CHAPTER - V

MODUS OPERANDI

OF THE STUDY
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CHAPTER – V
MODUS OPERANDI OF THE STUDY

5.1 A BRIEF NOTE

The details of the methodology adopted for the study are described in this chapter. It is imperative to present the methodological aspects in a systematic and sequential manner. This chapter is presented in three parts. They are

i) Part I – Prelude
ii) Part II – Plan of the Experiment and
iii) Part III – Execution of the Plan

As conducting an experimental research is a complex problem, adequate planning and the cautions in implementation are needed. As far as the present study is concerned, an effective plan for the execution of the study was conceived, taking into account the methodological aspects of the study. Thus prelude, plan and procedure form the three components of the modus operandi of the study.
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5.2 PART I : PRELUDE

5.2.1 INTRODUCTION

This prelude forms an introduction to plan the procedure which gives the researcher a clear direction to follow and make the study an effective one. The prelude comprises the statement of the problem, assumptions of the study and the hypotheses formulated in this study.

5.2.2 THE PROBLEM

The title of the present study is precisely stated thus:

"Curricular Approaches to Teach Human Rights Education Among Standard IX Students"

5.2.3 OBJECTIVES OF THE STUDY

The study intends to fulfill the following objectives:

1. To identify the Human Rights concepts that are present in the existing textbooks of Standard IX.
2. To find out the essential concepts to be included in the present IX Std textbook.
3. To identify and apply the curricular approaches in order to teach Human Rights Education.
4. To find out the effectiveness of the curricular approaches applied to teach Human Rights Education.
5. To identify the level of awareness and the change in the attitude of the students as a result of the application of the curricular approaches.
6. To find out whether students belonging to different groups due to demographic variables such as Gender, Community, Parental Income,
Occupation and Education and TV – Watching and Newspaper – Reading differ in their awareness levels and attitudinal changes.

5.2.4 HYPOTHESES OF THE STUDY

The following hypotheses were formulated to give specific directions to the study:

HYPOTHESIS - 1
The post-awareness scores of the experimental subjects in the human rights in global view, are significantly greater than their pre-awareness scores.

HYPOTHESIS - 2
The experimental group has more awareness in all the dimensions of Human Rights (family rights, political rights, legal rights, professional rights and consumer rights) in the posttest than in the pretest.

HYPOTHESIS - 3
The post-attitudes scores of the experimental subject towards the human rights in global view, are significantly greater than their pre-attitude scores.

HYPOTHESIS - 4
The experimental group has more favourable attitude towards all the dimensions of Human Rights in the post treatment period than in the pre-treatment period.

HYPOTHESIS - 5
There exists significant difference in the post-awareness global and dimension-wise scores among the students due to variables like Gender,
T.V. Watching and Newspaper Reading, Community, Parental Income, Parental Occupation and Parental Education.

HYPOTHESIS – 6

There exists significant difference in the post-attitude global and dimension-wise scores among the students due to the variables like Gender, T.V. Watching and Newspaper Reading, Community, Parental Income, Parental Occupation and Parental Education.

5.2.5 ASSUMPTIONS OF THE STUDY

The following are the assumptions of the present study:

1. It is assumed that the present IX Std text-books have inadequate contents of human rights education.
2. Assumed that there is need to apply multistrategic approach in the teaching of human rights.
3. Assumed that the identified approaches to teach human rights concepts are effective for Std. IX students.
4. It is assumed that the implementation of curricular approaches could increase the level of awareness and bring out a change in the attitude of the learners.
5.3 PART II : PLAN OF THE EXPERIMENT

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5.3.1 INTRODUCTION
5.3.2 STEPS IN THE RESEARCH PROCESS
5.3.3 RESEARCH STRATEGY
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5.3.21 TEACHING METHODS, APPROACHES AND ACTIVITIES ADOPTED
5.3.22 CONCLUSION
5.3 MODUS OPERANDI - PART - II
PLAN OF THE EXPERIMENT

5.3.1 INTRODUCTION

After the formulation of hypotheses, it is an imperative need on the part of the investigator to plan the procedure of the study. The hypotheses formulated give clear directions for planning the experiment. They show directions to plan the stages and strategies of the present study. The planning of the study includes identifying the selection of the experimental design, developing and standardizing the tools to be used and selection of sample. The plan conceived for carrying out the present investigation is elaborately dealt with in this sub-section.

5.3.2 STEPS IN THE RESEARCH PROCESS

The present problem involves the following six steps of investigation:

1. Analysing the textbook to identify the concepts of Human Rights.
2. Finding out the Human Rights concepts to be included in the textbook.
3. Identifying the appropriate curricular approaches to teach Human Rights Education.
4. Applying the identified curricular approaches to teach Human Rights Education.
5. Finding out the impact of the curricular approaches applied in increasing the awareness level of the students (i. Pretest, ii. Experimentation, iii. Posttest)
6. Identifying the changes in the attitude of the learners (i. Pre-attitude, ii. Post-attitude).
FIG. 5.1 RESEARCH STRATEGY

OBJECTIVE

1. To identify the Human Rights concepts and their curricular contents present in the existing text book materials of Std.IX

2. To find out the essential concepts and their curricular contents to be included in the present IX Std. textbooks

METHOD

CONTENT ANALYSIS

EXPERIMENTAL DESIGN

SURVEY

3. To identify the appropriate curricular approaches to impart Human Rights Education

4. To apply the identified curricular approaches in order to Teach Human Rights Education

5. To find out the impact of curricular approaches applied to Teach Human Rights Education in increasing the awareness level of the students

6. To identify the changes in the attitude of the students as a result of implementation of the curricular approaches
Once the planning of the research process is made, the next step on the part of the investigator is to plan appropriate research strategies to carry out the process.

5.3.3 RESEARCH STRATEGY

The research strategy is planned in such a way as to accomplish the stated objectives of the study. As the present study is both experimental and survey in nature, a combination of two methods is warranted to attain the objectives.

To fulfill the first two objectives, Content or Documentary Analysis is considered. For fulfilling the third, fourth and fifth objectives, experimental design is preferred. For fulfilling the last objective, survey method is followed. Fig.5.1 presents the research strategy.

5.3.4 CONTENT ANALYSIS

Content Analysis or Documentary Analysis means systematic examination of records or documents as a source of data. Berelson (1952) defines it as a "research technique for the objective, systematic and quantitative description of the manifest content of communication". In content analysis, the unit of analysis was concepts of Human Rights present in the existing textbook.

