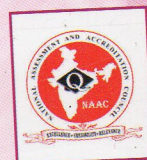
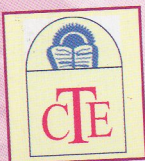


# Quality Improvement in Teacher Education



*Edited By*  
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## INDEX

1. **REVISITING TEACHER EDUCATION IN THE 21<sup>ST</sup> CENTURY: ISSUES AND CONCERNS** 1  
Prof. R. G. Kothari
2. **TEACHER EDUCATOR AND GLOBALISATION** 15  
Prof. Sanjeev Sonawane, Dr. Vaibhav Jadhav
3. **ENHANCING THE QUALITY OF PRACTICE TEACHING** 24  
Prof. M. K. Yagnik
4. **A STUDY OF STUDENT TEACHER'S COMMITMENT TOWARDS PRACTICE TEACHING** 32  
Dr. A. G. Kachhia
5. **INNOVATION IN TEACHER EDUCATION THROUGH LIFE SKILL EDUCATION** 38  
Dr. Jignesh B Patel
6. **THE STUDY OF CASE DISCUSSION IN TEACHER EDUCATION CLASS** 45  
W.Y. LIU
7. **MULTIPLE INTELLIGENCES AND ACADEMIC PERFORMANCE AMONG B.ED TEACHER TRAINEES IN PUDUCHERRY** 54  
R. Diane Joseph, Dr. N. Johnson
8. **TEACHER EDUCATION** 60  
Prof.(Mrs) Sunanda Narayan
9. **STORYTELLING IN TEACHER TRAINING** 66  
Janaina Ce Rossoni, Vera Lucia Felicetti.
10. **REACTION OF STUDENT-TEACHERS OF THE M. S. UNIVERSITY OF BARODA TOWARDS FEEDBACK ABOUT THE PRACTICE TEACHING** 72  
Prof. R. G. Kothari, Dr. Prerana H. Shelat, Dr. Hemendra Mistry
11. **QUALITY OF PRACTICE TEACHING IN PRESENT ERA** 87  
Dr. Jigna Laljibhai Kholiya
12. **THE USE OF TECHNOLOGY IN BASIC EDUCATION IN SOUTHERN BRAZIL** 93  
Marta Luz Sisonde Castro
13. **PROFESSIONAL DEVELOPMENT OF TEACHERS AND RESEARCHERS: ICT AS A FACILITATOR** 106  
Leena Sharma
14. **OBSERVATION OF REAL CLASSROOM SITUATION BY THE TEACHER TRAINEES BEFORE PRACTICING INTO THE SECONDARY SCHOOL** 111  
Mr. Subhash V. Makwana, Dr. Jignesh B. Patel, Dr. Suresh R. Parmar

15. **SECONDARY PRE-SERVICE TEACHER EDUCATION IN THE 21<sup>ST</sup> CENTURY** 118  
Dr. Kirti Matliwala

16. **A STUDY OF TEACHER EDUCATORS' ATTITUDE TOWARDS HUMAN RIGHTS** 125  
Dr. Jayshri Dixit

17. **TEACHER EDUCATION IN NEW ERA** 134  
Dr. Nilesh B. Gajjar

18. **INFORMATION AND COMMUNICATION TECHNOLOGY IN TEACHER EDUCATION** 142  
Dr. Suresh R. Parmar, Dr. J. K. Talati

19. **STRATEGY OF IN-SERVICE TEACHER EDUCATION PROGRAMME FOR SECONDARY SCHOOL TEACHERS IN ORISSA** 149  
Dr. (Mrs) Rasmirekha Sethy

20. **ROLE OF TEACHER IN IMPARTING VALUE EDUCATION** 158  
Rachna. A. Bhayani

21. **LET'S IMPART NEW PRACTICE TEACHING PROGRAMME** 164  
Dr. Dipti N Trivedi

22. **INTERNSHIP PROGRAM IN A SECONDARY SCHOOL TEACHER TRAINING COLLEGE OF KACHCHH DISTRICT-A CASE STUDY** 169  
Dr. S. Krishna Kumari

23. **PRACTICE TEACHING: SOME REFLECTIONS** 176  
Dr. Rakesh Ranjan, Dr. Chirag Darji

24. **ROLE OF ICT IN TEACHING** 181  
Ms. Eralee Amit Shah

25. **ONLINE EDUCATION: AN INNOVATIVE WAY OF TEACHING AND LEARNING** 188  
Dr. Kamalnayan B Parmar

26. **PSYCHO SOCIAL PROBLEMS AMONG FEMALE TEACHERS OF THE UNIVERSITY AND COLLEGES OF V.V.NAGAR.** 195  
Dr. Usha S. Sharda

27. **E-LEARNING FOR THE TEACHER EDUCATORS** 201  
Dr. Vaishali Patel

28. **MULTIMEDIA BASED INFORMATION AND COMMUNICATION TECHNOLOGY INTEGRATION IN TEACHER EDUCATION** 205  
Pinkal Chaudhari, Dr. Anjali Khirwadkar

29. **SOME OBS**  
Dr. Jignesh B.

