

CHAPTER-1

Conceptual Framework

1.1 Introduction

Human rights belong to everyone. They are the basic rights we all have simply because we are human, regardless of who we are, where we are, where we live or what we do. Human rights represent all the things we need to flourish and live together as human beings. They are expressed in internationally agreed laws, and cover many aspects of everyday life ranging from the rights to food, shelter, education and health to freedom of thought, religion and expression.

The roots and origins of human rights and the struggles to bring them about lie deep in the history of many different societies, civilizations and individuals. However, the first universally agreed statement of human rights did not emerge until 1948, with the 'Universal Declaration of Human Rights' (UDHR). The UDHR is the most famous, most translated, and probably most important, human rights document. All other human rights laws take the UDHR as their starting point- it is the foundation of modern human rights law.

1.2 History

The Cyrus Cylinder (539 B.C)

The cyrus made on human rights were inscribed in the Akkadian language on a baked-clay cylinder. Cyrus the great, the first king of Persia, freed the slaves of Babylon, 539 B.C.

In 539 B.C., the armies of cyrus the great, the first king of ancient Persia, conquered the city of Babylon. But it was his next action that marked a major advance for Man. He freed the slaves, declared that all people had the right to choose their own religion, and established racial equality. These and other were recorded on a baked-caly cylinder in the Akkandian language with cuneiform script.

Known today as the Cyrus Cylinder, this ancient record has now been recognized as the world's first charter of human rights. It is translated into all six official languages of the United Nations and its provisions parallel the first four Articles of the Universal Declaration of Human Rights.

1.3 Meaning and Definition:

'The history of human rights dates back thousands of years and is judged based upon religious, cultural, philosophical and legal developments throughout the years. Several ancient documents and later religions and philosophies included a variety of concepts that may be considered to be human rights. Notable among such documents are the Edicts of Ashoka issued by Ashoka the Great of India and the Constitution of Medina of, 622 AD, drafted by Muhammad to mark a formal agreement between all of the significant tribes and families of Yathrib (later known as Medina), including Muslims, Jews and Pagans.⁵ The English Magna Carta of 1215 is particularly significant in the history of English law, and is hence significant in international law and constitutional law today.

Much of modern human rights law and the basis of most modern interpretations of human rights can be traced back to relatively recent history. The Twelve Articles of the Black Forest (1525)⁶ are considered to be the first record of human rights in Europe. They were part of the peasants' demands raised towards the Swabian League in the Peasants'.

History of human rights:

Human Rights Day is observed by the international community every year on 10 December. It commemorates the day in 1948 the United Nations General Assembly adopted the Universal Declaration of Human Rights.

The formal inception of Human Rights Day dates from 1950, after the Assembly passed resolution 423 (V) inviting all States and interested organizations to adopt 10 December of each year as Human Rights Day.

When the General Assembly adopted the Declaration, with 48 states in favor and eight abstentions, it was proclaimed as a "common standard of achievement for all peoples and all nations", towards which individuals and societies should

"strive by progressive measures, national and international, to secure their universal and effective recognition and observance". Although the Declaration with its broad range of political, civil, social, cultural and economic rights is not a binding document, it inspired more than 60 human rights instruments which together constitute an international standard of human rights. Today the general consent of all United Nations Member States on the basic Human Rights laid down in the Declaration makes it even stronger and emphasizes the relevance of Human Rights in our daily lives.

The High Commissioner for Human Rights, as the main United Nations rights official, and her Office play a major role in coordinating efforts for the yearly observation of Human Rights Day.

1.4 The Spread of Human Rights

From Babylon, the idea of human rights spread quickly to India, Greece and eventually Rome. There the concept of “natural law” arose, in observation of the fact that people tended to follow certain unwritten laws in the course of life, and Roman law was based on rational ideas derived from the nature of things.

Documents asserting individual rights, such as the Magna Carta (1215), the petition of Right (1628), the US Constitution (1787), the French Declaration of the Rights of Man and of the Citizen (1789), and the US Bill of Rights(1791) are the written precursors to many of today’s human rights documents.

1.5 Importance

Human rights are something we all share. They are about recognizing the value and dignity of all people. In learning about human rights, we learn about ideas of respect, fairness, justice and equality.

We learn about standing up for our own rights and about our responsibility to respect the rights of others. Understanding human rights shapes our thinking and our actions because human rights are about real life issues.

They are about:

- Having clean water to drink and food to eat;
- Being able to go to school or have a job;
- Being treated fairly by others, regardless of your age, race, religion or where you were born.

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.

1.6 Universal Declaration of Human Rights

Simplified Version

This simplified version of the 30 Articles of the Universal Declaration of Human Rights has been created especially for young people.

1. We Are All Born Free & Equal. We are all born free. We all have our own thoughts and ideas. We should all be treated in the same way.

2. Don't Discriminate. These rights belong to everybody, whatever our differences.

3. The Right to Life. We all have the right to life, and to live in freedom and safety.

4. No Slavery. Nobody has any right to make us a slave. We cannot make anyone our slave.

5. No Torture. Nobody has any right to hurt us or to torture us.

6. You Have Rights No Matter Where You Go. I am a person just like you!

7. We're all equal Before the Law. The law is the same for everyone. It must treat us all fairly.

8. Your Human Rights Are Protected by Law. We can all ask for the law to help us when we are not treated fairly.

9. No Unfair Detainment. Nobody has the right to put us in prison without good reason and keep us there, or to send us away from our country.

10. The Right to Trial. If we are put on trial this should be in public. The people who try, should not let anyone tell them what to do.

11. We're always innocent Till Proven Guilty. Nobody should be blamed for doing something until it is proven. When people say we did a bad thing we have the right to show it is not true.

12. The Right to Privacy. Nobody should try to harm our good name. Nobody has the right to come into our home, open our letters, or bother us or our family without a good reason.

13. Freedom to Move. We all have the right to go where we want in our own country and to travel as we wish.

14. The Right to Seek a Safe Place to Live. If we are frightened of being badly treated in our own country, we all have the right to run away to another country to be safe.

- 15. Right to a Nationality.** We all have the right to belong to a country.
- 16. Marriage and Family.** Every grown-up has the right to marry and have a family if they want to. Men and women have the same rights when they are married, and when they are separated.
- 17. The Right to Your Own Things.** Everyone has the right to own things or share them. Nobody should take our things from us without a good reason.
- 18. Freedom of Thought.** We all have the right to believe in what we want to believe, to have a religion, or to change it if we want.
- 19. Freedom of Expression.** We all have the right to make up our own minds, to think what we like, to say what we think, and to share our ideas with other people.
- 20. The Right to Public Assembly.** We all have the right to meet our friends and to work together in peace to defend our rights. Nobody can make us join a group if we don't want to.
- 21. The Right to Democracy.** We all have the right to take part in the government of our country. Every grown-up should be allowed to choose their own leaders.
- 22. Social Security.** We all have the right to affordable housing, medicine, education, and childcare, enough money to live on and medical help if we are ill or old.
- 23. Workers' Rights.** Every grown-up has the right to do a job, to a fair wage for their work, and to join a trade union.
- 24. The Right to Play.** We all have the right to rest from work and to relax.
- 25. Food and Shelter for All.** We all have the right to a good life. Mothers and children, people who are old, unemployed or disabled, and all people have the right to be cared for.

26. The Right to Education. Education is a right. Primary school should be free. We should learn about the United Nations and how to get on with others. Our parents can choose what we learn.

27. Copyright. Copyright is a special law that protects one's own artistic creations and writings; others cannot make copies without permission. We all have the right to our own way of life and to enjoy the good things that art, science and learning bring.

