CHAPTER-III

DEVELOPMENT AND

DESCRIPTION OF TOOLS
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A Test is a means to elicit and get the responses which would provide legitimate evidence about the extent of acquisition of a particular attribute knowledge, skill, intelligence attitude or the like, by an individual or group. Thus a test presents a set of stimuli eliciting responses helpful in measuring a particular variable.

According to Cronbach (1990), P-32, “A Test is a systematic procedure for observing behaviour and describing it with the aid like numericals, scales or fixed categories.” Cronbach also states that a test is standardized situations that provides individual with the score.

The two key words are used in the definition are ‘standardised’ and “scores’. Here the standardization means setting out of common testing procedures in advance so that all students are through same question in the same way. The scores stands for the numerical indication of students performance. Generally tests are widely used as tools in educational and psychological, measurement and evaluation.

In the present study, the investigator focused on human rights awareness. The objective of the study was to assess the human rights awareness. Secondly the investigator faced the problem of availability of standardized test to assess the human rights awareness for prospective teachers.

The technique of developing the test involves a four stage process consisting of the following:

• Concept Development

• Framing of the items

• Final selection of the items

• Determination of reliability and validity (Kothari, 2009)
3.1 DEVELOPMENT OF HUMAN RIGHTS AWARENESS TEST

3.1.1 Purpose of the scale:

The test of Human Rights Awareness was developed with the objective to assess the awareness among prospective teachers with the age group of 21-27 years, studying in graduate and post graduate class.

3.1.2 Steps of development of human rights awareness test:

3.1.2.1 In the first step, the books related to human rights, legal laws, journals, dissertation abstracts and various other resource materials were consulted to select the content for human rights awareness. The experts were consulted and followed the discussions for selecting the areas to be covered for assessing human rights awareness.

The study of literature proved to be useful in selecting the content for the tool. The literature concerning various Acts, other Gazette of India notifications pertaining to human rights in India from internet and other relevant resources like Punjab State Human Rights Commission, Sector-34, Chandigarh were also consulted for the purpose of selecting the exhaustive content for the tool.

The details of the present scenario and an exploration of human rights and Indian context are given in details in Chapter-I.

For eliciting information regarding human rights Acts, the investigator contacted various experts related to the fields of education and law. Discussion sessions were conducted with the experts to frame the required items in the test.

3.1.2.2 In the second step of development of the tool, the preliminary draft was prepared with judicious selection of the test items. The varied areas/aspects of human rights; child rights, women rights, disability rights, citizenship rights, worker’s rights, minority rights, information rights, livelihood rights were considered as the basis for construction of the test. Keeping in view, the aspects and dimensions of human rights awareness, the preliminary draft of the test was prepared with 60 items.

The preliminary draft the test was sent to the language experts to ensure the correctness and ease of comprehension. The preliminary draft was corrected by
language experts very judiciously and then the corrected draft was sent to 9 experts in the field from Chandigarh and Punjab for content validity. The list of experts whom were consulted is given in the Table 3.1

Table 3.1
The List of Experts Consulted for Construction of the Test.

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Name &amp; Designation</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Dr. Nishitha Jaiswal, Head of Department</td>
<td>Department of Law, Panjab University, Chandigarh</td>
</tr>
<tr>
<td>2.</td>
<td>Prof. Swaranjit Kaur, Coordinator</td>
<td>Centre for Human Rights, Panjab University, Chandigarh</td>
</tr>
<tr>
<td>3.</td>
<td>Ms. Veena Kumari, Director</td>
<td>Human Rights Law Network, Chandigarh</td>
</tr>
<tr>
<td>4.</td>
<td>Prof. Manjeet Singh, Reader</td>
<td>Department of Law, Panjab University, Chandigarh</td>
</tr>
<tr>
<td>5.</td>
<td>Dr. Paramjeet Singh, Director</td>
<td>University School of Integrated Law, Punjabi University, Patiala</td>
</tr>
<tr>
<td>6.</td>
<td>Sh. Rohit Chathrath, Manager</td>
<td>Punjab State Human Rights Commission (PSHRC), Sector-34, Chandigarh</td>
</tr>
<tr>
<td>7.</td>
<td>Prof. Paramjeet Kaur, Professor</td>
<td>Department of Political Science, Correspondence Department, Punjabi University, Patiala</td>
</tr>
<tr>
<td>8.</td>
<td>Dr. Ajitpal Singh, Asstt. Professor</td>
<td>Department of Political Science, Punjabi University, Patiala</td>
</tr>
</tbody>
</table>

