

**Executive Summary
of
Minor Research Project of
University Grants Commission, New Delhi
[F.No.8-4(31)/2015 (MRP/NRCB), dated 4th December 2015]
for
Education Subject Entitled**

**“Awareness, Attitude and Behaviour of Secondary
School Teacher’s towards Human Rights”**



Submitted to

Northern Regional College Bureau (NRCB), University Grants Commission
Feroz Shah Road, New Delhi

Submitted By

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राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद

विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

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Certificate of Accreditation

*The Executive Committee of the
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on the recommendation of the duly appointed
Peer Team is pleased to declare the
Maharaja Lakshman Sen Memorial College
Sundernagar, Dist. Mandi,
affiliated to Himachal Pradesh University, Himachal Pradesh as
Accredited
with CGPA of 2.08 on seven point scale
at B grade
valid up to September 25, 2023*

Date : September 26, 2018



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Quality Profile

Name of the Institution : Maharaja Lakshman Sen Memorial College

Place : Sundernagar, Dist. Mandi, Himachal Pradesh

Criteria	Weightage (W_i)	Criterion-wise Weighted Grade Point (Cr WGP _i)	Criterion-wise Grade Point Averages (Cr WGP _i / W_i)
I. Curricular Aspects	090	240	2.67
II. Teaching-Learning and Evaluation	330	846	2.56
III. Research, Innovations and Extension	120	202	1.68
IV. Infrastructure and Learning Resources	100	200	2.00
V. Student Support and Progression	110	106	0.96
VI. Governance, Leadership & Management	100	161	1.61
VII. Institutional Values and Best Practices	100	217	2.17
Total	$\sum_{i=1}^7 W_i = 950$	$\sum_{i=1}^7 (Cr WGP_i) = 1972$	

$$\text{Institutional CGPA} = \frac{\sum_{i=1}^7 (Cr WGP_i)}{\sum_{i=1}^7 W_i} = \frac{1972}{950} = \boxed{2.08}$$

Grade = **B**

Date : September 26, 2018



S. C. Sen
Director

- This certification is valid for a period of Five years with effect from September 26, 2018
- An institutional CGPA on seven point scale in the range of 3.51 - 4.00 denotes A** grade, 3.26 - 3.50 denotes A+ grade, 3.01 - 3.25 denotes A grade, 2.76 - 3.00 denotes B** grade, 2.51 - 2.75 denotes B+ grade, 2.01 - 2.50 denotes B grade, 1.51 - 2.00 denotes C grade
- Scores rounded off to the nearest integer

EC(SC)/32/A&A/HPCOGN26970

Awareness, Attitude and Behaviour of Secondary School Teacher's towards Human Rights

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Educational Qualification: Ph.D. (Education), M.Phil., M.Sc., M.Ed., MA, Dip.in Yoga and PGDYN

An Executive Summary

Introduction

Minor Research Project entitled, "Awareness, Attitude and Behaviour of Secondary School Teacher's towards Human Rights" has been sanctioned by University Grants Commission, New Delhi. The entire project report is organized under following four chapters along with references and annexures (1-5).

Chapter – I deals with introduction covering the background of the study, review of related literature, research questions, statement of the problem, research objectives, hypothesis, delimitations of the study and definition of key terms.

Chapter – II deals with research methodology covering the research method, target population, sample, sample size and sampling procedure, research tools, validity and reliability of instruments, data collection procedures and data analysis techniques.

Chapter – III deals the analysis and interpretation of data. This chapter covers description and analysis of data, discussion and interpretation.

Chapter – IV includes findings, educational implications and suggestions for further research.

References

Three Tools, developed by Principal Investigator and detail is given in final project report as **Annexure (I-III)**.

Two Research Papers published out of project work are given at Annexure - A & Annexure - B enclosed at the end of executive summary.

The brief summary of entire work is as follows. To complete this project work Principal Investigator (PI) reviewed different sources of information like internet, college library, H.P. University library, reports on human rights etc. All these sources revealed that human rights are foreign to no country and to all nations and that without human rights no peace and prosperity will ever last. The human rights can best be mentioned in a civilized society and not in a state of nature. No right is ever conceived without its corresponding duty. The human rights cover a wide area, right from the right to live to the economic and political rights. In a well-regulated society the human rights have to be fostered with judicious considerations. The fundamental rights of individuals ought to be safeguarded and guaranteed by the State. An individual is a part of society. If we study any revolution of the history its germination starts from the violation of human rights. This right was denied in France and it naturally led to the Revolution, which began in 1789. The freedom of speech is the important right in a democracy. One of the freedoms voiced by Franklin D. Roosevelt was the "freedom of speech". In one of his speeches delivered on January 6, 1941 he spoke in favour of the rights of citizens: "A world founded upon four essential freedoms. The first is freedom of speech and expression-everywhere in the world. The second is freedom of every person to worship God in his own way-everywhere in the world. The third is freedom from want-

everywhere in the world. The fourth is freedom from fear-anywhere in the world". It is to be especially noted that his concept of freedom is broad based not only exclusive to the democratic freedom of Americans. Conflicts, confrontations and battles may be good for adjustment, particularly political ones but not the type of atomic war what it intends to unleash. All the ethical, political, social and religious rights allowed breathing fresh air. A fine balance is maintained between the collective living and individual expression, particularly with regard to its will. The human conscience is not regimented for the good of humanity on the whole. The sanctity of the human rights must be understood properly by a democrat.