Text-book analysis was done on the textbooks of Std. IX in the three subjects - Tamil, English and Social Science. In each subject, percentage of importance was calculated in Human Rights concepts regarding Right to Live, Right to Food, Right to Vote etc. It is presented in Table 5.1. The Human Rights dimensions which received less percentage of importance were taken into account for the selection of teaching contents by the investigator. From the table 5.1, it is clear that less importance has been given to economic, consumer, political, legal, health and professional rights.
### TABLE 5.1 TEXTBOOK ANALYSIS OF HUMAN RIGHTS CONCEPTS AND THEIR PERCENTAGE OF IMPORTANCE

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Contents</th>
<th>% of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Fundamental Rights</td>
<td>21.9</td>
</tr>
<tr>
<td>2</td>
<td>Social and Cultural Rights</td>
<td>12.6</td>
</tr>
<tr>
<td>3</td>
<td>Health Rights</td>
<td>6.0</td>
</tr>
<tr>
<td>4</td>
<td>Child and Students Rights</td>
<td>15.7</td>
</tr>
<tr>
<td>5</td>
<td>Women and Family Rights</td>
<td>11.0</td>
</tr>
<tr>
<td>6</td>
<td>Political Rights</td>
<td>3.7</td>
</tr>
<tr>
<td>7</td>
<td>Legal Rights</td>
<td>6.1</td>
</tr>
<tr>
<td>8</td>
<td>Religious Rights</td>
<td>11.4</td>
</tr>
<tr>
<td>9</td>
<td>Economic Rights</td>
<td>2.0</td>
</tr>
<tr>
<td>10</td>
<td>Professional Rights</td>
<td>6.5</td>
</tr>
<tr>
<td>11</td>
<td>Consumer Rights</td>
<td>3.1</td>
</tr>
</tbody>
</table>

### 5.3.5 CONCEPTS TO BE INCLUDED IN THE STD. IX TEXTBOOKS

The following human rights concepts were identified for inclusion in the std. IX text books.

1. **FAMILY RIGHTS**

   Special Concession for a family, Parental love, Freedom of choice, Matrimonial rights, Property rights, Right against suicide and Right to art and culture

2. **CIVIL AND POLITICAL RIGHTS**

   Right to travel, Right to exercise franchise, Right to contest, Right to free and fair poll, Right to protection and Right to complain.
3. LEGAL RIGHTS

Rights of female infants, Right against child labour, Rights of convicts, Rights during police arrest, Rights of the accused to appeal, Right against inducement and to commit murder

4. PROFESSIONAL RIGHTS

Employees' Rights: Right to promotion, Right to pension, Right to protection, Right to equality, Right to medical aid, Right to maternity leave, Right to transfer, Right to know rules and regulations and Rights of conceived women employees.

5. CONSUMER RIGHTS

Buyers' Rights: Right to buy, Safety goods, to quality and standard goods, to correct quality, to buy unexpired medicines, rights during guarantee period, to complaint, compensation for loss, to get receipt for payment, to fair price, against pollution and passengers' rights.

5.3.6 EXPERIMENTAL METHOD

Experimental research, to quote Best (1977), is the "description and analysis of what will be, or what will occur, under carefully controlled conditions".

The Experimental Method involves two tests namely pretest and posttest. The treatment is to be applied to the group that is under experimentation. After the period of treatment is over, the posttest scores are compared and contrasted with the pretest scores to find out whether there is any change or improvement in the experimental group. If there is any change
identified in the experimental group, it is assumed that it is only due to the experiment or the treatment.

Of all the research methodologies, experimental research is unique in two very important respects: it is the only type of research that directly attempts to influence a particular variable, and it is the only type that can really test hypotheses about cause-and-effect relationships.

The present study fulfils the following four essential characteristics of an Experimental Research:

**a. Manipulation of the Independent Variable**

The experiment is a powerful research method. Experimentation provides a method of hypothesis-testing. An experiment involves the comparison of the effects of a particular treatment.

**b. Independent and Dependent Variables**

Variables are the conditions or characteristics that the experimenter manipulates, controls or observes. The independent variables are the conditions or characteristics that the experimenter manipulates or controls in his or her attempt to ascertain their relationship to observed phenomena. The dependent variables are the conditions or characteristics that appear, disappear or change as the experimenter introduces, removes or changes the independent variables.

In an educational research, an independent variable may be a particular teaching method, a type of teaching material, a reward or a period of exposure to a particular condition, or an attribute such as sex or level of intelligence. The dependent variable may be a test score, the number of errors or measured speed in performing a task. Thus the dependent variables are the
measured changes in pupil performance attributable to the influence of the independent variables (Best and Kahn, 1992).

c. Randomization

An important aspect of many experiments is the random assignment of subjects to groups. Random assignment means that every individual who is participating in the experiment has an equal chance of being assigned to any of the experimental conditions.

Random assignment is a powerful technique for controlling the subject-characteristics threat to internal validity, a major consideration in educational research.

d. Control of Extraneous Variables

Researchers in an experiment study, have an opportunity to exercise far more control than in most other forms of research. They determine the treatment (or treatments), select the sample, decide which group will get the treatment, try to control other facts besides the treatment that might influence the outcome of the study, and then (finally) observe to measure the effect of the treatment on the groups when treatment is completed. Hence, it is very important for researchers conducting an experimental study to do their best to control for – that is, to eliminate or to minimize the possible effect of – the threats. (Fraenkel and Wallen, 1993).

5.3.7 EXPERIMENTAL DESIGN

The investigator selected One-Group, Pretest – Posttest Design for the experimentation. The One-group Pretest Posttest Design involves three steps. The first step is the administration of a pretest measuring the dependent
FIG. 5.2 ONE-GROUP, PRETEST - POSTTEST DESIGN

Pretest
(Independent Variable)

Treatment
(Independent Variable)

Posttest
(Independent Variable)
variable. The second step is the application of the experimental treatment (independent variable) to the subjects, and the final step is the administration of a posttest measuring the dependent variable again. Differences due to application of the experimental treatment are then, determined by comparing the pretest and posttest scores. Fig. 5.2 shows the One-Group, Pretest – Posttest Design employed for the study.

5.3.8 THE SURVEY

To identify the learner attitude before and after the treatment, survey method was adopted. The survey method gathers data from a relatively large number of cases at a particular time. It is not concerned with characteristics of individuals as individuals. It is concerned with the generalized statistics that result when the data abstracted from a number of individual cases. It is essentially cross-sectional.

In analyzing political, social, or economic conditions, one of the first steps is to get the facts about the situation—or a picture of conditions that prevail or that are developing. These data may be gathered from surveys of the entire population. Others are inferred from a study of a sample group, carefully selected from the total population. And at times, the survey may describe a limited population which is the only group under consideration.

The survey is an important type of study. It must not be confused with the mere clerical routine of gathering and tabulating figures. It involves a clearly stated problem with definite objectives. It requires expert and imaginative planning, careful analysis and interpretation of the data gathered, and logical and skillful reporting of the findings.
Fig. 5.3 Steps in Developing Awareness
5.3.9 TOOLS

Appropriate tools were employed to collect relevant data based upon methods. In the present study, the following tools were used.

(i) Awareness questionnaire for the pre and posttest,
(ii) Attitude Scale to find out the students' attitude towards Human Rights and Human Rights Education.