In the Second step, a format of the test was prepared. The purpose of the study was to assess the human rights awareness of prospective teachers which is based on the legal framework of India.

The experts were requested to feel free to delete or add any type of test items, error, ambiguity and technical problem that might have crept in spite of the best efforts in developing the test. Valuable suggestions were kept in mind to frame,
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correct, delete and addition of the test and after rectification the draft came out with 46 items.

In the preliminary draft of the test, items were with options Yes/No. To bring in more reliability in the test, three options were suggested by the experts to frame for the test items. The three options were ‘Yes’ ‘No’ ‘Information Incomplete’.

Individual Try Out: The second draft with 46 items of human rights awareness was administered to 15 prospective teachers individually from different B.Ed. colleges of Punjab. The administration of the draft to each prospective teacher was supervised by the investigator. Due attention was given to the facial expressions and interpretations of the test items made by the prospective teachers. Students gave suggestions for simplification of language of the items according to their mental level. In the light of their response and interpretations the necessary modifications were made.

There are many techniques by which tests can be developed.

- Arbitrary approach
- Consensus approach
- Item analysis approach
- Cumulative Scale
- Factor Scale

In the present study, the investigator used the items analysis approach for development of the test in which a number of individual items are developed in to a test which is given to a group of respondents. After administering the test, the total scores are calculated for everyone. Individual items are analysis to determine which items discriminate between persons or objects with high total scores and those with low scores. (Kothari, 2009)

3.1.2.3 In the third step, for selecting the items of the test, the item analysis approach was used for 46 items in the second draft. The second draft was administered to 100 prospective teachers of Dev Samaj College of Education, Sector-36, Chandigarh. The subjects were divided into high and low groups after employing Kelley’s method. According to this method, on the basis of total scores 27% bottom scores formed the law group. ‘t’ values (discriminatory values) were computed with independent sample ‘t’ test. The items with ‘t’ value less than 1.75 were considered to be insignificant.
(Edwards, 1957/1969). The list of discriminatory values of all the items is given in the Table 3.2.

Table: 3.2
Mean, Standard deviation and Discriminatory Values of 46 items in second draft of Human Rights Awareness Test