India took active part in drafting of the Universal Declaration on Human Rights especially in field of gender equality. India has been advocating a holistic and integrated approach that gives equal emphasis to all human rights based on their interdependence inter-relatedness, indivisibility and universality, and reinforces the inter relationship between democracy, development, human rights and international cooperation for development. The rights mentioned in the Declaration have been made a part of the Constitution of India by its framers under the Part III and Part IV in the form of 'conscience of the constitution'. Over 150 countries once again re-affirmed their commitment to the Universal Declaration of Human Rights in the 1993 World Conference on Human Rights in Vienna and Programme of Action. The UDHR is an increasingly powerful instrument for the achievement of human dignity and peace for all. However, it is significant to note that in less than half a century, the Universal Declaration of Human Rights has come to be regarded as possibly the single most important document created in the twentieth century and as the accepted world standard for human rights. It draws life-preserving messages from the past and is seen as an essential foundation for building a world in which all human beings can in the centuries to come, look forward to living in dignity and peace.

To realize this goal, human rights education has to become the part and parcel of school curriculum from elementary level education. It should be taught as a subject and be integrated with various other school subjects/activities to inculcate human rights sense and values among students. It should be combined into school life to practice non-discrimination, promote justice, respect the rule of law and resolve interpersonal conflicts through peaceful violent means. Education has been specified as one of the fundamental human rights vide Article 26 of the 'Universal Declaration of Human Rights' follows: Article 26 (i) "Everyone has the Right to Education. Education shall be free, at least in the elementary and fundamental stages. Technical and professional education shall be equally accessible to all on the basis of merit." (ii) "Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms." (iii) "Parents have a prior right to choose the kind of education that shall be given to their children".

A thorough review of the related literature was conducted and helps the researcher in the clarification of her problem and in the avoidance of duplication, the formulation of hypothesis, the planning of suitable research design and rigorous and interpretation of findings.

Statement of the Problem

In order to inculcate a broad comprehension of human rights as "human existence with dignity", the contents of human rights courses need to incorporate and reflect the concerns for democracy, development and peace. To maintain the human rights a balance has to be struck between the social fervour and individual liberty. Hence present study is very much needed and is quite justified. The present study addresses the following research questions.

- (i) Are there significant differences in human rights awareness among teachers in

- relation to gender, locale and their stream?
- (ii) Are there significant differences in the attitude of teachers towards human rights in relation to gender, locale and their stream?
- (iii) Are there significant differences in the behavior of teachers in relation to gender, locale and their stream?

In view of the above mentioned research questions the problem of the study was stated as under:

“Awareness, Attitude and Behaviour of Secondary School Teacher’s towards Human Rights”

Objectives of the Study

The following objectives were achieved in this study:

- (i) To study the awareness regarding human rights among secondary school teachers on the following variables:
 - a. Gender
 - b. Locale
 - c. Stream
- (ii) To study the attitude of secondary school teachers towards human rights in relation to their:
 - a. Gender
 - b. Locale
 - c. Stream
- (iii) To study the behaviour related to human rights among secondary school teachers in relation to their;
 - a. Gender
 - b. Locale
 - c. Stream

Hypotheses of the Study

The following research hypotheses were tested in this study.

- (i) There will be no significant difference in the awareness of secondary school teachers towards human rights in relation to gender.
- (ii) There will be no significant difference in the awareness of secondary school teachers towards human rights in relation to locale.
- (iii) There will be no significant difference in the awareness of secondary school teachers towards human rights in relation to their stream.
- (iv) There will be no significant difference in the attitude of secondary school teachers towards human rights in relation to gender.
- (v) There will be no significant difference in the attitude of secondary school teachers towards human rights in relation to locale.
- (vi) There will be no significant difference in the attitude of secondary school teachers towards human rights in relation to their stream.
- (vii) There will be no significant difference in the behavior of secondary school teachers towards human rights in relation to gender.
- (viii) There will be no significant difference in the behavior of secondary school teachers towards human rights in relation to locale.
- (ix) There will be no significant difference in the behavior of secondary school teachers towards human rights in relation to their stream.

Delimitations of the Study

The present study was delimited on the following aspects:

- (i) Only four districts of Himachal Pradesh were included in the sample.
- (ii) The study was limited to secondary school teacher (Male and Female) of these districts of Himachal Pradesh.
- (iii) The 't' test was used to find out the significance of differences in scores on awareness and attitude scale. Further the percentage analysis was used to analyze and interpret the data available through statistical test related to behaviour of secondary school teacher. The study was delimited in terms of its objectives, hypotheses, variables and research method.

