CHAPTER IV
RESEARCH METHODOLOGY

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4.1 INTRODUCTION

The review of related literature described in the previous chapter paved the way for a suitable method to be adopted for the present study. Methodology in research, plays a significant role to solve the research problem systematically. In this chapter, various steps that are generally adopted by the researcher is described.

4.2 TITLE OF THE STUDY

The title of the present study is stated as: Human Rights Environment in the B.Ed colleges affiliated to Mahatma Gandhi University.

4.3 STATEMENT OF THE PROBLEM

Educating people in the various aspects of human rights is extremely important in a country like India since the society is witnessing a number of human rights violations and the ability of the people to fight these injustices is limited.

Awareness relating to rights is very important for empowering people. Human rights education needs to go beyond the functions of academic learning. It should aim to forge social transformation and promote a world view based on the respect for the right and freedom of humanity. A sustained development of human rights education can promote a culture of human rights. Human rights education can also ignite activism on the subject.
Human rights education can both help to reduce human rights violations and contribute in building peaceful societies. Teachers are the builders of a nation. Human rights environment in B.Ed colleges will leave away an impact on teacher trainees which in turn, affects the prospective teachers in their career.

4.4 OBJECTIVES OF THE STUDY

The main purpose of the investigation was to study the Human Rights environment in the B.Ed colleges affiliated to the Mahatma Gandhi University, Kottayam, Kerala. The objectives of the study are stated as follows:

To study the human rights environment in the B.Ed colleges.

i in theory-teaching classes.

ii in the model teaching practice classes

iii in checking the trainees’ lesson plans

iv in evaluating the practice lessons.

v in awarding internal marks

vi in dealing with trainees belonging to BCs, SCs and STs

vii in collecting fees

viii in providing infrastructural facilities.
4.5 ASSUMPTIONS

B.Ed Colleges are centres where future teachers are shaped. The type of training they get will have an impact on the career i.e. in dealing with their future students.

Since there is a substantial increase in the number of B.Ed colleges, it is feared, there is a possibility of violation of human rights because there was a severe competition to get permission to start B.Ed colleges especially in the self-financing sector. This competition to start B.Ed colleges may be due to the fact that these colleges may yield good financial profit.

4.6 RESEARCH QUESTIONS

Research is a systematic study of a problem. In the process of finding out a solution to the problem, the researcher has to ask a number of questions to himself. Some of the questions that helped the researcher in his investigation are given below:

i) Do the teachers in the B.Ed colleges respect the feelings of the students?

ii) Do the teachers uphold human rights in the model teaching practice classes?

iii) Do the teachers uphold human rights while checking the lesson plans?
iv) Do the teachers evaluate the practice lessons objectively?

v) Do the students feel that they get internal marks objectively?

vi) Do the BC, SC, ST students get a fair deal from the teachers?

vii) Do the colleges collect excess of fees?

viii) Do the B.Ed colleges possess adequate infrastructural facilities as prescribed by NCTE?

The above questions were framed to help the researcher to find out the probable areas in which human rights are likely to be violated.

4.7 HYPOTHESES

To study the existing human rights environment in the B.Ed colleges affiliated to Mahatma Gandhi University, Kottyam the following hypotheses were framed to give direction to the study:

a) General Hypothesis:

There exists a favourable human rights environment in the B.Ed Colleges affiliated to Mahatma Gandhi University, Kottyam, Kerala.

b) Specific Hypotheses:

In addition to the above hypothesis, the following specific hypotheses also were framed:
i. There exists a favourable human rights environment in the theory classes of B.Ed Colleges.

ii. There exists a favourable human rights environment in verifying trainees' lesson plans.

iii. There exists a favourable human rights environment in model teaching practice lessons.

iv. There exists a favourable human rights environment in evaluating trainees' practice lessons.

v. There exists a favourable human rights environment in awarding internal marks.

vi. There exists a favourable human rights environment in dealing with trainees belonging to SCs, STs, and BCs.

vii. There exists a favourable human rights environment in levying (collecting) fees.