The Awareness questionnaire was intended to find out the entry behaviour of the learners as well as their exit behaviour after the administration of the treatment.

The Learner Attitude Scale was aimed at throwing light on the pre-treatment attitude and post-treatment attitude of the experimental group towards Human Rights and Human Rights Education.

In both the awareness and attitude tools both the positive and the negative items were included in order to facilitate the respondents not to blindly tick or choose the item but to think for a while and select the response.

5.3.10 DEVELOPMENT OF AWARENESS QUESTIONNAIRE

Fig. 5.3 shows the steps involved in the development of an awareness questionnaire for the pre and post-treatment period. The investigator conducted a survey among three senior teachers in the IX Std Classes and three teacher educators and two human rights activists to invite their opinion regarding the statements included in the Human Rights Awareness questionnaire.

Awareness means 'knowing' and 'realising'. It is 'sensitivity to the happenings in the environment' (Reber, 1985). Hence the human rights awareness tool was developed so as to include the questions that test the sensitivity of the learners to the happenings in the environment with regard to human rights.
Consequent upon the jury council's opinion, a pretest and posttest questions were framed. The formats of the awareness tool for the pilot study and the final study are presented in Table 5.2 and 5.3 respectively. The tool for the pilot study was a four point scale and the tool for the final study was 'choose the best answer' type.

5.3.11 VALIDATION OF AWARENESS TOOL

Validity is a relative term. A test is valid when the performances which it measures correspond to the same performances as otherwise independently measured or objectively defined. Validity of a test refers to the extent to which a test is a precise measure of whatever the test intends to measure. (Garrett, 1979). The following two methods were employed to establish the validity of the awareness tool:

i) Content-related Validity

Content validity is the degree to which the sample of test items represents the content that the test is designed to measure. It shows how adequately the test samples the universe of knowledge and skills that a student is expected to be aware. Content validity is based upon careful examination of course text-books, syllabi, objectives and the judgments of subject matter specialists. "The criterion of content validity is often assessed by a panel of experts in the field who judges its adequacy, but there is no numerical way to express". (Best and Kahn, 1992).

The content validity of the awareness tool was established by the systematic procedure of test construction. The procedures involved in the development of the awareness questionnaire are shown in Fig. 5.3. The test construction envisaged systematic pooling of items and expert judgment
regarding suitability, adequacy, objectivity and clarity of pooled items. The tool thus, possesses the criterion of content validity.

ii) Face Validity

It refers to the evaluator's appraisal of what the content of the test measures. If the tool items appear to deal with relevant content in the particular area then the tool is said to have face validity. Face validity is a subjective statement that the tool appears to cover the relevant content. Hence, the developed tool has face validity as it appears to cover the relevant content.

5.3.12 RELIABILITY OF AWARENESS TOOL

Reliability is the consistency with which a tool measures what it measures (Garrett, 1979). It centres on the degree of repeatability and consistency of empirical measurements (Zeller and Carmines, 1980). The reliability of the awareness tool is usually ensured through (a) internal consistency method, (b) parallel forms methods and (c) test-retest method.

a) Reliability for Awareness Tool (Pilot Study)

The split-half method was followed for establishing reliability.

(a) Split Halves. This can be accomplished in two different ways. Scores on the odd-numbered items can be correlated with the scores on the even-numbered items. Second, on some but not most tests, the scores on the first half of the test can be correlated with scores on the second half of the test. Because the correlations that would result from the above splits would be for only half a test, and because generally the longer a test is, the more internal consistency it has, the correlation coefficient is modified by using the Spearman-Brown Formula.
The whole tool was split into two halves - odd and even numbered statements. Their response scores were correlated. First, Pearson's Product Moment Correlation Coefficient was calculated and then Spearman-Brown formula was applied. The reliability coefficient thus obtained, was 0.5.

\[
70 \times 3265 - (34 \times -31) \\
\sqrt{[(70 \times 11942) - (34)^2] [(70 \times 8995) - (-31)^2]}
\]

\[
r = 0.317
\]

\[
2r = 2 \times 0.317
\]

\[
\frac{2r}{1 + r} = \frac{2 \times 0.317}{1 + 0.317}
\]

\[
r = 0.48 \text{ (or) } 0.5
\]

\[
r = 0.5
\]

b) Reliability for Awareness Tool (Final Study)

First, the reliability of the tool use established using split-half method. Then Pearson's Product Moment Correlation Coefficient was calculated. Then the Spearman-Brown formula was applied. The reliability coefficient thus obtained, was 0.6.

\[
25 \times 259 - (11 \times -12) \\
\sqrt{[(25 \times 591) - (11)^2] [(25 \times 626) - (-12)^2]}
\]

\[
r = 0.42
\]
FIG. 5.4 STEPS IN CONSTRUCTING ATTITUDE SCALE

START

Meeting Experts and Identifying Different Aspects of Human Rights Education

Item Pooling

Criteria for Selection of Item Pooling

Pilot Study

Finalisation

STOP
The computed coefficients clearly reveal that the awareness tools were reliable ones.

5.3.13 CONSTRUCTION OF ATTITUDE SCALE

The logic behind the use of opinion to measure the attitude is that there is a positive correlation between what people say on a subject and what they will also think about it (Gilifford, 1971).

Likert (1978) proceeded in the development of attitude scales along the lines more similar to those of ordinary test development. His items were multiple choice with three responses or five responses. Since the investigator intended to apply the research tool on high school children he decided to use the Likert’s first approach scaling method to get alternative responses what is called category – scale method and used these scale values as weights for responses.

The construction of attitude scale to measure the students’ attitude towards Human Rights and Human Rights Education in general in the pre and post-treatment period was carried out under the steps as explained in Fig. 5.4. The development of the attitude scale passed through three main phases:

(i) Pre-pilot phase
(ii) Pilot study phase
(iii) Finalisation phase
The pre-pilot phase was concerned with the gathering of items. The following aspects were considered for the inclusion of the items in the attitude scale:

(i) Attitude towards Human Rights in general.
(ii) Attitude towards Human Rights Education Teaching method.
(iii) Attitude towards Human Rights Education Teacher.
(iv) Attitude towards Human Rights Education Class.
(v) Attitude towards the components of Human Rights Education (Family rights, political rights, etc.)

5.3.14 SOURCES OF ITEMS

The preliminary item pool was generated by drawing items from the following sources:

(i) Discussion with the senior teachers.
(ii) Discussion with the teacher educators
(iii) Discussion with human rights activists
(iv) Literature-reference

Based on the information collected from these sources, statements were collected.