Definitions of Key terms Used

Human Rights: It refers to values that reflect respect for human life and dignity

Awareness: Awareness refers to having knowledge or understanding of the human rights.

Attitude towards Human Rights: In this study attitude towards human rights refers to the positive, negative feeling/opinions of secondary school teachers towards human rights issues as measured by this scale.

Behavior: In this study Human Rights behavior refers to the way the secondary school teachers react to the set of situations given in the behavioral questionnaire/test.

Human Rights Awareness: In this study human rights awareness refers to the awareness as measured by the human rights awareness questionnaire.

Human Rights Education: It refers to education, training and information aimed at building a universal culture of human rights by providing knowledge about human rights and skills needed to promote, defend and apply human rights in daily life.

Methodology

The investigator used the survey method under descriptive method of research in the present study. All secondary school teacher of Himachal Pradesh were constituted the population of the study. It included all the male and female secondary school teachers, teaching in high and senior secondary schools of Himachal Pradesh. In this study the sampling was done at three stages. At the first stage, four districts were selected randomly out of 12 districts, in the second stage, 20 schools from each of the four selected districts (Shimla, Mandi, Hamirpur and Kullu) were taken randomly. At the third stage, 858 teachers were selected randomly from the sampled schools. For the present study the investigator has developed and standardized three tools i.e. Human Rights Awareness Test, Attitude Scale and Test for Assessing the Human Rights Related Behaviour. The data from the human rights awareness test and attitude scale was available in the form of scores, so to find out the significant difference between various groups 't' test was applied. On the other hand data obtained through human rights related behavior questionnaire, the percentage analysis was used for the interpretation of the data.

Analysis and Interpretation of Data

The analysis and interpretation of data analyzed under four headings i.e. Awareness of Different Groups towards Human Rights, Attitude of Different Groups towards Human Rights, Behaviour of Different Groups towards Human Rights and Discussion of Results.

Findings

The following findings were drawn from the study:

- Male and female school teachers do not differ significantly in their awareness related to human rights. The mean scores indicate that male and female teachers have almost equal level of awareness towards human rights.

- Rural and urban school teachers differ significantly in their awareness related to human rights. The urban school teacher shows better awareness about human rights as compare to their rural counterparts.
- Arts and science stream school teachers do not differ significantly in their awareness related to human rights. The mean score indicate that arts and science stream school teacher have almost equal level of awareness related to human rights.
- Male and female school teachers differ significantly in their attitude towards human rights. The higher mean score of male teachers shows that they have more favourable attitude towards human rights as compare to female teachers.
- Rural and urban school teachers differ significantly in their attitude towards human rights. The urban school teachers have more favourable attitude towards human rights as compare to their rural counterparts.
- Arts and science stream teachers do not differ significantly in their attitude towards human rights. The mean scores indicate that arts and science stream teachers possesses almost equal favourable attitude towards human rights.
- The behavior of male and female teachers towards human rights related situations was found to be almost same in 5 situations out of 11. However in the remaining 6 situations i.e. in situations 01, 03, 04, 05, 07, 09 were found to differ significantly in their behavior. Further the responses of male teachers were significantly higher to the desirable alternatives in situations 01, 03, 04, 05, 09 indicating thereby a better response of male teachers to these situations. On the contrary female teachers exhibited a better response behavior to situation 07. Thus it can be inferred that in more than half behavior situations male and female teachers have displayed their behavior in different situations is desirable.
- The behavior of rural and urban teachers towards human rights related situations was found to be almost same in 5 situations out of 11. However in the remaining 6 situations i.e. in situations 01, 03, 04, 05, 08, 10 were found to differ significantly in their behavior. Further the responses of urban teachers were significantly higher to the desirable alternatives in situations 01, 05, 08, 10 indicating thereby a better response of urban teachers to these situations. On the contrary rural teachers exhibited a better response behavior to situation 03, 04. Thus it can be inferred that in more than half behavior situations rural and urban teachers have displayed their behavior in different situations is desirable.
- The behavior of arts and stream teachers towards human rights related situations was found to be almost same in 5 situations out of 11. However in the remaining 6 situations i.e. in situations 01, 05, 06, 07, 08, 10 were found to differ significantly in their behavior. Further the responses of arts stream teachers were significantly higher to the desirable alternatives in situations 01, 05, 08 indicating thereby a better response of arts stream teachers to these situations. On the contrary science stream teachers exhibited a better response behavior to situations 06, 07, 10. Thus it can be inferred that in more than half behavior situations arts and science stream teachers have displayed their behavior in different situations is desirable.

Educational Implications

Like all other research studies this study also bears some educational implications. One of the finding of the study was that male and female school teachers have almost equal level of awareness towards human rights. Another finding of the study is that rural and urban school teachers differ significantly in their awareness related to human rights. The urban school teacher shows better awareness about human rights as compare to their rural counterparts.