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Mean</th>
<th>S.D.</th>
<th>Discriminatory Values</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.80</td>
<td>.401</td>
<td>3.101</td>
<td>Accepted</td>
</tr>
<tr>
<td>2</td>
<td>.3667</td>
<td>.490</td>
<td>1.768</td>
<td>Accepted</td>
</tr>
<tr>
<td>3</td>
<td>1.0</td>
<td>.00</td>
<td>3.808</td>
<td>Accepted</td>
</tr>
<tr>
<td>4</td>
<td>.60</td>
<td>.498</td>
<td>1.829</td>
<td>Accepted</td>
</tr>
<tr>
<td>5</td>
<td>.10</td>
<td>.305</td>
<td>-.396</td>
<td>Deleted</td>
</tr>
<tr>
<td>6</td>
<td>.87</td>
<td>.346</td>
<td>-.396</td>
<td>Deleted</td>
</tr>
<tr>
<td>7</td>
<td>.67</td>
<td>.479</td>
<td>2.693</td>
<td>Accepted</td>
</tr>
<tr>
<td>8</td>
<td>.20</td>
<td>.407</td>
<td>.684</td>
<td>Deleted</td>
</tr>
<tr>
<td>9</td>
<td>.13</td>
<td>.346</td>
<td>-.684</td>
<td>Deleted</td>
</tr>
<tr>
<td>10</td>
<td>.666</td>
<td>.479</td>
<td>.00</td>
<td>Deleted</td>
</tr>
<tr>
<td>11</td>
<td>.30</td>
<td>.466</td>
<td>1.966</td>
<td>Accepted</td>
</tr>
<tr>
<td>12</td>
<td>1.0</td>
<td>.00</td>
<td>2.408</td>
<td>Accepted</td>
</tr>
<tr>
<td>13</td>
<td>.47</td>
<td>.507</td>
<td>1.046</td>
<td>Deleted</td>
</tr>
<tr>
<td>14</td>
<td>.60</td>
<td>.498</td>
<td>3.791</td>
<td>Accepted</td>
</tr>
<tr>
<td>15</td>
<td>.50</td>
<td>.509</td>
<td>.254</td>
<td>Deleted</td>
</tr>
<tr>
<td>16</td>
<td>.6</td>
<td>.498</td>
<td>3.406</td>
<td>Accepted</td>
</tr>
<tr>
<td>17</td>
<td>.466</td>
<td>.507</td>
<td>1.325</td>
<td>Deleted</td>
</tr>
<tr>
<td>18</td>
<td>.466</td>
<td>.507</td>
<td>.776</td>
<td>Deleted</td>
</tr>
<tr>
<td>19</td>
<td>.87</td>
<td>.346</td>
<td>3.568</td>
<td>Accepted</td>
</tr>
<tr>
<td>20</td>
<td>.40</td>
<td>.498</td>
<td>2.408</td>
<td>Accepted</td>
</tr>
<tr>
<td>21</td>
<td>.34</td>
<td>.484</td>
<td>1.578</td>
<td>Deleted</td>
</tr>
<tr>
<td>22</td>
<td>.80</td>
<td>.407</td>
<td>1.973</td>
<td>Accepted</td>
</tr>
<tr>
<td>23</td>
<td>.87</td>
<td>.346</td>
<td>1.287</td>
<td>Deleted</td>
</tr>
<tr>
<td>24</td>
<td>.733</td>
<td>.449</td>
<td>2.432</td>
<td>Deleted</td>
</tr>
<tr>
<td>25</td>
<td>1.00</td>
<td>.00</td>
<td>2.693</td>
<td>Accepted</td>
</tr>
</tbody>
</table>
The item no’s 5, 6, 8, 9, 10, 13, 15, 17, 18, 21, 23, 24, 28, 35, 40, 41, 42, 44, 46 (in bold) were found to be not significant at .01 level of significance and hence deleted from the second draft of the scale. The final version of the test contained 27 items the original version of the test consisted of 60 items but the final version had 27 items left as evident from the Table 3.3. The prospective teachers responded on 3 options ‘Yes’ ‘No’ ‘Information incomplete’.
Table 3.3
Total Number of Items at Various Stages of Draft

<table>
<thead>
<tr>
<th>Draft</th>
<th>No. of items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Original draft</td>
<td>60</td>
</tr>
<tr>
<td>Second draft</td>
<td>46</td>
</tr>
<tr>
<td>Final draft</td>
<td>27</td>
</tr>
</tbody>
</table>

Table 3.4
The Rejected and Retained Items of Human Rights Awareness Test

<table>
<thead>
<tr>
<th>Items</th>
<th>Sr. No. of items</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second draft</td>
<td>1-46</td>
<td>46</td>
</tr>
<tr>
<td>Rejected</td>
<td>5, 6, 8, 9, 10, 13, 15, 17, 18, 21, 23, 24, 28, 35, 40, 41, 42, 44, 46</td>
<td>19</td>
</tr>
<tr>
<td>Retained</td>
<td>1-4, 7, 11, 12, 14, 16, 19, 20, 22, 25-27, 29-34, 36-39, 43, 45</td>
<td>27</td>
</tr>
</tbody>
</table>

Instructions to the subjects: The objective of the administration was told to the subjects. The test was explained to them and following instructions were given to them.