30. **INTEGRATI**  
Nikunj Kumar

31. **ISSUES & C**  
Ms. Jigisha Pa

32. **QUALITY I**  
Subhash V. Ma

33. **ISSUES REL**  
Archana Singh

34. **EDUCATIO**  
**TRANSFOR**  
Baljit Kaur Bh

35. **CONSTRUC**  
**LEARNING**  
Dr. Harshaba

36. **ISSUES AN**  
Payal Bhatia

37. **QUALITY I**  
Jayendrasinh

38. **QUALITY C**  
Dr. K.R. Thaka

39. **TOWARDS**  
**INITIATIV**  
Ms. Megha D'

40. **ISSUES OF**  
Ganga Thapa,

41. **IMPACT OF**  
**PRACTICE T**  
Ms. Bhumika

42. **NEED FOR**  
**LEVEL IN T**  
Patel Niteshkr

	<b>29. SOME OBSERVATION ON WEB BASED TEACHER EDUCATION</b>	<b>219</b>
	Dr. Jignesh B. Patel, Dr. Prerana H. Shelat	
118	<b>30. INTEGRATION OF ICTS IN TEACHER EDUCATION</b>	<b>224</b>
	Nikunj Kumar B. Vyas, Rakshita B. Rajyaguru	
125	<b>31. ISSUES &amp; CONCERN IN PRACTICE TEACHING: TEACHER EDUCATION</b>	<b>230</b>
	Ms. Jigisha Parekh, Dr. Rucha Desai	
134	<b>32. QUALITY IN PRACTICE TEACHING: ARE WE REALLY SERIOUS?</b>	<b>238</b>
	Subhash V. Makwana, Dr. Jagdeep Sonwane	
142	<b>33. ISSUES RELATED TO PRACTICE TEACHING IN TEACHER EDUCATION</b>	<b>244</b>
	Archana Singh	
149	<b>34. EDUCATION OF HUMAN RIGHTS AND VALUES : A VEHICLE FOR SOCIAL TRANSFORMATION</b>	<b>251</b>
	Baljit Kaur Bhawara	
158	<b>35. CONSTRUCTION AND IMPLEMENTATION OF ICT INTEGRATED BLENDED LEARNING DESIGN</b>	<b>261</b>
	Dr. Harshaba B. Jadeja	
164	<b>36. ISSUES AND REVIEW WORK REGARDING PRACTICE TEACHING</b>	<b>268</b>
	Payal Bhatia	
169	<b>37. QUALITY IMPROVEMENT IN PRACTICE TEACHING: TEACHER EDUCATION</b>	<b>278</b>
	Jayendrasinh B. Zala, Meghavi H. Bhatia	
176	<b>38. QUALITY CONCERNS THROUGH ICT IN TEACHER EDUCATION</b>	<b>286</b>
	Dr. K.R. Thakar, K.N. Modi	
181	<b>39. TOWARDS IMPROVING THE QUALITY OF PRACTICE TEACHING: KKCE INITIATIVES</b>	<b>291</b>
	Ms. Megha D'souza,	
188	<b>40. ISSUES OF PRACTICE TEACHING IN TEACHER EDUCATION</b>	<b>298</b>
	Ganga Thapa, Kishor Rathod	
195	<b>41. IMPACT OF GLOBALISATION ON QUALITY OF TEACHERS' EDUCATION – PRACTICE TEACHING</b>	<b>305</b>
	Ms. Bhumika A. Patel	
201	<b>42. NEED FOR STRENGTHENING INTERNSHIP PROGRAMME AT PRIMARY LEVEL IN TEACHER EDUCATION: ISSUES AND SUGGESTIONS</b>	<b>311</b>
205	Patel Niteshkumar N., Dr. Ansuya N. Patel	

## **A STUDY OF TEACHER EDUCATORS' ATTITUDE TOWARDS HUMAN RIGHTS**

*Dr. Jayshri Dixit*

### **INTRODUCTION :**

The inherent insecurity and a sense of self-gratification has urged men to dominate and subjugate the meeker human beings which inevitably led to conflict, struggles, strife and wars among tribes, ethnic groups, races and nations since time immemorial.

Whenever one goes in the world, it doesn't matter where one finds that society is in a perpetual stage of conflict. There are always the powerful, the rich on one hand and the poor on the other, and each one is enviously competing for a higher position, more power and greater prestige. That is the state of the world and so there is always war going on both within and without. The growing realization to put a check on all kinds of exploitations and assault on human dignity focuses on the ensuring of human rights to all.

