CHAPTER-2

REVIEW OF RELATED LITERATURE

Survey and review of related literature is an important pre-requisite to actual planning and acquisition of any research work. A familiarity with literature of any problem area helps to discover what is already known, what others have attempted to find out, what methods and procedures have been promising and what problem remains to be solved. The knowledge of previous and related studies not only helps to avoid the pitfalls that may have been experienced by predecessors but besides it widens the outlook, knowledge, insight and experience with regard to subject. A careful review of available literature in form of books and other sources of information on problem similar to one being investigated is one of the important steps in planning of any research. The review for present study has been done under the five main categories, which are:

2.1 Modular Approach
2.2 Human Rights Awareness
2.3 Assertiveness
2.4 Modular Approach for Human Rights Awareness
2.5 Relationship of Human Rights and Assertiveness

2.1 MODULAR APPROACH

Todd (1972) developed and evaluated a module for individualized self-directed instruction at the college level and observed that the modularized instruction is better than the instructor's traditional method in another class.

Sahajahan (1980) performed an experimental study of teaching of Science in standards VI and VII through modules and found that the modular way of learning was more effective than the conventional method. Majority of students possessed a favourable attitude towards modular instruction. The reaction of teachers to modular approach of instruction was also favourable. The achievement of students through
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Instructional modules have a positive correlation with their attitude towards modular way of learning. However, no significant difference was found between the achievement of extremely high and extremely low achievers and between boys and girls while learning through modules. The attitudes of students towards instructional modules, academic motivation of students and their reading comprehension were not related to one another.

Kaur, R. (1981) conducted a study with the objective to Prepare Self-Instructional Audio-Cassettes for Developing the Skills of Probing, Questioning, Explaining and Illustrating with Examples Among Student-Teachers and found that experimental group made continuous progress component-wise and as a whole in all the four skills of student-teachers. The self-instructional audio-cassettes were effective for developing different teaching skills. Immediate self-feedback through audio-cassettes was an effective way of improving the performance of student-teachers in the use of different teaching skills.

Mukhopadhyay (1981) compared the Effectiveness of Micro-Teaching and Modular Approaches in Developing Selected Teaching Competencies and found that there was no significant difference in the performance of the groups trained through micro-teaching and modular approaches. Both the treatments were equally effective. In competency questioning, ten from each group satisfied the criterion-referenced test whereas on competency of reinforcement, nine from the micro-teaching group and seven from the modular approach group satisfied the criterion-referenced test.

Nanavati (1981) developed A Multi-media Package on Population Education and found that learning package was more effective than the traditional method in teaching the content of 'Population Education' to the pupils of IX. The performance gain in respect of the students from city schools was higher than the gain of students from town or village schools. The multi-media package comprised a tape-recorded dialogue of three experts on population education, workbooks, three films (Danger signal, personal hygiene, the boat); and 18 slides with relevant recorded commentary cassettes.

Hopper (1982) designed and developed modules for teaching certain units in Biology to standard XI students and found that all the three structured modular
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approaches of teaching, viz., self-learning, peer group learning and peer group learning with teacher intervention, were effective in terms of mean gain in cognitive achievement. However, the self-learning approach was more effective than the other two modular approaches. The modular approach of teaching Biology led to a significant increase in the academic motivation of the students. There was no relationship between intelligence and mean gain in achievement through modular instruction. In the total sample, 84 percent pupils favoured the modular approach involving peer group learning with the teacher available at the time of need. Opinion was divided with respect to peer group learning approach without the help of teacher. Peer-learning approach was favoured by 62 percent of the students.

Sharma (1982) compared the Effectiveness of Three Modules for Civics Teaching with the Traditional Teaching Method in Terms of Achievement of Student-Teachers on Criterion Test. He found that the mean achievement scores of the experimental group of student-teachers were significantly higher than that of control group.

Khanna (1983) did the experimental study entitled “The Effectiveness of the Leading Materials on the Girl Drop Outs Living in Delhi Slums”. It was found out that after exposure to the module, the average score of the girl dropouts on the opinionnaire, increased from 7.5 to 13.5 indicating a positive shift. The result of the follow up carried out with 12 drop outs selected from the original sample, indicated that the module was retained by all of them.

Rabindradas (1984) developed Self-Instructional Materials on Health Education for High School Students to Acquire Scientific Knowledge About Health with Special Reference to Communicable Diseases and reported that the self-instructional materials succeeded in enhancing the learning capacities (gain in knowledge) of the students. The self-learning techniques were found superior to the other modes of learning. The self-instructional material administered under a teachers' supervision was found to be effective as compared to conventional classroom teaching. A very high proportion of students showed a favourable attitude towards the prepared self-instructional materials.
Dhamija (1985) compared the Effectiveness of Three Approaches of Instructions-Modular Approach, Radio-Vision and Conventional Approach on Achievement, Retention, Students’ Involvement and Self-Confidence of Students in Social Studies as well as in Three Different Disciplines of Social Studies, namely Geography, Civics and History and observed that the students obtained highest knowledge achievement scores in Geography when taught through radio-vision (approach the achievement was highest in civics when taught through modular approach and highest knowledge achievement score was obtained in history then taught through the conventional approach. The involvement of students in classroom was maximum when they were taught through the radio-vision approach and self-confidence among the students increased the most when they were taught through the modular approach.

Jayalakshmi (1985) developed Instructional Modules in Educational Psychology for B.Ed. students and studied the effectiveness of the modules as instructional materials in respect of intelligence and English reading comprehension.

The instructional materials prepared in modular forms comprised of learning experiences in the form of programmed learning material (PLM), practical work, classroom observation, library work, study of additional reading materials, self-check and group discussions. The instructional modules had potentialities for learning Educational Psychology in an effective manner. The modules as a whole had provided good motivation for the study of subject at the B.Ed. level.

The PLM, as a basic component, had been successful in giving the basic information. The different activities as classroom discussion had been effective in contributing to better achievement. Fluency with language was found to be a significant factor affecting the performance of the group.