“This is a test of human rights awareness. It is to assess your awareness concerning human rights in India. On the first page, fill up the general information asked for your identity. The information for identity will be used only for investigation. In the following pages, there are 27 hypothetical situations are given which are related to violation of human rights followed by three options as ‘Yes’, ‘No’ and ‘Information Incomplete’. Read the situations carefully and tick mark (√) the right option. Be cooperative and sincere to give responses for the valid results for the study.”

Scoring: The test had three options Yes, No and Information Incomplete, so for the correct response- 1 mark and for the incorrect response- 0 mark were given.

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3.1.2.4 **In the fourth step of development of test**, to determine the reliability and validity following procedures were followed.

**Reliability**: Reliability is the extent to which an experiment test or any measuring procedure yields the same results on repeated trials. Without the ability to use research tools and procedures that yields consistent measurement. Researchers would be unable to satisfactorily draw conclusions, formulate theories or make claims about the generalization of research. *(Best & Kahan 2009)*. For determining the reliability, present test was administered to 100 students of Shivalik College of Education and Research, Mohali. The reliability of the test was determined by test retest method of involved computation of correlation coefficient between two sets of scores taken at an interval of 15 days. The coefficient of correlation for Karl Pearson was computed as .82 was found significant at .01 level of significance and ensured the reliability of the test.

The most commonly internal consistency measure is Cronbach alpha which is usually interpreted as the means of all possible spilt half coefficients. Cronbach alpha generalization of an earlier form of estimating internal consistency. *(Cortina 1993)*. Cronbach alpha is not a statistical test. It is a coefficient of reliability (or consistency). It is commonly used as a measure of the internal consistency or reliability of a psychometric test score for a sample of examinees. The measure can be viewed as an extension of Kuder- Richardson Formula 20(KR-20), which is an equivalent measure for dichotomous items. *(Cronbach, 1960)*. Cronbach’s alpha is written as a function of the number of test items and the average inter-correlation among the items. In the present study to determine the internal consistency of the test, Cronbach alpha was computed as .873, suggesting that the items have relatively high internal consistency.

**Validity**: Validity refers to the degree to which a study accurately refers or assesses the specific concept that the researcher is attempting to measure. Validity is concerned with the study’s success at measuring what researchers set out to measure.
(Best & Kahan 2009). The face validity of present scale is fairly high as items were retained which reflects the assessment of human rights awareness.

The content validity was adequately assured as only those items were retained which showed 100% agreement amongst the judges regarding their relevance to the study of human rights were selected. The test is being attached in Appendix I Part-A.

3.1.3 Norms: The range of the scores for the human rights awareness was determined with Mean and S.D. The scores when equal to and more than Mean + S.D. were put in the category which was named as category with high level of human rights awareness. Those whose scores were equal to and less than Mean – S.D. were in the category which was named as category with low level of human rights awareness. Those subjects whose scores were between Mean + S.D., and Mean – S.D. were put in the category which named as average level of human rights awareness.

Mean for the N=100 was 12.64 and S.D. = 5.33. Thus subjects whose scores were equal to or more than 18 (Mean + 1 S.D. = 12.64+5.33) were put in the category with high level of human rights awareness. The subjects whose scores were equal to less than 7 (Mean – 1 S.D. =12.64- 5.33) were put in the category of low level of human rights awareness. The subjects who scored between 7-18 were put in the category with average level of human rights awareness. The histogram showing the distribution of scores is shown in fig 3.1.