viii. There exists a favourable human rights environment in providing infra-structural facilities.

ix. There exists significant difference between the government-aided and the self-financing colleges with regard to the dimensions of human rights environment (HRE).

x. There exists significant difference between the Arts students and the Science students with regard to the dimensions of HRE.
xi. There exists significant difference between the rural and the urban students with regard to the dimensions of HRE.

xii. There exists significant difference between the male and the female students with regard to the dimensions of HRE.

xiii. There exists significant difference between the merit seat students and the payment seat students with regard to the different dimensions of HRE.

xiv. There exists significant difference between the students with prior teaching experience and the students without prior teaching experience with regard to the dimensions of HRE.

xv. There exists significant difference between the graduate and the post graduate students with regard to the dimensions of HRE.

4.8 STEPS IN THE RESEARCH PROCESS

The following are the major steps of the research process:

a) Identifying the Components of the Human Rights Environment:

The first step in the research process was to identify the major components of human rights environment in the B.Ed colleges affiliated to Mahatma Gandhi University. For this, the researcher has to consult a number of teachers working in different col-
leges. The researcher also consulted students who are actually the victims, if there is a violation of human rights. After consulting the teachers and students the researcher discussed the matter in detail with subject experts as well as workers in this field.

As a result of discussions with teachers, students and subject experts the following areas were located in which human rights are likely to be violated. These areas are as follows:

Human rights environment in

i) the teaching theory classes

ii) the model teaching practice classes

iii) checking the trainees’ lesson plans

iv) evaluating the practice lessons

v) awarding internal marks

vi) dealing with trainees belonging to BCs, STs and SCs

vii) collecting fees

viii) providing infra-structural facilities.

b) Construction of tool

c) Validation of the tool

d) Conducting pilot study

e) Preparation of the final format of the tool
4.9 RESEARCH METHODOLOGY

The present work falls under descriptive research. A descriptive study describes and interprets what it is. It is concerned with the conditions or relationships that exist, options that are held, processes that are going on, effects that are evident, or trends that are developing. It is primarily concerned with the present as they relate to the current condition.

Descriptive research, sometimes known as non-experimental research, deals with the relationship between variables, the testing of hypotheses and development of generalizations, principles or theories that have universal validity. It is concerned with the fundamental relationships.

In carrying out a descriptive research, the researcher does not manipulate the variables or arrange for events to happen. In fact, the events that are observed and described would have happened even though there had been no observation and analysis. Descriptive research involves events that have already taken place and may be related to a present condition. Descriptive research often uses the survey method.
4.10 OBJECTIVES OF DESCRIPTIVE STUDIES

i. Descriptive studies investigate phenomena in their natural settings.

ii. Their purpose is both intermediate and long range. They do not aspire to develop an organized body of scientific laws. Such studies however, provide information to the solution of local problems.

4.11 VALUE OF DESCRIPTIVE RESEARCHES IN EDUCATION

Descriptive researches have been widely used in the educational research due to the following reasons:

i. It helps to explain educational phenomena in terms of conditions or relationships that exist, opinions that are held by the students, teachers, parents, experts, the process that are going on, effects that are present or trends that are developing.

ii. Because of the apparent ease and directness of this method, a researcher can gather information in terms of individual's opinion about some issue by a simple guidance.

iii. At times, descriptive study is the only means through which opinion, attitudes, suggestions for improvement of educational practice and instruction, and other data can be obtained.
iv. Descriptive investigations are of immense value in solving problems about children, curriculum, administration etc.

v. The problems in education directly involve people and the situations precipitating these problems are constantly in a state of change. To keep abreast of the changes, descriptive studies conducted at different intervals with representative groups of people will be immensely helpful.