28. A Fair and Free World. There must be proper order so we can all enjoy rights and freedom in our own country and all over the world.

29. Responsibility. We have a duty to other people, and we should protect their rights and freedom.

30. No One Can Take Away Your Human Rights.

1.7 Rationale of the Study

The history of mankind has been firmly associated with the struggle of individuals against injustice, exploitation and disdain. The assertion of human rights is one of the remarkable manifestations of this struggle. The domain of human rights is ever expanding in India. Many laws, institutions and organizations have been enacted and established to ensure our citizens a better standard of human rights. The Indian Parliament enacted the protection of human rights in the year 1993 with a view to protecting the basic rights of the Indian people.

The study could cover the entire world as human rights is one of the widely discussed concepts of modern times and it has assumed special significance in the changing global scenario. However, it is nearly impossible to conduct such an exhaustive study within a stipulated time.

1.8 Statement of the Problem

Development and Implementation of an Educational Program on Human Rights for Student Teachers

1.9 Objectives of the Study

- 1) To Study the effectiveness of developed program on human rights in terms of achievement of students.
- 2) To Study reactions of students towards developed program on human rights.

1.10 Hypotheses

- 1) There will be no significant difference in mean achievement score of students on pre-test and post-test.
- 2) There will be no significant difference between observed frequency and frequency expected on various statements of reaction scale.

1.11 Operationalization of the Terms

Effectiveness:

In the present study effectiveness refer the improvement of students teacher From pre-test to post-test.

Education program:

In the present study education programmes refer to the programme in which researcher used pictorial, images and text for the study.

1.12 Scheme of Chapterization

The dissertation has been divided in to five chapters. The scheme of chapterization is as follows:

Chapter-1: Conceptual Framework

This chapter begins with an introductory note of the problem of the study it also states the objectives of the study, delimitation of the study, operationlization of the terms, hypothesis and rationale of the study.

Chapater-2: Review of Related literature

This chapter focuses on two parts: theoretical framework and research review. It includes a theoretical background of the study undertaken and different studies reviewed to understand and strengthen the present work.

Chapter-3: Research Methodology

This chapter focuses on the methodology adopted in the present study. It describes in detail the research design selected for the present study, tools used and procedure adopted for data collection and data analysis.

Chapter-4: Data Analysis and Interpretation

In this chapter the data collected through the experiment have been analyzed and presented in tabular as well as in graphical forms. Interpretation based on findings have been presented and discussed in the light of the present study.

Chapter-5: Findings, Implications and Conclusion

The last chapter deals with the finding, implication and conclusion drawn from the study. It also presents some suggestion for the future studies that can be undertaken in the field.

CHAPTER 2

Review of Related Literature

2.0 Introduction

A survey of the related literature is a crucial aspect of the planning of any study. For any investigation in any field of knowledge extensive use the library and a thorough investigation of related literature and reviews are essential.

The review related literature as well as research implies the reading, surveying and evaluating the written form of literature related to the problem area which is available in libraries from many other sources. Joan beat stated that, 'the research for reference materials is a time consuming but fruitful phase of the graduate program. A formality with the literature in any problem area helps the students to discover what is already known, what other have attempted to find out what methods have been promising or disappointing and what problem remain be solved.

2.1 Review of Related Studies

Bhatia, Vijay Kumar. (2014). has conducted a study on "*Problems of Democratic Transition and Human Rights in Kyrgyzstan and Turkmenistan; 1991-2004*" an effort has been made to collect, review and critically analyze the available literature and information related to the nature and status of democratic transition and human rights that had occurred in Kyrgyzstan and Turkmenistan since the disintegration of Soviet Union. In this context, it has been hoped that in the Central Asian region the new states of Kyrgyzstan and Turkmenistan would adopt democratic regime changes in their respective countries. However, after the first decade of independence following the break-up of the Soviet Union the expected hopes for establishing a successful democratic system in these countries were slowly extinguished, when their governments appeared to tighten their grip on power at the expense of fundamental rights and democracy. Radical economic and political reforms were introduced during the regime of President Gorbachev.Turkmenistan. In Kyrgyzstan the introduction of reform policies led to the emergence of the new

political institutions, groups and media. After the independence Askar Akayev and Saparmurad Niyazov became the Presidents of Kyrgyzstan and Turkmenistan respectively. In 1992 and 1993 new Constitutions were adopted in Kyrgyzstan and Turkmenistan. These Constitutions provided for a presidential form of government with separation of powers between legislative, executive and judiciary. In these Constitutions special provisions have been made for guaranteeing political, legal and social rights and liberties to its citizens. However, as compared to Kyrgyzstan, Turkmenistan adopted a rigid Constitution with one party system where all the political powers remained in the hands of President.

G,Srinivas. (2014). has conducted study on “*Human rights Policy of the European Union a Case study of China and India.*” There is no doubt that there are difficulties in China to promote human rights. The European Union is playing its role in promoting human rights in China. However, the EU has also economic interests in China. Though, the European Union played a key role in the PRC's entrance into the World Trade Organization, in so doing, the EU secured commercial and business interests at the same time as improving relations with a potential key player in world politics. That the EU did this in effect by standing up to the US, who has much stronger ties with the PRC and greater influence in the region, is impressive. The various pillars of the EU have pursued diverging sometimes conflicting policies ²²¹ towards China's human rights: a fairly aggressive policy by the Parliament, a proactive but tempered approach the European Council and CFSP, and a lenient approach by the Commission. However, the EU's efforts to bring China to the negotiating table, both bilaterally and multilaterally, may prove the answer to having cohesive and effective policy towards.

India is playing its role in promoting human rights. When India became Republic on 26th January, 1950 India was regarded as the largest democracy in the world. And various legislations were enacted and adopted to protect the human rights and to maintain international peace and security. The various provisions have been guaranteed under the Indian constitution to protect the rights of the Scheduled Castes, Scheduled Tribes, Minorities and women. The

European Union is cooperating continuously with India in the field of human rights. In India, the EU has funded, since 2000, a number of projects addressing issues of Rule of Law, torture and impunity, human rights education, trafficking and rights of minorities, indigenous peoples and other marginalize groups, for an amount totaling over 11 million EURO (INR 75 crores). The projects have covered monitoring violation of human rights, providing legal aid and services, awareness generation, advocacy, empowerment and capacity building of local communities, human rights defenders and national institutions, rehabilitation of victims of torture, trafficking and child labors etc. The good development that took place in the year is the constitution of the National Human Rights commission in India. The Commission is registering the human rights violations, and also investigating the matters related to human rights violations. And from time to time the various guidelines have given to the state Human Rights Commissions to promote and protect human rights in India. But, the problem is even to establish the National Human Rights Commission in India, the government had to have the international pressure, both from governments and from organizations such as the Amnesty International to establish the Commission. India has failed to adequately use its considerable influence to address human rights violations in other countries or to be a human rights promoter at the United Nations. India has played a negative role at the UN Human Rights Council, siding with a bloc that strong action to address violations. As India's regional and global influence grows, it needs to modernize its foreign policy to reflect its state as the world's largest democracy.