**Table: 3.5**

<table>
<thead>
<tr>
<th>Scores Range</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>18 and above</td>
<td>High level of human rights awareness</td>
</tr>
<tr>
<td>7-18</td>
<td>Average level of human rights awareness</td>
</tr>
<tr>
<td>Below 7</td>
<td>Low level of human rights awareness</td>
</tr>
</tbody>
</table>
3.2 RATHUS ASSERTIVENESS SCHEDULE (RAS) (1973)

AUTHOR: Spencer A. Rathus

PURPOSE: To measure assertiveness

3.2.1 Description

This 30-item instrument was designed to measure assertiveness, or what the author called social boldness. Respondents are asked to rate 30 social situations according to how characteristic each is of their own experience. This widely used instrument provides the practitioner with clients' impressions of their own assertiveness and frankness, and can be used to provide positive feedback to clients during treatment, which is especially important in working with assertiveness problems. The RAS does not seem to be affected by social desirability.

Figure 3.1 The Histogram of Distribution of Scores for Test of Human Rights Awareness
3.2.2 Scoring

Items are rated in terms of how descriptive the item is of the respondent. Ratings are from +3 to -3. Seventeen items, indicated by an asterisk on the scale, are reverse-scored. Scores are determined by summing item ratings, and can range from -90 to +90. Negative scores reflect non-assertiveness and positive scores reflect assertiveness.

3.2.3 Reliability

The RAS has evidence of good internal consistency and stability. Split-half reliability was .77. Test-retest reliability over an eight-week period was .78.

3.2.4 Validity

The RAS has good concurrent validity. Scores on the instrument have been shown to correlate with measures of boldness, outspokenness, assertiveness, aggressiveness, and confidence. Strong concurrent validity also is seen in the correlation between RAS scores and trained raters’ rankings of assertiveness. Also, the RAS has been shown to possess construct validity: 19 of the 30 items correlated with external measures of assertiveness and 28 were negatively correlated with a measure of niceness.

3.2.5 Administration of the test

The investigator distributes test booklets. The schedule was explained by the investigator. As per the instructions the prospective teachers were instructed to read each statement carefully and write the best possible response in the box. There was no time limit for the schedule.

3.2.6 Scoring for the present study

On the basis of scores given by the prospective teachers, the subjects were divided into two groups as high and low assertiveness. The groups were obtained with the median’s score for experimental and control groups separately.

3.3 DEVELOPMENT OF MODULES FOR HUMAN RIGHTS AWARENESS

For developing chapters and modules on Human rights awareness, the investigator consulted the content of human rights awareness, related literature was
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reviewed, books, journals, encyclopedias were consulted. For developing the chapters, the investigator adapted and modified the content from NCTE modules for teacher educators and module developed by NHRC and other resources.

The investigator borrowed the format of the module from the manual available online at http://www.uneca.org/daweca/national_gender_machineries/Kenya-Gender-Training-Manual.pdf, which was available online for personal research purpose. This Standard Learning Manual on Gender Mainstreaming (2008) has been developed through the initiative of the Department of Gender and Social Development, in the Ministry of Gender, Children and Social Development, Kenya.

3.3.1 Layout of the Module

This learning manual has been organized in eleven modules which include the following:

Module 1 : Introduction to Human Rights
Module 2 : Human Rights – Historical Background
Module 3 : Indian Constitutional Provisions
Module 4 : Teacher Training in Human Rights
Module 5 : International Court of Justice
Module 6 : Addressing Human Rights Issues (Indian Context)
Module 7 : Role of Press And Media
Module 8 : Mechanism in School for the Protection of Human Rights
Module 9 : Child Rights: Provisions in the Constitution and Legislative Measures (Indian Context)
Module 10 : Problems and Issues Faced by Children
Each module is divided into sections which contain the following sub-sections:

- Objectives of the topic
- Content of the topic
- Learning methods
- Duration/ Time
- Learning resources
- Teacher’s guidelines
- Module specific handouts
- Assessment Indicators