Arts and science stream school teachers do not differ significantly in their awareness related to human rights. The mean score indicate that arts and science stream school teacher have almost equal level of awareness related to human rights. Further male & female and rural & urban school teachers differ significantly in their attitude towards human rights. The higher mean score of male & urban teachers shows that they have more favourable attitude towards human rights as compare to female & rural teachers respectively. To impart proper information regarding human rights and related issues different government educational agencies like, DIETs, SCERT, NCERT should organize different activities and programmes to sensitize them towards human rights violations and issues. More awareness campaigns are required to strengthen and facilitate the behaviour, attitude and awareness of the school teachers and common people. There is urgent need to raise the level of awareness of rural school teachers about human rights. In teaching human rights, the rights enunciated in the UDHR should be emphasized not only as values, but also as a set of rules. Otherwise these teachers will remain ignorant about natural human rights. Therefore it is suggested that more opportunities should be provided to rural school teachers through Local Legal Authorities, DIET's, SCERT's, NCERTs to attend and participate in various seminars, shows, exhibition, speech, debate competition, showing human rights awareness film related to human rights issues. In schools human rights policies should aim at encouraging non-discriminatory practices, respect for diversity, sexual orientation and as well as encouraging the interests of girls in non-traditional disciplines. Situational tests using real-life situations can be further explored as a means to enrich teacher's knowledge on how to correctly react to human rights situations. To sum up, planned human rights programs & activities are necessary at school, college & university level to ensure proper dissemination and education of human rights awareness among school teachers.

Suggestions for Further Research

The present study was conducted to study the awareness, attitude and behaviour of secondary school teacher towards human rights. There is wide scope to conduct future research in this area. The following suggestions are made for further research.

1. The present study was delimited to only four districts of Himachal Pradesh. A similar study can be conducted on other district of the state to generalize the results.
2. A similar study can also be undertaken in other states of India.
3. The present study was confined to secondary school teachers. A similar study can also be undertaken on college teachers and general public.

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Publication from Project - 02 Research Papers Published

1. Development of Attitude Scale towards Human Rights, Scholarly Research Journal for Interdisciplinary Studies, An International Peer Reviewed, May-June - 2017, Vol. 4/31, Online ISSN: 2278-8808, Print ISSN 2319-4766, Impact Factor: 6.177, Maharashtra – India. Impact Factor: 6.177. **Annexure - A**
2. Development of Human Rights Awareness Test, Desh Vikas, April – June 2017, Vol.4 (1), ISSN: 2394-1782. **Annexure - B**

**DEVELOPMENT OF ATTITUDE SCALE TOWARDS HUMAN RIGHTS****Suman Kumari Katoch, Ph. D.***Assistant Professor, Department of Education, MLSM, College, Sunder Nagar, Himachal Pradesh***Abstract**

The purpose of this study was to develop a valid attitude scale which measures the attitude of secondary school teachers towards human rights. For items writing of scale, criteria given by Thurstone and Chave (1929), Likert (1932), Bird (1940) and Edward & Kilpatrick (1948) was used. The first draft of test containing 52 items was administered on a sample of 208 secondary school teachers selected from government senior secondary schools. The 't' was computed as recommended by Edwards (1957). Thurston (1961) suggested that 't' value equal to or greater than 1.75 may be considered significant. So, the top 44 statements with the largest 't' values (greater than 1.75) was retained as final draft of the scale. The correlation between the scores of the two halves of the attitude scale was computed by product-moment method. The reliability of scale was 0.92 and content validity of the attitude scale was determined while considering the items in the scale in preliminary draft and getting the language of each item checked by language expert.

Keywords: Human rights, Validity, Reliability, Item analysis & Experience.



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Introduction

The word attitude (from Latin aptus) is defined within the framework of social psychology as a subjective or mental preparation for action. It defines outward and visible postures and human beliefs. Attitudes determine what each individual will see, hear, think and do. They are rooted in experience and do not become automatic routine conduct. Attitude means the individual's prevailing tendency to respond favorably or unfavorably to an object (person or group of people, institutions or events). Attitudes can be positive (values) or negative (prejudice). Social psychologists distinguish and study three components of the responses: a) cognitive component, which is the knowledge about an attitude object, whether accurate or not; b) affective component: feelings towards the object and c) conative or behavioral component, which is the action taken towards the object. We understand that in most situations the three components appear parallel to shape teachers' classroom postures, through a direct and indirect interaction between society, school and teachers. How do these

beliefs influence teachers' views and behavior in school? Attitude Scale is a set statements rating psychological objects and these statements are selected on a psychological continuum from least to the most favourable. These statements are then presented in some random order to individual with instruction to indicate whether they agree or disagree with each one. It is assumed that these agree and disagree responses are a function of degree of affect associated with the psychological object, by the subject. As defined by the Oxford Dictionary of English (2010), attitude is: "A settled way of thinking or feeling about something." An attitude scale, to measure the attitude of secondary school teachers towards human rights was developed and standardized by using the Likert's (1932) Method. The procedure adopted in the development of attitude scale is as under.