Jena, Manmath Chandra. (2014). has conducted a study on “*US Human Rights Policy and strategic Geo-political considerations vis-a-vis India and Pakistan from Carter to Clinton Administrations*”. Jimmy Carter administration to Bill Clinton administration (from 1977 to 1996), one sees US national interests at work as restraints. Thinking in terms of national interests - of balancing power and commitments has forced U.S. policy-makers to be calculators rather than crusaders. It limited their aims by inducing them to compare ends and means. Policy discussions within the administration or

between the executive and legislative branches often brought these considerations to light. The interplay of interests goes on-though not without collisions and conflicts, not always skillfully managed - in rough-and-ready accommodation characteristic of the setting within which it takes place. In response to a reporter's question. President Reagan said in 1986 that "anything we do is in our national security interest. If the national interest is considered a pleasing euphemism for what I or my advisers want to do. whatever is the outcome of the policy process is always in the national interest". No wonder then. the interplay of human rights and security has been there in U.S. foreign policy since Jimmy Carter phase who made it 'corner stone' of his foreign policy. And it has become a new roster of assorted interests in U.S. foreign policy. Such was evident in the Carter, Reagan. Bush and Clinton administrations. But this issue of human rights has been overshadowed by their security in general and India and Pakistan in particular. During cold war, democracy got equated with combating communism and expanding the arena of free market. This was then extended to bringing democracy through development in the Third World. first through the medium of the new nation states by aid and technology transfers and later, as thus tended to bolster up the state as an instrument of change through free trade, liberalization and globalization. To this has been added human rights intended to be the great legitimiser of the new corporate philosophy of globalization. In any case, human rights has become an integral part of U.S. policy for some time now, both as part of the logic of making the 'world free for democracy' and as a way of shifting world attention away from the abominable actions of a world gendarme riding roughshod over both political and survival rights of a large section of humanity. the Vietnam war being only the most ghastly of a series of offensives in various theatres of the world. presumably then too for promoting the cause of democracy. Throughout the Third World and the former socialist world where the American state had blatantly violated human rights it is today championing the cause of human rights just as where it had once waged war. It is today engaged in waging peace - under American auspices of course. The Americans extol the virtues of human rights for its own ends. The issue of human rights is nothing but a calculated facade to serve its vital national interests. So there has been a strong perceptible linkage between human rights issue and US geo-

political interests since the late 1970's. Thus it has been found that Jimmy Carter, the 39th Democrat President of the United States, during his tenure from 1977 to 1980 perceived that advocacy of human rights would appear to popular opinions abroad and improve Washington's international image battered by the post-Vietnam war phase. The Carter administration believed that without a human rights commitment the United States will present to the world a posture of power and self-interested entrepreneurship which will hardly keep friends or win converts. However, it believed that by maintaining the vision of human rights and enlarging individual welfare and freedoms, it can make this a potent means to generate popular support abroad among masses of people a support that will be critical to any position of world leadership. It was aimed at countering the ideological tirade of the erstwhile Communist Soviet Union.

Malik, Aruna Kumar. (2012). conducted a study on the “*Setting Human Rights Standards: a Study of Right to Health*” The purpose of the study was to explore the extent to which universal standards of right to health, health care or health protection are being shaped—and to some degree and level, recognized under the rubric of a social or cultural entitlement within the law of human rights. It also examines the issues of indeterminacy, justifiability and progressive realization of present serious roadblocks to the goal of codifying and then implementing the right to health. While measured progress in meeting these first two challenges is occurring, the most contentious impediment remains: namely, determining the extent to which a sustained level of economic stability must be attained, in the first instance, before a state can seek to recognize, enforce and observe the standards of right to health at any minimal and maximal level. In this context that the Universal Declaration of Human Rights, adopted by the United Nations, states that everyone has the ‘right to adequate standard of living and well-being of his/her family including medical care’ and also the World Health Assembly of WHO has resolved that ‘the right to health is a fundamental right’. Fundamental rights recognized in various constitutions of the world. It means to protect citizens against their violation by the executive actions of the state or by laws enacted by legislatures. It is common in the literature on law to refer to them as negative rights in the sense that what is guaranteed is freedom from the states interference, without due

process, in the citizen's rights to such matter as life, personal liberty, equality of opportunity and so on. In contrast, the right to health care is primarily a claim to an entitlement, is a positive right, which can acquire an operational content only to the extent that the state is willing and able to ensure its realization. Not a protective fence as entitlements rights are contrasted with privileges, group ideals, societal obligations, or acts of charity, and once legislated they become claims justified by the laws of the state.

Nimesh, Ashok. (2014). has conducted a study on “*Asean's Approach towards Human Rights: a case study of Myanmar Universality of Human Rights is the 'Basic Premise on which the concept of Human Rights has evolved as a Coherent Theory.'*” It is the rational philosophy that justifies the existence of every individual human being with the minimum standards of dignified life.

It is grounded on some basic principles of human survival which claims that no human being should be allowed to sink below that minimal threshold of human life, where a life would be so deprived or harmed to be minimally good or dignified. These conditions include basic physical security and basic subsistence, or the basic freedom from physical insecurity and from below subsistence-level existence. It has been argued by critics that the theory has a basic paucity of its definition. Though, it defines human rights as the rights which every human being is entitled to have, if and only because of its mere existence as a human being. But it is somewhat a vague concept that didn't prescribe any argued universal definition. The reason for this dearth lies in its moral foundation. Which means that human rights doctrine is founded on certain moral principles of the society which varies, according to the values and norms, that constitute the particularistic culture of that society. The evolution of norms and values is a non-coherent phenomenon, without any parameters that constitute culture, so there are prominent variations in cultures. Taking this into consideration the proponents of human rights theory have left the concept to be defined under certain fixed boundaries. It was believed that people in different culture adjust it according to their own cultures. So, only those values are defined under human rights which are common to every culture or civilisation. Different cultures evolved with their own sets of values and norms. Of them certain find the values enshrined in the Universal Declaration as contrary to

their cultures. They were popularly known as 'Culturalists' or 'Cultural Relativists'. They argue that the values which are provided in the declaration are not only alien to them but also certain of them are found contrary to their cultures.

Manoharan, N. (2014). conducted study on “*Ethnic Violence and Human Rights in Sri Lanka*”. The study has attempted to analyze human rights violations due to ethnic violence in Sri Lanka. Ethnic violence is approached as a manifestation of long-felt collective deprivation due to unequal distribution of power and lopsided socioeconomic and political developments in a multi-ethnic society. The intensity of ethnic violence depends on mobilization of the deprived people by their militant leadership against the ethnically biased state to win back their equal rights and privileges or to resist state-aided ethnic violence. But, States use counter-force in the name of maintaining law and order and safeguarding territorial integrity, thereby triggering a diabolical cycle of violence. The obvious consequence is militarization and large scale human rights abuses including the basic right to life. Since the state is also a party to human rights violations, the internal human rights protective mechanisms are generally not effective. However, international repercussions of ethnic violence lead to movement of the international community in mitigation of violence and protection human rights. Ethnic violence in Sri Lanka has reached its crescendo. Its origin lies in political, economic, socio-cultural and international factors. Political factors include ideological justification of use of violence by both the state and the militants, failure of the political leadership in addressing its root causes, and use of ethnically biased security forces by the Sinhalese dominated government. Economic factors comprise discriminatory economic, educational and other developmental policies by the state to the ultimate disadvantage of ethnic minorities, especially the Sri Lankan Tamils. The rise of Sinhalese Buddhism in an aggressive manner, and revival of mythical history to invalidate the claims of minorities form part of the socio-cultural factors that fuelled ethnic violence. While liberation movements in East Pakistan and Palestine inspired the Tamil - 242- militants, the involvement of India in the Sri Lankan conflict in the 1980s

exacerbated the intensity of violence.