5.3.15 CRITERIA FOR SELECTION OF ITEMS

Once the statements had been collected, they were subjected to screening. Ambiguous, confusing and excessively long statements were eliminated. The following criteria had been laid down for the inclusion of statements in the pilot study:
(a) Avoid statements that refer to the past rather than the present.
(b) Avoid statements that are likely to be endorsed by almost everyone or no one.
(c) Select the statements that are believed to cover the entire range of the effective scale of interest.
(d) Keep the language of the statements simple, clear and direct.
(e) Statements should be short.
(f) Each statement should contain only one complete thought.
(g) Avoid words such as “all”, “always”, “none”, “never”.
(h) Words such as “only”, “just”, “merely” should be used with care and moderation in writing statements.
(i) Whenever possible, statements should be in the form of simple sentences rather than compound or complex sentences.
(j) Avoid the use of words that may not be understood.
(k) Avoid the use of double negative.

5.3.16 PILOT STUDY

An awareness questionnaire for the pilot study was constructed by the investigator to identify the students’ concepts related to human rights. It was a four-point scale. There were 140 statements under nine categories like Family Rights, Civil Rights, Social Rights, Educational Rights, Political Rights, Legal Rights, Economic Rights, Professional Rights and Consumer Rights. Format of the pilot study questionnaire for awareness is presented in Table 5.2 and its full form in Appendix No. 1.
<table>
<thead>
<tr>
<th>S.No.</th>
<th>Statement</th>
<th>Number of Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1. FAMILY RIGHTS The woman who has lost her husband has the right to get</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>family relief aid.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>2. CIVIL RIGHTS Each has the right to be relieved from the consequences of</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>accidents.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>3. SOCIAL RIGHTS Convicted young criminals could get rehabilitation.</td>
<td>15</td>
</tr>
<tr>
<td>4.</td>
<td>4. EDUCATIONAL RIGHTS Students can select subjects of their choice in</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>their studies.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>5. POLITICAL RIGHTS 18 year olds can vote in the public election.</td>
<td>10</td>
</tr>
<tr>
<td>6.</td>
<td>6. LEGAL RIGHTS One can safeguard himself or herself from the atrocities</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>happening around him or her in the society.</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>7. ECONOMIC RIGHTS One can buy or sell or manage his or her ancestral</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>properties.</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>8. PROFESSIONAL RIGHTS During the period of medical leave, employees have</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>the right to get the salary.</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>9. CONSUMER RIGHTS Consumers have the right to know whether the packet</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>that contains the commodities is intact and not torn.</td>
<td></td>
</tr>
</tbody>
</table>
The tool for the pilot study to identify learners' concepts related to Human Rights was administered to 257 students belonging to ten schools. The students were asked to respond to each statement. The statements for which the awareness was high were deleted and other statements were retained for the final tool. The response were scored in the following manner:

- 4 points for "Maximum extent" response
- 3 points for "Some extent" response
- 2 points for "Lesser extent" response
- 1 point for "Not at all" response

5.3.17 FINAL STUDY

Awareness tool for the final study contained 51 statements. They were under 5 categories like Family Rights, Political Rights, Professional Rights, Legal Rights, and Consumer Rights. The tool this time, was not a four point scale but an objective and situational type in order to cull out the most appropriate responses from the subjects. Final format of the awareness tool is given in Table 5.3. Full tool is appended at the end (See Appendix No.III). The score for each question is one.
<table>
<thead>
<tr>
<th>S.No.</th>
<th>Characteristics of Questions</th>
<th>No. of Questions</th>
<th>Scores</th>
</tr>
</thead>
</table>
| 1. FAMILY RIGHTS | Only the following members has the right to claim concessions in a family  
(a) Relatives, (b) Family Members, (c) Neighbours, (d) Friends | 8                | 8      |
| 2. POLITICAL RIGHTS | One can move to anywhere in this country 
(a) Neighbouring country (b) Homeland, (c) Backward nations (d) To all countries | 12               | 12     |
| 3. LEGAL RIGHTS | Who has the right to interfere in others' liberty 
(a) No one (b) Teacher (c) The Rich (d) Leaders | 7                | 7      |
| 4. PROFESSIONAL RIGHTS | The income of the employees who are indulged in the same job must be 
(a) More for Men (b) Equal (c) Less for Women (d) Less for Children | 11               | 11     |
| 5. CONSUMER RIGHTS | A shopkeeper cannot have the right to sell the following electrical goods 
(a) Gadgets without safety (b) Cheap goods (d) Costly goods (d) Foreign goods | 13               | 13     |
For the attitude scale, eighty one students of IX Std were requested to respond to the first draft of the scale. The investigator personally administered the attitude scale to the subjects. The subjects were encouraged to respond to all items. For each statement, the subjects were asked to make a tick (✓) mark in the column denoting their feelings. The responses were scored as follows:

3 points for the response, "Agree"
2 points for the response, "Partly Agree"
1 point for the response, "Disagree"

The ambiguous and difficult items marked by the students were noted. At last 134 items were retained for inclusion into the scale after expert opinion. Then the items were randomly distributed to the tool. The general format of the scale is given in Table 5.4. Full and Final attitude scale is given in the annexure (Appendix No.II)
TABLE 5.4 GENERAL FORMAT OF THE FINAL ATTITUDE SCALE

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Statement</th>
<th>Number of Statements</th>
<th>Agree</th>
<th>Partly Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>1. HUMAN RIGHTS EDUCATION</strong> Human Rights Education is related to pupils’ skills and needs</td>
<td>19</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td><strong>2. HUMAN RIGHTS TEACHING METHOD</strong> Human Right Education is taught so that the learners could easily understand the concepts</td>
<td>13</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td><strong>3. HUMAN RIGHTS EDUCATION TEACHER</strong> Teacher starting teaching Human Rights Education on the basis of the pupils’ initial knowledge</td>
<td>14</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td><strong>4. HUMAN RIGHTS EDUCATION CLASS</strong> Student’s regularity to the class</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td><strong>5. FAMILY RIGHTS</strong> Human life takes it birth in order to live</td>
<td>23</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td><strong>6. POLITICAL RIGHTS</strong> In democracy, establishing a good government lies in the hands of the people.</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td><strong>7. LEGAL RIGHTS</strong> All are equal before law</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td><strong>8. PROFESSIONAL RIGHTS</strong> In democracy, people have the right to undertake any job</td>
<td>14</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td><strong>9. CONSUMER RIGHTS</strong> Payment receipt is not required for the things purchased</td>
<td>19</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5.3.17 VALIDITY OF THE LEARNER ATTITUDE SCALE

In the present study, the content validity of the attitude scale was established. Content validity involves the systematic examination of the content
to determine whether it covers a representative sample of the domain to be measured (Anastasi, 1976).

Nunnally (1978) maintains that content validity can be ensured by the systematic plan and procedures of test construction. According to Nunnally, two important standards are necessary to ensure the content validity of a tool. They are (i) a representative collection of items and (ii) a sensible method of tool construction.

In the present study, the aspects of Human Rights and Human Rights Education were decided from the exhaustive analysis of printed sources in Human Rights and Human Rights Education, followed by consultation with the senior teachers and experts in Human Rights and Human Rights activists. Then pooling of items and pilot study were done through learner responses to items and jury opinion. On the basis of the recommendations of the jury council, the attitude items were properly structured by eliminating ambiguous and overlapping items, modifying a few items and rewording some. The process of attitude scale construction is clearly shown in figure 5.4. Hence it can confidently be said that the Learner Attitude Scale possesses sufficient content validity.

