



Attitude of the Students, Teachers and Educational Administrators for Incorporating Human Rights Education in Secondary School Curriculum

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Abstract

After the World War-II, human rights education has become an increasingly visible feature of the educational policies, debates and foundations at international level. Steps have been taken by various nations to incorporate human rights education in their school curriculum. In India, a few studies have been conducted in the context of incorporating human rights education in school curriculum in general and in secondary school curriculum in particular. In the present study, an attempt was made to study the attitude of the students, teachers and educational administrators for incorporating human rights education in secondary school curriculum. The study mainly focused to compare the attitude of the students, teachers and educational administrators for incorporating human rights education in secondary school curriculum, and to identify certain basic content areas of human rights education that may/should have a place in secondary school curriculum. The study was considered under descriptive survey-cum-content analysis research. The participants of the study included 640 students, 256 teachers and 88 educational administrators under secondary schools of Bihar, India. A self-developed attitude scale titled 'Attitude scale for studying the attitude for incorporating human rights education in secondary school curriculum' was used for collecting data from participants for the study. Both the quantitative and qualitative methods of data analysis were employed for analyzing the collected data of the study. The study mainly revealed that among the entire sample studied, the students possessed better attitude than teachers and educational administrators for incorporating human rights education in secondary school curriculum. Further, the study helped to identify certain basic content areas of human rights education that may/should have a place in secondary school curriculum.

Keywords: Human rights education; Attitude; Secondary school curriculum; Students; Teachers; Educational administrators.



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1. Introduction

The term 'human rights' refers to those rights that are considered universal to humanity regardless of citizenship, residency status, ethnicity, gender or other considerations. Human rights are neither abstract nor some remote set of inspirational principles, but, they have a tangible meaning and a relevance to everyday life; they need to be practiced and experienced. All human rights: civil, political, economic, social and cultural are inherent to the human dignity of every person. They have been recognized and reaffirmed in universally accepted standards, from the Universal Declaration of Human Rights to the almost universally ratified Conventions on the Rights of the Children. Human rights are the basic freedoms and protections that all people are entitled to. They are rights that we all have whatever our nationality, place of residence, sex, national or ethnic origin, colour, religion, language, sexual orientation or any other status may be. We all are equally entitled to human rights without any discrimination among us. Although human rights were principally defined and codified in the twentieth century, human rights values are rooted in the wisdom literature, traditional values, and religious teachings of almost every culture. For example, the Hindu Vedas, the Babylonian Code of Hammurabi, the Bible, the Quran (Koran), and the Analects of Confucius all address questions of peoples' duties, rights, and responsibilities (Flowers, 2000). Understanding of various categories of human rights will be easier for us if we firstly discuss the categories of general rights. There are three main types of general rights:

Absolute rights cannot be interfered or limited in any way. Examples of absolute rights are the right not to be tortured or treated in an inhuman or degrading way and the right not to be enslaved.

Limited rights can be limited in specific circumstances, which are set out in the Human Rights Act. Example of a limited right is the right to liberty, which can be limited in certain cases.

Qualified rights can be interfered in order to protect the rights of other individuals or the public interest. Any interference in a qualified right must be:

- in pursuit of a legitimate aim, for example, to protect the rights of others or for the wider good
- lawful
- necessary
- proportionate (appropriate and not excessive in the circumstances) (Ministry of Justice UK and BIHR, 2008).

The Indian Constitution shapes the country's concept of human rights. The Preamble, Fundamental Rights, Fundamental Duties, and Directive Principles of State Policy of the Constitution are concrete steps towards the realization of human rights. While some basic objectives of human rights have been defined in the Preamble of the Constitution, the protection of human freedom and liberties are emphasized in Fundamental Rights and Directive Principles of State Policy of the Constitution. The rights of the child have been given the greatest priority in the Constitution. Since rights and duties are inseparable, Fundamental Duties (Article 51) of the Constitution are also imperative. These provisions epitomize the collective will and aspiration of all Indians. The following important provisions in the Indian Constitution safeguard human rights:

