

**HUMAN RIGHTS AWARENESS AMONG HIGH SCHOOL
STUDENTS IN NAMAKKAL DISTRICT**

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MASTER OF EDUCATION

BY

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DECLARATION

I, **ARUL KUMAR.K** do hereby declare that this thesis, “**HUMAN RIGHTS AWARENESS AMONG HIGH SCHOOL STUDENTS IN NAMAKKAL DISTRICT**” has not been submitted by me for the award of a degree, diploma title or recognition before.

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CERTIFICATE

This is to certify that the dissertation entitled **“HUMAN RIGHTS AWARENESS AMONG HIGH SCHOOL STUDENTS IN NAMAKKAL DISTRICT”** submitted for the M.Ed Degree by **K.Arulkumar** is a record of research work carried out by him under my guidance and supervision. It is further certified that the work is an original and free from any duplication.

Place:Attoor

Date:

Dr.B.C.SOBHA

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CHAPTER-I

INTRODUCTION

- ❖ **Introduction**
- ❖ **Need and significance of study**
- ❖ **Statement of problem**
- ❖ **Operational definition of the key terms**
- ❖ **Objectives of the study**
- ❖ **Hypotheses formed**
- ❖ **Methodology in brief**
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Education is the means by which a nation attains hopes and aspirations like well-paid work, enjoyable, leisure, meaningful spiritual life, freedom from exploitation and fear, development of personality and fulfillment of goal and gracious life. Education is the aggregate of all the process by means of which a person develops his abilities, attitude and other forms of behavior in the society.

Education must lead people to the actual fields of action and help them to protect the rights of the victims and restore their legitimate positions. A good and complete education is the foundation of a stable society.

Human rights, the most fundamental of all rights, are the rights people possess. These rights belong to each persons, man, women and child, they are the rights to life, liberty including political, social, civil, economic, cultural rights necessary for people to live dignified lives. Without human rights people cannot live as human beings. Human

rights are those requirements that allow us to develop to the fullest extent and satisfy our basic human needs. They are ideals based on humanity's increasing and persistent demand for dignity, respect, justice, protection and freedom for decent human existence.

The essential elements of all human rights are that they belong to everyone and they are unalienable birthrights of all members of the human family. Human rights affect the daily lives of each individual. They are to be enjoyed by all without discrimination over race, gender, language, religion, politics, social or national origin, property or other status. In other words it does not matter what colour a person is or what country a person belongs to or what religion he or she believes in, all of them share the same human rights. As human rights belong to all it is incumbent on all to protect the human being.

To concept of human rights is related to liberty, equality and dignity of the individual. There force the present day education must give more importance to develop the human rights awareness. Human rights education must be a compulsory subject in educational institutions, particularly, the rights like right to education right to work right have freedom and right to express their own ideas and thoughts.

1.2 NEED AND SIGNIFICANCE OF THE STUDY

One of the most important problems that our society now facing is violation of human rights. Even though our government has enacted so many laws to prevent violation of human rights and human rights courts award severe punishment to those persons who violate human rights, violation of human rights is increasing day by day.

Human rights are as old as humanity itself. Even in the primitive societies there existed individual's rights to live. But human rights as democratic society experience today, is the result of the evolution of human consciousness on the basis of the necessary demand of life based on equality, freedom and justice in a civilized society.

Human rights are not merely a language of compassion, co-operation, consideration and communication in human affairs. It is the grammar of a civilized society to protect human kind with its dignity, equity, existence and non-exploitative social justice.

The human rights has gained international attention after the second world war and then there was the universal declaration of human rights in 1948. Human rights education is highly imperative in our age of terrorism.

The principles and values on which these rights are based must be emphasized and imparted to the younger generation. The principles include respect for human dignity rights of other, recognition and guarantee of the fundamental equality of all person with out discrimination.

The need for human rights education has been emphasized in the universal declaration of human rights and other international documents which state that human right education consist of efforts to build a universal culture of human rights through the imparting of knowledge and skills and the moulding.

Child labour is one of the major problems in Namakkal district. The main reason for this problem is lack of human rights awareness among high school students. Hence the researcher has decided to study the human rights awareness of high school students in Namakkal district.

1.3 CONCEPTUAL FRAME WORK

MEANING OF HUMAN RIGHTS

“Human rights refer to those rights that are considered universal to humanity, regardless of citizenship, residency status, ethnicity, gender or other considerations”.

William Lloyd Garrison.

“Human rights pertain to all persons and are possessed by everybody in the world, because they are human beings, they are not earned or inherited nor are they created by any contractual undertaking”.

David Selby.

“Human rights closely connected with the protection of individuals from the exercise of state, government or authority in certain areas of their lives it is also directed towards the creation of societal condition by the state in which individuals are to develop their fullest potential”.

Scott Davidson.

The universal declaration of human rights in its preamble, which defining it, stresses on the “recognition of the inherent dignity and of the equal and inalienable rights

of all members of the human family is the foundation of freedom, justice and peace in the world”.

THE TERM “HUMAN RIGHTS”

Human rights refer to the rights, which every human being is entitled to enjoy. Which basically comprises the rights to life and liberty freedom through expression, and equality before the law?

Human rights are universal individuals, interdependent, inalienable and interrelated rights that should be enjoyed by every human being human rights are a special sort inalienable moral entitlement.

For practical purpose, human rights are divided in to two categories.

1. Negative or concrete rights.
2. Positive or abstract rights.

Human rights are understand in terms of their generations of human rights.

The first generation human rights are those that are concerned mainly with the civil and rights of the individuals. These rights are meant impose negative obligations on government to desist from interfering with the exercise of individual liberties.

The second generation human rights are those rights which are “Security oriented” and provide for social, economic and cultural security. There rights are more positive, in nature and is seen as the duty of the state to ensure that those rights are realized.

The third generation human rights are called “Solidarity rights”. They are of a recent origin. There include environmental, cultural and development rights. They are concerned with rights of groups and people rather than of individuals.

INDIAN CONSTITUTION AND HUMAN RIGHTS

Human Rights (1948) the Indian constitution captures the essence of human rights in its preamble and sectional on fundamental rights and directive principles of state policy.

The constitution of India was drafted in free India when the injuries the people had received during British rule. India struggled against a colonial, social, economic and cultural rights of the people of India. The freedom struggle itself was closely linked to several movements for social reform and against oppressive social practices like sati, child marriage, untouchability etc.

The constitution is based on the principle of the universal declaration of human rights like political, civil and economic social and cultural rights.

The fundamental rights are defined as basic human freedoms which every Indian citizen has right to enjoy.

The six fundamental rights are,

1. Right to equality.
2. Right to freedom.

3. Right to exploitation.
4. Right to freedom to religion.
5. Cultural and educational rights.
6. Right to constitutional remedies.

RIGHT TO EQUALITY

EQUALITY BEFORE LAW

The state shall not deny to any person equality before the law or the equal protection of the laws with in territory of India.

PROHIBITION OF DISCRIMINATION ON GROUND OF RELIGION, RACE CASTE, SEX OR PLACE OF BIRTH

1. The state shall not discriminate against any citizen on ground only of religion, race, caste sex and place of birth or any of them.
2. No citizen shall on grounds only of religion race, caste, sex place of birth or any of them, be subject to any disability, liability restriction or condition with regard to.
3. Access to shops, public restaurants, hotels and places of public entertainment.

RIGHT TO FREEDOM

PROTECTION OF CERTAIN RIGHTS REGARDING FREEDOM OF SPEECH ETC

All citizens shall have the rights,

- a) To freedom of speech and expression.
- b) To assemble peaceably and without arms.
- c) To form associations or unions.
- d) To move freely throughout the territory of India.
- e) To reside and settle in any part of the territory of India.
- f) To practice any profession carry on any occupation trade or business.

PROTECTION OF LIFE AND PERSONAL LIBERTY:

No person shall be deprived of his life or personal liberty except according to procedure established by law.

RIGHT TO EXPLOITATION

PROHIBITION OF TRAFFIC IN HUMAN BEINGS AND FORCED LABOUR

Traffic in human beings and beggar and other similar forms of forced labor are prohibited and any contravention of his provision shall be an offence punishable in accordance with law.

PROHIBITION OF EMPLOYMENT OF CHILDREN IN FACTORIES

No child below the age of fourteen year's shall be employed to work in any factory or mine or engaged in any other hazardous employment.

RIGHT TO FREEDOM OF RELIGION

FREEDOM TO MANAGE RELIGIOUS AFFAIRS

Subject to public order. Morality and health every religion demonstration or any section there of shall have the rights.

- a) To establish and maintain institutions for religious and charitable purpose.
- b) To manage its own affairs in matters of religion.
- c) To own and acquire movable and immovable property and.
- d) To administer such property in accordance with law.

FREEDOM AS TO PAYMENT OF TAXES FOR PROMOTION OF ANY PARTICULAR RELIGION

No person shall be compelled to any taxes, the proceeds of which are specifically appropriated in payment of expenses for promotion or maintenance of any particular religion denomination.

CULTURAL AND EDUCATIONAL RIGHTS

PROTECTION OF INTERESTS OF MINORITIES

- a) Any section of the citizens residing in the territory of India or any part thereof having a distinct language, script or culture of its own shall have the rights to conserve the same.
- b) No citizen shall be denied admission into any educational institution maintained by the state or receiving aid out of state funds on grounds only of religion, race, caste, language or any of them.

RIGHT TO CONSTITUTIONAL REMEDIES FOR ENFORCEMENT OF RIGHTS CONFERRED BY THIS PART

- a) The rights to move the supreme court by appropriate proceedings for the enforcement of the rights conferred by this part is guaranteed.
- b) The supreme court shall have power to issue directions or orders or writs, including writs in the nature of habeas corpus, mandamus, prohibition, and certiorari, which ever may be appropriate for the enforcement of any of the rights conferred by this part.

EQUAL JUSTICE AND FREE LEGAL AID

The state shall secure that the operation of the legal system promotes justice, on a basis of equal opportunity and shall, in particular provide free legal aid, by suitable

legislation or schemes or in any other way to that opportunities for securing justice a not denied of any citizen by reason of economic or other disabilities.

RIGHT TO WORK, TO EDUCATION AND TO PUBLIC ASSISTANCE IN CERTAIN CASES

The state shall, within the limits of its economic capacity and development make effective provision for securing the right to work to education and to public assistance in cases of un employment old age. Sickness and disablement and in other cases of underserved wants.

PROVISION FOR JUST AND HUMAN CONDITION OF WORK AND MATERNITY RELIEF

The state shall make provision for securing just and humane conditions of work and for maternity relief.

UNIFORM CIVIL CODE FOR THE CITIZENS

The state shall endeavour to secure for the citizens a uniform civil code through the territory of India.

