CHAPTER VII
## CHAPTER VII

### SUMMARY AND IMPLICATIONS

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7.0 INTRODUCTION

Imagine a life without any freedom or even without any respect in society, it sounds impossible. Often at times, we come across this term ‘Human Rights’ and overlook it thinking we have heard it all. We do not realize the importance of Human Rights until we imagine the plight of people who are deprived of their rights.

All men and women are depend upon one another and are equal partners in a society. So, they are equal in so far as their rights and dignity are concerned. They motivated with, reason and conscience. The concept of Human Rights has emerged out of mankind’s reasoning and conscience. Everyone has the right to life, liberty and security of person. This means that everyone has the right to live and to live in freedom and safety.

Nowadays there is a strong need to bring awareness and to educate people about Human Rights as instances of violations are on increase day by day. Some brutal examples which have shaken our conscience in recent times are the infamous Tandoor Kand, Jessica Lal murder case and several others alike. The violations have increased to such an extent that the very survival of human beings is on threat. Literacy rates may have increased but the problems of discrimination based on sex, religion, colour, language are still prevalent in our society.

We all live in a need-based society. Human beings and society fulfil the needs of one another. These needs are psychological, social, physiological and economic. Human life is depends on the fulfillment of these needs. The history of Human Rights has been shaped by some important events of the world such as the Renaissance, the French Revolution(1789), the Bolshevik Revolution in Russia(1917), World War II and the Industrial Revolution in England(1930). All these events taking place in different parts of the world at different times tell us the story of human struggle for securing Human Rights and fundamental freedoms.

The year 1948 was a landmark year when the Universal Declaration of Human Rights came into existence. It was the culmination of man’s yearning for peace after ghastly and
gruesome world wars. UDHR is a basic international 'code of conduct'. It lays emphasis for the promotion and protection of Human Rights of all men, women and children of the world. The Preamble of the Declaration itself embodies the expectations of human beings as also survival of humanity based on freedom, peace, justice and dignity. The declaration is a great achievement for human civilization because it embodies the need for right to life, liberty and dignity; protection against cruelty, prohibition of slavery, right to freedom of thought, expression and religion, right to education and right to participation in the cultural life of the community. All the 30 rights enshrined in the declaration area sacred commandments for mankind.

But incidences of mass violence and carnage like that recently happened in Gujarat raises doubts regarding conscience and reason in human beings. Whether one condemns the barbaric killing of innocents by terrorists for some perceived cause or sympathizes with the American attack, ignoring the death of thousands of innocent and faultless civilians, as retaliation against terrorism, though the same may be termed as deriving sadistic pleasure by some –it is Human Rights which are violated.

Human rights violations affect the daily lives of each and every individual. If we want to decrease these types of violations then all people should know about their rights. Education is the best media to bring awareness about Human Rights in people. The Human Rights Education should not be an end in itself but rather emerge as a means to end the violation of Human Rights and to build a culture of peace, democracy, development, tolerance and human respect.

The enforcement of Human Rights can not just be the preserve of lawyers, judges and courts, nor is adjudication by the courts the only method by which Human Rights can be enforced. If a wide range of Human Rights is to be fought for and implemented, we have to fashion new tools, forge new institutions and develop new methods through which the viability of Human Rights can be preserved. One significant method which may be considered in this connection is the setting up a NHRC to promote, by education and publicity, respect for and observance of Human Rights. It is necessary to embark upon a
complementary programme of education, including both adult and child education, designed to produce new thinking on the part of people in regard to Human Rights. Such an educational programme should aim at mobilizing the energies and resources of universities, colleges and other institutions of higher learning which should be encouraged to introduce courses in Human Rights and utilize their teaching programmes to improve the awareness of Human Rights.

Any educational effort loses its vitality, if it does not give adequate attention and importance to the teacher, one of the most important pillars of education. The role of a teacher cannot be segregated from the social context and, therefore, the Human Rights issue should also make use of the medium of teachers. For this, teacher’s awareness and education about human rights and their sensitization is essential. Then only they will be able to sensitize their students towards it.

