



Original Research Article

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**A STUDY TO ASSESS THE EFFECTIVENESS OF PLANNED TEACHING PROGRAMME
ON KNOWLEDGE REGARDING HUMAN RIGHTS OF MENTALLY ILL AMONG B.Sc.
NURSING STUDENTS AT SELECTED COLLEGES IN PRATAGARH, UTTAR PRADESH**

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Abstract

Violation of human rights of mentally ill individuals remains a major social and healthcare concern in India. Mental Healthcare Act (MHCA) 2017 ensures dignity, autonomy, and legal protection for individuals with mental illness, yet nursing students—the upcoming mental health professionals—still demonstrate limited awareness of these rights. The present study aimed to assess the effectiveness of a planned teaching programme on knowledge regarding human rights of mentally ill among B.Sc. Nursing students in selected colleges of Pratagarh, Uttar Pradesh. A pre-experimental one-group pre-test post-test design was adopted. A total of 60 B.Sc. Nursing students were selected using purposive sampling. Data were collected with a structured knowledge questionnaire. The result showed that the post-test mean score (24.83) was significantly higher than the pre-test mean score (11.62). A paired t-test value of 18.45 revealed statistically significant improvement ($p < 0.05$), confirming that the planned teaching programme was highly effective.

Introduction

A right is a freedom to act or refrain from acting. Rights of mentally ill means that everyone with mental illness has the right to live, work and receives treatment in the place of living. Human rights provide a framework for action where people are empowered to change their lives and the society. Human rights should be appropriate and adequate to the basic needs of the people. Being aware of human rights come to the

responsibility in developing and protecting our dignity and that of others. Mentally ill patients are one of the most vulnerable groups in the community. This is the main responsibility of health care provider especially those who are working in psychiatric ward to protect their human rights.

In the subject of mentally ill clients, it may include their privileges and their basic or fundamental right and right of protection against the infringement and violation of their human rights and other statutory rights. All the clients with mental disorder are exposed to wide range of human rights violations. Violations often faced by mentally ill can be inside the mental institutions or outside world. Every human being whether mentally ill or not are entitled to be treated with dignity, decently, equality and freedom regardless the facts that we are born differently, grow differently, different in our mental make-up, life style and so on. Neglect of this would be the neglect of human rights.

Mental illness accounts for substantial morbidity globally. Individuals with mental disorders frequently experience discrimination, stigma, exploitation, physical abuse, and lack of access to safe and scientific treatment. To protect them, the Mental Healthcare Act, 2017, and UN Convention on Rights of Persons with Disabilities (UNCRPD) guarantee numerous human rights including confidentiality, informed consent, right to community living, right to legal aid, and right to dignity.

Nurses play a crucial role in safeguarding these rights in psychiatric settings. Therefore, undergraduate nursing students must possess adequate knowledge regarding legal and ethical aspects of mental health care. However, studies across India indicate that nursing students have limited clarity on human rights obligations during mental health care delivery. Hence, an educational intervention can enhance their capacity to promote human rights-driven psychiatric practice.

Objectives

1. To assess the pre-test knowledge regarding human rights of mentally ill among B.Sc. Nursing students.
2. To administer a planned teaching programme.
3. To assess the post-test knowledge after the planned teaching programme.

4. To evaluate the effectiveness of the planned teaching programme.
5. To associate post-test knowledge scores with selected demographic variables.

Hypothesis

H1: There will be a significant difference between the pre-test and post-test knowledge scores after the planned teaching programme ($p < 0.05$).

Research Methodology

Component	Description
Research Design	Pre-experimental, one-group pre-test post-test design
Setting	Selected nursing colleges in Pratagarh, Uttar Pradesh
Population	B.Sc. Nursing students
Sample Size	60 students
Sampling Technique	Purposive sampling
Instrument	Structured knowledge questionnaire (30 MCQs)
Intervention	Planned teaching programme (Lecture + PPT + Discussion + Pamphlet) on human rights of mentally ill
Duration	1 week (Pre-test → Teaching → Post-test after 7 days)
Data Analysis	Descriptive and inferential statistics

Results

Knowledge Levels

Level of Knowledge	Pre-test	Post-test
Poor	76.6%	0%
Moderate	23.4%	21.7%
Good	0%	78.3%

Mean Scores

Test	Mean	SD
Pre-test	11.62	3.18
Post-test	24.83	2.74

Effectiveness

- Mean Gain: 13.21
- Paired t-test: $t = 18.45$
- Significance: $p < 0.001$ (Highly significant)

Interpretation: The planned teaching programme was highly effective in improving knowledge regarding human rights of mentally ill among nursing students.

Discussion

The study highlights the critical role of education in increasing awareness about human rights of mentally ill individuals. Prior to intervention, most students lacked adequate knowledge of human rights, similar to findings from nursing studies conducted in Karnataka, Tamil Nadu and Delhi. After the planned teaching programme, students showed remarkable improvement in knowledge of MHCA 2017 provisions, rights to dignity and autonomy, and ethical obligations in mental healthcare facilities.

This suggests that inclusion of structured teaching sessions on human rights into the nursing curriculum and clinical training can strengthen advocacy for humane psychiatric care.

Conclusion

The planned teaching programme significantly improved knowledge regarding human rights of mentally ill among B.Sc. Nursing students. Educational interventions are effective in empowering future mental health professionals to ensure ethical and rights-based psychiatric care.