4.12 CLASSIFICATION OF DESCRIPTIVE RESEARCH

Descriptive studies have been classified differently by various writers. Some have classified them on the basis of purpose they achieve, some on the basis of the geographical area they cover, and some on the basis of techniques they employ. These classifications mostly range from the survey, which describes the status quo of educational variables to the correlation study, which investigate the relationship between the variables. For the sake of convenience, descriptive studies may be classified into the following three categories:

i. Survey studies

ii. Interrelationship studies

iii. Developmental studies

This classification seems to have merit from an operational, as well as from an organizational point of view.
4.13 SURVEY STUDIES

Meaning of Social Survey

The word ‘survey, means ‘to look over’ to ‘oversee’ and this is precisely what one understands by survey in social context: observation is the main thing in survey. According to Webster Collegiate dictionary, survey is a critical inspection, often official, to provide, exact information, often a study of an area with respect to a certain condition or its prevalence, e.g: a survey of the school. According to the Mark Abrams. “A social survey is a process by which quantitative facts are collected about social aspects of a community’s composition and activities”. The social survey tells us both the reactionary and progressive elements in society, and this knowledge is the *sin qua non* of all social betterment.

In short, social survey is the investigation of social problems conditions, structures, process etc. and that the facts are collected through this means in order to bring about change for the better in a social group community occupying definite geographical limits.

4.14 SURVEY METHOD IN EDUCATION

i) Purpose and Uses

Although the purpose of survey method in research, is to tell “What is?” *i.e*, to describe the problems or phenomena, but many
surveys go beyond a mere description of the existing situations. For example, the survey dealing with curriculum courses help us obtaining information not only about the strength and weakness of the current curriculum but also can elicit recommendations for change.

Descriptive surveys or normative surveys are often carried out as preliminary steps to be followed by researchers employing more vigorous control and more objective method. Descriptive studies are helpful in planning various educational programmes.

ii) Information Collected by Survey Methods

The methods of survey study collect the following three types of informations:

i) The information of what exists is gathered by studying and analyzing important aspects of present situation.

ii) The information of what one wants, is obtained by classifying goods, goals and objectives possibly through the study of the conditions existing elsewhere or what experts consider to be desirable.

iii) The information of how to get these are collected through discovering the possible means of achieving the goals on the basis of experience of others or of opinions of experts.
iii) **Characteristics of Survey Method in Education.**

i. It gathers data from a relatively large member of cases at a particular time.

ii. It is essentially cross-sectional

iii. It is not concerned with the characteristics of individuals.

iv. It involves clearly defined problems.

v. It involves definite objectives

vi. It requires expert imaginative planning

vii. It requires careful analysis and interpretation of the data gathered.

viii. It requires logical and skillful report of the findings.

ix. Survey varies in complexity.

x. It does not seek to develop an organized body of scientific principles.

xi. It provides information useful to solutions of local problems.

xii. It contributes to the advancement of knowledge by affording penetrating insight into the nature of what one is dealing with.

xiii. It suggests the course of future development.

xiv. It determines the present trends and solves current problems.

xv. It helps in fashioning many tools with which the researcher does the research.
4.15 CONSTRUCTION OF TOOLS

The next step of the research process was construction of tools. The main purpose of the study was to find out the human rights environment in the B.Ed colleges affiliated to Mahatma Gandhi University. After consultation with the teachers from a number of B.Ed colleges and the subject experts the areas were identified where human rights are upheld or violated. Ten statements were prepared about each area except one area ie HRE in dealing with trainees belonging to SCs,STs and BCs (there are only eight statements on this area). The respondents were not allowed to leave any item unanswered. The statements were subjected to criticism and appraisal by subject experts. The researcher then, gave the final format to the questionnaire.

4.16 ADMINISTERING THE TOOL

The next step was to administer the tool to the sample population (selected by the process of stratified random sampling technique). The investigator visited each college and explained the students the purpose of the study. The questionnaire was distributed to the students. The students responded to each item of the questionnaire. After that the questionnaires were collected from the students.

4.17 SAMPLE OF THE STUDY

The primary purpose of research is to discover principles that have universal application but to study a whole population in order to arrive at generalization would be impractical, if not impossible.
A sample is a small proportion of a population selected for observation and analysis. By observing the characteristics of the sample, one can make certain inferences about the characteristics of the population from which it is drawn.