- Equality before the law (Article 14);
- Non-discrimination on grounds of religion, race, caste, sex, and place of birth (Article 15);
- Equality of opportunity (Article 16);
- Freedom of speech, expression, assembly, association, movement, residence, acquisition and disposition of property, practice of any profession, carrying out any occupation, trade, or business (Article 19);
- Provision of free and compulsory education of children from 6 to 14 years of age (Article 21 [A]);
- Prohibition of traffic in human beings and forced labour (Article 23);
- Prohibition of labour in case of children below 14 years (Article 24);
- Freedom of religion (Article 25);
- No provision for religious instruction in any educational institution wholly maintained out of state funds (Article 28);
- Conservation of language, scripts, and culture (Article 29 [1]);
- Right of minorities to administer educational institutions (Article 30);
- State guarantee of social order (Article 38 [1], Directive Principles of State Policy);
- Adequate means of livelihood, equal pay for equal work for both men and women, non-abuse of health of the worker, opportunity for children to develop in a healthy manner and in conditions of freedom and dignity (Article 39, Directive Principles of State Policy);
- Right to work, education, and public assistance in specific cases (Article 41, Directive Principles of State Policy); and
- Ensuring education and economic development of scheduled castes, scheduled tribes, and other weaker sections of society (Article 46, Directive Principles of State Policy) (Kuchy and Thilagavathy, 2016).

It is a societal development, civic empowerment and human development strategy that enables women, men, and children to become agents of change. It can produce the blend of ethical thinking and action needed to cultivate public policies based on human rights and opens the possibility of creating a human rights culture for the 21st century (Das, 2008). Human rights education has utmost significance for promoting the awareness and understanding of human rights, values of human rights and actions and activities of human rights among people. Human right education aims to build an understanding and appreciation for human rights through learning about rights and learning through rights (McLeod and Reynolds, 2010). Human rights education aimed at building a universal centre of human rights by providing education, training and information through the sharing of knowledge (Madan, 2017).

Human rights education is a lifelong process that builds knowledge and skills, as well as attitudes and behaviours, to promote and uphold human rights. States should include education for democratic citizenship and human rights education in the curricula for formal education at pre-primary, primary and secondary school level as well as in general and vocational education and training. Support should also be provided for regular reviews and updates of such curricula to ensure their relevance and encourage sustainability. The curricula (whether school based or for professional development of education personnel) should aim to improve learners' core competencies-including dimensions of knowledge and understanding, attitudes, values and skills- based on human rights standards and principles. The school curricula should reflect the aims and values of education as articulated in international standards, including knowledge and understanding of human rights appropriate to age, background and context of learners, and this may require a fundamental and systematic revision of the curricula, textbooks and other teaching materials and technologies, as well as school policies. Though often the curriculum is the first to be developed or reviewed using a rights based framework, it is not the only means by which human rights learning takes place in schools, learning about human rights also happens when human rights standard are implemented in practice (Arora, 2016). Teaching of human rights should not only provide an understanding of one's own rights and duties and as such, inculcation of self-esteem and recognition of one's own rightful place in society but also respect for other and, more importantly, of fostering an attitude of tolerance and removal of prejudices towards fellow human beings. Indeed teaching of human rights at all levels of education is essential (National Human Rights Commission, 2019). The techniques of popular education like music, street theatre, documentary films, cosmic books, alternative media, and itinerant story tellers can help much more for making the students aware of their rights (Kuchy and Thilagavathy, 2016).

To enhance human rights culture and influence governmental human rights practices, it is necessary to win the hearts and minds of our fellow citizens. Human rights must not only be a matter of the letter of the law; they must be an expected standard of community behaviour. When international human rights standards are known to and internalized by local communities, they can become effective agents of change (Osler *et al.*, 2019). Education imparts the skills needed to promote, defend and apply human rights in daily life. Especially after the World War-II, the human rights education has become an increasingly visible feature of the educational policies, debates and foundations at international level. Many nations of the world have taken active steps to incorporate human rights

education in their school curriculum and other educational practices. Most importantly, human rights education has occupied a significant place in secondary school or high school curriculum in many nations of the world. 'Understanding the different components of human rights education and taking steps to incorporate the human rights education in school curriculum' is considered as a less explored area of research in India till now. In India, very less number of studies has been conducted in the context of incorporating human rights education in school curriculum in general and in secondary school curriculum in particular. In the process of incorporating human rights education in school curriculum, there is need to study the attitude of the stakeholders of the school system like the students, teachers, educational administrators, etc. for incorporating human rights education in the school curriculum. Hence, in this study, an attempt was made to study the attitude of the students, teachers and educational administrators for incorporating human right education in secondary school curriculum.

1.1. Objectives

The objectives of the study were:

- (1) to compare the attitude of the students, teachers and educational administrators for incorporating human rights education in secondary school curriculum;
- (2) to compare the attitude of the students for incorporating human rights education in secondary school curriculum in relation to their personal and institutional variables;
- (3) to compare the attitude of the teachers for incorporating human rights education in secondary school curriculum in relation to their personal and institutional variables;
- (4) to compare the attitude of the educational administrators for incorporating human rights education in secondary school curriculum in relation to their personal and institutional variables; and
- (5) to identify certain basic content areas of human rights education that may/ should have a place in secondary school curriculum.