### **ORIGIN OF THE RESEARCH PROBLEM:**

Human rights are fundamental and should be considered natural to all human beings, millions of people were killed in those countries, involved in the first and second world wars and consequently affected other countries too. Awareness towards human rights developed after the Second World War. The feeling of respect for human rights and freedom was accepted and recognized by international community in the sense that anyone in the world is not free from the threat of violence anywhere. Movements against racism in Africa and Asia emphasized the necessity of human rights.

Today the importance of human rights is incontestable. It will not be inappropriate to say that present world is increasingly involved in inhuman acts gross and fragrant violations of human rights have created necessity for

human rights education. Rights are such kinds of statutes which are helpful in the development of personality of human beings. Human rights provide help for a 'Fearless' and 'Hunger Free' life of human beings. The present status of human rights is the result of struggle of people for centuries against the absolute power of state. Today none can deny these rights which are available to human beings in democratic countries. Human rights are now included in every way of our living and doing.

Now if you and I want to bring about a complete revolution in the social order, the first thing we have to understand is the instinct for the acquisition of power. Most of us want power in one form or another. We think we shall achieve that which is good through power, but the very pursuit of power for ourselves, power for one's own country, power of an ideology is evil, destructive, because it inevitably creates opposing powers, and so there is always conflict. Is it not right then, that education should help us, as we grow up to perceive the importance of bringing about a world in which there is no conflict. A world in which you are not in conflict with your neighbor or with any group of people, because the drive and ambition which is the desire for position and power, has utterly ceased.

The growing realization to put a check on all kinds of exploitations and assaults on human dignity focuses on the ensuring of human rights to all.

Education should prepare a child to live responsibly and peacefully in a free society, understanding his own rights of the other people. This is only possible only if human rights education is woven into the existing curriculum at teachers training stage. The quality of education we provided to our children depends to a large extent upon the quality of teachers. We inject into the education system which in turn depends on the quality of teacher preparations through teacher education programs. In the light of the above endeavors to implement human rights education in our educational institutions the foremost priority will be to include it in the B.Ed course. Education is the only way to inculcate the human values and develop respect for the human rights. Curriculum, text book, methods of teaching along with teacher training has always been four important components of any process of education. Inculcation of deep respect for human rights and fundamental freedom is the supreme goal of all education. Therefore the curriculum at teachers training stage is reframed and education should be directed to the all round development of the human personality and to the progress of the community.

It is true that education is aimed at the full development of the human personality. It is also necessary that it should strengthen respect for human rights and fundamental freedoms of human beings. Education is the natural,

harmonious and progressive development of man's innate powers. In fact education is the capacity to feel pleasure and pain at the right moment. Education is the creation of sound mind in a sound body.

**Interdisciplinary Relevance:** Education itself is an interdisciplinary discipline. Human rights cannot be imparted in isolation from the general spheres of education. Every educational exercise should be capable of igniting the process of releasing man's inherent worth and dignity through the full development of human personality and potential. Education infused with human rights orientation shall be aimed at transforming the individual as a global citizen. There could be no hesitation to make education itself generally oriented towards human rights education rather than confining human rights education in segments of education.

#### THEORETICAL LITERATURE :

Human rights denote all those rights which are inherent in our nature and without which we cannot live as human beings. Evmenov described about human rights as follows.

“Human rights should not only be declared but codified in legislation. Not only codified in legislation but realized according to the norms of national legislation and international human rights acts that is the only objective condition under which humanism of any social shade can be revealed from mahatma Gandhi's ahimsa to Lenin's philanthropy” (syed,2003)

According to Dhand “Human rights are those requirements that allow us to develop to the fullest extent and satisfy our basic human needs” (Dhand, 2002). Basu defines human rights as those minimum rights which every individual must have against the state or other public authority by virtue of his being a member of human family, irrespective of any other consideration”(Agrawal,2005)

Human rights belong to each person: man, woman and child. They are the rights to life, liberty including all the political, civil, social, economic and cultural rights necessary for people to live dignified lives. Without human rights, people cannot live as human beings.

#### NATIONAL STATUS :

The first national conference on human rights was conducted at D.A.V. public school, Faridabad in December 1991; NCERT has planned so many programmers, Workshops and Seminars to promote human rights education in India. NCERT (1988) framed a national curriculum for elementary and secondary education. NCTE (1988, 1999, and 2000) produced, Self-

learning module for human rights and Indian value and curriculum framework for quality teacher education. Again NCTE (2009) made a national curriculum framework for quality teacher education. The national human rights commission (NHRC), published a module on human rights education for teaching professionals imparting education in primary, secondary, and higher secondary level.