Since the population of the study includes teacher trainees studying in all the B.Ed colleges affiliated to Mahatma Gandhi University, the next step was to decide the sample from the population on which the study could be done. The sample included in the present study are teacher trainees from five government-aided B.Ed colleges and from 25 self-financing B.Ed colleges. Together the sample included in the present study was trainees from 30 B.Ed colleges out of the 38 B.Ed colleges affiliated to Mahatma Gandhi University.

4.18 SAMPLE SELECTION PROCEDURE

The samples are chosen randomly in a systematic way, so that chance or the operation of probability can be utilized.

i) RANDOMNESS

The concept of randomness has been basic to scientific observation and research. It is based upon the assumption that, while individual events cannot be predicted with accuracy, aggregate events can. The main advantage of randomization in research is selecting groups of individuals for observation that are representative of the population about which the researcher wishes to generalize.
ii) THE SIMPLE RANDOM SAMPLE

The individual observation or individuals are chosen in such a way that each has an equal chance of being selected, and that each choice is independent of any other choices.

iii) THE STRATIFIED SIMPLE RANDOM SAMPLE

At times it is advisable to subdivide the population into smaller homogenous groups in order to get more accurate representation.

4.19 SAMPLE SELECTION PROCEDURE OF THE PRESENT STUDY.

The population of the study was the teacher trainees studying in all the B.Ed colleges affiliated to Mahatma Gandhi University. There were 38 B.Ed colleges affiliated to Mahatma Gandhi University.

The colleges were grouped into two aided colleges and self-financing colleges. Out of the 38 B.Ed colleges, seven were aided colleges. (colleges established by private agencies but are fully financed by the State government). The rest (31 colleges) were self-financing colleges. established by private agencies who do not get financial assistance from the government. The day-to-day expenses including payment of salary to the teachers of the colleges were met from the
fees collected from the students). The revenue district-wise distribution of B.Ed Colleges affiliated to Mahatma Gandhi University is shown in table 4.1.

### Table 4.1
Revenue District-wise Distribution of B.Ed Colleges

<table>
<thead>
<tr>
<th>Type of B.Ed Colleges</th>
<th>Kottayam revenue district</th>
<th>Ernakulam revenue district</th>
<th>Idukki revenue district</th>
<th>Pathanamthitta revenue district</th>
<th>Total number of colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aided colleges</td>
<td>04</td>
<td>02</td>
<td>........................</td>
<td>01</td>
<td>07</td>
</tr>
<tr>
<td>Self-financing Colleges</td>
<td>04</td>
<td>19</td>
<td>03</td>
<td>05</td>
<td>31</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>08</strong></td>
<td><strong>21</strong></td>
<td><strong>03</strong></td>
<td><strong>06</strong></td>
<td><strong>38</strong></td>
</tr>
</tbody>
</table>

The second feature considered during the selection of the sample was the location of the college. Some of the colleges were located in urban area while some were located in the rural areas.

Thirdly, all these colleges were spread in the four revenue districts of Kottayam, Ernakulam, Idukki and Pathanamthitta.

The researcher considered all the above factors—type of the college (aided, self-financing), location of the college (urban, rural areas) and the revenue district in which the colleges were located—in the selection of the samples. To provide adequate representation it was decided to follow stratified random sampling technique. So at first the colleges were grouped into two categories: government-aided and self-financing.
There were seven government aided colleges. Majority of the aided colleges were clustered in two revenue districts, Kottayam and Ernakulam. While there was one aided college in Pathanamthitta district, there were none in Idukki district. The researcher, therefore, selected the lone college from the Pathanamthitta district so that Pathanamthitta district was represented in the sample. There were two colleges in Ernakulam district. Out of the two, one was a women’s college located in municipal corporation area and the other was a co-educational one located in a municipal area. Considering these two facts, both the colleges were taken as sample.