The two words as enshrined in the term Human Rights have acquired a strange and special place in our vocabulary. A favourable inclination may transform to a staunch denial at different times and places. The level of awareness and commitment varies diametrically among individuals and groups, despite the fact that violence; suppression etc. making front page news can only come to an end through a mass awareness and commitment for rights.

7.1 RATIONALE OF THE STUDY

Education being concerned with human beings and with their orientation for the future does play a fundamental role. It provides individuals with the capacity and motivation to act. It becomes very important to understand right in the very beginning that the term ‘Human Rights’ implies universality. It is an assertion that rights exist for each person regardless of social status, rank, race, religion, sex or any other characteristic which may distinguish human beings from one another. These rights exist for each of us because we are human; they exist for all of us because we all belong to humankind. That is why it becomes very important for all our children to know about Human Rights.
A Global Strategic Planning Meeting of Teacher Training for Human Rights Education (HRE) was convened from June 1-3, 2005, in Brooklyn, New York, as a launching of the new World Programme for Human Rights Education, proclaimed by the United Nations General Assembly to start on 1 January 2005. Twenty-six human rights education practitioners and researchers from all regions of the world discussed research, networking, and information-sharing in the area of teacher training with the goal to develop strategic recommendations and future activities at the international, regional, and national levels. Also they told whatever the situation and the type of education system, the development or improvement of human rights education is to be on each country's education agenda. And they recommended introducing Human Rights at primary and secondary education which implies that the school becomes a model of human rights learning and practice. Within the school community, teachers, as the main depositories of the curriculum, play a key role in reaching this aim.

The elements of Human Rights education have been incorporated in our school curriculum. But mere existence of such elements is not a guarantee of sensitizing students towards human rights. Human Rights education is not only memorizing any specific text mentioned in constitution and universal declaration, but aims at inculcation of an attitude for tolerance and removal of prejudices. Any change in school education necessitates corresponding change in Teacher Education. The general objectives of teacher education as elaborated by NCTE states that it should sensitize teachers towards promotion of social cohesion, international understanding and protection of human rights and the rights of children. However, there is no direct reference of Human Rights education in B.Ed. curriculum. It is essential for the common men to know about Human Rights. And the surest, safest and cheapest way to a knowledgeable and enlightened society is through the medium of student-teachers as they are future teachers. The students should not only learn that education is an important human right but should also learn to practise Human Rights in their daily lives. For this purpose, the main task of teacher educator is to sensitize the teachers in Human Rights Education and. Many cases are registered that teachers have violated
students’ right sometimes knowingly and more often it is due to ignorance. So they must understand the rights first.

Review of related literature shows that rare studies have been conducted on Human Rights education. There is a dearth of such studies especially in India. The National Action Plan for Human Rights Education in India also states that there is a dearth of research material on Human Rights. No study has been conducted to teach Human Rights at B.Ed. level. All know that teaching through technology enabled programme is effective in enhancing the achievement of students at all level, the same can also be useful at B.Ed. level. The researcher chose the present study to bring awareness and to give knowledge about Human Rights to in-service and pre-service teachers through an educational programme.

7.2 STATEMENT OF THE STUDY
DESIGNING, DEVELOPING AND IMPLEMENTING AN EDUCATIONAL PROGRAMME ON HUMAN RIGHTS

7.3 OBJECTIVES OF THE STUDY
1. To design and develop an Educational Program on Human Rights.
2. To study the effectiveness of the Educational Program on Human Rights in terms of the difference in mean achievement scores of the control group and experimental group of in-service teachers and pre-service teachers on Human Rights test.
3. To study the effectiveness of the Educational Program in terms of attitude of in-service teachers and pre-service teachers towards Human Rights.
4. To study the Reactions of in-service teachers and pre-service teachers towards the Educational Programme on Human Rights.
5. To identify and diagnose some persons whose rights are being/have been violated.
6. To workout the prognosis for the disposition of the identified cases and study its effectiveness.
7.4 HYPOTHESES