Van Travis (1985) investigated the Effects of Specially Language/Arts Module of the Achievement and Attitude of 132 Ninth Grade Urban City Students. The experimental group was instructed with specially designed language arts modules which prepared to enhance vocabulary and comprehension speaking. While control group was instructed in a more traditional style using textbooks for directed reading activities. Significant difference in the favour of experimental group in the three aspects (vocabulary, comprehension, speaking) were revealed in the study.
Quackenbush (1986) developed Science Education Modules Using Qualitative and Quantitative Feedback. The text lab manual which also included teacher’s manual, was piloted in two high school Biology classes. Thirty two Biology students were pre-tested using effective and cognitive tests prepared by the investigator, then taught with the newly prepared text. Results of pilot implementation indicated that there was a significant difference at the confidence level between pre-test and post-test scores in favour of group taught by Science modules.

Alquattan (1989) developed a Science Course Based to Assess the Effectiveness of Modularised Industrialised Instruction (Mil) over Traditional Instruction (TI). The sample for the study consisted of 497 pupils and 16 teachers distributed in 16 secondary school which were divided into 2 groups – experimental (Mil) group and control (TI) group. Both treatment groups were administered pre-post over all achievement and over all attitude tests. The major findings of this study indicated that Mil was significantly effective in providing over all achievement as compared with TI.

Watson (1989) studied the Effect of Group Educational Module (GEM) and Cooperative Learning Techniques on the Achievement of High School Biology Students. GEM materials were self instructional packets designed for use with group of students co-operative learning was a class-room learning environment in which students worked in small mixed ability group towards a common goal and were rewarded for doing well as a group. A total of 11 teachers with 66 classes and 715 students were included in this study. A2x2 factorial design and analysis of covariance was used as the data analysis procedure. Significant difference was found in the achievement of students using the group educational module and cooperative learning as compared to the traditional class room structures. The studies indicate that allowing students to work together in groups may be one of the reasons for the success of both the GEM materials and cooperative learning.

In another study, Yang (1989) studied the Validation of Self Instructional Food Service Inventory Control System Module. Self instructional method appeared to be an effective innovation.
Smith (1990) conducted An evaluation of Six Learning Modules Based on Industry-Related Applied Mathematics Problems. The major conclusions of this investigation were as follows: (I) Project AIM (Application in Mathematics) appears to give secondary schools a teaching resource that had a high degree of pedagogical flexibility, (II) Students can successfully engage in real-world problem solving and exhibit use of reasoning, writing and mathematical abilities. (III) Project AIM could be instructional in bringing about unit in secondary schools by demonstrating that mathematics and its applications are inseparable, Project AIM learning modules were strongly aligned with the NCTM (National Council of Teachers of Mathematics) standard goal of having students engaged in application.

Panda (1990) carried out a Study of the Composite Effect of a Packages of Certain Curricular Strategies on Selected Cognitive and Non-Cognitive Characteristics of Rural Primary School Students of Orissa, which involved use of teaching skills, extra reference material and parental involvement. The findings showed a positive impact of these strategies on certain cognitive and non-cognitive traits of the learners.

Bhatnagar; Gupta; Mohan & Gulati (1991) had prepared a Multi-Media Package on Developmental and Career Guidance, consisting of 10 audio-programmers, six video programmes and one volume of print material on developing self-awareness and the package was found effective for training of teachers, careers teachers, counsellors and parents.

Sharma (1991) compared the Effect of Various Modes of Classroom Teaching Involving Video-Based Instruction, Teacher Discussion, Demonstration, Self-Experimentation on the Achievement in Science of the Secondary Level Learners. The conclusions drawn favoured most the video-based instruction under the guidance of the teacher was found to be least effective of all the modes.

Pecoraro (1992) developed a Module on Interpersonal Skills for Home Economies Teachers and evaluated it in two teaching modes. He found the module effective in both the modes for the cognitive and affective development of teachers.
Reddy & Ramar (1995) investigated the Effectiveness of Multimedia Modular Approach in Teaching Mathematics to 50 low achievers of the IX standard and compared with the traditional lecture method. They found that the experimental group performed significantly better than the control group on the post-test that indicated the superiority of multimedia modular approach over the traditional lecture method.

Reddy & Ramar (1997) examined the Effectiveness of Multimedia Instructional Strategy in Teaching Science to Slow Learners and found that achievement of slow learners was higher when they were taught through the Multimedia Instructional Strategy than traditional lecture method. Multimedia Instructional Strategy enabled the slow learners to cope with normal students to a considerable extent. This strategy facilitated better learning and promoted longer retention.

Khajuria (1999) studied the Effectiveness of the Individualised and Group instructional Modules while Teaching Social Studies to Eighth Class. The experimental design (3x2x2x2) was factorial testing crossing design i.e two factors intelligence (high and low) were tested in two approaches of teaching (group and individual) which in turn were tested in three modes of teaching (visual, audio and print). The random sample included 240 students from urban area of Kurukshetra. ANOVA revealed that the achievement of students through group instructional modules was significantly much higher/better than the individualized one.

Umar (1999) examined “Hypermedia Based Learning Package Embedded with Different Learning Strategies” which showed no single strategy was better than the others.

Dubey & Khuntia (2000) developed a Module in Guidance and Counseling on "Vocational Guidance" for B.Ed. students with the objectives to the effectiveness of the module in terms of reactions of students towards the module and to compare the mean achievement scores of students having higher lower study habits and reported that the module was found to be effective in terms of students reactions towards it and study habits of students have no effect on their achievement on criterion test.
Vaidyanathan; Rengarajan & Swathantra Devi (2001) conducted a study with the aim of developing Multimedia Package for the Teaching of Mathematics for Children Studying in Fourth Standard and found that through multimedia package had increased the achievement of children than the learning through conventional method which clearly indicated the supremacy of the multimedia approach over the conventional method.

Dutt & Kumar (2002) studied the Effectiveness of Mastery Learning Strategies on Achievement in Economics in Relation to Cognitive Style and found Keller's mastery strategy superior than the Bloom's strategy. In both the strategies Self-learning Modules were employed. Cognitive style did not effect achievement. In another study, Dutt & Kumar (2002) studied the Ineffectiveness of Self-Learning Modules of Senior Secondary Students and students exposed through self-learning modules achieved significantly scores than the students taught through conventional method of teaching. Sex accounted for differential achievement in Economics. Male students got significantly higher mean post-achievement scores than the female students.