5.3.18 RELIABILITY OF LEARNER ATTITUDE SCALE

In the present study, the Pearson's Product Moment Correlation (r) was computed to find out the reliability of the attitude scale. The Pearson's Product Moment Correlation may be applied to tests comprising items which elicit more than two categories of responses. Personality and interest inventory and attitude scales frequently permit three or more response categories (Ferguson and Takane, 1989). The computation of the coefficient is shown below:
After calculating the Pearson's Product Moment Correlation Coefficient, Spearman – Brown's Formula was applied. The reliability coefficient thus obtained, was 0.6.

\[ r = \frac{2r}{1+r} = \frac{2 \times 0.38}{1 + 0.38} = 0.55 \text{ (or) } 0.6 \]

Hence the learner attitude scale constructed by the investigator is a reliable tool as evidenced by the high reliability coefficient (0.6).

5.3.19 SELECTION OF THE SAMPLE

For the investigation, the investigator selected the sample of schools by means of Simple Random Sampling Technique. The Simple Random Sampling Technique is a procedure in which all the individuals in the defined population have an equal and independent chance of being selected as a member of the sample. Tables 5.5 and 5.6 explain the selection of schools for the pilot and the final studies respectively. As the subjects of the urban schools in the pilot study had higher percentage of awareness the rural sample alone were considered for the final study.
### TABLE 5.5: SAMPLE SCHOOLS SELECTED (PILOT STUDY)

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Name of School</th>
<th>Locality</th>
<th>Sample Size</th>
<th>% of Awareness</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Total</td>
<td>Gender wise</td>
</tr>
<tr>
<td>1</td>
<td>Alagappa Model Hr. Sec. School, Karaikudi</td>
<td>Urban</td>
<td>37</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Boys 20</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Girls 17</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>M.V. Govt. Hr. Sec. School, Karaikudi</td>
<td>Urban</td>
<td>20</td>
<td>Boys 20</td>
</tr>
<tr>
<td>3</td>
<td>Govt. Girls High School, Karaikudi</td>
<td>Urban</td>
<td>20</td>
<td>Girls 20</td>
</tr>
<tr>
<td>4</td>
<td>S.M.S. Hr. Sec. School, Karaikudi</td>
<td>Urban</td>
<td>21</td>
<td>Boys 21</td>
</tr>
<tr>
<td>5</td>
<td>M.S. Girls’ Hr. Sec. School, Karaikudi</td>
<td>Urban</td>
<td>20</td>
<td>Girls 20</td>
</tr>
<tr>
<td>6</td>
<td>Govt. Hr. Sec. School, Ariyakudi</td>
<td>Rural</td>
<td>39</td>
<td>Boys 20</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Girls 19</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>S.C.Gurukulam High School, Amaravathiputhur</td>
<td>Rural</td>
<td>30</td>
<td>Boys 17</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Girls 13</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Tharumai Kayilai Guru Mani Hr. Sec. School, Kundrakudi</td>
<td>Rural</td>
<td>30</td>
<td>Boys 17</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Girls 13</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Ramanathan Chettiar Hr. Sec. School, Puduvayal</td>
<td>Rural</td>
<td>20</td>
<td>Boys 20</td>
</tr>
<tr>
<td>10</td>
<td>Saraswathi Vidyalaya High School, Puduvayal</td>
<td>Rural</td>
<td>20</td>
<td>Girls 20</td>
</tr>
</tbody>
</table>
TABLE 5.6 SAMPLE SCHOOLS SELECTED (FINAL STUDY)

<table>
<thead>
<tr>
<th>S. No</th>
<th>Name of School</th>
<th>Locality</th>
<th>Sample Size</th>
<th>Gender-wise</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Total</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Govt. Hr. Sec. School, Ariyakudi</td>
<td>Rural</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Boys 21</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Girls 19</td>
</tr>
<tr>
<td>2</td>
<td>Thanjavoor Arunachalam Chettiar</td>
<td>Rural</td>
<td>41</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Govt. Hr. Sec. School, Kottaiyur</td>
<td></td>
<td></td>
<td>Boys 25</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Girls 16</td>
</tr>
</tbody>
</table>

5.3.20 RATIONALE FOR DECIDING THE RIGHTS TO BE TAUGHT IN HUMAN RIGHTS EDUCATION

On the basis of textbook analysis (5.3.4) and also on the basis of the identified learners’ concepts related to Human Rights through pilot study questionnaire (Appendix No.1), the following rights were selected and taught to the experimental subjects: i) Family rights, ii) Political rights, iii) Legal rights, iv) Professional rights and v) Consumer rights.

5.3.21 TEACHING METHODS, APPROACHES AND ACTIVITIES ADOPTED
A) METHODS

In the teaching of human rights education, the following methods and steps were used.

i) Roleplay

A roleplay is a short drama played by the participants. It is mostly improvised, although students draw on their own life experiences to roleplay the situation. It aims to bring to life circumstances or events which are unfamiliar to the participants. Roleplays can improve understanding of a situation and
encourage empathy towards those who are involved in it. For example, in a roleplay about a robbery, the learners, by acting the part of the victim, can gain insight into what it is like to be the victim of crime.

Roleplays differ from simulations in that although the latter may also consist of short dramas. They are usually scripted and do not involve the same degree of improvisation.

ii) Small Group Discussion

Dividing the class into pairs or groups gives the participants opportunities to participate actively and to cooperate.

Small groups can be useful to generate a lot of ideas very quickly, or to help the class to think about an abstract concept in terms of their own experience. For example, if the learners were studying the right of life, the teacher could give pairs or groups five minutes to decide “Is it ever right to kill someone?”, before returning to the whole-class plenary for further discussion.

In order to ensure that small group discussions are effective and that everyone has a chance to participate, the groups should generally consist of not more than four or five people.

iii) Brainstorming

Brainstorming is a way to encourage creativity and to generate a lot of ideas very quickly. It can be used for solving a specific problem or answering a question.

Some ideas for when to use it might be:

- To find a solution to a problem. For example, after an “incident” involving conflict between individuals, ask the group to brainstorm all the possible non-violent solutions.
• To introduce a new subject. Brainstorm everything that the group already knows about the subject. This is a good way to arouse their interest and find out what they already know.

• As a quick creative exercise, for example, brainstorm possible endings for an unfinished story.

iv) Whole Group Discussion

Discussions are a good way for the educator or facilitator and the participants to discover what their attitudes are towards human rights issues. This is very important for teaching human rights, because as well as knowing the facts, participants also need to explore and analyze issues for themselves.

