CHAPTER VI

SUMMARY, CONCLUSIONS AND SUGGESTIONS
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6.1 INTRODUCTION

Human rights are rights inherent to all human beings, whatever our nationality, place of residence, sex, national or ethnic, colour, religion, language, or any other status. We are all equally entitled to our human rights without discrimination. These rights are all inter-related, interdependent and indivisible.

Universal human rights are often expressed and guaranteed by law, in the forms of treaties, customary international law, general principles and other sources of international law. International human rights law lays down obligations of Government to act in certain ways or to refrain from certain acts, in order to promote and protect human rights and fundamental freedoms of individuals or groups.

Human rights issue is a global phenomenon. It has assumed more significance these days mainly due to the abuse rather than the enjoyment thereof. In view of the growing concern in the country and abroad about the issues relating to human rights and having regard to the changing social realities and emerging trends, developing an understanding about Human Rights Documents, and an awareness of Human Rights institutions and mechanisms of protection have become especially significant in 21\textsuperscript{st} century.

The situation of human rights in India is a complex one, as a result of the country's large size and tremendous diversity, its status as a developing country and a sovereign, secular, and democratic republic.

6.1.1 Human Rights Education

Education exercises in assimilating, creating and disseminating knowledge, and hence, is a powerful medium through which we can impart knowledge of human rights. Teaching is not enough; what is necessary is the conduct. So emphasis should be laid on that teachers available in schools should, by their own performance, their
own behaviour be the exemplars of the Human Rights ethics. The first national curriculum framework, which was formulated in 1975, laid stress on some of the objectives which are important for a programme of human rights education in Indian schools.

Human Rights Education guarantees gender equality and women empowerment to enable women to contribute to peace and prosperity. Childhood is the vital stage in the evolution of human being as a productive adult as childhood is the period of paramount receptivity. There is a need for conceptual framework for performing, identifying elements key to protecting children in any environment. Human rights education makes the children aware of their rights as well as their duties in the formative years of their growth and they prove as the best assets of the country.

Over the past fifty years, global events and people's experience have given the quest for ensuring peace through human rights awareness and education.

6.1.2 Role of teacher in human rights awareness

The role of the teacher is progressively being broadened from that of the experts who imparts knowledge to one that includes a mentor or guide, one who extends students' deep understanding and facilitates the acquisition of higher order thinking skills and creative problem solving skills- skills that are critical for the development of an innovative culture for tomorrow. Teaching methods are crucial in sensitizing and changing attitudes and creating a human rights culture. As the current teaching methodology may reduce human rights education to a mere academic exercise, it is important to bring field experience into the classroom and take students to the communities. It is also important that the practices adopted in schools and the classrooms reflect a climate and culture of human rights. The relationship among students, teachers and school administrators and teaching strategies- need human rights education. Hence they should be provided with the knowledge skills and understanding to inculcate human rights as part of their teacher education courses at both the pre- and in-service levels.
Teacher education institutions should equip prospective teachers with latest methods, educational technology, transactional strategies and approaches in which students participation is maximum, to orient them in Human Rights and for effective human rights education.

6.1.3 Modular approach

Various approaches which are helpful in implementing the curriculum have been evolved and practiced. Modular approach has originated in technical education at the time of 2\textsuperscript{nd} World War when there was an imperative need for ways to inculcate precise skills in a relatively short period of instruction.

Modular approach involves dividing the educational process into basic units in order to create more flexible structures and to put an end to the traditional division of educational content in schools. This approach increases the flexibility of educational system (UNESCO 1989), has been introduced with great success into industrial training courses and has begun to find its way into schools, because of its advantage basically in three closely related areas – pupil motivation, course design & curriculum development (Warwick, 1987).

In the present study the investigator has employed the following approach:

**Modular Approach with Teacher Intervention** which promotes active intervention between learner, teacher and material that would ensure learner's active participation. They develop in learner certain basic peculiarities in their ways of thinking and dealing with the situation. This aspect of human interaction is educationally significant in development of instructional material. The instructional materials are designed to allow sufficient scope for active human interaction. The purpose of this instructional strategy is to clarify the doubts of the students, and provide them opportunity to express their own views related to the contents of previous learning activities. This strategy further helps the students to develop better understanding and application of the concept of different topics.
Modularization can be seen as a mechanism by which an appropriate degree of flexibility can be designed into the curriculum.