Mukti & Hwa (2004) advocated in their study Malaysian Perspective: Designing Interactive Multimedia Learning Environment for Moral Values Education that Multimedia technology for instance, has the potential of transforming traditional classrooms into a world of unlimited imaginary environment. A research project on development of an interactive multimedia courseware package for moral values education used traditional Malaysian oral narratives called CITRA (used CD-ROM) and the computer as a means of dissemination. It was a didactic tool created for the teaching and learning of good moral values in an interactive multimedia environment. It was made up of four learning modules: Storytelling World module, Enjoyable Reading World module, Word Enrichment Corner module, and Mind Test Land module. These modules were most important feature for its user interaction capability. The principle objective of this project was to create a pedagogical tool that combined on-screen text, graphics, animation, audio and video in an enticing environment and thus enables the positive values and images of stories to be projected.
Malandrakis (2006) did the research work for *Learning Pathways in Environmental Science Education: The Case of Hazardous Household Items*. The study on Environmental science education explored aspects of children's conceptual change regarding hazardous household items. Twelve children from a fifth-grade class attended a 300-h teaching module of environmentally oriented science activities aimed at assessing their awareness about the environmental and health hazards posed by several typical household products. In-depth interviews before, 2 weeks after, and 1 year after, the teaching intervention revealed that children followed three pathways of conceptual change ranging from the substantial alterations of their initial ideas to the qualitative enrichment of those ideas to the complete rejection of the new knowledge. Two components of the instructional intervention—the use of living organisms in classroom experiments, and group learning activities—along with the development of children's situated meta cognitive ideas facilitated their learning and increased the durability of the acquired knowledge. Additionally, Environmental Education, moral and value issues are closely related to knowledge.

Sherman & MacDonald (2007) in their study *Pre-Service Teachers' Experiences with a Science Education Module* developed a module which was provided to first year elementary participants in a two-year after-degree Bachelor of Education program. The module was specifically designed to address the fact that pre-service teachers can enter the B.Ed. degree with little or no Science knowledge. Science experiences were explicitly incorporated into the B.Ed. module described here linking Science content knowledge to specific science pedagogic content knowledge. The pre-service teachers were surveyed and interviewed during and after completion of the module. It was found that the inquiry based approach increased the pre-service teachers' level of Science knowledge, their confidence with regard to teaching elementary science, and improved their attitude toward Science teaching and learning.

Gamarra et. al. (2010) investigated to integrate research and teaching in the student learning experience in their study entitled "*Research-Based Residential Fieldwork Learning: Double Bonus*". They planned and developed an integrated module leading the student through all the steps necessary in a large-scale, collaborative research project. Student feedback resulting from the intervention
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showed impressive levels of improvement in general appreciation of the course. Students also suggested that they would have liked a longer module, despite the intensive workload they experienced. All areas explored (general knowledge, research-based evaluation criteria, group and individual work) showed improvements in student evaluation after the module. They concluded that an integrated experience of scientific research, from initial data collection to presentation at a scientific conference, can produce significant positive, active learning experiences to the students.

These studies reveal a favourable attitude towards the modular instruction. Also the research studies showed significant effect of modular approach over traditional approach specifically modular peer group learning with teacher intervention. Reviews reflect a significant impact of modular approach in terms of achievement, motivation and self confidence. Few researches advocated the use of innovative curricular strategies like films, workbooks, group discussions, radio, and demonstration in the modular approach and were found to have a positive impact on learning styles.

2.2 HUMAN RIGHTS AWARENESS

Wade (1992) through his qualitative, exploratory case study focused on the design and Implementation of a Human Rights Curriculum in a Fourth Grade, Public School Classroom. The study examined students’ responses in terms of their thinking about human rights, themselves, and others; their peer relations; and their involvement in social action projects. Data collection methods included participant observation, interviews, audio taping and videotaping classroom events, and document analysis. The major finding of the study was that students' personal experiences, developmental levels, and family and cultural backgrounds strongly influenced their ideas, interests, and subsequent learning about human rights. Effective teaching techniques were simulations, using children's literature, role play, and action projects.

Tweyman-Erez (1998) conducted an experiment with a group of thirty-four fourth grade students in a private school was evaluated. A Humane Education unit of study, focusing on human and animal rights, was devised and facilitated by the
teacher-researcher during class as part of the Social and Environmental Studies curriculum. The experiment focused on changes in students' attitudes as a result of being exposed to the treatment (unit). Data was obtained through interviews, attitude scales, students' journals, teacher's journal, and written assignments.

Statistical analysis of the attitude scales confirmed the experimental hypothesis that the Humane education curriculum changed the attitudes of the fourth grade students in this study. Also, this change was proven to be stable over time, and the students' journals, interviews, and written assignments support the statistical findings.

Murray (1999) examined the case study documented in this dissertation emerged in response to the United Nations Decade for Human Rights Education, and it promoted the participation rights accorded all children in the United Nations Convention on the Rights of the Child. A unifying theme of this research was listening to the children's voices during their participation in a Primary-level curriculum for children's rights education entitled “The World Around Us”. This research was conducted within one Grade 3 classroom of nineteen students over a three-month period, when qualitative data were systematically collected via interviews, narratives, and observations.

The purpose of this qualitative research was to explore how curricular experiences influenced the child participants' emerging conceptions of their participation rights and responsibilities, with a view to benefiting future curriculum materials for children's rights education. This research led to identifying learning and teaching strategies, which promoted the children's emerging conceptions, in light of the research goal of informing educational practice. In addition, this research led to devising a framework of participatory indicators, which reflected the child participants' emerging conceptions of their participation rights and responsibilities.

Jyoti Rattan (2003) researched for an exploratory study entitled “Human Rights of Women: International Instruments and their Assimilation in Indian Legal System” In order to provide empirical input, a field study was also undertaken by the researcher regarding Maternity Protection and Benefits in Haryana, Punjab, Chandigarh and Himachal Pardesh. The data was collected through
questionnaires/structured and unstructured interviews and observation technique. In all, structured interview data was gathered from 24 employed women, 30 victim women and 28 prominent women responded. Moreover, unstructured interviews were conducted with 20 piece rate women workers, 29 “muster roll” women and 15 employed men. The major findings of the study were:

(a) Despite maternity protection provided under the law, women are generally not aware of that they have been provided protection for maternity under the law.