Discussions are also an opportunity to practise listening, speaking in turn and other group skills which are important for respecting other people’s rights. To allow everyone to participate, it is important that the group is of a manageable size. If the learner group is very large – say for example more than 15 or 20 people – the teacher might better break it into smaller groups for the discussion. It is to be noted that the seating arrangement should encourage interaction and participation. It would be preferable to seat participants in a circle or semi-circle where they can see one another.

In order to have an open discussion, it is important to have an atmosphere of trust and mutual respect in the group. One way to help create a "safe" environment is to have the group develop "Rules for discussion". This is best done at the beginning of the programme or school year, when standards of behaviour are normally being established, but these rules can be created at any time.
v) Questioning

Of course, all educators use questions everyday, but what sort of questions? Often, they are questions such as “what did I just say?”, “which are used to control the class or to ridicule learners”. Other questions which are used a lot are so – called “closed” questions. They have only one correct answer and are used to test knowledge. Participatory teaching encourages the educator to use open and divergent questions that will encourage the students to analyze, synthesise and evaluate information. This is also applicable when dealing with very young children. Here are some examples of “open” questions which the teacher could use. If he practises using them, they will become easier. The key point to remember is: “What do I want from this class or meeting? ‘Yes’ and ‘No’ answers or an open, interesting exchange where participants learn actively.

- **Hypothetical questions**: “What would you do/think if...?” These help participants to imagine situations and stimulate thought.

- **Speculating**: “How might we help to solve this problem?”.

- **Encouraging/supporting**: “That’s interesting, what happened next?” These draw out the participants’ own experience and views.

- **Opinion seeking**: “What do you think or feel about…?” This tells the group that their opinion is important and interesting.

- **Probing**: “Why do you think so?” if asked in a non-aggressive way, this can help the group to think deeply and justify/analyze their opinions.

- **Clarifying/summarizing**: “Am I right to say that you think that…?” Summarizing what a participant said and checking it will help others to think about whether they agree with what is being said.

- **Identifying agreement**: “Do most of us agree that…?” This can provoke discussion or can come at the end, where, by using a question like “Have we finished that part...?”, the teacher can agree to move on to the next topic.

Questions can also be asked to arouse interest or to determine the participants’ level of knowledge or background experience in relation to a
particular subject. Try to remember to avoid leading or tricky questions such as “X is correct, isn’t it?”. These discourage participation. Asking too many questions at once or asking ambiguous questions, should also be avoided. And remember, an occasional nod, a simile or even just sitting on the same level as the group, will improve the responses the teacher gets.

vi) Projects

Projects are the independent investigation of topics over an extended period, ending in a final product. Projects are useful for teaching human rights because they:

- Help the learners to see links between separate subjects and the outside world.
- Give the learners practice at organizing themselves for action, planning their own time and working to a schedule.
- Allow the learners to take control of their own learning, with the guidance of the teacher/facilitator.
- Create opportunities for the learners to interact with each other and with diverse people in the community.
- Give the learners practice at presenting and defending their own findings and opinions in public – an important skill for promoting human rights.

vii) Songs and Stories

In most societies, songs and stories are used as a medium of preserving and transmitting social values. They arouse interest, recall experiences and reinforce learning. They can be used as vehicles to convey diverse historical, cultural and social realities. Many of them include human rights concepts and values.

Effective stories are those which are lively, well-illustrated and which do not preach. The informal nature of songs makes them very appealing
to the communicatee and the messages they carry tend to live on in pupil’s hearts and minds.

viii) Buzz Session

Literally, buzzing is "to whisper or spread secretly". This principle is used as a teaching strategy to consolidate learners' understanding of a lesson. A “buzz session” might be used during a long presentation by the teacher/facilitator to break it up a bit, or to change the pace of the lesson.

Learners are given the opportunity to talk freely in small groups of two’s or three’s. They discuss salient or controversial issues the teacher has raised. Every member speaks and a record is kept for reporting back. It is a short but very important interaction. It makes learners reflect on issues that have been raised or discussed so far.

ix) Drawing

Drawing can be used to develop observation and cooperation skills, imagination, feelings of empathy for people in the pictures, or to get to know the other member of the group. Drawing is useful when teaching human rights because the work of the group can be exhibited in the school or community to communicate human rights values to others.

x) Pictures and Photographs

Because pictures or photographs appear to be the same to all viewers, but are actually interpreted by all in different ways, they can be extremely effective for showing learners how things are seen differently. Newspapers and magazines are an obvious source for pictures and photographs.
xi) Cartoons and Comics

Cartoons and comics exert powerful influences on young people. They can enter and inform or encourage prejudices and stereotypes. They can be used in an institution in many different ways. For example, students can be prepared for a discussion about violence in the media by asking the group to count how many episodes of violence occur in cartoons and comics over a set period of time. Cartoons done by the students themselves can also be used as a way to communicate human rights issues to the rest of the school or community.

xii) Video and Documentary Films

Videos/films are a powerful audio-visual tool for the teaching of human rights issues. The impression they leave on learners goes a long way to change their perceptions and attitudes. Amnesty International has produced video cassettes for use with young people. Parts of the TV news or a documentary film can also be useful in the teaching of human rights.

xiii) Radio

FM ratio is widely available in all countries. Radio broadcasts can often provide a useful additional source of information about topics discussed in the classroom, including human rights issues. A radio set is portable and can be used easily in the variety of settings. News programmes broadcast on the radio are also source of materials.

xiv) Newspapers

The media are essential for enabling information to circulate. However people sometimes find subjective reporting using stereotypes and
prejudices. Identifying and analyzing prejudice in newspapers prepares participants to identify it and oppose it in everyday situations. This sort of activity also improves communication skills.

xv) Interviewing

While teaching human rights, one can look in books for the letter of the law, but for concrete examples of rights in action he can look around him in his own communities. For example, if the group is learning about the rights of the child, their parents and their grandparents will be an important source of information about how the lives of children have changed over the years. Interviews are a good way to bring the wider community into the school or youth organization, to tie learning to real life, and also to improve young people's skills in dealing with all kinds of people.

xvi) Word Association

This method can be used with a group when beginning to examine a topic to find out how much they already know about it, and at the end to find out how much they learned.

xvii) Re-Creating Information

A good way to internalize and to understand information is to re-create it in another form. For example, to listen to a story and then tell it in pictures; participants will have to identify the most important part of the information and decide how to re-create it. A participant has to decide, "I'm going to do it this way because...".

This technique helps to develop the imagination, as well as skills of observation, selection and reasoning.
xviii) Inviting Outside Speakers

It is always interesting to have an expert from a particular profession come and talk about his/her work. When discussing a difficult ethical issue or a subject where it is clear that there is more than one answer, the teacher may want to invite two or three different people to speak to the target group and in so doing, show them the different views and approaches that exist on this one issue.

xix) Case Studies

Case studies provide examples of real or hypothetical situations for students to discuss and consider. They are useful as a way of introducing issues where there may be more than one point of view or answer. They are good for developing analytical skills, encouraging creativity in problem-solving and for developing teamwork.

