CHAPTER VI

FINDINGS AND CONCLUSION

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6.10. CONCLUSION
6.1. INTRODUCTION

The analysis and interpretation of data presented in the previous chapter helped in finalising sum of the findings of the study and to make conclusion in the light of these findings.

Human rights means those fundamental rights which every man, woman, or child living in any part of the world is entitled to by virtue of having been born as a human being. They help the human being reasonable life beyond the ambit of caste, religion, region, race etc.

Human rights are the foundation of human co-existence. They make people human and humane “The ethics of human rights is what you expect others to do to yourself, you do to others,” (Nainar Sundaram, 1997)

The large scale human rights violations catapulted in the last century is marching unhindered in the present century. Lack of education is the main cause of the violations of human rights. People must be helped to get awareness about their rights. A thorough knowledge of human rights is necessary for the proper practice as well as enjoyment of human rights.

Young Seeks Choue (1983) points out, “society must be humanized, and the dignity of the man must be maintained at any cost. The development of science and technology must be directly related to the promotion of human happiness”.
Education is an instrument of change—internal (attitude) and the external (social). It develops the integrated personality. Human rights education promotes the human right culture. Human rights education should not be confined to mere verbal teaching of human rights. It must be practised. In other words, a human rights environment conducive to the growth of human rights must be cultivated in schools and colleges. This is possible only if the teachers are conscious of their human rights. Therefore teachers must be moulded in such a way that they should practise human rights. For this, a human rights environment has to be developed in the B.Ed colleges or teacher education centres. Teachers educated in an environment in which they are properly nurtured by human rights will become the practitioners and propagators of human rights.

How good a pupil will depend upon how good a teacher is. The teacher must be sensitive in the implementation of human rights. Hence, the teacher education programme should be embedded in an environment of human rights.

6.2. OBJECTIVES OF THE STUDY

To study the human rights environment in the B.Ed colleges:

i in teaching theory classes
ii in the model teaching practice class
iii in checking trainees' lesson plans
iv in evaluating practice lesson
v in awarding internal marks
vi in dealing with the trainees belonging to SCs, STs, and BCs
vii in collecting fees
viii in providing infra-structural facilities.

6.3. HYPOTHESIS

a. General Hypothesis

There exists a favourable human rights environment in the B.Ed colleges affiliated to Mahatma Gandhi University, Kottayam, Kerala.

b. Specific Hypotheses


2. There exists a favourable human rights environment in verifying trainees’ lesson plans.

3. There exists a favourable human rights environment in model teaching practice lessons.


5. There exists a favourable human rights environment in awarding internal marks.
6. There exists a favourable human rights environment in dealing with trainees belonging to SCs, STs, and BCs.

7. There exists a favourable human rights environment in levying (collecting) fees.

8. There exists a favourable human rights environment in providing infra-structural facilities.

9. There exists significant difference between government-aided and self-financing colleges with regard to the dimensions of human rights environment (HRE).

10. There exists significant difference between Arts students and Science students with regard to the dimensions of HRE.

11. There exists significant difference between rural students and urban students with regard to the dimensions of HRE.

12. There exists significant difference between male and female students with regard to the dimensions of HRE.

13. There exists significant difference between merit seat students and payment seat students with regard to the different dimensions of HRE.

14. There exists significant difference between students with prior teaching experience and students without prior teaching experience with regard to the dimensions of HRE.

15. There exists significant difference between graduate and post graduate students with regard to the dimensions of HRE.
6.4. DELIMITATION OF THE STUDY

The study was conducted in the B.Ed colleges affiliated to Mahatma Gandhi University. The data were collected from the students. Questionnaire was not given to agencies that run the colleges or to the teachers of the B.Ed colleges. So also no attempt was done to collect data from the parents.

6.5. RESEARCH PROCESS AND COLLECTION OF DATA

The main purpose of the investigation was to study the Human Rights Environment in the B.Ed colleges affiliated to Mahatma Gandhi University, Kottayam.