PROMOTION OF EDUCATION AND ECONOMIC INTERESTS OF SCHEDULED CASTES, SCHEDULED TRIBES AND OTHER WEAKER SECTIONS

The state shall promote with special care the educational and economic interests of the weaker sections of the people and in particular of the scheduled castes and the scheduled tribes and shall protect them social injustice and all forms of exploitation.

CREATING AWARENESS ABOUT HUMAN RIGHTS

Majority of the Indian citizens are still living in a culture of silence due to illiteracy ignorance, poverty and consequent pitiable conditions. Under such circumstance how can we boast of our being secular and socialist democracy? We have many thinks to our credit but even after 50 years of independence nearly two thirds of our people are unable to decipher the pointed word and write in their mother tongue even. This really is an appalling situation which our national leaders and freedom fighters were aware of and tried to solve but could not achieve much.

For a long time and till recently, the study and concern about human rights remained largely confident to international lawyers, diplomats and statement. It is only in the recent decades that these rights are increasingly becoming the subjects of concern for national lawyer's activities, reformers, policy makers and other citizenry.

Legal, social and economic\discrimination against women and her exploitation in different ways poses a series change prevalence of child labor in industries such as five works industry, glass industry stone crushing industry speaks volume about system's insensitively and lake of commitment to human rights in this country. The concern of human rights education is not only to expose these practices lacunae and weakness in law and it enforcement but also tore-examine the existing laws in the context of human rights resulting in indirect violence. Human rights education has to be the catalyst in bringing about attitudinal and social change.

1.4 STATEMENT OF THE PROBLEM

The problem selected for the present study is entitled as “HUMAN RIGHTS AWARENESS AMONG HIGH SCHOOL STUDENTS IN NAMAKKAL DISTRICT”.

1.5 OPERATIONAL DEFINITION OF KEY TERMS

The key terms used in the title are defined below:

HUMAN RIGHTS

Human rights refer to the rights relating to life, liberty and dignity of the individual, guaranteed under the condition or embodied in the international covenants and enforceable by court in India.

HIGH SCHOOL STUDENTS

Refers to the students studying in standard IX and X

1.6 OBJECTIVES OF THE STUDY

1. To study the level of human rights awareness of high school students in Namakkal district.
2. To compare the mean score of human rights awareness among high school students with regard to.
 - a. Gender
 - b. Locale
 - c. Religion

- d. Community
- e. Type of management
- f. Educational qualification of parents
- g. Parental occupation
- h. Parental monthly income

1.7 HYPOTHESES FRAMED

There exists no significant difference in the mean scores of human rights awareness of high school students in Namakkal district on the basis of

- a. Gender
- b. Locale
- c. Religion
- d. Community
- e. Type of management
- f. Educational qualification of parents
- g. Parental occupation
- h. Parental monthly income

1.8 METHODOLOGY OF STUDY

a) METHOD USED

For the present study normative survey method is used .

b) SAMPLE

The samples for the present study consist of 400 high school students of various schools in Namakkal district.

c) TOOLS USED

- i) Personal data sheet.
- ii) Human rights awareness scale. (Constructed and validated by the investigator).

d) STATISTICAL TECHNIQUES USED

For the present study the following statistical techniques are used.

- i) Arithmetic mean
- ii) Standard deviation
- iii) t-test
- iv) ANOVA

1.9 ORGANIZATION OF THE REPORT

Chapter:1 deals with introduction, need and significance of the study, statement of problem, operational definitions of terms, objectives of the study and hypotheses framed.

Chapter:2 deals with the review of related literature.

Chapter:3 deals with methodology of the present study. This chapter consists of the test development, plan and procedure.

Chapter:4 deals with analysis and interpretation of collected data.

Chapter:5 deals with findings, conclusion, educational implications of the study and suggestion for future study.

CHAPTER-II

REVIEW OF RELATED LITERATURE

- ❖ **Theoretical over view**
- ❖ **Review of related studies**

Review of the related literature plays a significant role in any type of research work. It allows the researcher to acquaint with current knowledge in the field or area in which the researcher is going to conduct his research. According to J.C. Aggarwal. Review of related literature implies “locating, reading and evaluating reports of research as well as reports of casual observations and opinions that are related to the individual’s planned research project”. According to W.R. Borg “The literature in any field forms the foundation upon which all future work will be built”. According to Carter V. Good “The keys to the vast storehouse of published literature may open doors to sources of significant problems and explanatory hypotheses and provide helpful orientation for definition of the problem, background for selection of procedure and comparative data for interpretation of results”.

PURPOSE OF SURVEY OF RELATED STUDIES

1. It helps the research worker to find what is already known what others have after to find out. What methods of attack have been promising or disappointing. What problems to be solved.
2. It is the basis of most of the research projects in various sciences, and humanities, it forms and foundation upon which all future work will be built.
3. It enables him to know the means of getting to the frontier in the field of his research.
4. It provides ideas, explanative hypothesis or method of research, valuable in formulating and studying the problem.

STUDIES IN INDIA

Dhillon (2009) conducted a study on “**HUMAN RIGHTS EDUCATION SUGGESTIONS FOR SCHOOL CURRICULAM**”.

Objectives

- To study the importance of civics education to determine the rights and responsibilities of citizen.
- To find out the significance of music education in Human Rights Awareness among students.

- To study how mathematics helps students to deal with social and economic problems in their life.

Findings

- Civics is an especially suitable subject for the introduction of discussion on human rights and can provide a context for a detailed study of international instruments. It can responsibilities of citizens as listed in international instruments.
- Artistic education in all its forms and at all levels is a highly appropriate subject for Human Rights Education. Folk music and songs, which frequently correspond to popular and social movements, can be used to arouse awareness of the history of local struggles to achieve respect for human rights.
- Mathematics is an especially appropriate subject for dealing with the problems of economic and social rights, certain cultural rights and specific rights, such as those of the child. In connection with cultural rights, abuse can be made of statistics on literacy, enrolment ratios and access to higher education by means of tables or graphs, statistics can be used to estimate the percentage of citizens by country and by region who have access to data.

NASEEMA (2009) conducted a study on “CONSUMER AWARENESS AND CONSUMER GRADUATE STUDENTS”.

Objectives

- To find out whether any significant difference exists in the mean scores of consumer awareness of the commerce graduate students, based on gender of the students.
- To find out whether there was any relationship between consumer awareness and consumer behavior of the commerce graduate students, based on gender of the students.

Findings

- Based on gender difference, there exists significant difference between male and female commerce students in their consumer awareness.
- Based on gender difference, female students showed more consumer awareness compared to male students.

PRADEEP, KUMAR(2009) conducted a study on “HUMAN RIGHTS AWARENESS AMONG TRIBAL AND NON-TRIBAL HIGHER SECONDARY SCHOOL STUDENTS”.

Objectives

- To adapt a tool to assess the Human Right Awareness among tribal and non-tribal students at higher secondary level.

- To study the Human Right Awareness among tribal and non-tribal students.
- To study the significant difference if any in the Human Right Awareness among tribal and non-tribal students with regard to their elective subjects opted in higher secondary course.
- To study the significant difference if any in the Human Right Awareness among tribal and non-tribal students belonging to schools of different management.

Findings

- Human Right Awareness among non-tribal students is found to be more as compared to tribal students at higher secondary level.
- It is found that Boys are more aware of Human Rights compared to girls among the non-tribal students at higher secondary level.
- There is no different in Human Rights Awareness between Tribal Boys and Tribal Girls at higher secondary level.
- Human Rights Awareness among the Humanities students is found to be more when compared to the science students at higher secondary level.

JAYANTIBHANI, PATEL (2008) conducted as a study on “**CONSTITUTIONAL AWARENESS AMONG M.Ed TEACHER TRAINERS**”.

Objectives

- The extent of constitutional awareness among the M.Ed level perspective teachers.
- Whether there exist significant difference between in the male and female prospective teachers.

- Among the sub-sample based on their subject of specialization at M.Ed levels.

Findings

- Sixty percent of student teacher scored less than 48.66 percent in constitutional Awareness.
- Approximately half the students teachers have less than 42.66 percent constitutional awareness.
- There is no significant difference in the constitutional awareness of student teacher belonging to science, commerce and arts group.
- This highlights the need for including the concepts of constitutional awareness education in the curriculum for teacher preparation course.

BONDU, RAJU (2008) conducted a study on “**HUMAN RESOURCE IN HIGHER EDUCATION**”.

Objectives

- To assess the human resources of Andhra Pradesh.
- To identify the problem areas in higher education.
- To suggest possible areas in higher education.

Findings

- Today the economic development of nations depends on human resource and the quality of higher education.

- Every institution of higher education in the state must commit itself to provide its students with in-depth knowledge and understanding in their chosen field of studies. With proper utilization of human resources in higher education, Andhra Pradesh will meet the challenges of the 27th century and provide knowledge-based and skilled manpower with reference to emerging areas of manpower requirement in higher education.

NILADRI PRADHAN (2004) conducted a study on “**HUMAN RIGHTS**”.

Objectives

- To find out the promotion of human rights welfare through education.
- To study about role of teachers in personality development of children.

Findings

- Education is a vital element for individual self-fulfillment and development of society. It is also considered an important and empowerment both of the individual and collective levels. Education is a power which imbibes the values of tolerance, solidarity and co-operation, education that liberates minds from the thralldom of obscurantism. Bigotry and democratic values and promotes a societal transformation based on human rights culture.
- Teacher should try to develop personality values in child. The child should be enabled to know and appreciate that he is the main architect of his personality whatever may be his origin, caste, creed, colour or birth. This sense of attitude of

personality development will be of immense self in eliminations racial, cultural and religious prejudices.

PADMANABAN.T (2004) conducted as a study on “**WOMEN EMPOWERMENT THROUGH EDUCATION**”.

Objectives

- Is to emphasis the need for the empowerment of women in the Indian context and the make them self-sufficient.
- To find out the empowerment of women namely political status, financial position occupational status legal awareness.

Findings

- Women need to be provided with education and training in skills to make them free subordination and oppression in all walks of their life.
- Education is considered to be the most significant against of basic change in the status of women beside occupation and economic status.

VANAJA (2003) conducted as a study on “**CONTEXT AND CONSTRUCTS OF HUMAN RIGHTS EDUCATION**”.

Objectives

- To find out the strengthening of human rights and fundamental freedoms.
- To find out the development of the human personality and the sense of its dignity.
- To find out the enabling of all persons to participate effectively in free society.

- To find out the furtherance of the activities of the united nations for the maintains of peace an kind.

Findings

- The concept of human rights is an old as mankind.
- In the 20th century the oppressed groups have weight the struggle for identify and human rights aggressively.
- It transpires from the success of such movements that this millennium would be the millennium of human rights.
- Thus there is a necessity for creating an awareness of human rights and their protection measures.