Methodology - Development Process of Attitude Scale

Selection of Statements for Preliminary Draft: The criteria for writing statements suggested by Wang (1932), Thurstone and Chave (1929), Likert (1932), Bird (1940) and Edward and Kilpatrick (1948) was used. According to this criterion, 52 items were constructed for preliminary draft of the scale. The statements were discussed with the different experts working in State Human Rights Commission, Shimla, as well as prominent social activist for their valuable suggestions. After their approval the preliminary draft of scale was developed by arranging the items in random order. After this exercise 52 items were retained for the first draft. Every item was rated on five-point scale as suggested by Likert i.e. Strongly Agree (SA), Agree (A), Uncertain (U), Disagree (D), Strongly Disagree (SD). Each of the five points were given numerical values ranging from 1 to 5 all positive statements were to be evaluated in such a way that strongly agree carried the value of 5 and strongly disagree the value of 1 and three points has proportionate value i.e. 4, 3, and 2. The process is reversed in case of negative items. The total score on the scale for each respondent was obtained by adding the scores of individual items in the scale. The first draft of test containing 52 items was then administered on a sample of 208 secondary school teachers selected from Government Senior Secondary Schools. After scoring the test booklets were arranged in descending order of score for item analysis.

Item Analysis: After scoring the responses of 208 secondary school teachers, the answer-books were arranged in order by keeping highest scores at the top and lowest at the bottom. Then teachers with 25 percent top and 25 percent bottom scores were taken for item analysis. The middle answer-books were weeded out and not taken for future analysis. Then 't'-ratio for the difference in the mean of high and low groups was computed for each statement. The 't' was computed by the formula recommended by Edwards (1957). The 't' value for all 52

statements were computed and arranged in descending order. Thurston (1961) suggested that 't' value equal to or greater than 1.75 may be considered significant. So only those items having 't' values equal to or greater than 1.75 were selected for the final draft. After arranging the statements in descending order according to their 't' values the investigators selected 44 top statements with the largest 't' values. The 44 selected statements were put in the final draft of the scale as **Annexure-I**.

Reliability and Validity of the Attitude Scale: The reliability of the attitude scale was obtained by split half method. The correlation between the scores of the two halves of the attitude scale was computed by product-moment method. The coefficient of correlation came out to be 0.82. This gives the reliability of the half scale. The reliability of full scale was computed with the help of Spearman-Brown Prophecy formula. The reliability co-efficient of full scale come out to be 0.90 which is considered to be quite satisfactory. The content validity of the attitude scale was determined while considering the items in the scale in preliminary draft and getting the language of each item checked by language expert. For the selection of items for the final draft the item analysis was performed on the extreme groups. Thus 44 items selected for the final draft were those, which differentiate between high and low scoring groups. The differentiation was taken as evidence for the validity of the scale.

Conclusion

The attitude scale developed to access the attitude of teachers towards human rights is a valid and reliable scale. The reliability of scale is satisfactory. The 44 selected statements were put in the final draft of the scale as Annexure-I. It is recommended that this scale is to be used in other studies and tested with individuals in different groups, with large sample.

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Annexure - I

Human Rights Attitude Scale

Name of Teacher:.....Stream: Arts/Science

Name of School:.....Gender: Male/Female

Locality: Rural/ Urban

District:

***Note:** This scale asks for your opinions about human rights. We all know that every person is entitled to certain rights – simply by the fact that they are a human being. It is necessary to recognize human rights for development of human dignity and personality. Your free and frank opinions are required. The data collected will be used only for research purpose i.e. UGC sponsored Minor Research Project. First impressions are usually best. Read each sentence, decide if you agree or disagree and how much you agree or disagree and then circle the appropriate number. If you feel that the numbers do not reflect your opinion adequately, circle the number closest to the way you feel. You are requested to respond to the statement given below by putting a tick (✓) at appropriate Options.*

SA- Strongly Agree, A- Agree, U- Undecided, D- Disagree, SD- Strongly Disagree

S r.	Items	Options				
1.	All citizens must have equal rights irrespective of caste, creed and sex.	S A	A	U	D	S D
2.	I think that citizens should be allowed to voice their opinions if they disagree with their government.	S A	A	U	D	S D
3.	Everyone as a member of society has the right to social security.	S A	A	U	D	S D
4.	I think we can compel any one to join a particular religion.	S A	A	U	D	S D
5.	I believe that we can join trade union for protection of our interest.	S A	A	U	D	S D
6.	The parents have the right to choose the kind of education for their children.	S A	A	U	D	S D
7.	Everyone has right to equal pay for equal work.	S A	A	U	D	S D
8.	I think Human Rights Education should not be made a part of curriculum.	S A	A	U	D	S D
9.	I enjoy in participating human welfare activities in school & society.	S A	A	U	D	S D
10.	I like to purchase books on human rights.	S A	A	U	D	S D
11.	Everyone has the right to freedom of peaceful assembly and association.	S A	A	U	D	S D
12.	Only children of rich should be educated.	S A	A	U	D	S D
13.	Welfare assistance should be limited to those who are really needy.	S A	A	U	D	S D
14.	Criminals should be punished.	S A	A	U	D	S D