1.2. Operational Meaning of the Terms

The operational meaning of the significant terms used in the study is given below:

Human Rights Education: In this study, human rights education is defined as an area of learning that develops the knowledge, skills, and values of human rights with the broad goal of building a universal human rights culture.

Secondary School Curriculum: The 'secondary school curriculum' in this study refers to curriculum or course of study of secondary school. Secondary school here refers to the schools having classes IXth and Xth.

Students, Teachers and Educational Administrators: In this study, students refer to students studying in secondary schools of Bihar. Teachers mean teachers teaching in the secondary schools of Bihar. Educational administrators include the officers who administer the secondary schools of Bihar. In this study, three categories of educational administrators were included i.e. head teachers (head masters/head mistresses), block education officers (BEOs) and district education officers (DEOs).

1.3. Methodology and Design

The study was conducted on the selected secondary schools affiliated to Bihar School Examination Board, Patna, Bihar, India. The study was considered under descriptive survey-cum-content analysis research. The study was considered under descriptive survey research, because, in the study the data referring to the attitude of the students, teachers and educational administrators for incorporating human rights education in secondary school curriculum were collected through descriptive survey method from a large sample area of participants (in respect of the first four objectives of the study). The study was treated under content analysis research, because, in the study the content analysis method was used to identify certain basic content areas of human rights education that may/ should have a place in secondary school curriculum (in respect of the last objective of the study).

1.4. Participants

In respect of achieving the first four objectives of the study, the data were collected from the participants under sixty four secondary schools affiliated to the Bihar School Examination Board, Patna, Bihar. The participants of the study included 640 students, 256 teachers and 88 educational administrators under the sixty four secondary schools of Bihar. The educational administrators included three categories of administrators i.e. head teachers (head masters/head mistresses), block education officers (BEOs) and district education officers (DEOs). While the students and teachers were directly selected from the sample schools, the educational administrators were selected on the basis of their affiliation to the sample schools. That means, in this study, all the available head teachers (head masters/head mistresses), block education officers (BEOs) and district education officers (DEOs) associated with the sample schools were taken as the educational administrators for the study. For the purpose of selecting the participants, initially the whole state of Bihar was purposively divided into four zones i.e. West, East, North and South. Two districts from each zone were randomly selected, and from each district two blocks (one rural block and one urban block) were randomly selected. From each block, four secondary schools (two rural schools and two urban schools) were randomly selected. The selected schools included equal number of schools belonging to government and private management system. From each school ten students and four teachers were randomly selected as participants. All the available educational administrators i.e. head teachers (head masters/head mistresses), block education officers (BEOs) and district education officers (DEOs) associated with the sample

schools were taken as participants. In total the distribution of participants selected were 640 students, 256 teachers and 88 educational administrators belonging to 64 schools of 16 blocks under 8 districts of four zones of Bihar.

1.5. Tool

In this study an attitude scale titled, “*Attitude scale for studying the attitude for incorporating human rights education in secondary school curriculum*” was developed and used. The scale is a five point Likert type scale and the scale is consisted of 38 items. The scale points/options of each of the items of the scale are: Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D) and Strongly Disagree (SD). The scale includes both positive and negative items. Positive items are scored as 5 for ‘Strongly Agree’, 4 for ‘Agree’, 3 for ‘Undecided’, 2 for ‘Disagree’ and 1 for ‘Strongly Disagree’. On the other hand, negative items are scored as 1 for ‘Strongly Agree’, 2 for ‘Agree’, 3 for ‘Undecided’, 4 for ‘Disagree’ and 5 ‘Strongly Disagree’. The respondent/participant has to put a tick mark (√) on the scale point/option of each item to which he/she feels/finds appropriate. Construct validity of the scale has been established. For establishing the validity of the scale, a set of 46 tentative items were at first prepared. Such items were thoroughly analyzed by a number of experts and accordingly finalized with 38 items. There is no exact time limit for administration of the scale. The scale has also an introductory profile part which includes some basic personal and institutional data of the respondent/participant. In this study, the scale was used in order to know the attitude of the students, teachers and educational administrators for incorporating human rights education in secondary school curriculum (based on first four objectives of the study).

1.6. Categories of Personal and Institutional Variables

In the study, the attitude of the participants (students, teachers and educational administrators) for incorporating human rights education in secondary school curriculum was compared in relation to their personal and institutional variables (in respect of second, third and fourth objectives of the study). The categories of the personal and institutional variables used in respect of the participants in the study are given here:

Personal and institutional variables of the students:

- a) Personal Variables: (i) Gender level (Male and Female), (ii) Socio-economic status level (Above Poverty Line and Below Poverty Line), and (iii) Class of study level (IXth class and Xth class).
- b) Institutional variables: (i) Rural-urban level (Rural school and Urban school), and (ii) Management level (Government school and Private school).