6.1.4 Module: Conceptualization

The term module is usually taken to mean a single unit, complete in itself. A module is a self-contained and self-sufficient instructional unit with detailed instruction specifying clearly the instructional objectives of the unit, test of learning activities to achieve these objectives and also the evaluation techniques.

In the UNESCO report on the training of Maintenance Technicians held in Singapore in 1982, 1996, a module is defined essentially a self-contained learning package enabling an individual learner or group of learners to acquire one ability or a group of abilities through carefully designed and sequences of learning experiences at their own pace.

Following are the various methodologies of Human Rights Education that will be used in the present study to deal with different modules on Human Rights:

6.1.5 Brainstorming:

Brainstorming is a group creativity technique designed to generate a large number of ideas for the solution to a problem. This technique can be used to seek solutions to problems that are both theoretical and practical. It requires a problem to be analyzed and then solutions to be developed. **Brainstorming** is a technique that maximizes the ability to generate new ideas.

6.1.6 Creative expression

Creativity (or "creativity") is a mental process involving the generation of new ideas or concepts, or new associations between existing ideas or concepts.

Creative techniques may include stories and poetry, graphic arts, sculpture, drama, song and dance. Teachers do not need to be artists themselves but to set engaging tasks and provide a way for students to share their creations.

The arts can help to make human rights concepts more concrete and affect attitudes by involving emotional as well as intellectual responses to human rights.
6.1.7 Role-Play

Role playing, a derivative of a sociodrama, is a method for exploring the issues involved in complex social situations. It may be used for the training of professionals or in a classroom for the understanding of literature, history, and even science.

A role-play is like a little drama played out before the class. It is largely improvised and may be done as a story (with a narrator and key characters) or as a situation (where the key characters interact, making up dialogue on the spot with the help of the teacher and the rest of the class).

6.1.8 Conventional Approach

Lecturing

According to Singh and Kaur (2007), Lecture is a method whereby the teacher formally delivers a carefully planned expository address of some particular topic or problem.

It refers to the teaching procedure involved in the clarification or explanation of some major idea. It is the conventional way of disseminating Human rights education. Lectures can be organized on themes like Human Rights and violence against women, human rights for children in the classroom and more related themes to generate human rights awareness.

6.1.9 Assertiveness

Assertiveness is the ability to express one’s emotional feelings without hurting others’ feelings. It is also concerned with standing up for one’s rights without violating the rights of others.

Webster’s Dictionary (2002) views that the verb “asserts” is to state or affirm, positive, assuredly, plainly or strongly. Responsible assertion does not provoke unwanted feelings or aggression on the part of the listeners.
The term assertiveness is defined in the present study as the ability to make agree who disagree, being firm to express their rights freely and feelings, seeing people as equal to oneself, promoting positive and goal oriented behaviours, initiating, maintaining or disengaging from conversations and standing up for self.

6.2 STATEMENT OF THE PROBLEM

The statement of the problem is stated as:

“EFFECT OF MODULAR APPROACH ON HUMAN RIGHTS AWARENESS AMONG PROSPECTIVE TEACHERS IN RELATION TO THEIR ASSERTIVENESS”.

6.3 DELIMITATIONS OF THE STUDY

1. The sample for the study was delimited to 100 female prospective teachers.
2. Only one private college of education was taken up for the study.
3. Only two approaches (i.e. conventional and modular) for human rights awareness were taken up.
4. Although there may be many correlated variables, but only one variable was included i.e. assertiveness.

6.4 OBJECTIVES OF THE STUDY

The study will be carried out with the following objectives:

1) To study the effect of conventional approach (lecturing) of human rights awareness among the prospective teachers.
2) To study the effect of modular approach (brainstorming, creative expression, role play) of Human Rights awareness among the prospective teachers.
3) To analyse which of the two methodologies (i.e. conventional and modular) is more effective in Human Rights awareness among the prospective teachers.
4) To study the effect of human rights awareness of a group with respect to their assertiveness.