1 5.	People's social, political and economic preferences should be respected.	S A	A	U	D	S D
1 6.	Freedom of speech should be a basic human right.	S A	A	U	D	S D
1 7.	Students should be allowed to receive medical treatment without parental consent.	S A	A	U	D	S D
1 8.	Our nation should work toward liberty and justice for all.	S A	A	U	D	S D
1 9.	All people should have food, clothing, and shelter.	S A	A	U	D	S D
2 0.	I think only educated people should vote.	S A	A	U	D	S D
2 1.	It is fair to punish a person, who has wilfully harm others.	S A	A	U	D	S D
2 2.	In a democratic country, the press should be free from government censorship.	S A	A	U	D	S D
2 3.	If unemployed people cannot find work, he should be supported by the government.	S A	A	U	D	S D
2 4.	Publishers of school books, should use inclusive language like person or people, and avoid man or men when appropriate.	S A	A	U	D	S D
2 5.	Birth control information should be made available to the public at large.	S A	A	U	D	S D
2 6.	People should have freedom of religion (worship as they choose).	S A	A	U	D	S D
2 7.	Giving and taking of dowry is not the violation of human rights.	S A	A	U	D	S D
2 8.	Everyone has the right to recognition everywhere as a person.	S A	A	U	D	S D
2 9.	Everyone has right to interfere in others privacy, family and home.	S A	A	U	D	S D
3 0.	State and Union Ministers are free to violate the law anytime and anywhere.	S A	A	U	D	S D
3 1.	Loyal citizens should be given full constitutional rights but disloyal citizens should not.	S A	A	U	D	S D
3 2.	It is legitimate for authorities to curtail the activities of groups protesting a governmental policy or action.	S A	A	U	D	S D
3 3.	People should be able to have a voice in how they deal with their own physical well-being, with their health and their illnesses.	S A	A	U	D	S D
3 4.	I believe that police operation in national interest came in the range of Human Rights.	S A	A	U	D	S D
3 5.	I think administrative corruption is an example of Human Rights violation.	S A	A	U	D	S D
3 6.	Students should have the right to express their ideas and opinions.	S A	A	U	D	S D
3 7.	Even if teachers are extremely busy, they should always make themselves available to talk with their students to solve their problems.	S A	A	U	D	S D

3 8.	Students should have the right to decide which recreational activities they will participate in.	S A	A	U	D	S D
3 9.	Parents should be required to take their children for counselling when they are having emotional problems at school.	S A	A	U	D	S D
4 0.	I think child labour is not a violation of Human Rights in India.	S A	A	U	D	S D
4 1.	The government can deny to any person equality before the law.	S A	A	U	D	S D
4 2.	Universal Declaration of Human Rights is a legal document for all nations.	S A	A	U	D	S D
4 3.	Women exploitation does not come under the preview of Human Rights.	S A	A	U	D	S D
4 4.	It is not the duty of the state to promote the interests of weaker section.	S A	A	U	D	S D

Development of Human Rights Awareness Test

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ABSTRACT

The purpose of this investigation was to develop a valid and reliable test to access the awareness level of secondary school teachers towards human rights. The preliminary draft of test contains 65 items. A sample of 114 teachers selected from senior secondary schools to develop the awareness test. Only the upper and lower 27% scores were used for making item analysis, remaining 46% test booklets were discarded and were not used in item analysis. Item analysis was made to select the best items to prepare the final awareness test. Item analysis included, finding out: Facility Index [F], Discrimination Index [D], and Reliability co-efficient [r]. To select the items the investigator calculated these three values (i.e.: F, D, r). The reliability of scale was 0.86 and content validity of the test was determined while considering the items in the preliminary draft and getting the language of each item checked by language expert.

Keywords: Awareness Test, Facility Index, Human Rights & Teachers.