(b) Quite a low percentage of women workers claim maternity benefits.

In an exploratory study done by Malik, (2003) with the title “To Examine the Status of the Present Legal Regime at the National and International Level in providing for Human Rights and Securing their Enforcement and Implementing by Means of Institutional Mechanisms in General and Law Enforcing in Particular”. The investigator also conducted a survey to solicit the views some important functionaries of Human Rights institutions and heads of main security forces in India through self developed questionnaires. The main results of the survey:

(a) There is general perception backed by empirical data that awareness of human rights amongst security forces has increased following their inclusion in the syllabi and training programmes. (b) There is widespread acknowledgment of the role that human rights institutions especially the NHRC, have played in the promotion and protection of human rights in the country.

Verma, (2004) did the research study entitled “Effectiveness of Individualised and Group Instructional Techniques Using Varied Media in Human Rights Education”. The study was based on pre-test post-test experimental group design and two way ANOVA was employed. On a sample of 300 students, three modes of teaching (visual, audio-visual and print) were compared for their group and individualised instructions on student achievement in human rights education. The result was:

(1) Group instructional technique was better than individualised instructional technique in improving the achievement of the students.
Group instructional technique with visual media was found to be slightly better than audio-visual media and print media in group instructional technique was least effective in improving the scholastic achievement of the students.

D'sa, Benicia, (2004) convened the study on “Attitudes of Preservice Teachers Towards Human Rights, Particularly About Human Rights Related to Labour”. To assess their attitudes of human rights and unfair labour conditions, two types of presentations, (a) docudrama and discussion, and (b) lecture and discussion, were conducted. The researcher evaluated these teaching methods on their efficacy in creating an awareness of human-rights violations and labour conditions.

The study involved elementary preservice teachers and secondary preservice teachers typically at the junior undergraduate level. There were 118 participants who attended the treatment and control group and completed the surveys. The study utilized mixed methods, combining quantitative and qualitative data. Surveys addressed general human-rights attitude and advocacy along with attitudes towards labour conditions in the United States and all over the world. Posttest interviews were conducted with six participants to gain additional insights on their attitudes towards human rights and labour conditions. Descriptive statistics were used to report the means and standard deviations of the pretest and posttest scores of participants. Inferential statistics were conducted in order to determine the effectiveness of the methods used for the treatment groups compared to the control group.

Findings suggest that participants had small gains in knowledge and general attitudes towards human rights after being exposed to the treatments. However, the treatments were not effective in creating a positive significant impact on attitudes towards human rights and labour conditions or actions towards unfair labour conditions. Interviewees acknowledged poor activism on human-rights issues in the United States and felt that educating their students about these issues when they became teachers might create a change. They emphasized the relationship of knowledge about human-rights abuses to taking action on human-rights issues.

Henry (2005) developed a pedagogy in which students developed their own human rights analysis of independently researched case studies. After few essay
assignments involving common readings to develop analytic skills, each students went on to research the complex root cause in her chosen scenario. She developed examples from her own students work to illustrate the learning value that comes with analysis of concrete grounded case studies using conceptual framework obtained from a wide variety of sources. This method of learning human rights enabled students to understand instruments that have been developed for analysis and negotiations by which communities and institutions come to live together in more humane relationships.

Silverberg (2005) investigated curriculum structures that work in education helps teachers design and facilitate the activities that are the most beneficial for students. Children from around the world use Amnesty International's Children's Edition Urgent Actions to help put an end to human rights abuses. Their letters fight for the rights of other children around the world, but the impact of this experience on their own learning has yet to be fully examined. This pilot study uses quantitative and qualitative teacher feedback to examine the impact of Amnesty International's Human Rights Education Curriculum on student learners. Tentative findings explore the impact of this curriculum.

This researcher solicited over 300 Human Rights Educators from around the world to participate in the survey about their assessment of student learning. Results include recommendations from Urgent Action users in support of improved curriculum and instruction based on issues of best practices, greatest challenges, lessons learned, recommendations for program improvement, forms of resistance and support, and additional techniques.

McKay, Cassandra LaVelle (2007) explored the study which utilized aspects of phenomenology and portraiture to explore how seven elders of the Senior Advocacy Leadership Training (SALT) program made meaning of their experiences as students in a program designed to build upon the 1964 model of Mississippi Freedom Schools, critical pedagogy, and Popular Education. The 1964 Mississippi Freedom Schools were a part of the Freedom Summer Project, a social action endeavor led by the Students Non-Violent Coordinating Committee (SNCC) to bring national attention to the violation of human rights of African American citizens in Mississippi.
Encouraged to critique the learned curricula of their childhood, and finding themselves within the taught curricula of the SALT program, these elders were affirmed in their sense of collective identity, providing a transformational experience for many of the participants.

Kumar & Kumar (2009) did a survey on “Human Rights Awareness Among Secondary School Teacher Trainers”. The study was conducted in Wayanad district of Kerala. Out of six secondary school teacher training institutions, Mar Baselios College of Education was selected at random. A sample of 90 (34 male and 56 female) teacher trainees were chosen. The investigator developed a Human Rights Awareness Questionnaire (HRAQ) which consisted of forty items of multiple-choice type. The results of the survey indicated that majority of teacher trainers are not well aware of the basic issues related to human rights, which they are expected to promote in their classroom.

Devi, Babita (2010) conducted an empirical study on “Protection of Human Rights with special reference to Domestic Violence against Women in Kangra and Hamirpur districts of Himachal Pradesh”. The crime head-wise details of reported crime against women during 2004 to 2008 along with percentage variation in district Kangra and district Hamirpur was collected through the self-developed questionnaire by the investigator. The major findings of the study were.

(a) there is lack of awareness in women regarding their rights which make them more vulnerable to abuse.

(b) Women and children who experience domestic violence tend to have higher levels of psychological stress which has been associated with anaemia.

(c) It is observed that little awareness and slow action on the part of state government is major reasons for the poor results of prevention of domestic violence.