5) To study the effect of interaction between methodologies and assertiveness.

6.5 HYPOTHESES OF THE STUDY

Following null hypotheses were formulated for the present study:

H1: There will be no significant difference on human rights awareness between modular approach group and control group.

H2: There will be no significant difference on assertiveness between modular approach group and control group.

H3: There will be no significant difference on human rights awareness in relation to level of assertiveness irrespective of approaches.

H4: There will no interaction between effectiveness of approaches of instructions and assertiveness on human rights awareness.

H5: There will be no relation between human rights awareness and assertiveness.

6.6 TOOLS USED

The following tools were used in the present study:

1. Human Rights Awareness Test developed by the investigator.

2. Rathus Assertiveness Schedule (1973)

Human Rights Awareness Test

The Human Rights Awareness Test was developed by the investigator. The investigator framed all the test items which were based on hypothetical situations. The test items were formulated which were based on Acts pertaining to Indian Legal System with special reference to human rights in India. The final form of the test is of 27 items. The three point scale ‘Yes’, ‘No’, ‘Information Incomplete’ was used in the present study.
Rathus Assertiveness Schedule (RAS)

Rathus assertiveness schedule was developed and standardised by Spencer A. Rathus (1973). This 30-item instrument was designed to measure assertiveness. Respondents are asked to rate 30 social situations according to how characteristic each is of their own experience.

6.7 SELECTION OF THE SAMPLE

The College Sample:

The school sample was drawn from D.S. Gurukul College of Education for Women, Gholumajra, Derabassi, Distt. Mohali, Punjab. Considering the usual constraints of experimental study, that is, willing cooperation of the institution for a long time to administer the treatment, the present study was conducted in D.S. Gurukul College of Education for Women, Gholumajra, Derabassi, Distt. Mohali, Punjab wherein maximum cooperation of the institution was available as the researcher herself teaches in the same college.

The Student Sample:

The student sample was drawn randomly at D.S. Gurukul College of Education for Women, Derabassi having three sections of B.Ed. class. The two groups were selected randomly through system of lots. Section-A was selected as experimental group to be undertaken with Modular approach.

Section-B was selected as control group which was undertaken with conventional approach.

6.8 DESIGN OF THE STUDY

The present study was conducted at D.S. Gurukul College of Education for Women with B.Ed. class students. The distribution of students for the study is as shown in Figure 6.1.
The present strategy is experimental in nature following the Pretest-Posttest equivalent – Groups Design. The study was designed to investigate the modular approach on human rights awareness in relation to their assertiveness. Assertiveness was the dependent variable and was studied at two levels i.e. High & Low assertive groups.

6.9 LAYOUT OF THE DESIGN

The design of the study was planned for human rights awareness for the study. The layout of the design is shown in the following figure. (Fig.6.2)
6.10 PROCEDURE OF THE STUDY

The study was conducted in the following phases:

Phase I – Pre-Test Administration:

In the first phase of the study, the investigator administered self developed Human Rights test and standardized Rathus Assertiveness Schedule (1973) as pre-test for assessing the assertiveness of the prospective teachers. The administration of the pre-test was carried out for three groups i.e. modular approach group and control group. The schedule for Pre-test is shown in the Table as follows:

Table 6.1
Schedule for Administration of Pre-Tests

<table>
<thead>
<tr>
<th>Variable</th>
<th>Section A</th>
<th>Section B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assertiveness</td>
<td>5\textsuperscript{th} Sept.,2011</td>
<td>6\textsuperscript{th} Sept.,2011</td>
</tr>
<tr>
<td>Human rights awareness</td>
<td>8\textsuperscript{th} Sept.,2011</td>
<td>9\textsuperscript{th} Sept.,2011</td>
</tr>
</tbody>
</table>
Phase II Implementation of the Experiment

The investigator carried out the intervention program as the part of the experiment in second phase of the study. The intervention was conducted with the help of chapters (for control group) and modules (for modular approach group) on Human Rights which were developed by the investigator (modules and chapters attached in Appendix II Part-A and Part-C respectively). Chapters which were developed (adapted and modified from NCTE and NHRC) were based on the following topics: Human Rights-A Historical Background, Mechanisms for Enforcement of Human Rights and Child Rights.