Nath, Loke. (2014). has conducted a study on “*Human rights approaches: the Gandhian perspective*”. There is a weak and a strong sense in which human rights may be said to have a part in this scheme of things. The weak sense consists simply in the application of the logic of legal language. If there is rule against the use of violence, then the people to whom it applies can be said to have a duty to observe it, and also a right (in virtue of the existence of the same rule) not to be the victims of violence. But here the notion of a right is not doing any work; it is merely a different way of expressing a rule. It is plain, 'that neither the law nor the accepted morality of societies need extend their minimal protection and benefits to all within their scope, and often they have not done so'.¹ And he illustrates this by reference to slave-owning societies in which to be a slave was to be more an object of use than a subject of rights. Our strong sense of a human right may consist in the criticism of this situation and in the protest against it on the grounds that natural principles ought to apply to all human beings and not, arbitrarily, for a section of humanity only. The appeal here is to the universality and to the equality integral to the idea of human rights. If this evidence shows the vitality of that political theory which is disposed to take human rights seriously, theory critical of this position is no less alive. Michael Oakeshott reaches Burkean heights in his denunciation of rationalism in politics, not only in the sweep of his description of all politics today as rationalist or near-rationalist, but also in his conviction that moral education consists more in the acquisition of a habit of behaviour than in the explanation of principles.

Padhy, Bhagabati Prasad. (2014). has conducted a study on “*Globalization Protest Movements and Human Rights case studies in India and Nigeria.*” Protest movements in this study refers to a mode of response from the affected segments of the society to a given structural crisis imposed by the globalization process on the local habitat. The two case studies undertaken in the preceding pages from two different countries show that, despite variance in the trajectory

and intensity of these movements one in Chilika (India) and the other in Ogoniland (Nigeria), the two have a common perspective to share in the context of "Globalization, and Human Rights debate". More significantly it is also evident from these two case studies that the variance of the response from the democratic (India) authoritarian state (Nigeria) towards these movements is more of a quantitative than qualitative nature. However, it may be added that the variance in state response is determined by the presence and absence of democratic institutions and the strength of civil society. Consequently, the human rights concerns too are articulated by these two above factors. Further the study "Globalization, Protest Movement and Human Rights" also reveals that as the local production processes are getting restructured by the dynamics of globalization, the popular protest movements too are being influenced by it particularly with the rise of global civil society. For the purposes of concluding the findings of the study towards the debate on "Globalization Protest Movement and Human Rights", it would be imperative to discuss a few salient common features of these movements 259 Both the movements have their origins in the wake of the governments' policies of exploitation of local natural resources for the purpose of export. This was necessitated by the opening up of the national economies to the global economy. In the changed context, the exploitation of natural resources is undertaken not by the state but by the private capital - global and local in a regime defined by the structural adjustment program. From the late 1970s the demand for shrimp (prawn) in the international market went up, which created opportunities for the countries having long coastline to do shrimp culture and export to the international market adding to their foreign exchange. With the advantage of having long coastline; and influenced by the World Bank, the Food and Agriculture Organization (FAO) and the United Nations Development Programme (UNDP), with their loans and support, India began to exploit its potentialities. The Union and State governments, the MPEDA, the financial institutions like the NABARD and various commercial banks started encouraging shrimp (prawn) culture in the coastal states from the Seventh Plan (1985-90] onwards. Shrimp culture was further encouraged under the New Economic policy adopted in 1991, by giving various concessions like the tax holiday scheme, exemption of sales tax, excise and customs duties to the 100 percent EOUs. These concessions and benefits

influenced the setting up of a semi-intensive corporate prawn culture 260 project in the vicinity of Chilika lake, and introduction of prawn culture by outsiders on the traditional 'fishery sources' of the natural brackish water areas of Chilika threatening the livelihood of fisherman community resulting in protest movement.

Sahoo, Lalatendu. (2014). has conducted a study on “*Police Culture and Human Rights a Comparative Study of two Districts in Orissa*” Police administration has been conceptualized as a phenomenon characterizing change and growth, which is purposive and meaningful. From a wider perspective it is called a goal, an objective and an end process. Police administration is an inseparable part as far as the processes of democratization, modernization, secularization, institution building, decentralization and nation-building or political unification are concerned.

No citizen can afford to underestimate the dilemmas that result from the interactions between police and public, which further generate and add to the already prevailing hiatus and chaos in a developing society. And this is required more so when rapid industrialization and cultural metamorphosis take place at a high speed, concept of growing differentiation and secularization of different institutions takes new height; and an urge for convergence of aspirations and hopes see different light. Honesty, capacity, differentiation, efficiency and goal-orientation will be the new mantra for police administration. Need and speed are critical and so are the strategies which need to be adjusted and readjusted like that of the driving skills of an automobile, negotiating with the bulging curves and sharp turns on an ascending serpentine highway. The police as an organization have been part and parcel of political and administrative structures, social processes and the public life. Since social changes took place along with industrial revolutions, political upheavals, administrative and constitutional changes, advanced technology, changes in social policies, educational reforms and above all, national planning. There are certain accompanying changes in the attitude of the public, as well as of the police. These changes have occurred both at the organizational level and the individual level. Organizational dimensions where changes are perceptible relate to areas such as work-oriented values, work-environment preferences, organizational climates, and their resistance to

change in organizational policies and practices. At the individual level, changes have been taken place in attitudinal dimensions and inter-personal relationships of both police and public, reciprocally.

Singh, Uday Pratap. (2014). has conducted study on “*Sino-U.S. Relations and the issue of Human Rights, 1979-92.*” Human rights are typically understood to be equal and inalienable rights that each and every person possesses by virtue of his/her being a human being. Americans often regard human rights as a defining feature of their national heritage. American Declaration of Independence and the first ten amendments to the constitution are looked upon as the founding principle and the cornerstone of the Republic. They are regarded as the protection of inalienable natural rights. Associated with this understanding of the American people is a perception of the United States as a model for the world of a society dedicated to the pursuit of political freedom, civil liberties, and individual rights. At the domestic level, the "rights of man" were understood, until into the twentieth century, as primarily the rights of the white males, with special emphasis on property rights. Internationally the U.S. rhetoric of freedom, democracy and self determination had all too often been mixed with the practice of imperialism, intervention and support for repressive regimes. Also, there has been two competing visions about how to promote human rights abroad, one inward looking and exemplary, the other, more outward looking and missionary. One sees America as only a model "On to be emulated by other~. According to the second vision, U.S. should actively protect and foster the international preservation of human rights. This vision also means that U.S. should also interfere in other countries to stop the violation of human rights there. President George Washington' s Farewell Address remains one of the clearest and most often cited statements of the exemplary vision of the U.S. mission, combining the arguments of "Real Politic " and idealism. Though Washington stressed the importance of providing "the magnanimous and too novel example of a people always guided by an exalted justice and benevolence", he emphasized above all, avoiding foreign political entanglements. Neutrality, even isolation, would allow the United States time to develop its resources to the point at which it could protect itself from any foreign attack. During most part of the nineteenth century, there prevailed an

exemplary focus on internal rights and their development. For example, independence of Spain's colonies in Central and South America in the 1820's was greeted with pleasure and satisfaction. The U.S., however, remained largely uninvolved in the affairs of these new states - except to assert its own "rights" under the Monroe Doctrine to exclude European influence, thus laying the basis for hemispheric hegemony. Likewise, democratic initiatives, movements and revolutions in Europe received primarily verbal and symbolic American support.