In Kottayam district all the four colleges were located in similar places i.e, municipal areas. There was only one women’s college and the remaining three were co-educational. The lone women’s college was selected for the study. Out of the remaining three colleges two were selected by casting lot.

In short, out of the seven aided B.Ed colleges five aided B.Ed colleges were selected for the study by the method of stratified random sampling.

The number of students in each aided colleges was as follows:

Six colleges had a strength of 150 students each. One college had a strength of 200 students. Together there were 1,100 students.
in the aided colleges. Out of these 840 students were included in the sample selected.

In the self-financing sector, there were 31 colleges. These colleges were distributed in four revenue districts. Kottayam revenue district had five self-financing BEd colleges, Ernakulam revenue district had 19 colleges, Idukki revenue district had three colleges and Pthanamthitta revenue district had four.

From the Kottayam district, out of the five colleges, four colleges were included in the sample by the process of randomization. The colleges were selected by casting lot. Ernakulam district had maximum number of self-financing B.Ed colleges i.e 19. A special feature of these self-financing colleges was that two of them were situated in the corporation area while the remaining were situated in the municipal towns.

Out of the two colleges in the municipal corporation area, one was selected by casting lot. From the remaining 17 colleges 13 colleges were selected randomly (by lot). Pathanamthitta and Idukki districts had less number of colleges and all of them were included in the sample. Thus, out of 31 self-financing colleges 25 were included in the sample by the method of stratified random sampling. The number of colleges selected as sample is shown in table 4.2.
Table 4.2

Percentage of Colleges Selected as Sample

<table>
<thead>
<tr>
<th>Type of Colleges</th>
<th>Total number of colleges</th>
<th>No: of colleges selected as sample</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aided colleges</td>
<td>07</td>
<td>05</td>
<td>71%</td>
</tr>
<tr>
<td>Self-financing</td>
<td>31</td>
<td>25</td>
<td>80.6%</td>
</tr>
</tbody>
</table>

The total number of students studying in all the 31 self-financing colleges was 3050. Out of them 2330 were included in the sample. The total number of students selected as sample is shown in table 4.3.

Table 4.3

Percentage of Students Selected as Sample

<table>
<thead>
<tr>
<th>Type of Colleges</th>
<th>Total number of students</th>
<th>No: of students selected as sample</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aided colleges</td>
<td>1,100</td>
<td>840</td>
<td>76.36%</td>
</tr>
<tr>
<td>Self-financing colleges</td>
<td>3,050</td>
<td>2,330</td>
<td>76.39%</td>
</tr>
</tbody>
</table>

In short, out of the seven aided B.Ed colleges five were included in the sample and out of the 31 B.Ed colleges in the self-financing sector 25 were included in the sample. It may also be noted that out of 4,150 students in these B.Ed colleges (both aided and self-financing) 3170 students were included in the sample.
4.20 TOOL CONSTRUCTION

As stated earlier the main objective of the study was to find out the human rights environment in the B.Ed colleges affiliated to the Mahatma Gandhi University, Kottayam. With this in view the investigator located different areas where human rights could probably be violated. The different areas thus, located are:

i) Human rights environment in the theory classes.

ii) Human rights environment in verifying the lesson plans of the teacher trainees.

iii) Human rights environment in the model teaching practice class.

iv) Human rights environment in examining trainees’ practice lessons.

v) Human rights environment in awarding internal marks.

vi) Human rights environment in dealing with trainees belonging to SCs, STs, & BCs.

vii) Human rights environment in collecting fees.

viii) Human rights environment in providing infrastructural facilities.