The modules designed for modular approach were the collection of activities for generating human rights awareness. The treatment was given thrice a week for each group (35 min period) in the allotted time. The intervention was carried out in the following groups:

1. **Modular Approach**

   The investigator designed modules and incorporated varied activities namely Brainstorming, role play and creative expression in them to generate human rights awareness. The format of the module has been adopted from http://www.uncea.org. Section A of B.Ed. class was selected as the group for modular approach.

2. **Control Group**:

   In this, the investigator adopted lecture method to deliver address on selected topics for human rights awareness. Section-B of B.Ed. class was selected as the group for conventional approach.

**Intervention for human rights awareness**

The intervention was carried for a period of 48 working days. The treatment was given in the form of activities focused on enhancing human rights awareness. Activities incorporating methodologies like brainstorming, role play, creative expressions were carried out in the sessions. The modules (Appendix II, Part-A) were followed by the investigator to achieve the objective.
Phase-III - Post Test Administration

On completion of the intervention for each group, the post-test for the same was administered in conventional approach group and simultaneously the post tests were administered for modular approach group and control group. The Rathus Assertiveness Schedule (1973) was administered for two groups as post-test on completion of the intervention.

The total time taken for the intervention for modular and conventional approach was spread for four months (i.e. Sep, 2011 – Jan, 2012). At the end of the program, students were thanked for extending their full co-operation. The data wise schedule followed for conducting the experiment is given in the Table 6.2.

Table: 6.2

The data wise schedule followed for the conduction of the experiment

<table>
<thead>
<tr>
<th>Variable</th>
<th>Intervention</th>
<th>Post test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human rights awareness</td>
<td>12 Sept.,2011</td>
<td>14\textsuperscript{th} Jan.,2012</td>
</tr>
<tr>
<td>Assertiveness</td>
<td></td>
<td>16\textsuperscript{th} Jan.,2012</td>
</tr>
</tbody>
</table>

Phase-IV: Scoring, Tabulation and Analysis of Data

Human Rights Awareness test were scored in accordance with their prescribed scoring keys and data thus obtained was subjected Statistical Analysis.

Statistical Techniques

The data thus obtained was subjected to statistical analysis. The following statistical tools were used:

- Descriptive analysis as mean, median, mode and standard deviations were used.
- Graphical presentations as bar diagram, frequency polygons and box plots were used.
- Correlation coefficient was calculated to find out the relationship between variables.
- Independent ‘t’ test and two way ANOVA (Analysis of variance) were used for various comparisons.
6.11 MAJOR FINDINGS AND CONCLUSIONS

1. There is difference in gain scores of human rights awareness for the two groups in the present study i.e. modular approach group and control group.

2. The gain scores are more in modular approach as compared to conventional approach.

3. The modular approach is more effective for enhancing human rights awareness.

4. The human rights awareness is positively correlated with assertiveness.

5. The human rights awareness modules developed by the investigator have a positive impact on human rights awareness of prospective teachers.

6. There is no difference in effectiveness of approach of instruction for the low and high assertive group.

6.12 EDUCATIONAL IMPLICATIONS OF THE STUDY

In view of the growing concern in the country and abroad about human rights and having regard to the changing social realities and emerging trends, and an awareness of Human Rights institutions and mechanisms of protection have become especially significant in 21st century. And in this era of globalisation, awareness about human rights has become all the more important. The present study focussed on enhancing human rights awareness and results were quite encouraging. The prospective teachers in the pre testing phase were almost at equal level but post test scores and significantly higher gains showed the impact of intervention conducted during the investigation.

1. The prospective teachers can succeed in their respective fields and areas as they are competent enough to stand for themselves and their rights.