Sinha, Manoj Kumar. (2014). has conducted a study on *“Implementation of Non-Derogable Human Rights: a study of Indian Experience.”* The principle of non-derogability of fundamental rights is of crucial importance in the legal regime of human rights, for it points to the irreducible core of human rights, any derogation from which will make the whole body of human rights meaningless, as there will no longer be human persons whose rights are to be protected. It has been observed from above study that even in time of national emergency there are some fundamental rights which cannot be derogated. The implementation of the human rights is important for the development of world public order as it is essential for the development of an equitable national order. The human rights instruments both at the universal as well as at regional levels have established that these human right instruments contain diverse lists of non-derogable rights. Thus, a large body of rules of international law governing the realm of human rights, represents one of the most dynamic areas in the progressive development of international law.

The rapid progress of the human rights law has created several new problems. It is observed that there are numerous difficulties in implementation of non-derogable rights.

Srinivas, Burra. (2014). has conducted a study on *“International Human Rights law: a study of Reservation to Multilateral Human Right treaties Ratification of human rights treaties puts the onus on State parties to comply with them in the domestic practice protecting the rights of individuals.”* Failure to ratify these treaties isolates States in the international community as human rights record is arguably, considered as a yardstick for evaluation of the internal

governance of a State. Caught in the web of external compulsions and internal inability to comply with, States are compelled to look for a way out without sustaining much damage from this dual attack. Thus the practice of reservations is considered to be the most effective method to satisfy the international community as it facilitates ratification at the same time avoiding the national implementation of obligations with which a State party has difficulties. However, the practice of making reservations is not taken for granted by the international community as there have been diverse opinions on it. It has become more controversial in the context of human rights treaties. Despite the fact that there exists a well established legal regime governing the practice of reservations in the form of Vienna Convention on the Law of Treaties, 1969 divergent opinions are in vogue on the applicability of this regime to human rights treaties. Unlike other branches of international law, international human rights obligations are considered as obligations programs of States which they owe to the international Community to implement without fail. Thus it is argued that the corpus of human rights constitutes *jus co gens* norms of international law. Therefore a necessary corollary to this position is that no derogation is permitted from human rights obligations. However there has been a serious challenge to the notion of universality of human rights from Asian and African perspectives. This challenge is posed particularly from the cultural relativist point of view. It is argued that the present regime of human rights is pre-eminently based on Western value system which gives primacy to the individual as the unit of analysis. On the other hand the argument from the Asian and African perspectives asserts that these societies are largely based on the notion of the 'collective' and therefore reservations to human rights treaties become inevitable to safeguard themselves from the external imposition of values. Contradiction between international law and domestic law also forces States to make reservations. The jurisprudence that has evolved in the form of 'findings' of the human rights treaty bodies also gives a new dimension to the issue as they have developed a system of their own which was not in strict conformity with the reservations regime of the Vienna Convention. Thus the law governing the practice of reservations in respect of human rights treaties is in a state of flux and remains as controversial as it was when this issue came before the International Court of Justice in the *Genocide Convention* case.

Sudhakar, T V G N S. (2014). has conducted a study on “*Protection of Human Rights in Non-international armed conflicts and the Emerging International Criminal law.*” During situations of internal armed conflicts systematic and widespread violations of international humanitarian law (IHL) occur as routine practice. Therefore, protection of human rights during internal armed conflicts is not only difficult, but also an important task to be fulfilled. The protection is guaranteed by a network of norms of customary law and treaty law. The responsibility of protection primarily rests with States. No circumstances whatsoever, whether a threat of war, a state of war, internal political instability or any other public emergency, may be invoked to justify the human rights and humanitarian law violations. Non-state actors and armed groups also have the obligation to respect IHL. Even under human rights law instruments, the armed groups are expected to respect the protection guaranteed. It may be recalled that the law relating to the internal conflicts is less developed than international conflicts. The principle of state sovereignty is the major obstacle for its development. This is clearly seen, for example, in the area of protecting power system. Such an institution is not available in internal conflicts. Therefore, it has become difficult to have an effective system for monitoring the implementation of IHL in non-international armed conflicts. Within the United Nations framework, there are several International Human Rights Conventions contained provisions to supervise, investigate and monitor the implementation of the provisions of international legal instruments and standards, several mechanisms are used, both treaty-based and non-treaty-based. However, the Geneva Conventions of 1949 and the 1977 Additional Protocols thereto do not provide 250 reporting system. Therefore, it is not yet possible to have a supervisory system under humanitarian law. different international organizations to implement the IHL. On the other hand, persons found responsible for the commission, or have ordered the commission of mass and flagrant violations of international human rights and IHL in internal conflicts should be brought to justice. The desirability and viability for international criminalization of internal atrocities is the subject of emerging international criminal law. To day States have an obligation under IHL and human rights law instruments to prosecute and punish those committing breaches thereof in

internal armed conflicts. The evolving international criminal law imposes criminal responsibility and liability upon individuals for violations of IHL and human rights law. The development of this branch of international law reflects the convergence of two disciplines: namely, the penal aspects of international law and the national criminal law. The gross atrocities committed during World War II led to the establishment of the Nuremberg and Tokyo Tribunals. The work of these tribunals contributed to the explosive development of international criminal jurisdiction and international criminal law. Several situations since have coalesced to advance and strengthen the development of international criminal law during the latter half of the twentieth century. The international reaction to reports of heinous crimes committed during the Yugoslav and Rwandan conflicts during the 1990s resulted into the notable and rapid growth of the international criminal law. The establishment of the ad hoc war crimes tribunals has led to the rapid development of international criminal law, culminating in the establishment of the permanent international criminal court (ICC). It is a revolutionary step in the evolution of international justice and the promotion of international rule of law. The establishment of the UN ad hoc war crimes tribunals, its Statutes, the Tribunal's Rules of Procedure and Evidence, and their decisions have immeasurably extended the development of international criminal law. The increased willingness of domestic courts to prosecute perpetrators regardless of their nationality and occurrence of international crimes has also resulted in a greater awareness of the importance of State redresses for violations of both IHL and human rights law. This is an important factor for the development of universal jurisdiction.

Thakur, Ashutosh. (2014). has conducted a study on “*The Human Rights Situation in Tibet: Chinese, Western and Tibetan views*”. Human rights have emerged as the most important idea of our time. Though the idea is complex and not amenable to precise definition, it may be summed up as life, liberty, equality and anything that is necessary for the dignified existence and development of mankind. The main idea, of human rights which is familiar today is of course the product of Enlightenment of 17th century Europe. It was the basis of flourishing of all civilizations and no culture can deny the life,

dignity and worth of human being. However, it was only after the Second World War when collective soul of mankind was traumatized the idea of human rights become universal and finally entrenched into the UN Charter in encapsulated form. These human values were further elaborated in the Universal Declaration of Human Rights in 1948. This was followed by the two covenants viz., the International Covenant on Civil and Political Rights, and the International Covenant on Economic, Social and Cultural Rights which provided the legal framework of human rights jurisprudence. They had not only spelt out the attributive rights of liberty and equality but also the solidarity rights of group, which -over the years enlarged through various documents. Today we have substantial corpus of document to protect the rights of human being but there is deep abyss on the one side, the theoretical principles, legal formulae and the solemn proclamations. The reality of a world in which basic human rights are denied and trampled with tremendous intensity and frequency, gives the dreary and disheartening panorama of human rights in the world. Tibet is perhaps the best example of this. Tibet is situated in the heart of Asia, which is inhabited by the people following their traditional culture, distinct spiritual heritage of life. Their history goes to thousands of years back, but its relationship with China remained ambiguous especially after the 13th century up to 1949-50. China entered into Tibet with a view to overrun the territory in the name of liberating the people. Since then she exercised unprecedented control over Tibet and thereby brings untold suffering to her people.