To conclude, it is evident from the studies that training programmes and specifically designed curriculum structures facilitate human rights education. Many studies have identified docu-drama, role play, action projects, assignments, simulations and other audio-visual material to be effective in the promotion of human
rights awareness. Review reveals that majority of the teacher trainees were not aware of the basic human rights. Further it was found that there is little awareness in human rights among children and women which makes them vulnerable to abuse.

2.3 ASSERTIVENESS

Wolfe & Foder (1975) noted that women were more anxious than men about hurting the feelings of others even when they had suffered abuse and ill treatment and were only considering standing up for their legitimate rights.

Many programs have been described which include assertiveness as a component within a series of social skill module. Cheek & Baker (1977), Marshall, Turner & Barbaree (1990) and such programs have provided evidence of increase in assertiveness skills among adult inmate participants.

Shaw & Rutledge (1978) found that training the manager to be assertive helped him to clarify what he wanted to do and to start doing it. He learnt how to identify and protect himself against aggressive and manipulative behaviour from others.

Petrie & Rotheram (1982) conducted a study on “Insulators Against Stress, Self-Esteem and Assertiveness”. Findings of the study reported that self-esteem and assertiveness were significantly and inversely related to stress, with assertiveness contributing to self-esteem and self esteem being directly related to stress.

In a study conducted by Quinsey, Maguire & Varney (1983) found role play as an effective technique for developing assertiveness. Assertiveness was assessed among inmates in a forensic psychiatric facility and compared with assessments completed for community control subjects. The community control subjects exhibited higher levels of assertiveness than the offender subjects.

Chiauzzi & Heinmberg (1987) investigated the Differences between Assertiveness and Non Assertiveness Subjects in Several Professional Solving Operations. For this, 24 non-assertiveness and 25 assertiveness subjects were identified through assessment provided by the conflict resolution inventory and also several role play sessions. They found non-assertiveness subjects, in comparisons to assertiveness subjects, evaluated requests as more reasonable, rated themselves as less able to handle requests and expected poorer outcomes from assertiveness responses.
Cook & St. Lawrence (1990) examined 264 undergraduates observer’s perceptions of assertive and unassertive in commendatory refusal situations using different stimulus presentation formats (audio tapes / video tapes). The found models presented via video tapes were consistently rated more likable and attractive as compared to models presented by audio tapes or type written formats.

Davis (1990) found 3 sexually abused girls (aged 5-6.5 years) who were assisted to become more assertive in sexual and non sexual situations by using the techniques of role play, video tapes, dolls, drama learnt to display more confidence and self assertion.

Mc Combs (1991) has clearly exhibited that people with internal locus of control are expected to be well adjusted in life as compared to people with external locus of control. People with internal locus of control tend to have high self esteem and high level of assertiveness as compared to people with external locus of control.

MC Namara & Delamater (1991) studied 45 low and 45 high assertive undergraduates interacted with a female confederate who displayed assertiveness, un-assertiveness and emphatic assertiveness behaviour in the context of conflict resolution. Low assertiveness subjects experienced more anxiety and personal sacrifice during their interaction with the confederate. High and low assertive subjects showed no difference in their compliance to assertive responses.

Research by Mink (1991) on the Efficacy of Assertiveness to a Traditional Health Instructional Course for College Students has indicated that while assertive training has been effective in improving the interpersonal communication skills of various groups. Investigation of the impact of such training as part of a health instruction program for college men and women had taken place. A brief summary of the imager findings included the following:

There were no significant difference in the degree of assertiveness when comparing the post-test to the pre-test for the assertive training, health instruction, and control groups. If there was no significant difference in interval health, locus of control when comparing the post test to the pre-test for any of the groups.
In a research study done by Schill (1991) on 68 women and 51 men (aged 18 to 24 yrs), who were given T. Schill’s Self Defeating Personal Scale and Levenson Gottman’s Dating and Assertion Questions, found women with highest scores on SDP measure reported more difficulty in situations which called for a response, showed greater difficulty with dating, had experienced more self defeating relationship and stayed in them for longer periods of time than women who scored lower on the SDP measure.

Kern & Paquette (1992) observed the Impact of Assertion on Naturalistic Relationships. The opportunity to explore the relationship assertion, likeability and competency was presented by the university housing board which randomly assigned female undergraduates to their roommates. The found higher assertion to be related to perceptions of greater competency and likeability/considerations.

Sakesan & Raghavan (1995) studied Self Esteem in Higher Secondary School Level. The sample of the study comprised of 395 higher secondary school teaches including male and female and found that the difference between the means of self esteem scores of Arts and Science teachers was significant difference was found in self esteem of male and female teachers, government and private (aided) school teachers, and urban and rural teachers.

Binnur (1997) conducted a longitudinal research on the Self Esteem, Assertiveness and Locus of Control and Characteristics of University Students (Gazi University) who entered the university in the 1993-94 academic year. The first research data collected was measured at the end of their university orientation period. The investigator carried out the second measurement before their graduation day in the 1996-97 academic year. The research data was analyzed by the application of ‘t-test’ in the dependent groups and the research findings indicated that the statistically significant development came into being in the students’ self-esteem, assertiveness and locus of control by the university education.

Peerawankerl (1998) examined the Effect of Interpersonal Communication Skill Training on Self Esteem of Male Youths in Child Welfare Institutions. The findings revealed that mean score of self esteem of experimental group after experiment was significantly higher than the score before the experiment and after the
experiment the mean score of experimental group was significantly higher than the mean score of the control group.

**Pathak (1999)** convened a study entitled *Efficacy of Models of Teaching for Improving Concept Attainment Memory and Self Assertiveness of Slow Learners* and found that the assertive training was effectively used to facilitate interpersonal communication thereby reducing stress and anxiety in social situations, modelling and rehearsing techniques were found to be effective in making the students assertive.

**Gupta et. al. (2002)** studied the *Effect of Different Techniques of Assertive Training on Students Self Concept* and found that assertive training enhanced the level of self concept of students and that counselling technique is the most effective technique in enhancement of the level of self concepts of students.

**Onyeizugbo (2003)** investigated *Effects of Gender, Age and Education on Assertiveness* in a Nigerian sample of 214 married persons, 101 men and 113 women aged 20-60, with at least high school education on assertive behaviour. Assessment scale to measure assertiveness and found out that people with higher educational attainment have more assertiveness than people with lower educational attainment. In addition, younger men reported more assertive than younger women whereas older women reported more assertive than older man.