ANCEL, MARIA (2002) conducted as a study on **“AWARENESS OF WOMEN’S RIGHTS AMONG THE STUDENT TEACHER”**.

Objectives

- To study the awareness of women’s rights among the students teacher.
- To find if there is significant difference between male and female student teachers in their awareness of women’s rights.

Findings

- The teachers are the builders of the society in this regard this study has an important implication for teacher education.

- The student teacher should be engaged and guided to join hands with the government and non-governmental programmers designed for the promotion of human rights education.
- Women empowerment and other fields of social development.
- The teacher educator and student teacher should consider in their duty to impart proper awareness to women especial to poor and illiterate to purpose their rights as per the provisions of the Indian constitution.

BANO SARTAZ, KAZI (2001) conducted a study on “WOMEN EMPOWERMENT PROMOTION OF RIGHTS OF WOMEN”.

Objectives

- To enhance self-esteem and self-confidence of women.
- To build a positive image of women by recognizing their contribution to the society, polity and economy.
- To faster decision making and action through collective processes.
- To enable women to make information choices in areas like education, employed and health especially reproductive health.
- To provide information knowledge and skill for economic independence.
- To enhance access to legal literacy and information relating to their rights and entitlements in society with a view to enhance their participation on equal footing in all areas.

Findings

- Awareness is the first step in encouraging action for social change. Non-formal system will play an important role in the empowerment of women by bringing attitudinal changes among the parents and people through awareness programmers. Participation in all activities of national and international development will be helpful. Special women rights are to be conserved in order to check the trend of increasing on slaughter on women. Participation in the adult women education programmers will help in improving the status of women. Literacy will contribute towards confidence-building, which in return help them in rational thinking, better mobility, understanding and accepting responsibility and making quick and right decision.

PRAMOD KUMAR, PRUSTY (1998) conducted as a study on “POPULATION AWARENESS EFFECT OF ENVIRONMENTAL CONDITIONS LEVEL OF LITERACY AND SEX”.

Objectives

- To develop an awareness task on the population issues regarding.
- Micro and macro level population situation.
- Relationship between population change and socioeconomic development.
- Problems caused by rapid growth of population and their cause and.
- To study the independent and interacting effects of environmental conditions level of literacy and sex or population awareness of young persons.

Findings

- The tribal youths are at a higher level in population awareness than the urban and rural youth.
- The literate youth at a higher level than illiterate in population awareness.
- Sex is not a significant variable to influence youth's population awareness.

GOGATE S.B. (1998) conducted a study on “**CREATING SOCIAL AWARENESS AMONG COLLEGE STUDENTS**”.

Objectives

- To study the number of teachers who have social awareness in colleges.
- To see the involvement of students in social and development work around colleges.
- To investigate the participation of students and teachers in vocational examination elections etc.

Findings

- There was a small number of socially aware teachers in colleges. They were scattered. It was necessary to organize them in a group which could be influential in cultivating social awareness among students.
- If properly motivated a small band of students could be raised in every college to do some fruitful social and developmental work around college.
- Due to vocations, examinations, elections and other activities students found it difficult to participate in the project without any additional benefits.

FOREIGN STUDIES

JOE (2009) conducted a study on “THE RIGHT TO EDUCATION EXAMINING IT MEANING AND IMPLICATIONS”.

- The main objectives of the study were to know the purpose of the right to education. The research showed that the prevail in practice human rights acquire not only articulation but interpretation, validation, legislation, enforcement by rule of law and finally, to be conceived of in a positive formulation and the purpose of this study is to invite educations into the conversation to assist in the making of the right to education by contributing to its interpretations to validating its claims.

KARR (2009) conducted a study on “INTERNATIONAL PROSPECTIVES OF PERSONS WITH DISABILITIES ON HUMAN RIGHTS, SELF-DETERMINATION AND QUALITY OF LIFE”.

- The main objectives of the study were the international perspectives of persons with disabilities on human rights. The findings showed that through the coordinated improvement of multiple factors, self-determination and advocacy, employment, and human rights the quality of life of persons with disabilities may be improved.

CLEMENTIMA (2008) conducted a study on **“DALIT HUMAN RIGHTS AWARENESS”**.

- The main objectives of the study were to find out whether violation of human rights against Dalit is prevented by reification of untouchability by law. The findings showed the prohibition on untouchability found in article 17 of the constitution of India, the practice of untouchability continues unabated, whether it be in the drinking of water from well in forcing the community into vocations that are unsuitable for human employment.

GUERRA GONZALEZ, MARI DEC ROSARLO (2007) conducted study on **“MULTICULTURALISM AND HUMAN RIGHTS”**.

- The process of globalization has taken place along with a strengthening of identities. This features a defense of the rights of the person. These rights are ethical achievement to be defended inside liberal societies is also in traditional cultures. Three theoretical positions are posed the first is to impose liberal the second is to accept the life style of each group whenever it respects human rights. The third is not only to accept diversity, but also to encourage it. The state has to protect minority cultures through special policies but they can't far from minorities in which there are basic equality or basic rights.

RAFFERTY YUONNE (2007) conducted study on “CHILD ON TRAFFICKING IN SOUTHEAST ASIA”.

- The paper provides an overview of child trafficking in South East Asia. It highlights human rights and international laws relevant to this egregious form of child abuse. It describes the experiences of the young victims and the consequences for their physical and emotional wellbeing. It reviews the risk factors at the level of community setting the child and his/her family and broader contextual variables at the level. Finally it presents recommendations for legal and policy initiatives to ease the scale and exploitation of children.

RINGHEIM, KARIN (2007) conducted a study on “ETHICAL AND HUMAN RIGHTS PROSPECTIVES ON PROVIDER’S OBLIGATION TO ENSURE ADOLESCENTS”.

- The rights of adolescents to privacy and confidentiality as stipulated in international human rights conventions are poorly protected in reproductive health care settings. Fear that their private information will become known, particularly to a parent, has been shown to be a major factor in adolescents' failure to seek the services they need. The tension between parental interests in guiding the development of the children and public interest in maintaining a healthy population is considered in light of the ethical principles that bear upon those decisions. In practice, health care workers are the intermediaries who must ensure that the privacy rights of adolescent clients are protected. They are bound through obligations as well as by ethical principles.

especially that of normal finance to provide. The young with information and confidential services training. Enhancing the survival of adolescent promotes the greater social good. Adapted from the source document.

POTTER PITMAN. B (2007) conducted a study on “CHINA AND THE INTERNATIONAL LEGAL SYSTEM CHALLENGES OF PARTICIPATION”.

- During the past decade the Chinese government has pursued greater engagement with a range of international legal regimes. China's expanded participation in international regimes for trade & human rights for example can provide deeper understanding of the factors influencing China's international behavior. Building upon scholarly perspectives about institutional compliance with treaty texts & the influence of legal conditions on China's participation in international legal regimes for trade & human rights in light of dynamics of normative engagement is the paradigm of selective adaptation. Normative tensions help explain China's policies & practices on compliance with the WTO trade regime while the imperative of normative engagement helps explain much about China's international human rights diplomacy adapted from the source document.

EADY, DENNIS (2006) conducted as a study on “PRISONERS RIGHTS SINCE THE WOOLF REPORT PROGRESS OR PROCASTINATION”.

- The recommendation of the Woolf report promoted the principles of justice and fairness in the running of prisoners in England and Wales. This article examines how

far a rights culture has developed in prisons since Woolf. This done with reference to human rights legislation the role monitoring bodies and government policy and practice in relation to prisoners' rights and condition. The dissertation concludes that while some progress has been made through the courts and though pressure from monitoring bodies' government of a right based culture. Adapted from the source document.

REIS, ROSSANA ROCHA (2006) conducted as a study on **“DIREITOS HUMANOS E A POLÍTICA INTERNACIONAL DOS DIREITOS HUMANOS E A POLÍTICA INTERNACIONAL”**.

➤ This deals with issue of the grouping international recognition of human rights as of the end of the second world war was discussed of this process on international politics. In general terms arguments on the role of human rights with in international politics are split between those who believe they are a mere rhetoric masking private interest and those who see them having the potential to transform the international order with in the adoption of strong on coercive measures for the protection of human rights such as humanitarian intervention is under discussion this issue becomes increasingly complex all the more pressing.

INGHILLERI, MORIA (2007) conducted as a study on **“NATIONAL SOVEREIGNTY VERSUS UNIVERSAL RIGHTS INTERPRETING JUSTICE IN A GLOBAL CONTEXT”**.

- Interpreters serve to both codify and clarify the culture and linguistic boundaries used to symbolize and populate national identities within the political asylum system. This paper examines the nationalist agenda operating within the immigration systems of receiving countries like the United Kingdom, drawing on contemporary political, philosophical theory in which both Universalist and nationalist discourse have come under increasing scrutiny. It discusses well established dichotomies such as insides / out sides national / universal open/ closed borders and the ways in which these explicitly or implicitly continue to inform and support legitimation of exclusionary policing with regard to asylum seekers. It argues that scholarly approaches to a more internationalist discourse of human rights have not challenged these fundamental dichotomies in the case of refugees or asylum seekers. Instead it notes tension between public discourse that are oriented to word mutual understanding democratic integration and those authorized discourses. In which pre-established power relations are mountaineer. The paper considers the role of interpreters / translators in helping to sustain to context this tension in their place in the politics of belonging that informs immigration policies and practice. Adapted from the source document.

MINIX, CHRISTOPHER.T (2007) conducted a study on **“HUMAN RIGHTS – NGOS AND SPONSORING OF PUBLIC DIS CURSIVE ACTIVISM”**.

- The dissertation examines the role of human rights Non-Governmental organization (NGOS) in sponsoring public deliberation and activists. Activists who take part in a NGO’S campaigns encounter a system a genres that aligns their human rights

literacies and discover with the NGO'S de logical and organizational structure. The genes that activists with in a complex context of organizational discourse that not only embodies specific human rights exigencies but also specific organizational for addressing those exigencies. Human rights NGO'S while after reflecting an ideology of a common unified voice for human rights are in fact heterogonous networks to discursive agents that are linked together through complex inter discursive exchanges. I argue that three historical exchanges reflect a set of mediating rhetorical strategies that NGO'S employ to translate their professional advocacy into terms and genes accessible to their membership and to their public activities. The analysis is developed from a case study of the organized structure and discursive communities of Amnesty international and the influence of Amnesty's ado cay structure and techniques on the NGO'S and social movements that lob by for human rights.

SMITH, HEATHERMICHELLE (2007) conducted as a study on **“EXPLAINING RATIFICATION OF HUMAN RIGHTS TREATIN SIGNALING FOR AID PURIG REGIONAL CRIES”**.