Vijapur, Abdulrahim. (2014). has conducted study on “*Promotion of Human Rights and the Problem of Domestic Jurisdiction in the United Nations*”. what the United Nations has achieved during all these years is that it has introduced in contemporary international relations and conferred upon the individual distinct status in international law and organization. The individual has been widely recognized as the real subject and beneficiary of international law and organization. Thus, as a result of the internationalization of human rights, today no state, not even repressive state, openly denounces the concept of human rights, and in fact, most of the states proclaim that respect for human rights is a major policy of their governments. Even if governments do not often take human rights seriously. Common people in countries throughout the world are clearly taking it seriously. Even if governments have employed international

human rights concepts hypocritically and for selfish political purposes, their actions have served to reinforce human rights principles and establish important and continuing precedents. Indeed, the UN mechanisms and institutions have been continually expanding their activities in ways that governments have been finding it difficult to curb. One of the greatest developments to be noted is that in the annals of human history, it is for the first time that (under the United Nations) a comprehensive human rights have been recognized to which every individual, irrespective of his origin, religion, race, color, sex, etc. can claim as a member of human society. that is more significance is that these "rights" have been universally accepted by all states despite their historical, economic, social and cultural differences or ideological diversities. cultural -- are so comprehensive (but by no means exhaustive) that they cover almost every facet of human life. Moreover, these rights have been defined not by any philosopher or jurist or a group comprising them, or by any single nation state or a group of them but by a truly international consultative body, i.e. the united Nations. This development is a pointed the fact that with the efforts of the United Nations, a system of implementation is gradually emerging in the international community. In sum, what the United Nations has done so far should be regarded as only the initial steps towards a long and arduous journey leading to a truly international framework of human rights.

2.2 Implications for The Present Study

All the above reviews pertaining in the area of politics vis-à-vis human rights but researcher could not found any study in the area of education on human rights. So, efforts were made to develop an educational programme amongst student teacher. Although now gradually awareness of human rights is gaining grounds and people have started experimenting with it. This was one of the reasons the researcher felt the need of awareness of human rights and understanding research in this particular field as lot can be done in this area. Awareness of human rights has not only academic achievement to its credit but it also has social benefits.

In this study the researcher has try to study the awareness of human rights in terms of achievement of student teachers.

CHAPTER - 3

Research Methodology

3.0 Introduction

The present chapter deals with the research methodology used for the research study on hand. It includes research design, population, sample and tools used for the study. This chapter also includes procedure for construction of tools and data collection.

3.1 Research design

The present study employed control group, experimental group, pre-test, post-test design.

3.2 Population

All the colleges of education of Sardar Patel University of the year 2014-2015 constituted population of the study.

3.3 Sample

Waymade college of education was selected as a sample through convenient sample technique as experimental group. H.M Patel college was selected as a sample through convenient sample technique as control group.

3.4 Tools and Techniques

Research tools plays a vital role in any worthwhile study as it is the significant factor in determining the sound data which helps in arriving at database conclusions about the study in hand. In the present study, the researcher used two tools.

3.5 Procedure for Construction of Tools

The procedure followed for preparing each tool is mentioned below:

3.5.1 Preparation of Achievement tests

For measuring the achievement of the students of two groups the researcher made achievement test was used in the present study. It consisted of objective type of questions. The test was prepared by the Researcher keeping in mind the content of the selected topic. The weightage of the pre-test was 15 marks. Time allocated for attending paper was 30 minutes. And the weightage of the post-test was 30 marks. Time allocated for attending paper was 45 minutes. The pre-test and post-test were referred to the expert in the field of education.

3.5.2 Preparation of reaction scale

The researcher prepared Reaction scale for Students to measure the reactions of Students on developed Human Rights programme. Researcher had taken into consideration different aspects like language and graphics in demonstration of content. The alternatives in the scale were 'Not at All', 'Rarely', 'Sometime', 'Most of the time', 'Always'. The Students were asked to respond to those alternatives. To measure reactions of students five point scales was developed by the researcher. The scale is presenter in the Appendix. [Appendix- B]

3.6 Data Collection

The present study is based on Development and Implementation of Education program on Human Right for students teachers. This required preparation of education program by the researcher. After preparing the education program, it was implemented and then its effectiveness was measured. In the third stage reactions of the students were sought out.

For data collection, The Researcher took the permission from Waymade College of education as experimental group and H.M. Patel College as control group. Data collection was done with the help of above mentioned tools.

Day -1

On the First day, Researcher has taken permission from the principal of waymade college of education. Then discussed with the principal about the program and its implementation. The Principal gave the permission to

implement the education program. She had distributed the time for the Implementation at 1:45 pm to 2:30 pm. On that day the researcher has taken a pre-test of experimental group On the same day researcher has taken permission from the principal of H.M.Patel college for conducting the pre-test and post-test. Then he had distributed time for the pre-test at 4:15 pm to 5:00 pm on that day researcher has taken a pre-test.

Day -2

On the second day, Researcher has taken 45 minutes for the education program on the article 1 to article 10 of Human Rights.

Day – 3

On the third day, Researcher has taken 45 minutes for education programmes on the article 11 to article 20 of Human Rights.

Day – 4

On the fourth day, Researcher has taken 45 minutes and implemented the education programme on the article 21 to article 30 of Human Rights.

Day – 5

On the Fifth day, Researcher has taken 1 hour and taken Post-test and Reaction scale from Waymade college of education at 1:00 pm to 2:00 pm. And researcher has taken post-test from H.M.Patel college at 4:00 pm to 5:00 pm.

3.7 Conclusion

The current chapter focused on the design and methodology of the research, tools, employed for data collection, construction of tools and detailed description of Development and implementation an educational program on human rights for student teachers. The next chapter comprises analysis and interpretation of data.

CHAPTER-4

Data Analysis and Interpretation

4.0 Introduction

This present chapter is devoted to the analysis and interpretation of the collected data to achieve objectives and to test the hypothesis presented in the previous chapter. The present chapter deals with the scores of Pre-test & Post-test, tabulation of the data, data analysis & interpretation. Thus, the objectives and the outcomes of the research have been verified and the hypotheses have been tested.

In this study the calculations are based on the scores of pre-test and post-test. These scores are analyzed and frequency distributed prepared on the same. In addition to that for every frequency distribution Mean and Standard Deviation are calculated.

4.1 Data Analysis and Interpretation

4.1.1 To test the Hypothesis - 1: There will be no significant difference in Mean achievement scores of Control Group and Experimental Group on Pre-test and Post-test.

The collected data were analyzed quantitatively using t test.

The analyzed data have been presented through Table 4.1.1

Table 4.1.1 Analysis of pre-test and post-test Mean Scores, SD, SEm, r, Df, and t-value of Experimental group

	N	M	SD	SEm	r	df	t-value & significance level
Pre-Test	68	2.65	1.19	0.14	0.05	67	9.66
Post-Test	68	19.84	14.69	1.78	0.05		& 0.01

The above table shows the computed t-value is 9.66 which are tested on 0.01 level of significance. t-value at 0.01significance is 2.65 for degree of freedom 67.

The computed t value that is t (calculated) 9.66 is greater than that of the table t (0.01) level is 2.65 for 67 degree of freedom. (df)

Therefore, the Null hypothesis (Ho) is rejected. It means there is significant difference between the mean achievement scores of pre-test and post-test; is rejected. Also there is significant difference between the means score questionnaire of pre-test and post-test, which shows awareness of Human Rights to develop knowledge about Human Rights for the educators. So, the treatment is found to be effective as evidence through analyzed data.

