant difference between the two groups namely co-operative learning and the Brainstorming even in the pre-test concerning the attitude scores of the Arts stream students which was revealed by the significant t-value (2.846) at 0.05 level. The same result was obtained in the case of Science group students also. This indicates that even before they were taught by different techniques, they have attitude towards Human rights education. The reason may be that in the present scenario, they feel the importance of Human rights education. Hence the hypothesis, "there is no significant difference in the pre test attitude scores of the student teachers of both the groups towards Human rights education in relation to the stream of courses" is rejected.

Table 3: Analysis of Attitude Score of the Student Teachers in Relation to Stream of Courses in the Post Test

Stream of Courses	Strategy	N	Mean	't' ratio
Arts Stream	Co-operative Learning	24	28.75	2.412*
	Brainstorming	23	34.78	
Science stream	Co-operative Learning	51	28.11	0.874 ^{NS}
	Brainstorming	42	31.11	

*Significant at 0.05 level & NS-Not Significant.

Table-3 reveals that there is significant difference between the two groups in the post-test concerning the attitude scores of the arts group students which was revealed by the significant t-value (2.412) at 0.05 level. Taking into account the mean scores of both the groups, the Brain storming group obtained higher score than the other group. In the case of Science stream, there was no significant difference between the groups. This may be due to the fact that the students who were brain stormed by the multifarious thoughts and ideas on human rights were quite moved sentimentally by it and made to develop proper attitude towards it. Hence the hypothesis, "there is no significant difference in the post-test attitude scores of the student teachers of co-operative learning and Brainstorming groups towards human rights education in relation to the arts stream" is rejected and in the case of Science stream it is accepted.

FINDINGS

- The significant difference between the student teachers taught by Brainstorming technique and those taught by the technique of Co-operative learning in the pre-test as well as the post test scores revealed the fact that the youngsters have realized the importance of having attitude towards Human rights in the current scenario.
- The Brain storming group has developed more attitude than their counterpart in the post test unlike the pretest in which the Co-operative learning has better attitude.
- The analysis revealed the fact that in the Pre test, the student teachers of Brain storming group belonging to Arts stream performed better than those of the Co-operative learning.
- In the case of Science stream, the student teachers of Co-operative learning group obtained better attitude score than those of the Brain storming group.
- Regarding the post test attitude score of both the groups, the Brainstorming group in both the streams had developed better attitude than the cooperative learning group.

CONCLUSION

Human rights education in India has crossed only preliminary milestones towards the journey of achieving its objectives. There are many more milestones to go by developing holistic plans of action - with clear human rights education objectives, functional and composite curriculum framework to develop proper attitude towards Human rights education. Let us initiate this effort with teacher education programme.

REFERENCES

- National Human Rights Commission Module, 2007.
Kofi Annan, UNO, December 10, 2001 https://www.nobelprize.org/nobel_prizes/peace/laureates/2001/
Krishnan, M. (2012, December 23). Talking Point-Give Peace a Chance in the Classroom. The Hindu, p-3.
<http://nhrc.nic.in/Documents/Publications/ModuleonHR.pdf>

Publish Research Article

International Level Multidisciplinary Research Journal For All Subjects

Dear Sir/Mam,

We invite unpublished Research Paper, Summary of Research Project, Theses, Books and Books Review for publication, you will be pleased to know that our journals are

Associated and Indexed, India

- ★ Directory Of Research Journal Indexing
- ★ International Scientific Journal Consortium Scientific
- ★ OPEN J-GATE

Associated and Indexed, USA

- DOAJ
- EBSCO
- Crossref DOI
- Index Copernicus
- Publication Index
- Academic Journal Database
- Contemporary Research Index
- Academic Paper Database
- Digital Journals Database
- Current Index to Scholarly Journals
- Elite Scientific Journal Archive
- Directory Of Academic Resources
- Scholar Journal Index
- Recent Science Index
- Scientific Resources Database

Review Of Research Journal
258/34 Raviwar Peth Solapur-
413005, Maharashtra
Contact-9595359435

E-Mail-ayisrj@yahoo.in/ayisrj2011@gmail.com