Introduction

To assess human rights awareness of secondary school teachers an awareness test was developed by the investigator. Following procedure was taken to develop and standardize the test:

Planning

For planning of the test first step was to plan regarding the content for testing the human rights awareness of the teachers. For this, the investigator screened the related literature and experts in this area. Initially 75 items were prepared for preliminary draft of the test. These items were framed with the help of existing tests in the concerned area and after the study of review of related literature. The type of items in the present test was of "closed type" requiring the respondent to answer in 'yes' or 'no'. A right response was assigned the score of '1' and wrong response a score of '0'. The preliminary draft of Human Rights Awareness test was shown to expert working in State Human Rights Commission, Shimla to ensure the coverage of content relating to human rights and also for their opinion and criticism. After the necessary modifications in the light of suggestions of the experts only 65 items were

retained in the preliminary draft of the test. The preliminary draft of test containing 65 items was then administered on a sample of 114 teachers selected from senior secondary schools. The test booklets along with responses of the teachers to various items of the test were collected and scored with the help of a scoring key. After scoring the test booklets were arranged in descending order of score. Only the upper and lower 27% scores were used for making item analysis, remaining 46% test booklets were discarded and were not used in item analysis.

Item Analysis

Item analysis is the process of examining the subject's responses to each test item to judge the quality of the item. It was made to select the best items to prepare the final awareness test. Item analysis included, finding out: Facility Index [F], Discrimination Index [D], and Reliability co-efficient [r]. To select the items the investigator calculated these three values (i.e.: F, D, r).

The Item Difficulty

The difficulty of an item is usually expressed by its degree of facility or facility index (F). If the value of F is high, the item is an easy one; if it is low, the item is a difficult one. For calculating the facility index of the each item, the following formula was used.

$$\text{Facility Index (F)} = \frac{N_H + N_L}{2n} \times 100$$

Where: N_H is the number of correct responses in top 27 percent.

N_L is the number of correct responses in bottom 27 percent.

n is the number of teachers

constituting 27 percent of the entry, i.e. the number in each group.

The Item Discrimination

The item discrimination of the awareness test is expressed by discrimination index (D). Discrimination index (D) for an item has been calculated by using the following formula:

$$\text{Discrimination Index (D)} = \frac{N_H - N_L}{n}$$

Where, N_H is the number of correct responses in top 27 percent.

N_L is the number of correct responses in bottom 27 percent.

n is the number of teachers constituting 27 percent of the entry, i.e. the number in each group.

By using the value of N_H and N_L , the Facility Index (F), Discrimination Index (D) value of each item is calculated. After calculating the Facility Index (F) and Discrimination Index (D) of each item, the detail of the selected, rejected and improved items is provided in the table 1

Table 1
Discriminating Power of the Test Items of the Human Rights Awareness Test

Sr	Test Items	Discriminating Power (D)	Facility index (F)	Frequency (f)	Remarks
1.	4, 5, 10, 11, 14, 15, 16, 17, 18, 27, 31, 38, 45, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 59, 60, 61, 62	0.40 and above	Between 40% to 60%	28	Accepted
2.	2, 3, 6, 7, 9, 12, 13, 19, 20, 21, 22, 23, 24, 25, 26, 28, 29, 30, 32, 33, 34, 35, 36, 37, 39, 41, 42, 43, 40, 46, 58, 63, 65	0.30 to 0.39	Slightly below 40% or above 60%	33	Improved
3.	1*, 8*, 44*, 64*	Below 0.30	Below 40% or above 60%	04	Rejected

The table 1 shows that the items, with Discriminating Power (D) '0.40 and above' and Facility Index between 40% to 60% were selected as such and while items having (D) '0.30 to 0.39' and Facility Index slightly below 40% or above 60% were selected after some modification and items having (D) below 0.30 and Facility Index below 40% and above 60% were rejected. Thus 61 items were selected and 04 items i.e. items 1*, 8*, 44*, and 64* were rejected from the preliminary draft. The final draft of the awareness test contained 61 items (**Appendix - I**).

Reliability of the Test

The reliability of a test may be assessed in a number of ways. A method which can be used with the 27 percent grouping as employed in finding the discrimination index is one developed by Kuder and Richardson. This provides a reliability coefficient for the test as a whole. The Kuder-Richardson formula for calculating the reliability coefficient (r) as given by Macintosh and Morrison (1969, p.71) in their book "Objective testing", was used:

$$r = \frac{K}{(K-1)} \left\{ 1 - \frac{2n \sum(N_H + N_L) - \sum(N_H + N_L)^2}{0.667 [\sum(N_H + N_L)]^2} \right\}$$

Where: r is the reliability coefficient

K is the number of items in the test

The value of r is = 0.86

Content Validity

The awareness test was validated against the criterion of content validity. This was done in view of expert's opinion as well as judgment. Freeman (1965) says that each test item should be a sampling of knowledge. In present case it was ensured that items finally retained in the test represented the course content.

Conclusion

This awareness test is a reliable and valid tool. The reliability of scale is satisfactory. The 61 statements were put in the final draft of the awareness test as Annexure-I. It is recommended that this awareness test is to be used in other studies and tested with individuals in different groups, with large sample.

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Appendix – I Human Rights Awareness Test

Name of Teacher:.....Stream : Arts/Science
 Name of School:..... Gender: Male/Female
 Locality: Rural/ Urban District:

Note: We all know that every person is entitled to certain rights – simply by the fact that they are a human being. It is necessary to recognize human rights for development of human dignity and personality. Your free and frank opinions are required. The data collected will be used only for research purpose i.e. UGC sponsored Minor Research Project. You are requested to respond to the statement given below by putting a tick (✓) at Yes/No Options.