Personal and institutional variables of the teachers:

- a) Personal Variables: (i) Gender level (Male and Female), (ii) Qualification level (More Qualified and Less Qualified), (iii) Training level (Trained and Untrained), and (iv) Experience level (More Experienced and Less Experienced).
- b) Institutional variables: (i) Rural-urban level (Rural school and Urban school), and (ii) Management level (Government school and Private school).

Personal and institutional variables of the educational administrators:

- a) Personal Variable: Experience in administration (More Experienced and Less Experienced).
- b) Institutional variable: Category of administration (Head Teacher and Block Education Officer/ District Education Officer).

1.7. Process of Collection and Analysis of Data

In respect of achieving the first four objectives of the study, the data were collected directly from the participants of the study with the help of the attitude scale titled, “*Attitude scale for studying the attitude for incorporating human rights education in secondary school curriculum*”. The data were collected from the participants by creating a natural and conducive setting. In respect of achieving the last objectives of the study, the content analysis of different documents relating to human rights education and its relation to school curriculum/secondary school curriculum was done. Both qualitative and quantitative methods of data analysis were used for analyzing the data of the study. The quantitative method of data analysis like mean, Standard Deviation, “t” test, etc. were used for analyzing the results of the study.

1.8. Analysis of Data and Interpretation of Results

The details of the analysis of data and interpretation of results are given under the following heads:

2. Comparison of the Attitude of the Students, Teachers and Educational Administrators for Incorporating Human Rights Education in Secondary School Curriculum

Table-1. Indicating the comparison of the attitude of the students, teachers and educational administrators for incorporating human rights education in secondary school curriculum

Levels of Comparison	Groups for Comparison	N	M	SD	Calculated "t" value	DF	Table value of "t" at 0.5 level	Sig. level of α
Students and Teachers	Students	640	70.345	6.903	5.755	894	1.96	*
	Teachers	256	67.558	5.557				
Students and Educational Administrators	Students	640	70.345	6.903	2.084	726	1.96	*
	Educational Administrators	88	68.727	6.243				
Teachers and Educational Administrators	Teachers	256	67.558	5.557	1.648	342	1.97	■
	Educational Administrators	88	68.727	6.243				

* α is significant at 0.05 level ■ α is not significant at 0.05 level

N =Number of cases

M=Mean

SD=Standard Deviation

DF= Degrees of Freedom

Table-1 indicates the comparison of the attitude of the students, teachers and educational administrators for incorporating human rights education in secondary school curriculum.

From the students and teachers level data of the table, it is found that the calculated "t" value 5.755 is significantly more than the table value of "t" at 0.05 level of significance for 894 DF. For 894 DF, the table value of "t" is 1.96. Hence, the null hypothesis is rejected. Therefore, it is inferred that there is significant difference between the attitude of the students and the attitude of the teachers for incorporating human rights education in secondary school curriculum. Since the mean attitude score of the students (mean=70.345) is more than the mean attitude score of the teachers (mean=67.558), so, it is concluded that the students have more attitude than the teachers in respect of incorporating human rights education in secondary school curriculum. From students and educational administrators level data of the table, it is found that the calculated "t" value 2.084 is significantly more than the table value of "t" at 0.05 level of significance for 726 DF. For 726 DF, the table value of "t" is 1.96. Hence, the null hypothesis is rejected. Therefore, it is inferred that there is significant difference between the attitude of the students and the attitude of the educational administrators for incorporating human rights education in secondary school curriculum. Since the mean attitude score of the students (mean=70.345) is more than the mean attitude score of the educational administrators (mean=68.727), so, it is concluded that the students have more attitude than the educational administrators in respect of incorporating human rights education in secondary school curriculum. From teachers and educational administrators level data of the table, it is found that the calculated "t" value 1.648 is significantly less than the table value of "t" at 0.05 level of significance for 342 DF. For 342 DF, the table value of "t" is 1.97. Hence, the null hypothesis is accepted. Therefore, it is inferred that there is no significant difference between the attitude of the teachers and educational administrators for incorporating human rights education in secondary school curriculum.