**Shimizu et. al. (2004)** surveyed in the study *Relationship Between Self Esteem and Assertive Training Among Japanese Hospital Nurses* and found that assertive training had the potential to improve self esteem among Japanese hospital nurses.

**Valencic et. al. (2005)** examined the *Predictable Power of Teacher’s Self Reported Temperament (extroversion, neuroticism and psychoticism) with Regard To Student Perceptions of the Teacher’s Communication in the Class-Room (assertiveness, responsiveness and non verbal immediacy)*. The results indicated that increased extroversion reported by the teachers was associated with increased perceived assertiveness and non verbal immediacy by the students.

**Naushad & Shyja (2009)** did the experimental study entitled “*Effect of Assertiveness on Self Regulation of Secondary School Students*”. The study was carried out on a stratified sample of 590 students of ninth class of secondary schools.
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of three districts of Kerala state. The investigators developed and standardized a scale on Self Regulation and to measure assertiveness, Rathu’s Assertiveness Schedule (1973) was used. The study clearly established the effect of assertiveness in the enhancement of self regulation of the students. And teachers can help students acquire self regulation skills by structuring their courses and practicing instructional methods that aid students in becoming self regulators.

Research on assertiveness revealed that assertiveness is directly related to self concept, self esteem, facilitate inter-personal communication and thereby reducing stress and anxiety. Higher level of assertion related to perception of greater competency and likeability and also aid in self regulation skills. Reviews reveal that role play, modelling, video tapes are more effective stimulus than audio tapes and written formats to make students assertive.

2.4 MODULAR APPROACH FOR HUMAN RIGHTS AWARENESS

African-American Institute (1976) developed a module which contained compare-and-contrast exercises and enrichment activities. The background discussion includes a historical sketch of political events prior to Mozambique’s independence in 1975. The lesson plan asks students to compare and contrast human rights in each of the two countries after their independence. The enrichment activities encourage students to use their knowledge of Mozambique in an analysis of political, racial, and economic developments in Rhodesia and South Africa.

Carelli (1981) designed a learning packet which consists of ten exercises which can be used independently by students or as class activities. The activities in the packet were developed to foster awareness of international human rights issues. The objectives are stated at the top of each exercise, with vocabulary words listed under the objectives. Materials from the "Handbook on Human Rights and Citizenship" are meant to be used with these activities. The broader areas of these exercises are: use of poetry and political cartoons as a means of expressing human rights, Universal Declaration of Human Rights, understanding human rights in different cultures, role on UN in protecting human rights.

Gilbert (1981) developed a learning packet that contains seven modules designed to teach human rights around the world. These activities were integrated into
different subjects within the Social Studies curriculum. For each module, the case studies are drawn from two of the five countries included in the "Handbook on Human Rights and Citizenship." Each module also contains learning objectives, class activities, and student reference materials.


A Teacher's Manual titled “Students in Transition Using Planning” (1988) developed a training program which was the outcome of a 3-year project on self-advocacy for special education students. The student training is a 3-4 hour program aimed at increased student awareness of their rights and responsibilities as they begin the transition process. Training materials include outlines for each session, student activities such as worksheets and scripts for role-playing, and information handouts. The program has been piloted with students with learning disabilities, physical handicaps, and mental retardation. The format for students with learning disabilities and physical handicaps consists of three sessions, focusing on future planning and goal setting, disability rights, and self advocacy and communication skills.


Pickett et al. (1993) designed instructional materials providing personnel developers and trainers with resources that can be used for young children with disabilities from birth to age 5. The modules cover major areas including human and legal rights of children and youth with disabilities and their families. The format for the instructional modules includes: instructional objectives, equipment and resources required, suggested training activities and exercises, background information for the
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Narayan (1996) with the assistance of regional, national and international NGO’s organized regional workshops in India, to address strategy and methodology for human rights education at the grass roots level, editing materials from around the world for a training kit called innovative methodologies in human rights education.

Kviesinske (1997) had organized in service training in human rights in Slovakia. Her work is devoted to practical techniques for the classroom such as leading discussion, selection and organization of small group work etc.

Rao (1997) said that the teacher must be helped in gaining a variety of techniques showing how they can use a particular lesson which may help these students to know about human rights. The basic concepts of human rights have to be developed in the young minds either through role play, storytelling, puppet shows, group discussions etc.

According to Tibbitts (1997) in Romania the human rights education is imparted in schools by using recreational and artistic activities to help children, to think about Human Rights. Summer camps are also organized for the promotion of human rights education.

In a study by Zablatska (1997) in Ukraine, the Human Rights Course is designed to deepen the students’ knowledge about the basic rights of the individual and citizen taking into account human rights perspective. Its material presents traditional and non-traditional method of instructions.

Flowers (1998) offered lessons in which the students investigated the media, in particular news stories, announcements, and advertisements, for evidence of attitudes on human rights. She assisted students in developing an awareness of human rights issues in everyday life to enable them to sight organization of human rights protection and violations in their daily life.

Dadzie, Stella, Comp; Turner, Cheryl, Ed.(1999) developed a Resource Pack for Individuals in the United Kingdom who want to become more active citizens, consists of information for group leaders and five learning modules. The
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section for group leaders contains the following: basic tips on leading a group; strategies for overcoming barriers to learning; glossary; and overview of the modules, activities, and learning objectives. Topics covered in the modules include the following: (1) setting an agenda (ground rules, aims, active citizens, identifying learning styles); (2) citizenship (global citizenship, human rights, the U.K. Bill of Rights); (3) democracy (democracy in action, how laws are made, information and, parent power); and (4) sources of additional information (committees, discrimination, employees' rights).

Pickett et. al (1999) designed instructional materials to improve the performance of para-educators working in transitional services and supported employment for teenagers and young adults with disabilities. The competency-based program helps participants to learn skills they can apply immediately, to accept new practices, and to increase their understanding of education issues. The modules broadly covered human and legal rights of children with disabilities and their families. The instructional modules included suggested training activities and exercises and procedures involving small group discussions, brainstorming, problem solving, case studies, and role plays.