There are 38 B.Ed Colleges affiliated to Mahatma Gandhi University out of which seven are government-aided and 31 self-financing. Five out of seven government-aided colleges were selected as sample. The colleges were selected by a process of stratified random sampling. Similarly 25 out of 31 self-financing colleges were covered as sample. The total number of students in seven aided colleges is 3050. The sample size from the aided-colleges is 840 out of 1050. The sample size from self-financing colleges is 2330 out of 3050. Thus the total sample size is 3170 from a population of 4100.

The questionnaire was prepared after identifying the major components of human rights environment (HRE). The major components of human rights environment are identified as:
i. teaching theory classes

ii. verifying trainees lesson plans

iii. model teaching practice class

iv. in evaluating practice lessons

v. awarding internal marks

vi. dealing with the trainees belonging to SCs, STs, and BCs

vii. in collecting fees

viii. in providing infra-structural facilities.

The questionnaire was then, given to the sample. The questionnaire was collected after the students recorded their responses. It was then scored and the necessary statistical calculations were done to test the hypotheses framed.

6.6 FINDINGS OF THE STUDY

In order to verify the general hypothesis, a number of a specific hypotheses were framed. The findings regarding these hypotheses are as follows: There exists a favourable Human Rights Environment in the B.Ed colleges affiliated to Mahatma Gandhi University.

There exists favourable human rights environment in the theory classes of B.Ed colleges.
There exists a favourable human rights environment in verifying trainees’ lesson plans.

There exists a favourable human rights environment in model teaching practice class.

There exists a favourable human rights environment in evaluating the trainees’ practice lessons.

There exists a favourable human rights environment in awarding internal marks.

There exists a favourable human rights environment in dealing with trainees belonging to SCs, STs, and BCs.

There exists favourable human rights environment in levying (collecting) fees.

There exists a favourable human rights environment in providing infra-structural facilities.

There exists significant difference between the government-aided and the self-financing colleges with regard to the dimensions of human rights environment (HRE). The government-aided colleges have better human rights environment than the self-financing colleges.

There exists no significant difference between Arts and Science students with regard to the dimensions of HRE. The human rights environment of the Arts students and the Science students are the same.
There exists no significant difference between the rural students and the urban students with regard to the dimensions of HRE. HRE of urban and rural students are the same.

There exists no significant difference between the male students and the female students with regard to the dimensions of HRE. HRE of both sexes are the same.

There exists no significant difference between the merit seat students and the payment seat students with regard to the different dimensions of HRE. HRE of the merit seat and the payment seat students are the same.

There exists no significant difference between the students with prior teaching experience and the students without prior teaching experience with regard to the dimensions of HRE. HRE of students with the prior teaching experience and the students without prior teaching experience are the same.

There exists no significant difference between the graduate and the post-graduate students with regard to the dimensions of HRE. HRE of the graduate and the post-graduate students are the same.

6.7. IMPLICATIONS OF THE STUDY

The study shows that there are no large scale human rights violations in the B.Ed colleges affiliated to Mahatma Gandhi University. But there are certain areas which need improvement.
The classroom teaching of the government-aided colleges needs improvement when compared to the self-financing colleges. But a closer look at the scores shows that classroom teaching of government-aided and self-financing colleges has to be rejuvenated. Similarly verifying lesson plans of the government-aided colleges needs improvement compared to that of the self-financing colleges.

Regarding internal marks, the self-financing colleges are ‘stingy’ in awarding internal marks. On the other hand the aided colleges are ‘liberal’ in awarding internal marks.

The trainees belonging to SCs, STs, and BCs get a better dealing from the government-aided colleges while that of the self-financing colleges is not encouraging. A close examination shows both aided self-financing colleges have to improve their dealing with SC, ST, and BC trainees. The government-aided colleges possess better infrastructural facilities than the self-financing colleges.

On whole government-aided colleges show better human rights environment than self-financing colleges.

The classroom teaching of Science classes are better than that of the Arts classes. On the other hand Arts students are provided with better infrastructural facilities than Science students.
An overview of the different dimensions of HRE shows that collecting fees is the one area that needs more improvement. Then comes dealing with trainees belonging to SCs, STs, and OBCs. This dimension of HRE also needs improvement.