When teaching in a country with a hostile human rights environment, hypotheticals can be particularly useful. This is because educators can argue that the examples they use are related to some other country and not to conditions in their own country.

Case studies are usually text-based, but one could also use short extracts from a video or audio tape to present the case. The case study must be long enough to give all the relevant details, but at the same time not too long otherwise time will be wasted simply in trying to understanding the facts of the situation rather than analyzing it. Useful sources of material for case studies can be found in textbooks, newspapers or on TV.
xx) Puppet Show

A puppet show is not only entertaining but educative as well. This interactive puppet show comprises a street play and villupattu. Audience participation is an integral aspect of the programme. It is interactive where the puppets ask questions and the audience respond, creating greater awareness. The show is punctuated with popular Hindi and Tamil tunes, conveying relevant messages.

While talking about drama one cannot forget the puppet shows of the school. Some stories have a better effect on children’s minds when these are done through puppets. So puppet shows in the classroom are also a very regular feature of the school. It is a very effective medium. Children made glove puppets with some help. Match box puppets, socks puppets and paper-bag puppets are also useful in the classroom. Doors or a corner of the classroom are converted into a puppet theatre. Children would love to handle puppets. As in the drama here also after the show, the follow-up exercises are very important. Children would always love to draw and write a story of the show.

B) APPROACHES

The following approaches were adopted in this experiment:

i) The Direct Approach

The direct approach involves inculcating the values and concepts related to Human Rights Education directly. In this approach, Human Rights Education is imparted to the students as a separate discipline. Sri Prakasa Committee (1960) recommended one or two periods per week in schools exclusively for instruction in inculcating values, through stories at primary stages and through discussion at secondary stages.
ii) The Indirect Approach

The indirect approach involves the use of curricular subjects as vehicles for teaching human right values and concepts. For instance, the teaching of literature and history and even science provides significant resources for human right values. Students can identify moral dilemmas, moral reasoning and oral decision-making in novels and history. This indirect approach is partly based on the assumption that understanding in humanities demands the development of imagination and intuition that can enhance moral sensitivity in human rights. It gives the students an opportunity to evaluate the realization or non-realization of human right values and concepts in his or her own life. Any value concept related to human rights in any discipline which is inculcated by the teaching, leads to develop human rights culture among students.

The following circular and co-curricular activities were used to inculcate values related to Human Rights Education

C) ACTIVITIES

The following curricular and co-curricular activities were adopted in this study:

i) Curricular Activities
1. Activities related to attitudinal changes
2. Identifying the right or wrong practices
3. Activity on sensitizing the issues related to Human Rights
4. Reading the passage and expressing the feelings in words.
5. Understanding the feelings of others
6. Identifying the good or bad habits.
7. Identifying the desired involvement
8. Observation – attitude of human beings
9. Reasoning-out problems in society
10. Testing the reasons against evil deeds in the society
11. Essay-writing on a person who sacrificed his life for an ethical activity
12. Identifying the congenial family environment – discussion
13. Discussion on equality and identifying the students’ feeling in inequality
14. Reaction on untouchability practices
15. Discriminative tendencies in the classroom regarding sex, caste, creed, region, religion, etc.
16. Asking thought-provoking questions
17. Drawing diagrams to express the value-oriented deeds
18. Situation analysis – Intensity of identifying the young mind
19. Discussing corrupt practices in the society
20. Discerning the good things from the bad things
21. Projective technique – to know one’s imaginative ideas
22. Varieties of anxieties experienced by the students
23. Discussing the important points related to values experienced in students’ life.
24. Reasoning out the interested experiences
25. Identifying the feelings related to unwanted activities.
26. Debates regarding the social classes
27. Sharing of democratic feeling
28. Essay-writing on truth speaking
29. Identifying the feeling of different groups of people in the society, directly
30. Identifying the social group and its activities
ii) Co-Curricular Activities

1. A brief narration of the achievements of persons belonging to different value system in the news reading
2. Exhibiting / writing on a notice board notable quotations from the leaders who led to a typical moral life.
3. Enacting dramas, mono-actings, dumb-shows, etc., to highlight human rights values.
5. Organising debates, seminars, symposia, panel discussions etc. on human rights education issues.
6. Judicious use of mass media.
7. Drawing pictures related to human right values.
8. Identifying the social and anti-social activities.
9. Reading newspaper – about ethical and unethical news.
10. Buzz group learning to prepare posters related to values of human rights
11. Discuss meeting with friends
12. Identifying the practices in social environment
13. Drawing diagrams that expresses 'man is a social animal'
14. 'Planning the activities' – Discussion in the classroom

5.3.22 CONCLUSION

In this sub-section, the plan of the experiment has been explained with clarity. The plan includes selection of the experimental design, constructing and validating tools and selection of sample. The next sub-section deals with the execution of the plan.
5.4 PART III : EXECUTION OF THE PLAN

CONTENTS

5.4.1 INTRODUCTION
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5.4.3 ADMINISTRATION OF AWARENESS QUESTIONNAIRE (PRETEST)
5.4.4 CONDUCT OF THE EXPERIMENT
5.4.5 CONTROL OF THREATS TO INTERNAL VALIDITY
5.4.6 ADMINISTRATION OF AWARENESS QUESTIONNAIRE (POST-TEST)
5.4.7 ADMINISTRATION OF THE ATTITUDE SCALE (POST-TREATMENT PERIOD)
5.5 CONCLUSION
5.4 MODUS OPERANDI – PART – III
EXECUTION OF THE PLAN

5.4.1 INTRODUCTION

Planning the work and working the plan are supplementary to each other for realising the objectives of the study. Implementation of the plan should follow the process of planning. In part III, the execution of the plan is discussed in detail. While the second part of the chapter deals with the plan of the study, the third part deals with its process. The third part of the present chapter explains how the treatment was made and experiment conducted with the controlling of variables.

5.4.2 ADMINISTRATION OF ATTITUDE SCALE (PRE-TREATMENT PERIOD)

The structured Attitude Scale was administered only to the experimental group before the treatment began in order to find out the group’s attitude towards Human Rights and Human Rights Education at the entry level. The data collection was held in a cordial atmosphere. The subjects were encouraged to give free and frank responses. All attempts were made to collect the objective data from the respondents. A close rapport was maintained with the subjects. No time limit was fixed for the subjects to respond to the attitude tool.

5.4.3 ADMINISTRATION OF AWARENESS QUESTIONNAIRE (PRETEST)

The Awareness Tool constructed by the investigator was administered as a pretest to the students of the experimental group to assess their entry behaviour. Every care was taken to collect objective data from the subjects.
5.4.4 CONDUCT OF THE EXPERIMENT

The strategies and approaches identified by the investigator was administered to the students of the experimental group. The treatment which consisted of 40 lessons for 40 periods with each 45 minute duration was administered to the students over a period of six weeks. Pre-awareness was measured before the treatment and post-awareness after the treatment.