Quisumbing (2003) designed a Sourcebook for Educators and Trainers of Technical and Vocational Education and Training (TVET). For each of the 35 modules in the sourcebook, there are lesson plans for educators, students and trainers to use. These have been contributed by educators from throughout the Asia Pacific region. The learning activities described in the modules follow the valuing process which may be adapted to the different learning styles and needs. They also provide learning experiences that will help the learners internalize the core values and translate them into action. Appendices present: (1) Universal Declaration of Human Rights; and (2) Bonn Declaration

Bajaj, (2004) offered a 3-month course in human rights based on critical inquiry was offered to 8th graders in a slum area of Santo Domingo. The students' attitudes, behaviors and knowledge of human rights principles were measured before and after the course. The curriculum focused on international principles and entrenched local problems such as discrimination against Haitian migrants, police brutality, violence against women and exploitation of child labour in free trade zones.
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This paper discussed the field of human rights education, the study's findings about the nature of student response to the course and its impact on student identity, solidarity with victims of human rights abuses and self-confidence as a result of human rights education.

Praveen (2007) submitted a project report on *Integrating Human Rights Education and English Language Education* using film clippings in India. He said that this is one way of making the transaction of human rights education interesting and effective. In his project report, he identified films as a medium for teaching human rights and English.

De Silva de Alwis (2008) developed a resource tool builds a normative framework to *Examine the Intersections of Disability Rights and Gender in the Human Rights Based Approach to Development*. Case studies illustrated effective tools for the implementation of gender and disability sensitive laws. The selected areas of discussion and analysis include practices that violate the rights of women and children with disabilities; sexual and reproductive health and rights of women. The tool is intended to educate, raise awareness and mobilize and galvanize groups around the twin goals of disability and gender sensitivity in development. The resource tool includes case studies and concrete action steps to guide human rights practice.

Gundogdu (2010) examined the “*Effect of Constructivist Instruction on Prospective Teachers Attitudes towards Human Rights Education*” This study investigates the effect of employing constructivist methods and materials on the attitudes of prospective teachers' (psychological counseling students) toward human rights education. Method: The research employed a quasi-experimental pre test-post test control group design. The experimental group, consisted of 23 male and 22 female, received constructivist instruction and control group, consisted of 17 male and 23 female, received traditional instruction in the Human Rights course in Fall 2008. The Human Rights Education Attitude scale was used to collect data about prospective teachers' attitudes toward human rights at the beginning and after the course. Then, after a semester, the scale was re administered to understand the level of permanence of prospective psychological counselors' attitudes toward human rights. Results: The results show that attitudes of the prospective psychological counselors toward human rights education in both experimental and control groups increased.
However, the difference in the experimental group, used constructivist approach, was statistically significant than those in the control group, used traditional approach. Besides, the results of the follow up study showed that attitudes of the experimental group were significantly higher than those in the control group in terms of permanence. Discussion and Conclusion: This study showed that authentic learner-centred activities based on a constructivist approach are more effective and have long lasting effect on the attitudes on learners toward human rights. Therefore, such instruction can be widely used as an effective tool both for cognitive and affective development of learner.

Bajaj (2011) conducted a Case Study of One Non-Governmental Organisation's (NGO) Programme Operating Across India. Evidence from India contributes to the discussion of human rights education by presenting teachers' experiences with training and their use of existing hierarchies to effect change in primarily rural, semi-literate communities. Sample: Participants in this study included 118 human rights education teachers, 625 students, 80 staff and policy makers of human rights education, and eight parents. Observations of teacher trainings included hundreds more participants. The majority of student respondents came from "tribal" (indigenous) or Dalit (previously called "untouchable") communities, both comprising the most marginalised sections of Indian society. Design and methods: This study was primarily qualitative and was carried out from August 2008 to January 2010. Methods included semi-structured interviews, focus groups, and observations of teacher trainings in human rights and human rights camps for students. Results: The study found the following: (1) teacher training that is appropriate, contextualised and engaging incentivises participation and legitimises both the message and messengers of human rights; (2) teachers’ own transformation and interest in human rights can benefit their households, schools and communities in multiple ways; and (3) teachers and textbooks can provide legitimacy for human rights and be vital community resources for intervening in abuses.

To conclude, research studies provide an evidence that conventional methods like lectures and discussion, along with non-conventional techniques like role play, brainstorming, case studies, group work and transparencies can be used as an effective techniques for creating human rights awareness. Few studies advocated strategies viz. puppet show, story-telling, summer camps for developing basic concepts of human rights in young minds. Review reveals positive impact of including case studies in
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school curriculum for human rights awareness. Few researches reflected on developing awareness on human rights issues in every day’s life.

2.5 RELATIONSHIP OF HUMAN RIGHTS AND ASSERTIVENESS

Very few studies report the relationship of the two variables mentioned above. These are:

Dow (1976) designed a Handbook for Home Economics Teachers as well as those Teaching Social Studies and Consumer Education is designed to provide content and numerous student activities that explore the nature and effects of changing roles in society. The booklet suggested numerous classroom activities (some involve the use of the case situations), and teaching objectives and evaluative techniques for some of the activities. The topics and some of their subdivisions follow: recognizing legal rights (employment, divorce/diversion/separation), children’s rights, developing attitudes and skills for employability (practicing assertiveness and decision making).

Shaw & Rutledge (1978) found that training the manager to be assertive helped him to clarify what he wanted to do and to start doing it. He learnt how to identify and protect himself against aggressive and manipulative behaviour from others.

Morishima & Mizokawa (1980) developed a Psycho-Social Profile of Asian/Pacific American which explores assertiveness, frustration and speech anxiety. The authors concluded that underlying the issue of equal education for Asian and Pacific American is the more general issue of human rights.

Martin & Others (1982) offered the 16 week long Assertiveness Training Program for Single Mother. The original goals of the training was to be able to express their needs and feelings, to gain a positive self image with contents focusing on rights and being assertive.

LaFromboise (1982) adopted assertive training, a current preferred method of training appropriate communication skills, strived to teach a behaviour which enabled a person to act in his/her own interests, to express honest feelings comfortably, or to exercise one’s own rights without denying the rights of others.
Mc Namara & Delamater (1986) found managers viewed assertiveness between more favourably in comparison to self-effacing behavior and assertive customers stood up for their rights more readily than non-assertive customers.