Table- 4.1.2: Analysis of Experimental group and Control group pre test Mean scores, SD, SEm, Df, and t-value

Pre-test	N	M	SD	SEm	Df	t-value & significance level
Experimental group	68	2.65	1.19	0.14	127	2.2
Control Group	61	2.21	1.12	0.14		& 0.01

The above table shows the computed t-value is 2.2 which are tested on 0.01 level of significant. T-value at 0.01 significance is 2.65 for degree of freedom 127.

The computed t value that is t (calculated) 2.2 is less than that of the table t (0.01) level is 2.65 for 127 degree of freedom. (df)

Therefore, the Null hypothesis (Ho) is not rejected. It means that there is no significant difference between the means scores of the experimental group and control group, is not rejected. It means that there is no significant difference between means scores of experimental group and control group.

Table- 4.1.3: Analysis of Experimental group and control group post-test Mean scores, SD, SEm, Df, and t-value

Post-test	N	M	SD	SEm	Df	t-value & significance level
Experimental group	68	19.84	14.69	1.78	127	7.03
Control Group	61	7.25	1.74	0.22		& 0.01

The above table shows the computed t- value is 7.03 which are tested on 0.01 level of significant. T-value at 0.01 significance is 2.65 for degree of freedom 127.

The computed t value that is t (calculated) 7.03 is greater than that of the table t (0.01) level is 2.65 for 127 degree of freedom. (df)

Therefore, the Null hypothesis (Ho) is rejected. It means that there is no significant difference between the mean achievement scores of pre-test and post-test is rejected. Also there is significant difference between the means score questionnaire of pre-test and post-test, which shows awareness of Human Rights to develop knowledge about Human Rights for the educators. So, the treatment is found to be effective as evidence through analyzed data.

4.2 Data Analysis and Interpretation of Reaction Scale

Prior to commencing the research through the intervention, the researcher had formulated a null hypothesis, i.e. “There will be no significant difference in the observed frequencies and frequencies expected against equality hypothesis on various statements of scale”.

To test the hypothesis on each statement frequencies and χ^2 (chi-square) was calculated and then % analysis was done to get a more precise picture of responses.

Reactions of the students were analyzed in terms of frequencies, percentages responses, χ^2 they have been presented below

STATEMENT-1: Human rights Programme is useful to create the peace and harmony in life.

TABLE 4.2.1 Analysis of responses of Students on statement-1

	Not at all	Rarely	Sometimes	Most of the Times	Always	χ^2 and level of Significance
f_o	-	1 (1.43%)	15 (21.43%)	21 (30%)	33 (47.14%)	55.43 (0.01)
f_e	14	14	14	14	14	

Interpretation

47.14 % of the students said that human right Programme is always useful to create the peace and harmony in life. And 30 percent of the Students said that human right Programme is most of the times useful to create the peace and harmony in life. While 21 percent of the Students said that human right Programme is sometimes useful to create the peace and harmony in life. And only 1.43 percent of the Students said that human right Programme is rarely useful to create the peace and harmony in life. So, the researcher found that the majority of the Students said that the human rights programme is always useful to create the peace and harmony in life.

The computed χ^2 Value 55.43 is greater than that of the table χ^2 value of 13.27 at 0.01 levels for 4 degree of freedom.

Therefore, the Null Hypothesis is rejected. That means there is significant difference between the observed frequencies and expected frequencies.

STATEMENT-2: Knowledge of human rights helps to reduce torture from Society.

TABLE 4.2.2 Analysis of responses of Students on statement-2

	Not at all	Rarely	Sometimes	Most of the Times	Always	χ^2 and level of Significance
f_o	-	-	12 (17.14%)	29 (41.43%)	29 (41.43%)	60.28 (0.01)
f_e	14	14	14	14	14	

Interpretation

41.43 % of the students said that Knowledge of human rights always helps to reduce torture from Society. And 41.43 percent of the Students said that Knowledge of human rights most of the times helps to reduce torture from Society. While 17.14 percent of the Students said that Knowledge of human rights sometimes helps to reduce torture from Society. Therefore, the researcher found that the majority of the Students said that knowledge of human rights helps to reduce torture form society.

The computed χ^2 Value 60.28 is greater than that of table χ^2 value 13.27 at 0.01 levels for 4 degree of freedom.

Therefore, the Null Hypothesis is rejected. That means there is significant difference between the observed frequencies and expected frequencies.

STATEMENT-3: Researcher's explanation has facilitated understanding.

TABLE 4.2.3 Analysis of responses of Students on statement-3

	Not at all	Rarely	Sometimes	Most of the Times	Always	χ^2 and level of Significance
f_o	1 (1.43%)	1 (1.43%)	9 (12.86%)	34 (48.57%)	25 (35.71%)	63.14 (0.01)
f_e	14	14	14	14	14	

Interpretation

48.57 % of the Students reported that the explanation given by the researcher have most of the times facilitated their understanding. 35.71 percent of the students reported that the explanation given by the researcher has always facilitated their understanding. While 12.86 percent of the students reported that the explanation given by the researcher has sometimes facilitated their understanding. So, researcher found that the majority of the students reported that the explanation given by the researcher has facilitated the understanding for the students.

The computed χ^2 Value 63.14 is greater than that of table χ^2 value 13.27 at 0.01 levels for 4 degree of freedom.

Therefore, the Null Hypothesis is rejected. That means there is significant difference between the observed frequencies and expected frequencies.

STATEMENT-4: Color combination of the Programme was appropriate.

TABLE 4.2.4 Analysis of responses of Students on statement-4

	Not at all	Rarely	Sometimes	Most of the Times	Always	χ^2 and level of Significance
f_o	1 (1.43%)	3 (4.29%)	11 (15.71%)	36 (51.43%)	19 (27.14%)	57.71 (0.01)
f_e	14	14	14	14	14	

Interpretation

51.43 % of the Students reported that the color combination of the programme was most of the times appropriate. And 27.14 percent of the Students reported that the color combination of the programme was always appropriate. 15.71 percent of the students reported that the color combination of the programme was always appropriate. And only few 4.29 percent of the students reported that the color combination of the programme was rarely appropriate. Therefore, the researcher found that the majority of the Students reported that the color combination of the programme was rarely appropriate.

The computed χ^2 Value 57.71 is greater than that of table χ^2 value 13.27 at 0.01 levels for 4 degree of freedom.

Therefore, the Null Hypothesis is rejected. That means there is significant difference between the observed frequencies and expected frequencies.

STATEMENT-5: Logical flow was there in the Programme.

TABLE 4.2.5 Analysis of responses of Students on statement-5

	Not at all	Rarely	Sometimes	Most of the Times	Always	χ^2 and level of Significance
f_o	-	1 (1.43%)	7 (10%)	35 (50%)	27 (38.57%)	73.14 (0.01)
f_e	14	14	14	14	14	

Interpretation

50 % of the students found that the most of the times there was a logical flow in the programme. 38.57 percent of the students found that there was always logical flow in the programme. While only 10 percent of the students found that sometimes there was logical flow in the programme. Therefore, the researcher found that the majority of the Students reported that there was a logical flow in programme.

The computed χ^2 Value 73.14 is greater than that of table χ^2 value 13.27 at 0.01 levels for 4 degree of freedom.

Therefore, the Null Hypothesis is rejected. That means there is significant difference between the observed frequencies and expected frequencies

STATEMENT-6: Learning through this Programme was joyful experience.