Panda (2001,2005), researched on responsiveness of teacher education curriculum towards human rights education in India Mohanty (2000) published 'Human Rights Education' in which different authors discussed about the significance of human rights education. Dhand (2000), syed (2003), Tripathy(2004), Yadav & Yadav (2007), Naseema (2008) and Sharma (2009) researched on human rights education related with teacher education.

Studies in India shows that effect have been made to reframing the curriculum of teacher education related with human rights. As a part of some papers in B.Ed course human rights education is there but there is a need to put all the human rights in B.Ed course or to construct a core paper on human rights education which would be able to provide an appropriate level of input to the teachers who are involved and concerned with the human rights education at all level of education.

#### **INTERNATIONAL STATUS :**

Human rights education is an emerging concept and has assumed eminence and special significance in order to ensure success of democracy, socialism and secularism throughout the world, The UN and its affiliated agencies have not only taken initiative but also have been implementing various programs and actions for making human rights education a success.

In Teheran, an international congress of human rights was organized in 1968. UN convened an international congress on the teaching of human rights which was held at Vienna in 1988. UN world conference of human rights in Vienna 1993 drafted a declaration ultimately inspiring the UN Decade for human rights education 1995-2004.

UNESCO has also played important role in promoting HR's culture and education. The UNESCO organized an international congress in Vienna in 1968. UN word conference in HR's was held at Vienna (Austria ) on June 14-25, 1993 attended by about 7000 participants representing 171 states and numerous national, international bodies and NGO's UNESCO (1998) produced manual for human rights education.



The importance of human rights is incontestable all over the world Dinsdale, 1980; Donnelly, 1982; Yamane, 1983; Welch and Meltzer, 1984 said that each region of the world has its own way of defining human rights and interpreting human rights questions. Raymond Swennenhuris (1995) represented a guide for monitoring and promoting human rights and NGO management in Vienna declaration.

Andreopalsoulps and Claude (1997), Thomas and Judith (1979) Grace mills (2008), Osler and Storkey (2010) all have put stress on to teach human rights education all over the world. Raymond (1995) gave a guideline to monitoring and promoting human rights. Akermarks (1998) in UNESCO represented what are achievement and challenges in human rights education. Bauer and Bell (1999), Cambridge University, found the East Asian challenges for human rights. In Geneva International Bureau of education, Montandon (1983) put stress on education for international understanding peace and human rights. Dr. Monisha Bajaj (2010, 2011), Columbia university has done a great job for human rights education. In project MSUE, she has prepared 'Teacher training manual on human rights education. She has also done multilevel case study of Policy, Pedagogy and Practice in India with reference to human rights education. Yamane (1983) represented in Bulletin of Peace proposal to develop human rights teaching and research in Asia.

**OBJECTIVES:**

- To know the teacher Educators' attitude to include human rights education B.Ed curriculum.
- To know from teacher educator' how to impart human rights education in B.Ed curriculum.
- To explore the relationship between the gender of teacher educators and their attitude to include human rights in B.Ed course.

**HYPOTHESIS:**

- There exists no significant difference in teacher educator's attitudes towards human rights between male and female teacher educators.
- There exists no significant difference in teacher educator's attitudes towards human rights between rural area and urban area teacher educators.
- There exists no significant difference in teacher educator's attitudes towards human rights between experience > 7 years and < 7 years.

- There exists no significant difference in teacher educator's attitudes towards human rights between different streams like science, commerce and arts.

#### **SIGNIFICANCE OF THE STUDY:**

In order to introduce human rights in the curricula at all levels of education, first of all have to educate, Teacher's trainees so that they can efficiently educate their students later on. Human rights education should be a part of the curriculum of B.Ed course. The heart of the matter is curriculum development at Teachers Training stage to incorporate more valuable suggestions of Vienna declaration. Education is the only way to inculcate the human values and develop respect for the human rights. Curriculum, textbooks, methods of teaching along with teacher training has always been four important components of any process of education.

#### **SIGNIFICANCE AT EDUCATIONAL PLANNING AND DEVELOPMENT:**

- Reframing the curriculum in teacher education with reference to human rights.
- Curriculum planning and development
- Long term planning and setting of goals.
- Teacher training program development.

#### **SIGNIFICANCE AT TEACHER TRAINING LEVEL:**

- Acquire an awareness of human rights and their significance to every individual.
- Understand the need to include instruction for human rights and how to impart them in the curriculum.
- Acquires the ability to organize co-curricular activities centering round human rights and democratic functioning.
- Develop active interest in extending guidance for human rights to the community at large.
- Get acquainted with the techniques of evaluation to assess the students' practice of human rights significance at personal level.
- Develop competencies to create love and respect for the human rights.
- Develop competencies to take initiative to remove disparities.

#### **METHOD:**

The research project was carried out in two phases :

- (1) Pilot study (2) Final study

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