3. Comparison of the Attitude of the Students for Incorporating Human Rights Education in Secondary School Curriculum in Relation to Their Personal and Institutional Variables

Table-2. indicates the comparison of the attitude of the teachers for incorporating human rights education in secondary school curriculum in relation to their personal and institutional variables

Level of variables	Categories of Variables in each Level	Groups for Comparison under Variable	N	M	SD	Calculated "t" value	DF	Table value of "t" at 0.5 level	Sig. level of α
Personal Variables	Gender level	Male	448	70.642	6.364	1.668	638	1.96	■
		Female	192	69.651	7.996				
	Socio-economic status level	Above Poverty Line	426	70.507	7.083	0.386	638	1.96	■
		Below Poverty Line	214	70.023	65.34				
	Class of study level	IX th class	265	70.358	6.265	0.041	638	1.96	■
X th class		375	70.336	7.328					
Institutional Variables	Rural-urban level	Rural school	320	71.068	6.201	2.664	638	1.96	*
		Urban school	320	69.621	7.480				
	Management level	Government school	320	70.775	7.515	1.577	638	1.96	■
		Private school	320	69.915	6.212				

Table-2 indicates the comparison of the attitude of the students for incorporating human rights education in secondary school curriculum in relation to their personal and institutional variables.

From the gender level data of the table, it is found that the obtained “t” value 1.668 is significantly less than the table value of “t” at 0.05 level of confidence for 638 DF. For 638 DF, the table value of “t” is 1.96. Hence, the null hypothesis is accepted. Therefore, it is concluded that there is no significant difference between the male students and female students in respect of their attitude for incorporating human rights education in secondary school curriculum. In other words, it may be inferred that the attitude of the students for incorporating human rights education in secondary school curriculum is hardly affected by their gender. From the socio-economic status level data of the table, it is found that the obtained “t” value 0.386 is significantly less than the table value of “t” at 0.05 level of confidence for 638 DF. For 638 DF, table value of “t” is 1.96. Hence, the null hypothesis is accepted. Therefore, it is concluded that there is no significant difference between the above poverty line (rich) students and below poverty line (poor) students in respect of their attitude for incorporating human rights education in secondary school curriculum. In other words, it may be inferred that the attitude of the students for incorporating human rights education in secondary school curriculum is hardly affected by their socio-economic status. From the class level data of the table, it is found that the obtained “t” value 0.041 is significantly less than the table value of “t” at 0.05 level of confidence for 638 DF. For 638 DF, the table value of “t” is 1.96. Hence, the null hypothesis is accepted. Therefore, it is concluded that there is no significant difference between the IXth class students and Xth class students in respect of their attitude for incorporating human rights education in secondary school curriculum. In other words, it may be inferred that the attitude of the students for incorporating human rights education in secondary school curriculum is hardly affected by their class of study.

From the rural and urban level data of the table, it is found that the obtained “t” value 2.664 is significantly more than the table value of “t” at 0.05 level of confidence for 638 DF. For 638 DF, table value of “t” is 1.96. Hence, the null hypothesis is rejected. Therefore, it is concluded that there is significant difference between the rural school students and urban school students in respect of their attitude for incorporating human rights education in secondary school curriculum. Since the mean attitude score of the rural school students (mean=71.068) is more than the mean attitude score of the urban school students (mean=69.621), so, it is concluded that the rural school students have better attitude than the urban school students in respect of incorporating human rights education in secondary school curriculum. From the management level data of the table, it is found that the obtained “t” value 1.577 is significantly less than the table value of “t” at 0.05 level of confidence for 638 DF. For 638 DF, table value of “t” is 1.96. Hence, the null hypothesis is accepted. Therefore, it is concluded that there is no significant difference between the government school students and private school students in respect of their attitude for incorporating human rights education in secondary school curriculum. In other words, it may be inferred that the attitude of the students for incorporating human rights education in secondary school curriculum is hardly affected by the management of the school.

4. Comparison of the Attitude of the Teachers for Incorporating Human Rights Education in Secondary School Curriculum in Relation to Their Personal and Institutional Variables

Table-3. indicates the comparison of the attitude of the teachers for incorporating human rights education in secondary school curriculum in relation to their personal and institutional variables

Level of variables	Categories of Variables in each Level	Groups for Comparison under Variable	N	M	SD	Calculated “t” value	DF	Table value of “t” at 0.5 level	Sig. level of α
Personal Variables	Gender level	Male	219	67.716	5.689	1.109	254	1.97	■
		Female	37	66.621	4.662				
	Qualification level	More Qualified	149	67.751	5.108	0.655	254	1.97	■
		Less Qualified	107	67.289	6.144				
	Training Level	Trained	136	67.647	5.660	0.271	254	1.97	■
		Untrained	120	67.485	5.461				
	Experience Level	More Experienced	118	67.95	5.890	0.949	254	1.97	■
Less Experienced		138	67.23	5.259					
Institutional Variables	Rural-urban level	Rural school	128	67.492	6.165	0.191	254	1.97	■
		Urban school	128	67.625	4.898				
	Management level	Government school	128	67.640	5.923	0.236	254	1.97	■
		Private school	128	67.476	5.189				

Table-2 indicates the comparison of the attitude of the teachers for incorporating human rights education in secondary school curriculum in relation to their personal and institutional variables.