- In the face of pressure from transnational social groups and increasingly influential human rights organization the international community has quietly introduced provisions in to four global human rights treaties that challenge the received wisdom in tarnation relations. These individual position mechanism allow citizens to file complaints of human rights violation against their governments before global tribunals. International relations scholarship suggest that government should be

unlikely to ratify such provision and accept an oversight of their domestic human rights policies why do states ratify these mechanisms particularly when ratification of the accompanying treaties does not require ratification of the individual petition mechanism. This work provides a quantitative analysis of ratifications in two geographic regions. I argue that autocrats and democrats use ratifications of individual petition mechanisms as a signaling device to attract aid. After regional political crises have ravaged their domestic economies, argue that state leaders will be more inclined to seal out wages to attract aid from western donors. Regional political crises intensify the need for aid and help to explain the timing of ratification.

EBEKU, KANIYA SA (2006) conducted a study on “CONSIDERING THE PROTOCOL ON THE RIGHTS OF WOMEN IN AFRICA”.

- For a long time, African women have been suffering human rights abuses and gender discrimination notwithstanding the existence of international and regional human and women's rights instruments. Among other abuses, African women suffered from the denial of inheritance rights and exclusion from participation in the governance of their countries. The Protocol of the African Charter on Human and Peoples' Rights on the Rights of Women in Africa, which entered into force on 25 November 2005, is a recent attempt to change the situation. It contains important provisions on the rights of women although some are similar to the ones in existing instruments. Essentially this

article seeks to provide a general hope it holds for African women and considers some challenges to its effectiveness. Adapted from the source development.

JOESPH, RICHARD & SLAUGHTER (1998) conducted as a study on **“THE ROLE OF THE VOICE IN LITERATURES OF TRAMA AND HUMAN RIGHTS”**.

- In December 1998, the United Nations will commemorate the fifteenth anniversary of the universal declaration of human rights an individual’s story, whether judicially medically, socially religious or literarily, because of the inter disciplinary implications of an individual’s human rights story. This dissertation engages literature, but also legal documents psychological studies, medical theories human rights testimonies, philosophical treatises and literary theory. The first chapter argues that human rights law from its inception has relied on both philosophical inquiry in to and sociological formulation of the nature of the human subject. Through a detailed analysis of the UDIR. I propose that human rights law implicitly committee contemporary nation status to an Enlighten understanding of the individual that privileges the power of speaking one self. Human rights as they are currently codified present concerns for critical and literary inquiry because they promote and ostensibly protect an individual’s right to narration.

SIBANDA, ELIAKIM (1998) conducted as a study on **“A HISTORICAL STUDY OF ITS CONTRIBUTION TO WARDS THE PROMOTION OF HUMAN RIGHTS”**.

- This dissertation is a historical study of the role of the Brethren in Christ church in the promotion of human rights on the part of the Ama Ndebele in southern Rhodesia

between 1898-1980. Special attention is given to the Ama Ndebele as a people during pre-colonial times and the church institutional ministries education health and farms all in an effort to determine whether there was any improvement of human rights in the Ama Ndebele society after the arrived of the Brethren in Christ in the country. This study also focus on the political developments in southern Rhodesia during the same period of time with a view to determine now those developments facilitated or wind red the missionaries role in upholding human right among Ama Ndebele.

CHAPTER-III

METHODOLOGY

- ❖ **Method adopted**
- ❖ **Sample used**
- ❖ **Details of the sample**
- ❖ **Administration of the tool**
- ❖ **Scoring and tabulation**
- ❖ **Statistical techniques adopted**

Research is an intellectual activity, understanding with the object of advancing the frontiers of human knowledge and abilities historically, it has provided a base for the advancement of human civilization and culture. Through research men have explored and exploited the boundaries of nature for making human life comfortable, safe and purposeful.

According to Robert Ross, research is essentially an investigation, a recording and an analysis of evidence for the purpose of gaining knowledge.

Educational research refresh to a systematic attempt to gain a better understanding of the educational process. It is an application of scientific method to the study of educational problems.

Research is an academic activity and as such the term should be used in a technical sense. According to Clifford woody, research comprises defining and redefining problems, formulating hypothesis or suggested solutions, collecting, organizing and evaluating data making, deductions and researching conclusions and at last carefully testing the conclusions to determine whether they fit the formulated hypothesis.

Research methodology is a way to solve the research problem systematically. Method in research refers to the various sequential steps adopted in studying a problem with certain objectives. The success of any research depends upon the suitability of the method adopted. The three different methods that are commonly used in research are historical method, survey method, and experimental method. Research usually selects the appropriate method should be done by the investigator on the basis of the nature of a problem and the topic information to be gathered for obtains the solution.

SECTION: A

TEST DEVELOPMENT

The selection of suitable and appropriate data for the study of any problem is of virtual importance for successful research. For each and every type of research, certain instruments employed to collect data are called tools. According to Best (1983). “like the tool in the carpenter’s box, each research tool is appropriate in a given situation to accomplish a particular purpose”.

Collection of relevant data is one of the most important steps in any research especially in the field of education. An appropriate tool or instrument is very essential to serve this purpose. In certain researches the investigators use readymade tools to carry out the study. But such tools may not work suitably with the variables selected in certain cases. In such causes the investigator has to prepare suitable tools which will work adequately with the variables selected for the study.

The tools for the present study, prepared by K.Arulkumar and Dr.Sobha B.C named as Human Rights Awareness scale is meant for high school students. Certain important considerations and procedures are followed for the scientific preparation of the tool. The major steps followed in the construction of this tool are as follows.

- I. Planning of the test
- II. Item writing
- III. Item editing
- IV. Arrangement of items
- V. Preliminary try out (Try-out1)
- VI. Draft scale
- VII. Final try out (Try-out2)
- VIII. Scoring
- IX. Item analysis
- X. Item selection
- XI. Establishing reliability and validity

XII. Final format of the test

I. PLANNING OF THE TEST

The human rights awareness scale prepared by K.Arulkumar and Dr.Sobha B.C aim at measuring the awareness of human rights of high school students in Namakkal district. Due considerations were given to the variables tested and to the different aspects involved.

II. ITEM WRITING (OR) ITEM PREPARATION

Writing of suitable items is one of the important steps in the construction of any research tool. After a through and careful study of the literature available on human rights awareness, the investigator collected materials on different aspects of human rights awareness and prepared a large number of positive and negative statements describing different kinds of human right awareness. The scale covers the decisive features of the needed data. The method used in item writing was the fixed response method. The respondent must select either 'Yes' and 'No'. The prepared items are then given for item editing.

The key domains human rights awareness in scale

- 1) Right to equality
- 2) Right to freedom
- 3) Right to exploitation
- 4) Right to freedom to religion

5) Culture and educational rights.

III. ITEM EDITING

Editing the items needs much care and it is the process of checking and scrutinising items. The items were referred to the experts for modification. As per the suggestion, the ambiguous items were rewritten in simple and meaningful language.

IV. ITEM ARRANGEMENT

All the items were grouped, ordered and located in a random manner in order to arouse interest and to maintain attention for responding

V. PRELIMINARY TRY OUT

A preliminary try out of the test was arranged to find out the weakness and workability of the items. The difficulties in responding the items were noted. This step helped the investigator to modify certain items which were vague and questionable. For this purpose the scale was give to 400 high school students.

VI. DRAFT SCALE

The first draft scale was prepared by printing the items with the provision to mark responses. It was printed in English and Tamil. Necessary instructions for the respondents were also printed. A sample copy of the draft scale is given as Appendix-B.

VII. FINAL TRY OUT

The tool was administered to a sample of 400 hundred high school students in Namakkal District.

VIII. SCORING

The collected response sheet were scored with in the help of a scoring key prepared by the investigator. The response sheets were scored by assigning a score of '1' for Yes and '0' for No for positive items. The order of assigning scores were reversed for negative items.

IX. ITEM ANALYSIS AND ITEM SELECTION

“The validity and reliability of any test depend upon the characteristics of the items. Item analysis makes it possible to increase the validity and reliability of a test”. (Anastasi 2003). Item analysis helps to improve tests through the selection, substitution or revision of items.

For the validation of Human rights awareness test, the investigator used Anastasi is item analysis method. The procedure is listed below.

- The total scores for 40 questions for were found at first.
- The questions were divided in to 3 arbitrary defined groups. The response sheets were arranged in the ascending order on the basis of the total score of the component variable. The top 20 response sheets were taken from the upper

group (U). The 20 lowest scores were taken as Lower group(L) and the remaining 20 scores in between were taken as the middle group(M).

The number of respondents who marked the desired response for each item was counted for upper group middle group and lower group separately and recorded under U, M and L category respectively. Then $U+M+L$ were calculated. For each item $U-L$ was also calculated.

Table no 3.10

DETAILS OF THE ITEMS SELECTED:

Question Item	U(Upper)	M(Middle)	L(Lower)	Difficulty index U+M+L	Discrimina ting power U-L
1	16	12	9	19	*
2	15	13	10	18	
3	16	12	8	20	
4	14	11	7	18	*
5	15	12	9	18	*
6	13	9	7	15	
7	16	11	8	19	*
8	15	12	9	18	*
9	16	12	8	20	*
10	16	12	9	19	*
11	14	10	7	17	*

12	13	10	8	15	
13	17	12	10	19	*
14	14	10	6	18	*
15	17	14	12	19	
16	15	13	9	19	*
17	16	12	9	19	*
18	14	10	6	18	*
19	16	12	9	19	*
20	16	13	10	19	*
21	17	15	13	19	
22	15	11	8	18	
23	14	12	8	18	*
24	16	13	9	20	*
25	17	14	10	21	
26	14	11	7	18	*
27	12	8	6	14	

28	15	10	6	19	*
29	16	11	7	20	*
30	17	15	11	21	
31	15	11	9	17	*
32	17	12	10	19	*
33	15	13	9	19	*
34	15	11	7	19	*
35	15	9	6	18	*
36	16	13	10	19	*
37	13	10	7	16	
38	14	10	6	18	*
39	15	13	9	19	*
40	16	12	9	19	*

SELECTED ITEMS ARE MARKED WITH ASTRICKS

XI RELIABILITY OF THE TEST

Reliability is the accuracy or precision of measuring instrument. According to Best (1978) “A test is reliable to the extent that it measures accurately and consistently from one another”.

The reliability of a test can be assessed in different ways such as test- re-test, split half method, rational equivalence method.

In the present investigation the reliability coefficient was found out by split-half method.

RELIABILITY ANALYSIS

Number of samples	100
Number of items	30
Correlation of odd half and even half	0.4847
Reliability coefficient	0.6527

The given reliability value is 0.6527 indicates that the test is reliable measure.

XII.FINAL FORMAT OF THE TEST

U+M+L from is used to find the difficulty index and U-L is used to discriminating power. The final draft of the questionnaire is given in Appendix.

METHOD

METHOD ADOPTED FOR THE STUDY

For the present study, the investigator followed the normative survey method, in view of the objectives of the study and the nature of the problem concerned.