5.4.5 CONTROL OF THREATS TO INTERNAL VALIDITY

When a study has internal validity, it means that any relationship observed between two or more variables should be meaningful in its own right, rather than being due to "something else". The "something else" may be any one (or more) of a number of factors such as the age or ability of the subjects, the conditions under which the study is conducted, or the type of materials used. If these factors are not in some way or other, controlled or accounted for, the researcher can never be sure that they are not the reason for any observed results. Stated differently, internal validity means that observed differences on the dependent variable are directly related to the independent variable, and not due to some other unintended variable.

The following are the factors that cause threats to the internal validity of the experimentation. They are subject characteristics, mortality, location, instrumentation, testing, history, maturation, attitude of subjects, regression and implementation [Fraenkel and Wallen, 1993].
Mortality (Loss of Subjects)

No matter how carefully the subjects of a study are selected, it is common to ‘lose’ some as the study progresses. This is known as a mortality threat. Because of illness, family relocation, or the requirement of other activities, some subjects may drop out of the study.

Mortality did not pose any threat to the internal validity of the present study as no subject was lost during the experimentation and the posttest.

Location

The particular location in which data are collected may create alternative explanations for results. This is called a location threat. The location in which student performance on tests may be lower if tests are given in noisy or poorly lighted rooms.

The location threat in this experimentation, was controlled as the investigator held the location constant for all the participants in the course of the experiment. The experiment was conducted in a noise-free atmosphere and in a lighted room.

Instrumentation

The way in which instruments are used may also constitute a threat of the internal validity of the study. Instrumentation includes unstable instrumentation, instrumentation decay, data collector characteristics and data collector bias.
a) **Unstable Instrumentation**: Researchers point out that unreliable instruments sometimes pose threats to the validity of the experiment. In the present study, the stability of the instruments was ensured by establishing the reliability and validity of the tools.

The answer scripts of the awareness tests were scored immediately after the administration of the tests.

b) **Instrument Decay**: Instrumentation can create problems if the nature of the instrument (the scoring procedure) is changed in some way or other. This is usually referred as "instrument decay". This is often the case when the instrument is of a type that permits different interpretations of results (as in essay test), or is especially long or difficult to scores, thereby resulting in the fatigue of the scorer. The instrument decay in this research was controlled by the investigator in the following ways: only objective type of questions were included in the pre and post awareness tool. A uniformity of procedure was maintained for responding the question items and scoring the items. The test was structured in such a way as to facilitate easy interpretation of results. In the present study, the investigator did not experience fatigue while scoring the tests as he had frequent breaks during scoring. Continuous and tiresome scoring was avoided and the scoring was done at different times.

Another way to overcome the problem is to examine carefully whether any alterations are made in the tool (Frankel and Wallen, 1993). In the present study, the developed tools were subjected to careful scrutiny in the standardization process and no alterations were made in the tool thereafter during the experimentation.

(c) **Data Collector Characteristics**: The characteristics of the data gatherers can also affect results. Gender, age, ethnicity, language patterns, or other characteristics of the individuals who collect the data in a study may have an effect on the nature of the data they obtain. This threat was controlled in the present investigation as the investigator himself collected data and scored the answer scripts of the subjects individually.
(d) **Data Collector Bias**: There is also a possibility that the data collector(s) and/or scorer(s) may unconsciously distort the data in such a way as to make certain outcomes (such as support for the hypothesis) more likely. The problem is overcome by adopting two principal techniques - training of data collectors and planned ignorance that is, ensuring that the data collectors lack the information they would need to distort the result (Fraenkel and Wallen, 1993). In the present study, this problem did not arise because no data collector was employed by the investigator and the investigator himself collected the data.

Another type of experimenter bias occurs when the experimenter has some previous knowledge about the subjects involved in an experiment. This bias was controlled in the present investigation as the investigator selected the subjects from those classes, who were unknown to him.

**History**

On occasion, one or more unanticipated, and unplanned for, events may occur during the course of a study which can affect the responses of subjects. Such events are referred to in educational research as a history threat. The history did not pose any threat to the present study as to the knowledge of the investigator, no untoward events occurred in the course of the experimental treatment as to affect the responses of the subjects. The subjects were deliberately refrained from participating in certain extracurricular activities that might have taken place during the experiment because it was feared that those events would likely to affect the subjects.
Maturation

Often change during an intervention may be due to factors associated with the passing of time rather than to the intervention itself. This is known as a maturation threat. According to Fraenkel and Wallen (1993), Maturation is a serious threat in studies using only pre-post data for the intervention group, or in studies that span a number of years. In the present study, the problem was overcome by conducting the experiment for 40 days only.

Attitude of Subjects

The way in which subjects view a study and their participation in it can create a threat to internal validity. The recipients of an experiment treatment may perform better because of the novelty of the treatment rather than because of the specific nature of the treatment. This is also known as 'Hawthorne effect'. This effect could not pose a great threat to this present experimentation as there was no more novelty in the treatment to the experimental group than a regular part of instruction. Utmost care was taken to enable the experimental group not to perceive that they were receiving any sort of special attention. On no occasion, the subjects were informed that an experiment was being conducted.

Regression

This threat may be present whenever change is studied in a group that is extremely low or high in its pretest performance. This threat was controlled by employing homogeneous groups for the experimentation.
Implementation

The treatment or method in any experimental study must be administered by a researcher or a teacher. This fact varies the possibility that the experimental group may be treated in ways that are unintended and not a necessary part of the treatment or method, yet which give them an advantage of one sort or another. This is known as an implementer threat. This problem arises only when two or more implementers of different abilities are involved in the conduct of the experiment. In the present study, this factor did not affect the internal validity of the experiment as the investigator was the only experimenter.

5.4.6 ADMINISTRATION OF AWARENESS QUESTIONNAIRE (POSTTEST)

After the treatment to the experimental group, which lasted for 40 days, one posttest was administered to all the students of the experimental group. The posttest was the same tool administered in the pretest. Utmost care was taken to obtain objective data by controlling variables during the post-test administration. Statistical regression was controlled by motivating the learners of the Experimental group. The post awareness test was administrated just like any other test in the school. Appropriate seating arrangements were made. Strict invigilation was made. Consistency was maintained in awarding scores to the answers given by the subjects both in pre and posttest.

5.4.7 ADMINISTRATION OF THE ATTITUDE SCALE (POST-TREATMENT PERIOD)

To study the attitudinal change in the experimental group, the attitude scale constructed and administered to the students of the experimental group in the pretreatment period was again, administered to them after the treatment.
5.5 CONCLUSION

The present chapter has so far dealt with the modus operandi of the study. The methodology has been discussed at three levels. Part I has presented the prelude, Part II has discussed the plan of study and Part III the procedure of study. Part I has dealt with the problem statement, assumptions and hypotheses of the study. The research stages and strategies and the experiment and its design have been explained in great detail in Part II and Part III respectively. The required data were collected with the help of tools developed and validated by the investigator and they are analysed in the chapter to follow.