TABLE 4.2.6 Analysis of responses of Students on statement-6

	Not at all	Rarely	Sometimes	Most of the Times	Always	χ^2 and level of Significance
f_o	-	-	11 (15.71%)	28 (40%)	31 (44.29%)	63.28 (0.01)
f_e	14	14	14	14	14	

Interpretation

44.29 % of the Students reported that learning through this programme was always joyful experience for them. And 40 percent of the students reported that the learning through this programme was most of the times joyful experience for them. While only 15.71 percent of the students reported that the learning through this programme was sometimes joyful experience for them. Therefore, the researcher found that the majority of the Students reported that the learning through this programme was joyful experience for them.

The computed χ^2 Value 63.28 is greater than that of table χ^2 value 13.27 at 0.01 levels for 4 degree of freedom. Therefore, the Null Hypothesis is rejected. That means there is significant difference between the observed frequencies and expected frequencies.

STATEMENT-7: It was meaningful to undergo such programme..

TABLE 4.2.7 Analysis of responses of Students on statement-7

	Not at all	Rarely	Sometimes	Most of the Times	Always	χ^2 and level of Significance
f_o	-	-	16 (22.86%)	25 (35.71%)	29 (41.43%)	53 (0.01)
f_e	14	14	14	14	14	

Interpretation

41.43 % of the Students said that it was always meaningful for them to undergo such kind of programme. And 35.71 percent of the students said that it was most of the times meaningful for them to undergo such kind of programme. While only 22.38 percent of the students said that it was sometimes meaningful for them to undergo such kind of programme. Therefore, the researcher found that the majority of the Students said that it was meaningful to undergo such kind of programmed.

The computed χ^2 Value of 53 is greater than that of table χ^2 value of 13.27 at 0.01 levels for 4 degree of freedom.

Therefore, the Null Hypothesis is rejected. That means there is significant difference between the observed frequencies and expected frequencies.

STATEMENT-8: The programme of human rights helps to overcome problems.

TABLE 4.2.8 Analysis of responses of Students on statement-8

	Not at all	Rarely	Sometimes	Most of the Times	Always	χ^2 and level of Significance
f_o	-	-	8 (11.42%)	31 (44.29%)	31 (44.29%)	71.85 (0.01)
f_e	14	14	14	14	14	

Interpretation

44.29 percent of the Students said that the programme of human rights always helps them to overcome problems. And 31 percent of the Students said that the programme of human rights most of the time helps them to overcome problems. While only 11.43 percent of the students said that the programme of human rights sometimes helps them to overcome problems. Therefore, the researcher found that the majority of the Students said that the programme of human rights helps to overcome problem.

The computed χ^2 Value 71.85 is greater than that of table χ^2 value 13.27 at 0.01 levels for 4 degree of freedom.

Therefore, the Null Hypothesis is rejected. That means there is significant difference between the observed frequencies and expected frequencies.

STATEMENT-9: Language used in programme was intelligible.

TABLE 4.2.9 Analysis of responses of Students on statement-9

	Not at all	Rarely	Sometimes	Most of the Times	Always	χ^2 and level of Significance
f_o	-	1 (1.43)	12 (17.14%)	35 (50%)	22 (31.43%)	64.36 (0.01)
f_e	14	14	14	14	14	

Interpretation

50 percent of the Students said that the language used in programme was most of the times intelligible. 31.43 percent of the Students said that the language used in the programme was always intelligible. While 17.14 percent of the Students said that the language used in the programme was sometimes intelligible. So, researcher found that the majority of the Students said that the language used in the programme was intelligible.

The computed χ^2 Value 64.36 is greater than that of table χ^2 value 13.27 at 0.01 levels for 4 degree of freedom.

Therefore, the Null Hypothesis is rejected. That means there is significant difference between the observed frequencies and expected frequencies.

STATEMENT-10: Such programme should be incorporated in syllabus of Teacher

Education Programme.

TABLE 4.2.10 Analysis of responses of Students on statement-10

	Not at all	Rarely	Sometimes	Most of the Times	Always	χ^2 and level of Significance
f_o	-	1 (1.43)	13 (18.57%)	32 (45.71%)	24 (34.29%)	56.42 (0.01)
f_e	14	14	14	14	14	

Interpretation

45.71 percent of the Students reported that most of the times such programme should be incorporated in syllabus of Teacher Education programme. 34.29 percent of the students reported that such kind of programme always incorporated in syllabus of Teacher Education programme. While 18.57 percent of the Students reported that such kind of programme sometimes incorporated in syllabus of teacher Education programme. so, researcher found that the majority of the students reported that such kind of programme should be incorporated in syllabus of Teacher Education programme.

The computed χ^2 Value 56.42 is greater than that of table χ^2 value 13.27 at 0.01 levels for 4 degree of freedom.

Therefore, the Null Hypothesis is rejected. That means there is significant difference between the observed frequencies and expected frequencies.

4.3 Conclusion

This Chapter Included Data Analysis And Interpretation

CHAPTER-5

FINDINGS, IMPLICATIONS AND CONCLUSION

5.0 INTRODUCTION:

Human rights belong to everyone. They are the basic rights we all have simply because we are human, regardless of who we are, where we are, where we live or what we do. Human rights represent all the things we need to flourish and live together as human beings. They are expressed in internationally agreed laws, and cover many aspects of everyday life ranging from the rights to food, shelter, education and health to freedoms of thought, religion and expression.

This chapter includes major findings of the research and implications thereof. A few areas of study have been suggested for further research.

5.1 Statement of the problem:

Development and Implementation of an Educational Program on Human Rights for Student Teachers

5.2 Rationale of the Study:

The history of mankind has been firmly associated with the struggle of individuals against injustice, exploitation and disdain. The assertion of human rights is one of the remarkable manifestations of this struggle. The domain of human rights is ever expanding in India. Many laws, institutions and organizations have been enacted and established to ensure our citizens a better standard of human rights. The Indian Parliament enacted the protection of human rights in the year 1993 with a view to protecting the basic rights of the Indian people.

The study could cover the entire world as human rights is one of the widely discussed concepts of modern times and it has assumed special significance in the changing global scenario. However, it is nearly impossible to conduct such an exhaustive study within a stipulated time. Hence, the researcher has limited the study to the issue of human rights in India.

5.3 Objectives of the Study:

- 1) To Study the effectiveness of developed program on human rights in terms of achievement of students.
- 2) To Study reactions of students towards developed program on human rights.

5.4 Hypotheses:

- 1) There will be no significant difference in mean achievement score of students on pre-test and post-test.
- 2) There will be no significant difference between observed frequency and frequency expected on various statement of reaction scale.

5.5 Type and Design

The present study is experimental study and it employed experimental group, control group, pre-test, post-test design.

5.6 Population and Sample

All the colleges of education of Sardar patel university of the year 2014-2015 constituted population of the study. Waymade college of education was selected as an experimental group and H.M.Patel college was selected as a control group through convenient sampling technique.

5.7 Tools Used

For the present study the researcher used Pre-test, Post-test and Reaction scale, as tools to collect data.

5.8 FINDINGS

Findings of the study are listed below;

- The developed educational program was found to be effective in terms of the achievement of the students as evident from the data.
- Student teachers were found to have positive reactions towards developed educational program.

5.9 Scope for Further Studies

- This study can be conducted in the different discipline like arts, commerce, science, medicine, engineering etc.
- Survey can be conducted for the students of school on human rights.

5.10 Conclusion

Apart from preparing the course and trying it out, this research has helped the researcher grow in his own understanding of the human rights as well as a systematic way of studying a problem. This research work has helped the researcher to prepare education program on human rights and test it. It has provided empirical data vis-à-vis education based program as well as contributed to the area of human rights. It can be concluded that the human rights are the need of an hour and is an emerging concept that needs serious attention and exploration studies. The researcher would like to state that the study was a rich learning and insightful experience.