The design followed in this investigation are summarised under the following headings.

1. Method adopted for the study.
2. Variables of the study.
3. Tools employed for the collection of data.
4. Sample selected for the study
5. Procedure for collection of data
6. Scoring and tabulation
7. Statistical techniques used for analysing data.

NORMATIVE SURVEY METHOD

For the present study the investigator selected the normative survey method. According to George J. The word 'survey' indicates the gathering of data regarding current conditions. The word 'normative' is used because surveys are frequently made for the purpose of ascertaining the normal or typical condition.

The survey method gathers data from a relatively large number of cases at a particular time. It is concerned with the generalized statistics that result when data are abstracted from a number of individual cases.

CHARACTERISTICS OF NORMATIVE SURVEY METHOD

1. It is essentially cross sectional.
2. It deals with clearly defined problems and has definite objectives.
3. It does not aspire to develop an organized body of scientific laws, but provides information useful to the solution of local problems.
4. Survey may be quantitative or qualitative
5. It is realistic than experiment in the sense that, it investigates phenomena in their natural setting.

PURPOSES OF SURVEYS

1. Educational surveys are particularly versatile and practical especially for the administrator because they identify present conditions and point to present needs.
2. It serves as a stepping stone to more precise investigations. The investigation of any problem must begin with a survey of its nature before it can move into the more structured and rigorous phases.
3. An elementary state, the survey is concerned with determining status of a given phenomenon. Eventually it is concerned with the derivation of hypothesis to be incorporated into more adequate investigations at the experimental level. Thus its purpose is both immediate and long range.
4. It secures historical perspective through a series of cross sectional pictures of similar condition at different times.
5. It suggests the course of future development. It gives pertinent data to persons who are engaged in planning for the future.
6. Its purpose is to prepare background for a constructive programme of education research as the removal of immediate evils.
7. A survey may be general or specific. It may be purely utilitarian in nature or may have academic importance aimed at verification of some established theory or any of its corollaries.

TOOLS USED FOR THE STUDY

For collecting unknown and new data required for the investigation the investigator may use various devices. These devices are called tools. Selection of suitable tool is of great importance for successful research.

There are many types of tools and techniques available for data collection in research. Some of them are questionnaire, observation, interview, documentary, frequency studies and soon.

In the present study the investigator selected questionnaire as the tool. A questionnaire is a form prepared and distributed to secure responses to certain questions. It is device for securing responses of the sample to respondent. It is a systematically compilation of questions that are submitted to a sample of the population from which information is desired. It is an important instrument in normative survey research being used to gather information from widely scattered sources.

By keeping the various objectives of the study in mind, the following tools were used by investigator for data collections.

- a) Personal data sheet (prepared by investigator)
- b) Human Rights Awareness scale (constructed and validated by the investigator)

PERSONAL DATA SHEET

The personal data sheet serves to collect the personal information of the students. They were asked to write their name, gender, religion, community, locale, type of management, parental educational qualification, parental occupation, parental monthly income .

HUMAN RIGHTS AWARENESS SCALE

This was the major tool used in the study. In the present study, in order to find out the “Human Rights Awareness among High School Students in Namakkal District” a questionnaire “Human Rights Awareness Scale” was constructed by investigator and Dr.B.Sobha B.C. In order to construct the Human Rights Awareness Scale the investigator collected various aspects of human rights awareness such as right to equality, right to freedom, protection of life and personal liberty, right against exploitation, right to freedom of religion etc. Totally 40 statements were prepared. The statements are positive and negative. It consists of 28 positive statements and 12 negative statements. Yes/No techniques are used for collecting the response from the subjects. According to the suggestions given by experts a few questions were excluded which are irrelevant and finally 30 questions were selected for the study.

SCORING

The collected data were analysed and scored systematically using scoring keys. For the positive statements scores given are '1' and '0' and for negative it is '0' and '1'.

POPULATION

Sampling involves the selection of a few items from a particular group to be studied with a view to obtain relevant data which help in drawing conclusion regarding the entire group. The total group from which the sample was selected is called a "population".

SAMPLE FOR THE STUDY

A sample is a small proportion of a population selected for observation and analysis. A sample reflects the characteristics which define the population from which it is selected.

Sampling means, selection of individuals, from the population in such a way that every individual has equal chance to be taken into the sample. W.G. Cochran has said "The purpose of sampling more efficient. It attempts to develop to develop methods of sample selection and of estimation that provide at the lowest possible cost estimates that are precise enough for our purpose".

For the present study the investigator adopted stratified random sampling method. In random sampling every member of the sample selected from the total population is

in such a manner that all members of the population have essentially the same probability of being selected. This is the most popular. Basic method of the sampling. It is considered the most trustworthy method of securing representativeness of the whole population. But it is neither arbitrary, nor careless or haphazard. Random method of selection provides an unbiased cross selection of the population.

The sample selected for the present study consisted of 400 high school students in Namakkal district. The high school students differ in terms of gender, religion, community, type of management, parental education qualification, parental occupation and parental monthly income.

TABLE-1

Distribution of sample based on school

S.No	Name of The Schools	No of Students
1	GOVT BOYS H.S.SCHOOL SENDAMANGALAM	45
2	GOVT GIRLS H.S.SCHOOL SENDAMANGALAM	45
3	JAYAM MATRIC H.S.SCHOOL	35
4	KAMARAJAR H.S.SCHOOL	41
5	GOVT H.S.SCHOOL - POTTANAM	40
6	MAHA BHARATHI AIDED H.S.SCHOOL	40

7	VETRI VIKAS H.S.SCHOOL	42
8	VENKATESWARA AIDED H.S.SCHOOL	34
9	GOVT H.S.SCHOOL POTTANAM	40
10	BHARATHI H.S.SCHOOL	38

Table no 3.2

Distribution of sample based on Gender

Gender	No of Students	Percentage
Male	224	56.00
Female	176	44.00
Total	400	100

Table no: 3.3

Distribution of sample based on Locale

Locale	No of Students	Percentage
Rural	292	73.00
Urban	108	27.00
Total	400	100

Table no 3.4

Distribution of sample based on Religion

Religion	Noof Sample	Percentage
Hindu	356	89.00
Christian	24	6.00
Muslim	20	5.00
Total	400	100

Table no 3.5

Distribution of sample based on Community

Community	Noof Sample	Percentage
FC	32	8.00
BC	145	36.25
MBC	98	24.50
SC	92	23.00
ST	33	8.25
Total	400	100

Table no: 3.6

Distribution of sample based on Type of school

Type of School	No of Students	Percentage
Aided	108	27.00
Unaided	104	26.00
Government	188	47.00
Total	400	100

Table no 3.7

Distribution of sample based on Father's Qualification

Father's Qualification	No of Sample	Percentage
Below SSLC	187	46.75
SSLC to HSC	100	25.00
GRADUATE	113	28.25
Total	400	100

Table no 3.8

Distribution of sample based on Mother's Qualification

Mother's Qualification	No of Students	Percentage
Below SSLC	211	52.75
SSLC to HSC	96	24.00
GRADUTE	93	23.25
Total	400	100

Table no 3.9

Distribution of sample based on Occupation of father

Occupation of Father	No of Sample	Percentage
Employed	306	76.50
Unemployed	94	23.50
Total	400	100

Table no 3.10

Distribution of sample based on Occupation of mother

Occupation of mother	No of sample	Percentage
Employed	159	39.75
Unemployed	241	60.25
Total	400	100

Table no 3.11

Distribution of sample based on Father's monthly income

Income of Father	No of Sample	Percentage
Below 6000	187	46.75
6000 to 12000	113	28.25
Above 12000	100	25.00
Total	400	100

Table no 3.12

Distribution of sample based on Mother's monthly income

Income of Mother	No of Sample	Percentage
Below 6000	267	66.75
6000 to 12000	73	18.25
Above 12000	60	15.00
Total	400	100

STATISTICAL TECHNIQUES USED FOR THE STUDY

Statistical techniques are very important for any research. The relevant statistical techniques help the investigator to analysis and interpret the data meaningfully in the study. In the present study the investigator used the following statistical techniques.

1. Arithmetic Mean
2. Standard Deviation
3. t – test
4. ANOVA

1. Arithmetic Mean

It is the most widely used measure for representing entire data by one value. It is the center of gravity in a distribution and is useful for further statistical interpretation.

$$. \mathbf{A.M} = \mathbf{A} + \frac{\sum fd}{N} \times \mathbf{C}$$

A – Assumed mean of the score obtained

f – Frequency of each class interval

d – Deviation of scores from the assumed mean

N – Total frequency

C – Class interval of the frequency

2. Standard Deviation (σ)

It the measure absolute dispersion or variability of the distribution. The greater the amount of variability, greater the standard deviation. It reveals high degree of uniformity of observation.

$$\mathbf{SD} \sigma = \mathbf{C} \sqrt{\frac{\sum fd^2}{N} - \left(\frac{\sum fd}{N}\right)^2}$$

Where,

σ - Standard deviation

C - Class interval

d^2 - Squares of the deviation of score from the assumed mean

f - Frequency of each class

N - Total frequency

3. t- test

The t- test has a wide number of applications in statistics. It can be used to test the significance of difference between the means of two independent groups. By using the mean and standard deviation of two groups, t- value is calculated. The calculated t value is compared with table value of t at 0.05 levels and 0.01 levels.

$$t = \frac{M_1 - M_2}{\sqrt{\frac{\sigma_1^2}{N_1} + \frac{\sigma_2^2}{N_2}}}$$

Where,

M_1 - Arithmetic mean of 1st sample

M_2 - Arithmetic mean of 2nd sample

σ_1 - Standard deviation of 1st sample

σ_2 - Standard deviation of 2nd sample

N_1 - Number of students in 1st group

N_2 - Number of students in 2nd group

4. ANOVA

To find out whether there is any significant difference among the means of more than two random samples. We use the F- distribution. The analysis of variance leads with variances, rather than with standard deviations and standard error.

$$F = \frac{\text{Mean square variance between groups}}{\text{Mean square variance within groups}}$$

CHAPTER –IV

ANALYSIS AND INTERPRETATION OF DATA

❖ **Percentage wise analysis**

❖ **Differential analysis**

❖ **Correlation analysis**

Analysis and interpretation is the most important step of research process. It is very much essential for an effective scientific study. Interpretation refers to the task of drawing inferences from the collected facts after an analytical study. In other words, interpretation takes results of analysis, make inferences and draws conclusion about the relationship.

The interpretation aims at the critical examination of the results in the light of the previous studies and experiences of the investigator. Keeping this in view the investigator tested the hypotheses of the study.

The chapter is intended to analyse the human rights awareness of high school students. 400 students from different schools of Namakkal District were

selected for the study. The data collected from the sample were analyzed using appropriate statistical techniques like arithmetic mean, 't' test and ANOVA. The details of the test are given in the following tables.