A number of statements were prepared in each area. This was then, discussed with teachers working in B.Ed colleges. It was also discussed with other experts and a final format of the questionnaire
The trainees had to respond to all the statements. The steps followed in tool construction is given in Figure 4.1

**Figure 4.1 STEPS IN CONSTRUCTING HRE TOOL**

Start

1. Consultation with experts with regard to inclusion of each item

2. Preparation of a rough draft of tool

3. Application of the first draft to a small group. Finding the difficult items and fixing the time schedule

4. Analysis and feedback of the experts in the preliminary tryout

5. Inviting jury councils opinion

6. Reframing and revising tool item

7. Final tool

Stop
4.21 STANDARDIZATION OF TOOL

The worth of a measured outcome depends on the quality of the measuring instrument. Just as the strength of a chain is measured by its weakest link, the value of a research study is often compromised by a weak step in the research process. Often one weak step is the measurement process, usually called instrumentation. Meaningful research questions, even with strong sampling designs, can be rendered pointless if the researchers' measures, or instruments are not sound. If the researcher is not measuring what is supposed to be measured then, how can the results be meaningfully interpreted? It turns out that measurement soundness is captured by two qualities: validity and reliability. Validity and reliability are qualities that are essential to the effectiveness of the data gathering procedure.

4.22 VALIDITY

Validity is that quality of a data-gathering instrument or procedure that enables it to determine what was designed to determine.

TYPES OF VALIDITY

a. CONTENT VALIDITY

This form of validity is estimated by evaluating the relevance of the test items, individually and as a whole. Each item should be a sampling of knowledge or performance which the test purports to measure. Taken collectively the items should constitute a representative sample of the variable to be measured.
Content validity of the tool was established by the systematic procedure of the test construction. The test construction envisaged systematic pooling of items and expert judgement regarding suitability, adequacy, objectivity and clarity of pooled items. The tool thus, possessed the criteria of content validity.

b. **PREDICTIVE VALIDITY**

A high correlation between scores of a test and the related outcomes of the test is designed to predict is accepted as evidence of validity.

Predictive validity of the test was established by systematic selection of items and opinion of experts regarding the objectivity and clarity of items.

c. **FACE VALIDITY**

Face validity refers to the evaluators’ appraisal of what the contents of the test measure. 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 had face validity as it appeared to cover the relevant content.
d. **OPERATIONAL VALIDITY**

Operational validity means that the tasks required by the tests are adequate for the measurements and evaluation of certain defined activities. The developed tool had operational validity as it appeared to be adequate for the evaluation of activities already defined.

**4.23 RELIABILITY**

The term ‘reliability’ refers to the extent a test is consistent i.e. consistency of results obtained throughout the test when administered once. Reliability also refers to the extent which a measuring device yields consistent results upon testing and retesting (Freeman). Indices of reliability give an indication to the extent to which a particular measurement is consistent and responsible (Thorndike and Hagen)

**METHODS OF ESTIMATING RELIABILITY**

a. **TEST-RETEST RELIABILITY**

In this method, the same form of the test may be administered twice to the same group of individuals.

b. **PARALLEL FORM RELIABILITY**

In this method, two separate but equivalent forms of the test may be administered to the same individuals.
c. **SPLIT - HALF RELIABILITY**

In this method, the items in a whole test are divided into two halves which should be equivalent or nearly so. Thus, two scores are obtained (one for each half) for each individual by administering the test only once.

Split-half method was followed in establishing reliability of the tool. The test was administered and their responses were scored. Correlation co-efficient was calculated between the two sets of scores. Correlation co-efficient arrived at for the questionnaire was 0.78. Thus, the tool was said to have reliability.

**4.24 PILOT STUDY**

The next step in the preparation of the questionnaire was pilot study. Pilot study helps to find out the practical difficulties when actually the questionnaire is given.

With this in mind, the pilot study of the questionnaire was carried out. After the pilot study, the ten statements were finalized in seven areas and eight statements in one area. This was done in consultation with a number of experts and teachers as well as students in the B.Ed colleges.
### 4.25 FORMAT OF THE TOOL

The tool has eight dimensions. A sample of tool from each dimension is shown below. The respondents have to give their opinion by marking one of the three points. i.e., fully agree (FA) partially agree (PA) or disagree (DA)

<table>
<thead>
<tr>
<th>Sr.No</th>
<th>Particulars</th>
<th>F.A</th>
<th>PA</th>
<th>DA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students’ doubts are cleared sympathetically</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
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<td>3</td>
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<td>9</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>10</td>
<td>Teacher uses modern devices to make the class effective.</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
### II. Human Rights Environment in verifying the lesson plan of teacher trainees.