### 3.3.2 Designing a Module Programme

A programme comprises the curriculum and plans for its implementation to achieve specific learning needs. The following are the main elements of the learning programme:

- Learning needs assessment
- Designing of learning curriculum
- Setting learning objectives
- Developing the learning content
- Developing the learning guidelines
- Planning the implementation
- Scheduling of learning activities
- Identification of learning resources
- Facilitation of learning
- Monitoring and Evaluation

### 3.3.3 Setting Learning Objectives

Learning objectives describe the terminal behavior of the learners and present what is expected to be achieved by the learning activities. They form the framework, from where other learning decisions are made and particularly determine the following:
• The content (because the content is meant to facilitate the objective)
• The method to be used in order to achieve the objectives

Objectives should be made very clear because of the following reasons:

• To help the learner to have a clear goal during the learning
• The teacher should be clear about what the learners should do after undergoing learning.
• The teacher should avoid gaps and unnecessary duplication
• To help the teacher in selection of approach, methods and materials

3.3.4 Developing the content

The content should have the following characteristics:

• It should respond to the learning needs identified.
• It should be pegged to learning objectives.
• Prioritizing content materials.
• Content reflects the objective and prioritized learning needs. It should be ranked according to its importance in achieving the learning objectives.
• Putting content in sequence.

The content should be organized systematically for learning to take place. The following are the main ways of sequencing learning content:

• From general to specific
• From specific to general
• Logical sequencing – e.g. simple to difficult

3.3.5 Preparing Teacher’s Guidelines

Approaches, strategies and methodology vary from one teacher to another. However, these factors should be considered when developing the guidelines:

• Focus on the learners’ needs
• Suggested activity should be based on the objectives
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- Flexibility of the learning environment.
- Time frame for carrying out the activity.

The following methods were used singly and in combination:

- Brainstorming cum discussion
- Creative Expression
- Role play

3.3.6 Guiding Learning Principles

Learners learn best when:

a) they want to.
b) information is given to them in a logical order and consist of
c) small units.
d) they are treated like adults.
e) they do something.
f) they get an opportunity to practice what they are learning.
g) they know how well they are doing and when they get some feeling of success
h) the learning and topics are of use in their daily lives.
i) there is repetition.
j) the teacher recognizes that they have experience and makes use of this experience in the learning.
k) the new knowledge is related to something they already know
l) they feel free to ask questions and there is some discussion between learners and the teacher.

3.3.7 Learning Modules

The modular approach has been adopted because it gives every module completeness, such that each of them may be implemented independent of the others, depending on identified learner’s needs and the target group.

The modules are progressive in approach, starting with the fundamentals, concepts and terminologies to increase understanding in human rights awareness.
3.3.8 Production of the First Draft

In the preparation of the draft, all possible efforts have been made to incorporate necessary characteristics to be presented in a module make it an effective learning resource.

3.3.9 Validation

After the preparation of the first draft, each module was subjected to two validation- self-evaluation and expert's appraisal. In the self-evaluation, content portion of the modules has been checked about its factual correctness and its relevancy to objectives. A team of experts who were directly or indirectly related with human rights and education field were consulted. In the expert's appraisal, comments, suggestions have been taken about the presentation of the subject matter, existence of essential characteristics needed for developing instructional material so as to make it a learning module with teacher intervention.

3.3.10 Final Draft

Final draft of the modules was prepared after necessary modifications suggested by the experts. After validation of the first draft, the modules were considered ready for administration as well as for experimentation. (Appendix-2, Part A).

3.3.11 Evaluation

There is a need for comprehensive and continuous evaluation. Therefore, test of each module and the final test for human rights awareness was prepared and administered for evaluating the students to find out their achievement in selected topics. The unit test is given at the end of each module whereas the achievement test is appended in Appendix 1, Part A.