Sr.	Items	Yes/No
1.	The rights which every human being can enjoy are called Human Rights.	Yes/No
2.	Administrative corruption is an example of Human Rights violation.	Yes/No
3.	All men are born free and are equal in dignity and their rights.	Yes/No
4.	Nowadays Justice Rajiv Sharma is SHRC Chairman in H.P.	Yes/No
5.	International Human Rights Day is celebrated on 10 th December.	Yes/No
6.	Article 45 of our Constitution provides free and compulsory education for all.	Yes/No
7.	The Constitution of India allows untouchability.	Yes/No
8.	Human Rights and Fundamental rights are one and the same thing.	Yes/No
9.	NHRC stands for National Human Riots Commission.	Yes/No
10.	The police operation in national interest came in the range of Human Rights.	Yes/No
11.	Government can deny any citizen of his fundamental rights at any time.	Yes/No
12.	Child labour is not a violation of Human Rights in India.	Yes/No
13.	The right of a child is also considered as a Human Right.	Yes/No
14.	Rights are conditioned correlate to one's social responsibilities.	Yes/No
15.	It is not the duty of the state to promote the interests of weaker section.	Yes/No
16.	Women exploitation does not come under the preview of Human Rights.	Yes/No
17.	In our constitution the weaker section means SCs and STs only.	Yes/No
18.	Minorities having distinct language, culture of its own have the right to conserve the same.	Yes/No
19.	Using mother tongue as medium of instruction in primary education has been banned in India.	Yes/No
20.	Men are given more opportunities than women at all levels in India.	Yes/No
21.	Girl's education after secondary level is banned in colleges in India.	Yes/No
22.	The UN declared the rights of the child on 20 th Nov.1959.	Yes/No
23.	PDHRE which stands for People Decade of Human Rights Education is Non-Govt. Movement.	Yes/No
24.	UN Decade for Human Rights Education was from 1995 to 2004.	Yes/No
25.	SHRC stands for State Human Rights Commission.	Yes/No
26.	Medha Patekar is fighting for the cause of child labour.	Yes/No
27.	The Universal Declaration of Human Rights is a treaty or legal agreement between countries.	Yes/No
28.	Universal Declaration of Human Rights is a legal document for all nations.	Yes/No
29.	The government can deny to any person equality before the law.	Yes/No
30.	Everyone has the right to life.	Yes/No
31.	Everyone has the right to recognition everywhere as a person.	Yes/No
32.	Indian Constitution deals with equality before law and equal protection of law.	Yes/No
33.	Spirit of Human Rights is not reflected in the Preamble of Constitution of India.	Yes/No
34.	In our Constitution, the Human Rights are included in the Fundamental Rights.	Yes/No

35.	All are not equal before law.	Yes/No
36.	The government has the right to violate our fundamental rights.	Yes/No
37.	Justice can be denied to any citizen by reason of his/her economic conditions.	Yes/No
38.	Everyone has right to interfere in others privacy, family and home.	Yes/No
39.	State and Union Ministers are free to violate the law anytime and anywhere.	Yes/No
40.	We have the right to marry and to have a family.	Yes/No
41.	We can own property alone as well as in association with others.	Yes/No
42.	Everyone has right to freedom of thoughts and religion.	Yes/No
43.	All citizens have the right to speech and expression in India.	Yes/No
44.	We have the right to assemble at a place peacefully but without arms.	Yes/No
45.	We can compel any one to join a particular religion.	Yes/No
46.	Equal access to public services is denied in our country.	Yes/No
47.	Justice T.S. Thakur is Chairman of National Human Rights Commission.	Yes/No
48.	Everyone as a member of society has the right to social security.	Yes/No
49.	The right to a standard of living, and well-being is denied in India.	Yes/No
50.	There is no constitutional binding on our govt. to give free and compulsory education to every child.	Yes/No
51.	We can join trade union for protection of our interest.	Yes/No
52.	The parents have the right to choose the kind of education for their children.	Yes/No
53.	Everyone has right to protect his/her moral and material interest.	Yes/No
54.	One has duties towards society in which free and full development of personality is possible.	Yes/No
55.	One has right to perform any act aimed at undermining the rights of others.	Yes/No
56.	Education can be proved an effective tool to promote human rights awareness among students.	Yes/No
57.	Everyone has right to equal pay for equal work.	Yes/No
58.	For Human Rights awareness Human Rights Education should not be made a part of curriculum.	Yes/No
59.	National Human Rights Commission Headquarter is situated at Shimla.	Yes/No
60.	NGOs are playing a vital role in promoting the awareness of Human Rights.	Yes/No
61.	Indian Constitution does not discriminate on the grounds of religion, race, cast, sex and birth.	Yes/No