1. There will be no significant difference between the mean gain scores of control group and experimental group of in-service teachers on pre-test and post-test.
2. There will be no significant difference between the mean gain scores of control group and experimental group of pre-service teachers on pre-test and post-test.
3. There will be no significant difference in the attitude of in-service teachers towards the human rights pre-intervention and post-intervention.
4. There will be no significant difference in the attitude of pre-service teachers towards the human rights in pre-intervention and post-intervention.
5. There will be no significant difference in the observed frequencies and expected frequencies against equality hypothesis on various statements of the reaction scale.

7.5 OPERATIONALIZATION OF THE TERMS

- **Educational Program**: Educational Program includes a technology enabled package on Human Rights. It consists of PowerPoint Presentation, Video CD & Printed Material on Human Rights.

- **Human Rights**: Human Rights in the context of present study are all the human rights contained in the 30 articles of the Universal Declaration of Human Rights by the general assembly of the UN on December 10, 1948.

7.6 DELIMITATION OF THE STUDY

- The study is delimited to B.Ed. colleges and Secondary schools of Ahmedabad city.
- The study is delimited to the residents of Ahmedabad city.

7.7 RESEARCH DESIGN OF THE STUDY

- The study employed Experimental Research and Case-study Research.
  The study employed pre-test, post-test experimental group and control group design.
7.8 POPULATION FOR THE STUDY

- All the in-service and pre-service teachers (2009-2010) of Gujarat State constituted the population for the study.

7.9 SAMPLE FOR THE STUDY

- The in-service teachers of four GSEB school of Ahmedabad city were selected as the sample for the study for carrying out the experiment. And the students of two B.Ed. colleges of Gujarat University, Ahmedabad, were selected as the sample for the study for carrying out the experiment.

- The sample was selected for the feasibility purpose of the investigator. From schools, teachers of two schools were selected as experimental group and teachers of two schools were selected as control group. Also, from B.Ed. colleges, student-teachers of one college were selected as experimental group, whereas, that of another college as control group.

- There were 21 in-service teachers in experimental group and 23 in-service teachers in control group. There were 79 pre-service teachers in experimental group and 82 pre-service teachers in control group.

7.10 TOOLS FOR THE PRESENT STUDY

Following tools were used to collect data:

- **Educational programme**: It was constituted of PowerPoint Presentation Video CD, and printed material covering all the articles of Human Rights given by United Nations, 1948.

- **Achievement test**: It was in the form of a PowerPoint CD in which some pictures and situations were given covering some of the articles of Human Rights given by United Nations, 1948.
**Reaction Scale:** It was constituted of number of statements on Human Rights Educational programme on a five point scale.

**Attitude Scale:** It was constituted of number of statements/situations on Human Rights/violation of Human Rights on a five point Likert type scale.

7.11 PROCEDURE FOR DATA COLLECTION

For realization of the objective 2 and to test the null hypothesis 1 and 2 the required data were collected. Then the investigator administered the developed educational programme prepared for the purpose of testing on both the groups. The investigator gave 45 minutes to student-teachers of both group to write their answer related to slides. The investigator personally collected the data.

For objective 3 and to test the null hypotheses 3 and 4 the required data were collected through attitude scale. The attitude scale was administered on both group to get their feelings for or against to given statements/situation. The investigator personally collected the data.

For objective 4 and to test the null hypothesis 5 the required data were collected through reaction scale. The reaction scale was administered on the experimental group to elicit their reactions on the educational programme. Before seeking the reactions, the investigator gave instructions regarding how to register the reactions. The investigator collected data personally.

For objective 5 and 6 data were collected through real life cases by the investigator and sample in-service and pre-service teachers.