TEST OF SIGNIFICANCE FOR DIFFERENCE BETWEEN MEANS FOR DIFFERENT GROUPS

HUMAN RIGHTS AWARENESS OF HIGH SCHOOL STUDENTS

Table: 4.1

Descriptive statistics for human rights awareness

Mean	19.51
Std Deviation	3.9
Count	400

From the above table it is clear that the total number of sample selected for the present study was 400. The arithmetic mean scores obtained for the total sample is 19.51 and standard deviation is 3.9

Table: 4.2

Percentage distribution of different levels of human rights awareness

Human rights awareness	Count	Percentage
Low	74	18.50
Average	261	65.25
High	65	16.25
Total	400	100.00

From the above table it is clear that the number of sample in each levels of human rights awareness are 74, 261, 65 and the corresponding percentage are 18.50, 65.25, and 16.25 respectively. This indicates that most of the high school students have medium level of human rights awareness.

COMPARISON OF HUMAN RIGHTS AWARENESS OF HIGH SCHOOL STUDENTS BASED ON BACKGROUND VARIABLES

Comparison of Human rights awareness based on gender

H₀ 1 : Null hypothesis

There is no significant difference in the mean scores of human rights awareness of male and female high school students

Table:4.3

Comparison of human rights awareness based on gender

Gender	Mean	SD	N	t	P	Remark
Male	19.49	3.86	224	0.10	0.919	NS
Female	19.53	3.97	176			

The calculated value t value (t=0.10, P>0.05) is not significant at any level. Therefore the null hypothesis, “There is no significant difference in the mean scores of human rights awareness of male and female high school students” is

accepted. Thus from the results it is confirmed that male and female high school students do not differ significantly in their human rights awareness.

Comparison of human rights awareness based on locale

H₀ 2 : Null hypothesis

There is no significant difference in the mean scores of human rights awareness of rural and urban high school students .

Table:4.4

Comparison of human rights awareness based on locale

Locality	Mean	SD	N	t	p	Remark
Rural	19.6	3.96	292	0.77	0.441	NS
Urban	19.27	3.74	108			

The calculated value t value (t-0.77, P>0.05) is not significant at any level. Therefore the null hypothesis, “There is no significant difference in the mean scores of human rights awareness of rural and urban high school students” is accepted. Thus from the results it is confirmed that rural and urban high school students do not differ significantly in their human rights awareness.

Comparison of human rights awareness based on religion

H₀ 3: Null hypothesis

There is no significant difference in the mean scores of human rights awareness of Hindu, Christian and Muslim high school students.

Table:4.5

Comparison of human rights awareness based on religion

Religion	Mean	SD	Source	Sum of Squares	Df	Mean Square	F	P	Remark
Hindu	19.51	3.96	Between Group	7.43	2	3.71	0.24	0.784	NS
Christian	19.13	3.35	Within Group	6068.55	397	15.29			
Muslim	19.95	3.49	Total	6075.98	399				

The calculated value F value (F-0.24, P>0.05) is not significant at any level.

Therefore the null hypothesis, “There is no significant difference in the mean scores of human rights awareness of Hindu, Christian and Muslim high school students” is accepted. That is human rights awareness of high school students do not statistically differ with their religion.

Comparison of human rights awareness based on community

H₀ 4: Null hypothesis

There is no significant difference in the mean scores of human rights awareness of FC,BC,MBC,SC and ST high school students.

Table:4.6

Comparison of human rights awareness based on community

Community	Mean	Sd	Source	Sum of Squares	Df	Mean Square	F	P	Remark
FC	20.13	4.19	Between Group	8.69	4	3.88	0.25	0.908	NS
BC	19.41	3.97	Within Group	6067.29	395	15.34			
MBC	19.52	3.67	Total	6075.98	399				
SC	19.38	3.95							
ST	19.64	4.01							

The calculated value F value (F-0.25, P>0.05) is not significant at any level.

Therefore the null hypothesis, “There is no significant difference in the mean scores of human rights awareness of FC, BC, MBC, SC, ST high school students”

is accepted. It is confirmed that FC, BC, MBC, SC, ST high school students do not differ significantly in their human rights awareness

Comparison of human rights awareness based on type of school

H₀ 5: Null hypothesis

There is no significant difference in the mean scores of human rights awareness of government, aided and unaided high school students.

Table:4.7

Comparison of human rights awareness based on type of management

Type of management	Mean	SD	Source	Sum of squares	df	Mean Square	F	P	Remark
Government	19.62	3.74	Between Group	8.69	2	4.34	0.28	0.753	NS
Aided	19.27	4.02	Within Group	6067.29	397	15.28			
Unaided	19.56	4.09	Total	6075.98	399				

The calculated value F value (F=0.28, P>0.05) is not significant at any level.

Therefore the null hypothesis, “There is no significant difference in the mean scores of human rights awareness of government, aided and unaided high school

students” is accepted. It is confirmed that government, aided and unaided high school students do not differ significantly in their human rights awareness.

Comparison of Human rights awareness based on Educational qualification of father

H₀ 6: Null hypothesis

There is no significant difference in the mean scores of human rights awareness of high school students based on educational qualification of father.

Table:4.8

Comparison of Human rights awareness based on qualification of father.

Qualification of Father	Mean	SD	Source	Sum of Squares	Df	Mean Square	F	P	Remark
Below SSLC	19.38	3.83	Between GP	6.21	2	3.11	0.20	0.816	NS
SSLC to HSC	19.67	3.7	Within GP	6069.76	397	15.29			
Above HSC	19.58	4.17	Total	6075.98	399				

The calculated value F value (F=0.20, P>0.05) is not significant at any level. Therefore the null hypothesis, “There is no significant difference in the mean scores of human rights awareness of high school students based on educational qualification of father.” is accepted. High school students with their father’s educational qualification asSSLC, SSLC to HSC and graduate do not differ significantly in their human rights awareness.

Comparison of Human rights awareness based on qualification of mother

H₀7 : Null hypothesis

There is no significant difference in the mean scores of human rights awareness of high school students based on educational qualification of mother.

Table:4.9

Comparison of Human rights awareness based on qualification of mother.

Qualification of Mother	Mean	SD	Source	Sum of Squares	Df	Mean Square	F	P	Remark
Below SSLC	19.13	3.72	Between Group	63.52	2	31.76	0.20	0.124	NS
SSLC to HSC	19.99	3.71	Within Group	6012.46	397	15.14			

Above HSC	19.86	4.43	Total	6075.98	399				
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The calculated value F value (F-02.10 , P>0.05) is not significant at any level. Therefore the null hypothesis, “There is no significant difference in the mean scores of human rights awareness of high school students based on educational qualification of mother.” is accepted. High school students with their mother’s educational qualification as SSLC, SSLC to HSC and graduate do not differ significantly in their human rights awareness.

Comparison of Human rights awareness based on occupation of father

H₀ 8: Null hypothesis

There is no significant difference in the mean scores of human rights awareness of high school students based on occupation of father.

Table:4.10

Comparison of Human rights awareness based on occupation of father.

Occupation of Father	Mean	SD	N	T	P	Remark
Employed	19.52	3.99	306	0.11	0.91	NS
Unemployed	19.47	3.61	94			

The calculated value t value (t=0.11, P>0.05) is not significant at any level. Therefore the null hypothesis, “There is no significant difference in the mean scores of human rights awareness of high school students based on occupation of father.” is accepted. ie, High school students whose fathers come under the categories employed and unemployed do not differ statistically in their human rights awareness .

Comparison of Human rights awareness based on occupation of mother

H₀ 9 : Null hypothesis

There is no significant difference in the mean scores of human rights awareness of high school students based on occupation of mother.

Table:4.11

Comparison of Human rights awareness based on occupation of mother

Occupation of Mother	Mean	SD	N	T	P	Remark
Employed	19.57	3.65	159	0.28	0.78	NS
Unemployed	19.46	4.07	241			

The calculated value t value (t=0.28, P>0.05) is not significant at any level. Therefore the null hypothesis, “There is no significant difference in the mean scores of human rights awareness of high school students based on occupation of mother.” is accepted. ie, High school students whose mothers come under the categories employed and unemployed do not differ statistically in their human rights awareness .

Comparison of Human rights awareness based on income of father

H₀ 10 : Null hypothesis

There is no significant difference in the mean scores of human rights awareness of high school students based on income of father

Table:4.12

Comparison of Human rights awareness based on income of father

Income of Father	Mean	SD	Source	Sum Of Squares	Df	Mean Square	F	P	Remark
Below 6000	19.3	3.6	Between Group	14.66	2	7.33	0.48	0.619	NS
6000 to 12000	19.72	3.94	Within Group	6061.31	397	15.27			
Above 12000	19.65	4.4	Total	6075.98	399				

The calculated value F value (F-0.48, $P>0.05$) is not significant at any level. Therefore the null hypothesis, “There is no significant difference in the mean scores of human rights awareness of high school students based on income of father.” is accepted. High school students whose mothers income come under the categories below 6000, 6000 to 12000 and above 12000 do not differ significantly in their human rights awareness.

Comparison of Human rights awareness based on income of mother

H₀ 11 : Null hypothesis

There is no significant difference in the mean scores of human rights awareness of high school students based on income of mother.

Table:4.13

Comparison of Human rights awareness based on income of mother

Income of Mother	Mean	SD	Source	Sum of Squares	Df	Mean Square	F	P	Remark
Below 6000	19.38	3.73	Between Group	14.0	2	6.98	0.46	0.634	NS
6000 to 12000	19.85	4.12	Within Group	6062.03	397	15.27			
Above 12000	19.65	4.39	Total	6075.98	399				

The calculated value F value (F-0.46, P>0.05) is not significant at any level. Therefore the null hypothesis, “There is no significant difference in the mean

scores of human rights awareness of high school students based on income of mother”, is accepted. High school students whose mothers incomes come under the categories 6000, 6000 to 12000 and above 12000 do not differ significantly in their human rights awareness.

TENABILITY OF HYPOTHESES

- There is no significant difference in the mean scores of human rights awareness of male and female high school student is accepted.
- There is no significant difference in the mean scores of human rights awareness of rural and urban high school students is accepted.
- There is no significant difference in the mean scores of human rights awareness of Hindu, Christian and Muslim high school students is accepted.
- There is no significant difference in the mean scores of human rights awareness of government, aided and unaided high school students is accepted.
- There is no significant difference in the mean scores of human rights awareness of high school students based on educational qualification of father is accepted.
- There is no significant difference in the mean scores of human rights awareness of high school students based on educational qualification of mother is accepted.