From the gender level data of the table, it is found that the obtained “t” value 1.109 is significantly less than the table value of “t” at 0.05 level of confidence for 254 DF. For 254 DF, the table value of “t” is 1.97. Hence, the null hypothesis is accepted. Therefore, it is concluded that there is no significant difference between the male teachers and female teachers in respect of their attitude for incorporating human rights education in secondary school curriculum. In other words, it may be inferred that the attitude of the teachers for incorporating human rights education in secondary school curriculum is hardly affected by their gender. From the qualification level data of the table, it is found that the obtained “t” value 0.655 is significantly less than the table value of “t” at 0.05 level of

confidence for 254 DF. For 254 DF, the table value of “t” is 1.97. Hence, the null hypothesis is accepted. Therefore, it is concluded that there is no significant difference between the more qualified teachers (teachers having qualification above bachelor degree) and less qualified teachers (teachers having qualification up to bachelor degree) in respect of their attitude for incorporating human rights education in secondary school curriculum. In other words, it may be inferred that the attitude of the teachers for incorporating human rights education in secondary school curriculum is hardly affected by their qualification. From the training level data of the table, it is found that the obtained “t” value 0.271 is significantly less than the table value of “t” at 0.05 level of confidence for 254 DF. For 254 DF, table value of “t” is 1.97. Hence, the null hypothesis is accepted. Therefore, it is concluded that there is no significant difference between the trained teachers (teachers having a degree in education) and untrained teachers (teachers without having a degree in education) in respect of their attitude for incorporating human rights education in secondary school curriculum. In other words, it may be inferred that the attitude of the teachers for incorporating human rights education in secondary school curriculum is hardly affected by their training. From the experience level data of the table, it is found that the obtained “t” value 0.949 is significantly less than the table value of “t” at 0.05 level of confidence for 254 DF. For 254 DF, table value of “t” is 1.97. Hence, the null hypothesis is accepted. Therefore, it is concluded that there is no significant difference between the more experienced teachers (teachers having more than ten years teaching experience) and less experienced teachers (teachers having up to ten years teaching experience) in respect of their attitude for incorporating human rights education in secondary school curriculum. In other words it may be inferred that the attitude of the teachers for incorporating human rights education in secondary school curriculum is hardly affected by their experience.

From the rural-urban level data of the table, it is found that the obtained “t” value 0.191 is significantly less than the table value of “t” at 0.05 level of confidence for 254 DF. For 254 DF, table value of ‘t’ is 1.97. Hence, the null hypothesis is accepted. Therefore, it is concluded that there is no significant difference between the rural school teachers and urban school teachers in respect of their attitude for incorporating human rights education in secondary school curriculum. In other words, it may be inferred that the attitude of the teachers for incorporating human rights education in secondary school curriculum is hardly affected by their rural-urban level of the school. From the management level data of the table, it is found that the obtained “t” value 0.236 is significantly less than the table value of “t” at 0.05 level of confidence for 254 DF. For 254 DF, table value of “t” is 1.97. Hence, the null hypothesis is accepted. Therefore, it is concluded that there is no significant difference between the government school teachers and private school teachers in respect of their attitude for incorporating human rights education in secondary school curriculum. In other words, it may be inferred that the attitude of the teachers for incorporating human rights education in secondary school curriculum is hardly affected by the management of the school.

5. Comparison of the Attitude of the Educational Administrators for Incorporating Human Rights Education in Secondary School Curriculum in Relation to Their Personal and Institutional Variables

Table-4. Indicating the comparison of the attitude of the educational administrators for incorporating human rights education in secondary school curriculum in relation to their personal and institutional variables

Level of variables (Category of Variable in the Level)	Groups for Comparison under Variable	N	M	SD	Calculated “t” value	DF	Table value of “t” at 0.5 level	Sig. level of α
Personal Variables (Experience in administration)	More Experienced	54	68.463	5.970	0.498	86	1.99	■
	Less Experienced	34	69.147	6.724				
Institutional Variables (Position in administration)	Head Teacher	64	68.515	5.800	0.517	86	1.99	■
	Block Education Officer/ District Education Officer	24	69.291	7.404				

Table-4 indicates the comparison of the attitude of the educational administrators for incorporating human rights education in secondary school curriculum in relation to their personal and institutional variables.