<table>
<thead>
<tr>
<th>Sr.No</th>
<th>Particulars</th>
<th>F.A</th>
<th>P.A</th>
<th>D.A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teacher advises all the trainees whenever a mistake is detected in the lesson plan.</td>
<td></td>
<td></td>
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<tr>
<td>2</td>
<td></td>
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<td>10</td>
<td>Teacher spends extra time (if necessary) to check the trainees’ lesson plans</td>
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</table>

### III. Human Rights Environment in Model Teaching Practice Class

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<tr>
<th>Sr.No</th>
<th>Particulars</th>
<th>F.A</th>
<th>P.A</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Proper guidance is given to all trainees according to their needs</td>
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<td>10</td>
<td>Teacher approves of the model teaching only after observing the class.</td>
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</table>
### IV. Human Rights Environment in Examining Trainees’ Practice Lessons

<table>
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<th>Sr.No</th>
<th>Particulars</th>
<th>F.A</th>
<th>P.A</th>
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<tbody>
<tr>
<td>1</td>
<td>Teacher examines all the trainees’ practice lessons perfectly</td>
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<td>10</td>
<td>Teacher suggests appropriate reference books for preparing lesson plan.</td>
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### V. Human Rights Environment in Awarding Internal Marks.

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<th>Particulars</th>
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<tbody>
<tr>
<td>1</td>
<td>Teacher awards internal marks without any partiality</td>
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<td>10</td>
<td>Relatives or neighbours are not given any preference in giving internal marks.</td>
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</table>
VI. Human Rights Environment in dealing with Trainees belonging to SCs, STs and BCs

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<tr>
<th>Sr.No</th>
<th>Particulars</th>
<th>F.A</th>
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<th>D.A</th>
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<tbody>
<tr>
<td>1</td>
<td>Teacher shows no partiality in checking the lesson plans of trainees belonging to SC, ST and BCs</td>
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<td>8</td>
<td>Encourages SC, ST and BC students to participate in cultural activities.</td>
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VII. Human Rights Environment in Collecting Fees

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<th>Sr.No</th>
<th>Particulars</th>
<th>F.A</th>
<th>P.A</th>
<th>D.A</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Fees is levied as per the rules of the government</td>
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<td>10</td>
<td>PTA executive committee is constituted in the PTA general body meeting</td>
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</table>
VIII. Human Rights Environment in Providing Infrastructural Facilities.

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<th>Sr.No</th>
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<th>F.A</th>
<th>P.A</th>
<th>D.A</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Building facilities are as per NCTE norms</td>
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<td>10</td>
<td>Electric bulbs are fitted in the classrooms.</td>
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4.26 DATA COLLECTION PROCEDURE

The next step was to carry out the survey. After selecting the colleges in the way described earlier (stratified random sampling) the investigator visited each college. The investigator explained to the students about the objectives of the study. The investigator then, distributed the questionnaire to the students and they responded to the different items in the questionnaire. This was then, collected back. This was repeated in all the colleges selected for the study.

A notable feature to be pointed out is that the questionnaire was given to the students at the end of the academic year after they
completed their practical examinations. The selection of timing has a special reason. Before the practical examination the teachers submit internal marks to the university. Therefore, student may feel free to respond to the questionnaire objectively.

4.27 SCORING PROCEDURE

After the respondents have given their opinion by ticking one of the three choices, FA, PA or DA, scores were awarded to each response in the following manner:

- FA - 2 marks
- PA - 1 marks
- DA - 0 marks

4.28 CONCLUSION

In this chapter, the title of the study, statement of problem, objectives of study, assumptions, research questions, hypotheses framed, sample of the study, sample selection procedure, tool construction, research methodology and data collection procedures are explained. The next chapter, chapter V, deals with analyses of the data obtained and verification of hypotheses.