- There is no significant difference in the mean scores of human rights awareness of high school students based on occupation of father is accepted
- There is no significant difference in the mean scores of human rights awareness of high school students based on occupation of mother is accepted
- There is no significant difference in the mean scores of human rights awareness of high school students based on income of father is accepted.
- There is no significant difference in the mean scores of human rights awareness of high school students based on income of mother is accepted.

CHAPTER-V

FINDINGS, CONCLUSION AND SUGGESTIONS

- ❖ **Resume of the study**
- ❖ **Findings**
- ❖ **Conclusion**
- ❖ **Educational implication**
- ❖ **Recommendation**
- ❖ **Suggestions**

RESUME OF THE STUDY

The study under investigation was entitled as “Human rights awareness of high school of Namakkal District”.

A sample of 400 students were selected from different schools in Namakkal district of TamilNadu. Here the investigator used normative survey method. The technique used for the collection of sample was random sampling.

For collecting data the tools employed were general data sheet, Human rights awareness test. The data were subjected to statistical analysis such as mean, standard deviation, t test, ANOVA and Pearson product moment coefficient.

FINDINGS WITH REGARD TO THE MEAN SCORES OF HUMAN RIGHTS AWARENESS OF HIGH SCHOOL STUDENTS:

1. The study revealed that the high school students possess medium level of Human rights awareness.
2. Gender has no impact on Human rights awareness of high school students.
3. Locale has no impact on Human rights awareness of high school students.
4. Religion has no impact on Human rights awareness of high school students.
5. Type of school has no impact on Human rights awareness of high school students
6. Qualification of father has no impact on Human rights awareness of high school students.
7. Qualification of mother has no impact on Human rights awareness of high school students.
8. Occupation of father has no impact on Human rights awareness of high school students.
9. Occupation of mother has no impact on Human rights awareness of high school students.
10. Income of father has no impact on Human rights awareness of high school students.

11. Income of mother has no impact on Human rights awareness of high school students.

CONCLUSION

From the results, it is cleared that the high school students possess the average level of Human rights awareness. Also from the result of study it was found that, gender, locale, type of school, religion, qualification of father and mother, occupation of father and mother, income of father and mother have no impact on Human rights awareness of high school students. The study reveals that the various steps might have been taken for developing Human rights awareness. But level of human rights awareness among the students is only average. So programmes that aim at developing the human rights awareness should be organized in schools; thereby the problem of child labour can be controlled.

EDUCATIONAL IMPLICATIONS

The study revealed that majority of the high school students of Namakkal district for the academic year 2012-2013 have medium level of Human rights awareness

- The curriculum for the child should be designed to have ample scope for Human rights awareness.
- It will be fruitful if a counselor is appointed so as to help the students to overcome the difficulties faced by the students.

- Development of values and ideas about high school students can be given through redesigned curriculum.
- High school students can be encouraged for group learning for understand various rules and rights.
- For improving the Human rights awareness certain improvement programmers such as seminars, workshops, and conference should be encouraged.
- Opportunities for guidance and counseling can be given, so that they may aware of rules and rights.

RECOMMENDATION

- Promoting social welfare activities and implementing various awareness programmers for high school students.
- Appointment of protection officers and NGO will provide assistance to the high school students for Human rights.
- The teacher should provide various programmers and opportunity to participate in various programs.

SUGGESTIONS FOR FURTHER STUDIES

Based on the findings of the present investigation, the investigator suggests the following areas for the further research in this field.

- The present study is confined only to the students Namakkal district. This can be extended further to other districts of TamilNadu and other states
- The study is conducted on higher secondary students only. It can be extended to college level, high school, primary schools etc.

Even though there are many limitations in the present investigation, it is the investigator's earnest hope and anticipation that the study shall serves as a guideline for future investigation in this area of research.

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APPENDICES

APPENDIX-A

N.V.K.S.D. COLLEGE OF EDUCATION, ATTOOR

KANYAKUMARI DISTRICT.

PERSONAL DATA SHEET

Name of the student :
Name of the school :
Gender : Male / Female
Locality : Rural / Urban
Religion : Hindu / Christian / Muslim
Community : FC / BC / MBC / SC / ST
Types of management : Government / Aided / Unaided
Parental education : BelowS.S.L.C / S.S.L.C-H.S.C/Graduate
Father :
Mother :
Parental occupation : Employed / Unemployed
Father :
Mother :
Parental monthly income : Below6000 / 6000-12000 / Above 12000
Father :
Mother :

APPENDIX-B

N.V.K.S.D COLLEGE OF EDUCATION, ATTOOR, K.K.DIST.

HUMAN RIGHTS AWARENESS SCALE

(DRAFT)

(prepared by K.Arulkumar&Dr.Sobha. B.C)

INTRODUCTION:

Read each of the following statement carefully. The statement are related to our human rights, each statement has Yes or No response.

After reading each statement carefully indicate your answer by putting a tick mark (✓) against the appropriate Yes or No. Attend all questions. Your answers will be kept confidential and will be used for research purpose only.

Sl.No	Statements	Yes	No
1	Education is a basic human right. fy;tpvd;gJxUkdpjdpd; mbg;gilkdjchpik.		
2	Parents have the right to choose the kind of education that shall be given to their children. jq;fs; Foe;ijfSf;Fvj;jifafy;tpnfhLf;fNtz;Lk; vdNjHTnra;Ak; chpikngw;NwhUf;Fcz;L.		
3	All children between the age 6 to 14 have the fundamental right to education. 6 Kjy; 14 tajpw;Fl;gl;lFoe;ijfSf;Ffy;tpfw;fmbg;gilchpikcz;L.		
4	Every citizen has the right to education. vy;yhFbkf;fSf;Fk; fy;tpfw;fchpikcz;L.		
5	Human rights are pre-requisite for peace, security, development and democracy. xUehl;bd; mikjp>ghJfhg;G>tsHr;rpkw;Wk; [dehafj;jpw;Fkdpjchpikfs; Njit.		
6.	Human rights should be taught as a special subject in schools. kdpjchpikfs; jdpq;ghlkhfgs;spf;\$lq;fspy; fw;gpf;fg;glNtz;Lk;.		
7	Human rights education is essential in schools to prevent its violation. kdpjchpikfs; kPwiyjilnra;akdpjchpikfs; fy;tpgs;spf; \$lq;fspy; Njit		
8	Human rights education is not just about teaching rights, but about living them. kdpjchpikfs; fy;tpvd;gJntWkNdfw;gpj;jy; kl;Lk; ,y;yhky; mjpy; tho;tjhFk;.		

9	Human rights employes that all are equal before law and all should have equal opportunities. midtUk; rl;l;jjpd; Kd;Grkk; vdTk;>midtUf;Fk; rktha;g;Gcz;Lvd;gjidAk; kdpjchpikfs; fw;gpf;fNtz;Lk;.		
10	Human rights education should promote respect for the rights of the children. kdpjchpikfy;tpvd;gJFoe;ijfspd; chpikfSf;Fkjpg;GnfhLg;gJ.		
11	Every one has the right to liberty and security, vy;yhkdpjHfSf;Fk; jd;Dhpikkw;Wk; ghJfhg;Gchikcz;L		
12	No one shall be subjected to arbitray arrest or detention. vtiuAk; jd;dpr;irifJkw;Wk; jLg;Gfhty; nra;af;\$lhJ.		
13	The children below the age of 14 can be employed in any factory. Time or in any hazardous works. 14 tajpw;Fl;gl;IFoe;ijfisnjhopw;rhiyfspNyh>Ruq;fq;fspNyhmy;yJMgj;ijtpistpf ;Fk; gzpfspNyhgzpakHj;jyhk;.		
14	Equal opportunity should be given to citizens in matters of employment or appointment to any office under state. muRepWtdq;fspy; gzpGhpaTk; Ntiytha;g;Gfpilf;fTk; midj;JFbkf;fSf;Fchpikcz;L.		
15	All citizens are entitled to be treated equally by law and are entitled to equal protection of law. rl;l;jjpd; Kd;Grkkhfelj;jg;gLtjw;Fk; rl;l;jjpdhy; ghJfhf;fg;glNtz;bachpikFbkf;fSf;Fcz;L.		
16	Any one who has been the victim of unlawful arrest or detention shall have an enforceable right to compensation. rl;ltpNuhjkhdifJmy;yJLg;Gfhty; fhuzkhfghjpf;fg;gl;legUf;F ,og;gPLngWk; chpikiamky;gLj;Jk; chpikcz;L.		
17	A person can be compelled to be a member of an association. xUkdpjidxU ,af;fj;jpd; cWg;gpduhffl;lhag; gLj;jyhk;.		
18	Any citizen can be discriminated on the grounds of religion, race, caste, sex or place of birth. [hjp> ,dk;>kjk;>ghypdk; my;yJgpwg;gpl;jjpd; mbg;gilapy; ve;jxUFbkfidAk; NtWgLj;jyhk;.		
19	The laws enacted by state for the advancement of socially and economically backward citizens be banned. gpw;gLj;jg;gl;NlhHkw;Wk; kiytho; kf;fs; Nghd;wr%fkw;Wk; fy;tpmbg;gilapy; gpd; jq;fpakf;fspd; eyd; fhf;fmurhy; ,aw;wg;gLk; rl;l;j;ijjlnra;aKbAk;		
20	The refugees have no right to fight for their rights. mfjpfSf;Fmthfspd; chpikfSf;fhfNghuhlchpik ,y;iy.		
21	A person be denied access to public places on the ground of untouchability. jPz;lhhkhuzkhfxUtUf;FngH ,lj;jpw;FhpanjhHGkWf;fg;glyhk;.		
22	Every one charged with a criminal offence shall have the right to be		