7.12 DATA ANALYSIS

Data collected through achievement test were analyzed using mean, SD, SEm and t-test. Data on attitude scale were analyzed employing t-test. Further mean, median, mode,
skewness and kurtosis were also computed. Data on reaction scale were analyzed employing chi-square.

To determine the effectiveness of developed educational programme on Human Rights achievement score of both groups were found out and then Mean, Standard Deviation and t-value were computed for realization of objective #2.

To determine the effectiveness of developed educational programme on Human Rights in terms of attitude scores of both the groups were calculated and then t-value were computed for realization of objective #3.

To analyze the data collected through the reaction scale, frequency count and percentage were used and Chi-Square technique was employed to test the divergence of observed frequencies from those expected on the hypothesis of equal probability (null hypothesis) for realization of objective #4.

For objective 5 and 6 data collected from the field. Data were collected with the help of teachers from experimental group. They found some persons whose rights were violated and tried to solve their problems and tried to help them to realise their rights.

The entire analysis procedure objective wise have been presented below in tabular form.
Table-7.1: Objective Wise Analysis Procedure

<table>
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<tr>
<th>Objective No.</th>
<th>Theme</th>
<th>Tool</th>
<th>Analysis Technique</th>
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<td>2.</td>
<td>Achievement of teachers of both the groups on pre-test and post-test.</td>
<td>Achievement Test</td>
<td>Mean, Standard Deviation, SEm and t-test.</td>
</tr>
<tr>
<td>3.</td>
<td>Attitude of teachers of both the groups towards Human Rights.</td>
<td>Attitude Scale</td>
<td>Mean, Median, Mode, Standard Deviation, SEm and t-test</td>
</tr>
<tr>
<td>4.</td>
<td>Reactions of teachers of experimental group towards the Educational Program.</td>
<td>Reaction Scale</td>
<td>Frequency, Percentage Analysis and Chi-square</td>
</tr>
<tr>
<td>5.</td>
<td>Identification and diagnosis of persons whose rights have been violated.</td>
<td>Observation, Unstructured Interview, Field Diary</td>
<td>Qualitative Analysis</td>
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7.13 FINDINGS OF THE STUDY

1. Largely significant difference has been found between mean achievement scores of control group and experimental group in favour of experimental group. So, the educational programme on Human Rights was found effective and fruitful. In other words the developed programme on Human Rights was found to be significant in enhancing understanding of Human Rights of both the in-service and pre-service teachers.
2. The Educational programme on Human Rights has been found effective in developing favourable attitude of both in-service and pre-service teachers.

3. Both the in-service and pre-service teachers have been found to have favourable reaction towards the educational programme on Human Rights.

4. The programme on Human Rights developed and implemented by the investigator could initiate both the in-service and pre-service teachers in the area of case-studies on Human Rights.

7.14 SUGGESTIONS FOR FURTHER STUDY

- The present package was prepared using PowerPoint. Similar packages can be developed using flash and other advanced software.
- The present study was done on the teachers. It could also be done on B.Ed. lecturers, professors from different field, parents etc..
- DVDs may be produced on Human Rights capturing the reality through High Tech and implemented.
- More awareness programs on Human Rights should be launched at Local, State and National levels.
- A case study of a college can be conducted to study the human rights friendly environment.
- A study of awareness of students of educational institutions on Human Rights can be conducted.
- A study of teaching Human Rights through such programmes to Management, MBBS and other students can be conducted.
- Also, more real life cases where person's rights are violated can be studied.

7.15 EDUCATIONAL IMPLICATIONS OF THE STUDY

Human Rights Education at all levels of education is most relevant to all of us. The Human Rights Education should be made an integral part of Teacher Education curricula. Educational Programs should be developed and implemented for the transaction of curricula on Human Rights as evident through the findings of the present study in terms of mean achievement gain and favourable reactions of the in-service and pre-service
teachers. Case studies need to be undertaken and efforts should be made to arrive at prognosis of those cases.