From the experience in administration level data of the table, it is found that the obtained “t” value 0.498 is significantly less than the table value of “t” at 0.05 level of confidence for 86 DF. For 86 DF, the table value of “t” is 1.99. Hence, the null hypothesis is accepted. Therefore, it is concluded that there is no significant difference between more experienced educational administrators (educational administrators having more than ten years educational administrative experience) and less experienced educational administrators (educational administrators having up to ten years educational administrative experience) in respect of their attitude for incorporating human rights education in secondary school curriculum. In other words, it may be inferred that the attitude of the educational administrators for incorporating human rights education in secondary school curriculum is hardly affected by their experience in administration.

From the position in administration level data of the table, it is found that the obtained “t” value 0.517 is significantly less than the table value of “t” at 0.05 level of confidence for 86 DF. For 86 DF, the table value of “t” is 1.99. Hence, the null hypothesis is accepted. Therefore, it is concluded that there is no significant difference between head teacher and Block Education Officer/ District Education Officer in respect of their attitude for incorporating human rights education in secondary school curriculum. In other words, it may be inferred that the attitude of the

educational administrators for incorporating human rights education in secondary school curriculum is hardly affected by their position in administration.

6. Identification of Certain Basic Content Areas of Human Rights Education That May/ Should Have a Place in Secondary School Curriculum

The following basic content areas of human rights education that may/ should have a place in secondary school curriculum:

Background of human rights and human rights education (Concepts of human rights and human rights education; importance of human rights education; nature, characteristics and scope of human rights; classification of human rights; sources of human rights; history of development of human rights; theories and philosophies of human rights; human rights in religious and other socio-cultural tradition; emerging trends and dimensions in human rights; limitations of human rights; future of human rights; science and technology development and human rights; human freedom and human rights; correlation between human rights and human duties, etc.)

Importance / need of human rights (Significance of human rights; human rights and good governance; human rights and democratic living; impact of human rights on different aspects of development-education, economy and reduction of poverty, health status, conflict resolution, peace attainment, etc.)

Human rights violations (Reasons for violation of human rights-Personal prejudice, terrorism, nepotism, corruption, etc.; effect of violation of human right- creation of poverty, communal conflicts, gender discrimination, genocide, suicide, inequality in society, racial discrimination, power misuse, crimes including cybercrimes, conflicts and confrontation, etc.)

Human rights among different disadvantaged groups (Human rights among racially and culturally neglected groups, daily labourers / workers, women, prostitutes, refugees, children, minorities, criminals, displaced persons, aged persons, etc.)

Promotion and protection of human rights (Roles of courts, police, press, media, public, etc.; role of different government and nongovernmental organizations and associations; role of different human right commissions; role of human rights movements; significance of rule of law, ethics and morality; need, strategy and problems of implementing human rights acts and laws; significance of consumer rights, intellectual property rights, etc. in the contexts of achieving human rights, etc.)

Human rights in Indian perspectives (Enforcement and protection mechanisms of human rights in India; perspectives of human rights in Indian constitution- Preamble, fundamental rights and fundamental duties, Directive Principles of State Policy, etc.; establishment and functioning of national/state level human rights commissions; Social movements and human rights in India ; establishments of different acts and their implications for human rights-The right to information Act, Right of Children to Free and Compulsory Education Act, etc.)

Human rights at international level (Human rights in global perspective; human rights and UNO and other international bodies; International laws of human rights;; need of efforts for human rights protection and promotion at international level, etc.)

7. Discussion of the Results

In this study a significant attempt was taken to study the attitude of the students, teachers and educational administrators for incorporating human rights education in secondary school as well as to identify certain basic content areas of human rights education that may/ should have a place in secondary school curriculum. From the study it was found that the students have more attitude than the teachers and educational administrators in respect of incorporating human rights education in secondary school curriculum, but, there is no significant difference between the teachers and educational administrators in respect of their attitude for incorporating human rights education in secondary school curriculum. From the study it was also found that the students do not differ among themselves in respect of their attitude for incorporating human rights education in secondary school curriculum on the ground of their personal variables like gender, socio-economic status, and class of study and their institutional variable like management of schools. But, on the ground of their institutional variable of rural-urban level of the school, the students differ among themselves in respect of their attitude for incorporating human rights education in secondary school curriculum. The rural school students have better attitude than the urban school students in respect of incorporating human rights education in secondary school curriculum in this context. The study also resulted that the teachers do not differ among themselves in their attitude for incorporating human rights education in secondary school curriculum on the ground of both of their personal variables of gender, qualification, training, and experience, and institutional variables of management of the school and rural-urban level of the schools. From the study, it is further found that the educational administrators do not differ among themselves in their attitude for incorporating human rights education in secondary school curriculum on the ground of both of their personal variable of experience in administration and institutional variable of position of administration. The study further helped to explore certain basic content areas of human rights education that may/ should have a place in secondary school curriculum like background of human rights and human rights education, importance / need of human rights, human rights among different disadvantaged groups, promotion and protection of human rights, etc.