2. Their assertiveness will help them grow personally and professionally and help them achieve their goals/objectives.

3. The abilities and potentialities can be identified during the training programme and could be further explored in their future initiatives.
Summary, Conclusions and Suggestions

4. The training for human rights awareness through modular approach can be used to develop spirit of brotherhood, tolerance, cooperation and sense of inter-dependence among the prospective teachers.

5. The human rights awareness can be helpful for the prospective teachers to make them aware about sensitive issues and concerns which are plaguing our society, nation and world as a whole.

6. The exposure to human rights awareness programme can help the prospective teachers to incorporate in their respective curriculum through varied techniques.

7. Assertiveness is one of the major inter-personal skills which help oneself to face the challenges of life or to deal with difficult situations in a more effective way and through human rights training; the said acquired skill would help them to handle situations effectively.

8. Skill of assertiveness will help them reduce their stress and undue anxiety in their day to day lives.

9. Many skills (self advocacy, self-esteem, and self-image) can be developed through human rights awareness programme.

10. Prospective teachers can be benefited for adopting the new techniques to teach their subjects.

11. The concerned agencies in education can use the content of the present study as a part of their curriculum construction for future use.

12. Human rights education can be incorporated in the development of curriculum of different subjects.

13. Teachers can use activities like role plays, brainstorming in their regular teaching to make their teaching effective.

14. To enhance the human rights awareness among prospective teachers, the human rights awareness modules developed by the investigator can be used as the content conducting workshops or training programmes.

15. Human rights awareness would uphold the spirit of democracy, citizenship with rights and responsibilities among the prospective teachers.
Summary, Conclusions and Suggestions

16. The teaching techniques would prove to be crucial in sensitizing and changing attitudes and creating a human rights culture in the educational institutions.

17. As the result of the global challenges and the pressures on teacher education programmes a more focused attempt should be made to incorporate issues like human rights and peace education in pre-service teacher education curriculum. And this study would provide definitely an added impetus to this direction.

18. The human rights awareness modules have been specifically designed for prospective teachers as teachers are the major instruments for creating awareness at grass root level of education.

6.13 SUGGESTIONS

Human rights issue is a global phenomenon and concern for human rights has emerged as a central issue for mankind. Effective human rights education is a necessary pre-condition for a healthy democratic society at local, national and global level. The heightened awareness of human rights is essential for the protection and implementation of human rights.

The understanding and experience of human rights is an important ingredient of preparation of all young people for life in a multicultural and democratic society. And this experience of human rights can be provided through varied innovative techniques like role play, brainstorming, case study, creative expression or field trips etc.

The various stakeholders in the field of education should organize workshops, seminars, conferences and other development programmes for the pre and in-service teachers to sensitize them about human rights awareness and human rights education.

The present study strongly endorse the viewpoint that teachers should be well equipped with resource materials, well acquainted with methodologies/techniques, specially framed curriculum and trainings to be able to generate human rights awareness among the students.

Awareness concerning human rights should be incorporated into the curriculum of teacher education programme for the prospective teachers.
6.14 SUGGESTIONS FOR FURTHER RESEARCH

1. The present study was confined to only private college; further research can be conducted in Government College.

2. A comparative study can be undertaken for private and Government College for human rights awareness.

3. A study can be undertaken for school students at various levels of education (higher secondary, senior secondary) for human rights awareness.

4. A comparative study can be conducted for human rights awareness for rural and urban prospective teachers also.

5. A comparative study can be conducted for human rights awareness for rural and urban school students.

6. In the present study effect of modular approach was studied, and for further research, other approaches for human rights awareness could be explored upon.

7. The human rights awareness modules were developed for certain specific topics in the present study, more human rights awareness modules can be developed focussing on other key areas concerning human rights.

8. In the present study, human rights awareness was studied in relation to assertiveness, more variables can be studied in relation to human rights awareness.

9. To study the effect of modular approach, primarily three techniques (brainstorming, creative expression, role play) were adopted; more techniques can be adopted in modular approach for human rights awareness.

10. The present study was conducted on prospective teachers; the same study can be conducted on in-service teachers.