Carlisle (1988) presented one module in a set of *Training Resources for Trainers to Use with Parents and/or Professionals Serving Children with Disabilities*. The modules stress content and activities that build skills and offer resources to promote parent-professional collaboration. Each training module takes about 2 hours. The module guide has eight sections: a publicity flyer, topic narrative, overview, trainer agenda, activities, summary, bibliography, and evaluation. The major objectives of this module are: (1) survey assertive interactions; (2) develop an understanding of the premise and research on which assertiveness training is based; (3) become familiar with the differences between assertive, aggressive, and non-assertive communication; (4) accept personal rights and overcome barriers to effective communication.

A Canadian Consumer Science Program (1991), titled “*Project Real World: Economic Living Skills for High School Students. Module V, Citizen Participation in Canada’s Market-Based Society*”, is a self-contained and activity-based program which provides students with systematic instruction in economic living skills. It gives students in grades 10-12 an orientation to the economic realities and opportunities in society. This module contains three sections: (1) consumer rights and responsibility; (2) consumer protection; and (3) making oneself heard, the consumer citizen—assertiveness, representation. Each section may contain, "for the teacher," related content, choices and challenges, and activities. Many activities are community oriented. Decision making, resource management, and citizen participation are emphasized. Individual activities can be used as supplements to business education, home economics, law, economics, and social studies. Transparencies, tips for working in small groups and two appendices containing a list of resource organizations are included.

Mercer County Community College (New Jersey) (1992) undertook workplace literacy project titled “*Work Survival Skills*” in which they have designed instructional materials that deals with improving assertiveness and attitude at work. It is also intended to teach students techniques of dealing with difficult people and
effective listening. Informative materials, activities, quizzes, rating scales, and articles are provided that deal with these topics: assertiveness; self-analysis/work attitude; "human" rights; how people perceive others; personality types; describing behaviors; assessing oneself.

**Gregory, Martha Wille, Ed. (1993)** developed a *Training Module to Educate Personnel About the Issue of Self-Advocacy by Individuals with Disabilities*. The module includes workshop content, overheads, and many handouts. Preliminary information includes a module outline, materials needed for the workshop, and adaptations for individuals with disabilities. A major section examines basic human rights of all people. Sample scenarios are also provided for discussion of self-advocacy skill development.

**Hopmeyer (1997)** examined whether generalization about *Prosocial Style of Well-Accepted Children Applies to Conflicts Involving Rights Infraction*. Interviewed fourth- and fifth-graders about strategies for handling situations in which a peer infringes on their rights. Found that well-accepted children were neither aggressive nor particularly pro-social in conflict situations; they responded with verbally assertive strategies, unlike low-accepted children, who relied on adults.

**Catherine et. al. (2002)** investigated *Assertiveness Among Young Rural Adolescents: Relationship to Alcohol Use*. There was evidence of higher prevalence rates for alcohol use among rural adolescents relative to urban adolescents. Strategies aimed at preventing adolescent alcohol use typically include the development of social skills to resist peer pressure; among the social skills frequently targeted is assertiveness. Self-report data were collected from a sample of rural adolescents (N = 470) participating in a longitudinal preventive intervention study. Five hypothesized dimensions of assertiveness were validated with Confirmatory Factor Analysis: Specific Substance Refusal, Individual Rights, Transaction, Justice, and Social Approach. Using gender as a between-subjects factor, plus time and assertiveness as within-subjects factors, to predict an alcohol use composite index, repeated measures analyses revealed a number of significant findings. Several assertiveness dimensions were found to have significant effects on the alcohol use index, and significant two-way and three-way interaction effects (gender x time x assertiveness dimension) also were found. Findings support the idea of including
multidimensional assertiveness skill development as a component of preventive interventions, particularly for rural adolescents.

**Goldberg & Others (2005)** found evidence of higher prevalence rates for *Alcohol Use Among Rural Adolescents Relative to Urban Adolescents*. Strategies aimed at preventing adolescent alcohol use typically include the development of social skills; among the social skills frequently targeted is assertiveness. Self-report data were collected from a sample of rural adolescents (N = 470) participating in a longitudinal preventive intervention study. Five hypothesized dimensions of assertiveness were validated with Confirmatory Factor Analysis: Specific Substance Refusal, Individual Rights, Transaction, Justice, and Social Approach. Several assertiveness dimensions were found to have significant effects on the alcohol use index, and significant two-way and three-way interaction effects (gender x time x assertiveness dimension) also were found. Findings support the idea of including multidimensional assertiveness skill development as a component of preventive interventions, particularly for rural adolescents.

**Shariff (2006)** discussed in the article, *A Canadian Public School Controversy and Supreme Court of Canada Decision Involving Competing Stakeholder Rights to Freedom of Religion, Safety and Equality*. Policy considerations that allowed one group of stakeholders to express their constitutional rights raised concerns among other stakeholders. A policy vacuum and a lack of guidelines for educational policy-makers exist as Canadian schools become increasingly diverse, and as more individuals assert their rights under the Canadian "Charter of Rights and Freedoms." It provided a Stakeholder Model to help school officials navigate competing rights through non-arbitrary and constitutionally compatible policy decisions.

**Windley (2010)** conducted a study "*Support Workers within Learning/Intellectual Disability Services Perception of Their Role, Training and Support Needs*". Data was collected by focus group (n = 3) and semi-structured interviews (n = 5). Participants saw their key role as maximising quality of life, identified "Trial and error" as the main mode of skill development for new staff and experienced stress as a result of conflict between their beliefs and demands of the service. Participants recognised their responsibility to model good; however, assertiveness skills affected their ability to do this. Training by the community
learning disability team was highly regarded; however, there were indications that
carers found this difficult to put into practice. It is suggested that development of
personal skills and relating training to human rights would best enable staff to carry
out their roles.

Thus, it may be concluded that through human rights, there is a gain in
positive self image, self advocacy, self-efficacy, expressing honest feelings and
improvement in social and communication skills leading to assertive behaviour.
Research reflects assertiveness as one of the major personal skills which is positively
correlated with human rights awareness.