Many other studies had also been carried out previously by the other researchers relating to the present area of study. The results of those studies in many ways are juxtaposed with the results of the present study. While the results of some studies are intimately corroborated with the results of this study; the results of some other studies

differ from the results of this study in one way or other. The meaningful corroboration of the results of some studies with the results of this study is given below.

Bajaj (2010) and Waldron *et al.* (2011) conducted studies to know the attitude of the teachers, students and general mass towards the incorporation of human rights education in school curriculum. They found that the teachers and students as well as general mass have positive attitude and strong favour for incorporating human rights education in school curriculum without any difference. From the present study it was found that the students have more attitude than the teachers and educational administrators in respect of incorporating human rights education in secondary school curriculum, but, there is no significant difference between the teachers and educational administrators in respect of their attitude for incorporating human rights education in secondary school curriculum.

The studies of Osler and Yahya (2013); Fernando (2001); Nava *et al.* (2000); Simbulan and Viajar (2008); Chauhan *et al.* (2000); HRW Student Task Force (2011); Rinchin (2000); Russell *et al.* (2019); Daniels (2019); Kort (2018); and Lile (2019) were conducted mainly to know the status of human rights education in school curriculum, methods for teaching of human rights education in schools and the relevant topics of human rights education incorporated in the school curriculum. The results of all these studies in different ways showed that human rights education is taught in schools and the topics related to human rights have been incorporated in the curriculum, but not in a systematic manner; and human rights education has been given no proper place in the curriculum, teachers are not well trained on human rights education and no specific methods are adopted for teaching human rights related topics. All these studies strongly favoured for the inclusion and giving proper place of human rights related topics in school curriculum, they also identified so many related topics for incorporating in school curriculum. The efforts made in the present study to identify certain basic content areas of human rights education that may/ should have a place in secondary school curriculum like background of human rights and human rights education, importance / need of human rights, human rights among different disadvantaged groups, promotion and protection of human rights, etc. can be considered as the systematic efforts to recognize and respect the directions, recommendations and suggestions of these studies.

Selvam (2018), found in his study that in early stage of independent India, the content of human rights education had selective focus. Possibly it was existed in the subjects like law and political sciences. Even in this limited focus, human rights were not taught in a comprehensive, holistic fashion. Robinson *et al.* (2018); Tibbitts and Kirchschaeger (2010); and Parish (2015) found that the human rights education is integrated within existing subjects, such as history, civics/citizenship education, social studies and the humanities. The attempts taken in the present study to study the attitude of students, teachers and educational administrators for incorporating human rights education in secondary school and to identify certain basic content areas of human rights education that may/ should have a place in secondary school curriculum may go in the light of these studies and these studies support to validate the present study.

8. Conclusion and Implications of the Study

Present study is a systematic effort for incorporating human rights education in secondary school curriculum. This study paves the way for understanding the attitude and developing the proper attitude among different stake holders of school education for incorporating human rights education in secondary school curriculum. The study shows the new ways for infusing the human rights education component in school curriculum. This type of research work provides a gateway to resolve many challenging issues or solve many challenging questions in the area of human rights education in the following ways:

- It would be helpful for the educational authorities and policy makers to make a thorough analysis of the present situation of learning of human rights education in the secondary school curriculum.
- It would be helpful for shaping proper attitude among the different stake holders of school education like the students, teachers, educational administrators, etc. for incorporating human rights education in secondary school curriculum.
- It would be helpful for the educational authorities and policy makers to identify certain topics of human rights education that may be included in the secondary school curriculum.
- It would be helpful for the educational authorities and policy makers to identify the subject areas at secondary school level for inclusion of different topics related to human rights education.
- It would be helpful for the curriculum framers to frame a balanced curriculum for the secondary school curriculum by providing proper place to the human rights topics in the school curriculum.
- It would help the students, teachers and educational administrators, etc. to organize different programmes, workshops, seminars etc. on various human rights issues in relation to school education.
- It would be helpful to make the present and future generations aware about various agencies and organizations working in the field of human rights and their roles and functions.

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