	presumed innocent until proved quality according to law. Fw;wk; Rkj;jg;gl;lx;nthUegUk; mtHkPJRkj;jg;gl;IFw;wk; epUgpf;Fk; tiuepuguhjphd;.		
23	A person sentenced to death sentence shall have the right to seek pardon or commutation of sentence. kuzjz;lidoq;fg;gl;legUf;Fkd;dpG;GNfhuNthjz;lidFiwj;Jf; Nfl;fNthchpikcz;L.		
24	Indian citizens have got the right assemble peacefully and without arms. ,e;jpaFbkf;fSf;FmikpahfMajkpd;wp \$Ltjw;Fchpikcz;L.		
25	The free legal aid to poor and speedy trial are guaranteed as fundamental rights. ViofSf;F ,ytrrl;lcjtpkw;Wk; tpiuTprhuizahdJmbg;gilchpikvdcWjpaspf;fg;gl;Ls;sJ.		
26	The minorities have not got the right to establish and administer educational institution of their own choice. rpWghd;ikapdUf;FmtHfs; tpUg;gj;jpw;Ffy;tpewtdq;fs; epWtpguhkhpg;Gnra;achpik ,y;iy.		
27	Children and youths have rights. Foe;jfSf;Fk; ,isQHfSf;Fk; rkchpikcz;L.		
28	Human rights should be the concern of all. kdpjchpikfs; midtUf;Fk; rkkhxd;W.		
29	Only the state government can protect human rights. kdpjchpikfs; khepymurpdhy; kl;Lk; ntspaplg;gLfpd;wd.		
30	Human rights means absolute freedom. kdpjchpikfs; vd;gJKOikahdRje;jpukhdJ.		
31	All have the right to express their opinion. fUj;Jf;fisntspaplmidtUf;Fk; chpikcz;L.		
32	I have the right to take my own decision. ve;jxUKbitAk; vLf;fvdf;Fchpikcz;L		
33	I have the right to follow any religion. vk;kjj;pidAk; gpd;gw;wvdf;Fchpikcz;L		
34	All have the right to speak. midtUf;Fk; Ngr;Rhpikcz;L.		
35	Men and women have equal rights. Mz;>ngz; ,UtUf;Fk; rkchpikcz;L		
36	I have shall be any discrimination on basis of religion. ve;jxUNtWgl;lmbg;gilkj;ijAk; vd;dhy; Vw;Wnfhs;sKbAk;		
37	Rich people have more rights than poor. Viofistplgzf;fhuHfSf;Fmjpfchpikfs; cz;L.		
38	All have rights to know about the rules and schemes of Govt. muRmwptpj;jrl;ljl;lq;fisNfl;Lmwptjw;Fchpikcz;L		
39	The state promotes the education of weaker section. ekJfy;tpapd; epiykhepytsHr;rpapy; Fiwe;Jcs;sJ.		
40	Lack of education is responsible for several human rights violation. NghjpamsTfy;tp ,y;yhikahy; mjpfmsTkdpjchpikfs; kPwg;gLfpd;wd.		
41	Child labour is also rampant in India.		

	Foe;ijnjhopyhsHjpl;lk; jilnra;ag;gl;Ls;sJ.		
42	Child marriage is prohibited Foe;ijjpUkzk; jilnra;ag;gl;Ls;sJ.		
43	Right to education restricted the corporal punishment fy;tpchpikr;rl;lk; fLikahdjz;lidiajilnra;Js;sJ.		
44	Education is not a basic human rights. fy;tpvd;gJkdpjchpikmy;y.		
45	Government schools are run by control and state government muRgs;spfs; kj;jpamurhYk; >khepymurhYk; nray;gLj;jg;gl;LtUfpwJ.		
46	Right to education addresses quality of teacher fy;tpchpikr;rl;lk; MrphpaHfspd; jFjpiaKf;fpag;gLj;JfpwJ		

APPENDIX-C

N.V.K.S.D COLLEGE OF EDUCATION, ATTOOR, K.K.DIST.

HUMAN RIGHTS AWARENESS SCALE

(FINAL)

(prepared by K.Arulkumar&Dr.Sobha. B.C)

INTRODUCTION:

Read each of the following statement carefully. The statement are related to our human rights, each statement has Yes or No response.

After reading each statement carefully indicate your answer by putting a tick mark (✓) against the appropriate Yes or No. Attend all questions. Your answers will be kept confidential and will be used for research purpose only.

Sl.No	Statements	Yes	No
1	Education is a basic human right. fy;tpvd;gJxUkdpjdpd; mbg;gilkdjchpik.		
2	Parents have the right to choose the kind of education that shall be given to their children. jq;fs; Foe;ijfSf;Fvj;jifafy;tpnfhLf;fNtz;Lk; vdNjHTnra;Ak; chpikngw;NwhUf;Fcz;L.		
3	All children between the age 6 to 14 have the fundamental right to education. 6 Kjy; 14 tajpw;Fl;gl;lFoe;ijfSf;Ffy;tpfw;fmbg;gilchpikcz;L.		
4	Every citizen has the right to education. vy;yhFbkf;fSf;Fk; fy;tpfw;fchpikcz;L.		
5	Human rights are pre-requisite for peace, security, development and democracy. xUehl;bd; mikjp>ghJfhg;G>tsHr;rpkw;Wk; [dehafj;jpw;Fkdpjchpikfs; Njit.		
6.	Human rights should be taught as a special subject in schools. kdpjchpikfs; jdpg;ghlkhfgs;spf;\$lq;fspy; fw;gpf;fg;glNtz;Lk;.		
7	Human rights education is essential in schools to prevent its violation. kdpjchpikfs; kPwiyjlnra;akdpjchpikfs; fy;tpgs;spf; \$lq;fspy; Njit		
8	Human rights education is not just about teaching rights, but about living them. kdpjchpikfs; fy;tpvd;gJntWkNdfw;gpj;jy; kl;Lk; ,y;yhky; mjpy; tho;tjhFk;.		

9	Human rights employes that all are equal before law and all should have equal opportunities. midtUk; rl;l;j; jpd; Kd;Grkk; vdTk;>midtUf;Fk; rktha;g;Gcz;Lvd;gjidAk; kdpjchpikfs; fw;gpf;fNtz;Lk;.		
10	Human rights education should promote respect for the rights of the children. kdpjchpikfy;tpvd;gJFoe;ijfspd; chpikfSf;Fkjpg;GnfhLg;gJ.		
11	Every one has the right to liberty and security, vy;yhkdpjHfSf;Fk; jd;Dhpikkw;Wk; ghJfhg;Gchikcz;L		
12	No one shall be subjected to arbitray arrest or detention. vtiuAk; jd;dpr;irifJkw;Wk; jLg;Gfhty; nra;af;\$lhJ.		
13	The children below the age of 14 can be employed in any factory. Time or in any hazardous works. 14 tajpw;Fl;gl;IFoe;ijfisnjhopw;rhiyfspNyh>Ruq;fq;fspNyhmy;yJMgj;ijtpistpf ;Fk; gzpfspNyhgzpakHj;jyhk;.		
14	Equal opportunity should be given to citizens in matters of employment or appointment to any office under state. muRepWtdq;fspy; gzpGhpaTk; Ntiytha;g;Gfpilf;fTk; midj;Jfbkf;fSf;Fchpikcz;L.		
15	All citizens are entitled to be treated equally by law and are entitled to equal protection of law. rl;l;j; jpd; Kd;Grkkhfelj;jg;gLtjw;Fk; rl;l;j; jpdhy; ghJfhf;fg;glNtz;bachpikFbkf;fSf;Fcz;L.		
16	Any one who has been the victim of unlawful arrest or detention shall have an enforceable right to compensation. rl;ltpNuhjkhdifJmy;yJLg;Gfhty; fhuzkhfghjpf;fg;gl;legUf;F ,og;gPLngWk; chpikiamky;gLj;Jk; chpikcz;L.		
17	A person can be compelled to be a member of an association. xUkdpjidxU ,af;fj; jpd; cWg;gpduhffl;lhag; gLj;jyhk;.		
18	Any citizen can be discriminated on the grounds of religion, race, caste, sex or place of birth. [hjp> ,dk;>kjk;>ghypdk; my;yJgpwg;gplj; jpd; mbg;gilapy; ve;jxUFbkfidAk; NtWgLj;jyhk;.		
19	The laws enacted by state for the advancement of socially and economically backward citizens be banned. gpw;gLj;jg;gl;NIhHkw;Wk; kiytho; kf;fs; Nghd;wr%fkW;Wk; fy;tpmbg;gilapy; gpd; jq;fpakf;fspd; eyd; fhf;fmurhy; ,aw;wg;gLk; rl;l;j;ijjlnra;aKbAk;		
20	The refugees have no right to fight for their rights. mfjpfSf;Fmthfspd; chpikfSf;fhfNghuhlchpik ,y;iy.		
21	A person be denied access to public places on the ground of untouchability. jPz;lhhkhuzkhfxUtUf;FngH ,lj;jpw;FhpanjhHGkWf;fg;glyhk;.		

22	Every one charged with a criminal offence shall have the right to be presumed innocent until proved quality according to law. Fw;wk; Rkj;jg;gl;lx;nthUegUK; mtHkPJRkj;jg;gl;IFw;wk; epUgpf;Fk; tiuepuguhjphd;.		
23	A person sentenced to death sentence shall have the right to seek pardon or commutation of sentence. kuzjz;lidoq;fg;gl;legUf;Fkd;dpg;GNfhuNthjz;lidFiwj;Jf; Nfl;fNthchpikcz;L.		
24	Indian citizens have got the right assemble peacefully and without arms. ,e;jpaFbkf;fSf;FmikjpaHfMajkpd;wp \$Ltjw;Fchpikcz;L.		
25	The free legal aid to poor and speedy trial are guaranteed as fundamental rights. ViofSf;F ,ytrrl;lcjtpkw;Wk; tpiuTprhuizahdJmbg;gilchpikvdcWjpaspf;fg;gl;Ls;sJ.		
26	The minorities have not got the right to establish and administer educational institution of their own choice. rpWghd;ikapdUf;FmtHfs; tpUg;gj;jpw;Ffy;tpepWtdq;fs; epWtpguhkhpg;Gnra;achpik ,y;iy.		
27	Children and youths have rights. Foe;ijfSf;Fk; ,isQHfSf;Fk; rkchpikcz;L.		
28	Human rights should be the concern of all. kdpjchpikfs; midtUf;Fk; rkkhdx;W.		
29	Only the state government can protect human rights. kdpjchpikfs; khepymurpdhy; kl;Lk; ntspaplg;gLfpd;wd.		
30	Human rights means absolute freedom. kdpjchpikfs; vd;gJKOikahdRje;jpukhdJ.		
31	All have the right to express their opinion. fUj;Jf;fisntspaplmidtUf;Fk; chpikcz;L.		
32	I have the right to take my own decision. ve;jxUKbitAk; vLf;fvdf;Fchpikcz;L		
33	I have the right to follow any religion. vk;kjj;pidAk; gpd;gw;wvdf;Fchpikcz;L		
34	All have the right to speak. midtUf;Fk; Ngr;Rhpikcz;L.		
35	Men and women have equal rights. Mz;>ngz; ,UtUf;Fk; rkchpikcz;L		
36	I have shall be any discrimination on basis of religion. ve;jxUNtWgl;lmbg;gilkkj;ijAk; vd;dhy; Vw;Wnfhs;sKbAk;		
37	Rich people have more rights than poor. Viofistplgzf;fhuHfSf;Fmjpfchpikfs; cz;L.		
38	All have rights to know about the rules and schemes of Govt. muRmwptp;jrl;lpl;lq;fisNfl;Lmwptjw;Fchpikcz;L		
39	The state promotes the education of weaker section. ekJfy;tpapd; epiykhepytsHr;rpapy; Fiwe;Jcs;sJ.		
40	Lack of education is responsible for several human rights violation. NghjpamsTfy;tp ,y;yhikahy; mjpfmsTkdpjchpikfs; kPwg;gLfpd;wd.		