6.8 RECOMMENDATIONS

The present study helps the researcher to make the following recommendations:

i. Classroom teaching of the B.Ed colleges have to be revitalized. The traditional teaching style should give way to the modern method. For this, some sort of orientation or workshop should be organized to the teaching staff. This will definitely improve the quality of teaching and in turn, improve the potentiality of the trainees.

ii. Preparation of good lesson plan is key to the success of teaching. Strict monitoring of this area is very important. The trainees must be well versed in the new approaches to lesson planning i.e. pupil-centered method. More attention is needed in this area.

iii. Internal marks are always a target of criticism. Though universities are giving guidelines, they are seldom followed. College authorities or university should monitor that no one
abuses internal marks to impose discipline or to keep trainees subservient to. It is better to publish internal marks on the college notice board along with its guidelines. This will clear doubts and clarifications can be given, if necessary. What is important is that trainees should never feel that internal marks are used to threaten them.

iv Constitution has given ample provisions to bring the backward community to the main stream. But none of the these provisions are implemented in letter and spirit. During the time of the establishment of self-financing colleges only few students belonging to SC and ST were admitted in the self-financing B.Ed colleges. Now, this scenario has changed. It still needs more changes. A thorough change is needed in the general attitude towards SCs, STs, and BCs students. They should feel that they are at par with the other students. This has a far reaching impact. The researcher is of the opinion that when the rank list for admission is published, different quota should not be published separately. Instead, there should be only one common rank list which includes SCs, STs, and BCs. The result is that no one will come to know to which community one belongs to.
v Good infrastructural facilities are important for any institution. Though NCTE has given clear guidelines for the minimum requirements, many institutions failed to comply with it. Many a time the authorities deceive the inspection team. Students are not fully aware of the university or NCTE norms. It should be made mandatory to publish NCTE norms permanently on the college notice board along with the facilities of the college. This single step, the researcher feels, will force the colleges to improve their infrastructural facilities.

vi Science students have science laboratory, but unfortunately such facilities are not sufficiently provided to Arts students. The present-day teaching of Arts subject also needs good laboratory. It is high time to set up such infrastructural facilities in B.Ed colleges.

Almost all B.Ed colleges possess language laboratories. It is ‘showcased’ in many institutions. Some practical classes should be made compulsory in the language laboratory.

Like science students, Arts students should also be asked to prepare certain number of practicals and a record of these practicals should be maintained.

vii Many colleges do not give proper fee receipts. Maintenance of receipt books should be made compulsory in colleges, especially in the self-financing sector. The university while
making routine inspection should see that the receipt books are maintained properly.

viii Yearly inspection of all colleges should be made compulsory. The researcher is of the view that surprise inspections are better than the present type of inspection in which an inspection is carried out only after a prior notice or intimation.

6.9. SUGGESTIONS FOR FURTHER RESEARCH

As a result of the present study, the investigator has been inspired to suggest the following studies for further probing:

1. A study may be carried out in the self-financing colleges run directly by the University, since university is running a number self-financing B.Ed centres.

2. Present study may be extended to include parents and teachers and their opinion may be culled out.

3. A study may be carried out at the beginning of the course and the same be repeated at the end of course. The result can then be compared.

4. A similar study may be carried out in the teacher training centres offering diploma certificate courses.

6.10. CONCLUSION

The overall human rights environment of government-aided B.Ed colleges are better than the self-financing B.Ed colleges.
Similarly government-aided colleges have better infrastructural facilities than the self-financing colleges.

On the whole, B.Ed colleges have good physical facilities. In this regard, aided colleges are better equipped than self-financing colleges. But one has to remember that most of the self-financing B.Ed colleges are less than ten years old and one can hope that in short time, all of them will be fully equipped.

There is a tendency among the colleges to provide better physical facilities to science students. The same is the case with their theory classes. In short, science students are ‘well off’ than the Arts students.

Male-female discrimination is not noticed in the B.Ed colleges, something that is very promising and encouraging.

Payment seat students and merit seat students are getting the same treatment is a very good gesture. Money power is not ruling in the classroom.

The future of human rights lies in the hands of people which in turn, lies in the hands of teachers. Practice of human rights should become part of people’s life. Let everyone hope of an India where every teacher is an apostle of human rights which in turn, makes every person practising human rights. Only teachers can mould a society free from exploitation.