

***CHAPTER - 5***  
***SUMMARY AND CONCLUSION***

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#### **5.1. INTRODUCTION**

Human rights education is an emerging concept and has assumed eminence and special significance in order to ensure success of democracy, socialism and secularism throughout the world. The inclusion of Human rights education at educational, professional and training institutions of all kinds at all levels is very essential. Teacher educators should always take initiative and make suitable steps to equip both the novices and practitioners of the teaching profession in meeting the challenges of education for a better future. Human rights education will not only acquaint people with their various rights and provisions of penalisation in cases of violations but will also help in curbing the tendency of violating these rights. It can be facilitated if the teacher understands how to incorporate the principles of Human rights in the curriculum and its transaction. This can be possible by improving the existing methods and materials.

The investigator envisaged that teaching Human rights education through various instructional methods in B.Ed program could motivate the student teachers to gain knowledge which would ultimately change their attitude. Also this would help to analyse the efficacy of different “methods” of instruction. Hence the present investigation entitled “Effectiveness of Instructional methods in imparting Human rights education to the Student teachers in Coimbatore” was undertaken with the following objectives

#### **5.2. Objectives of the study**

1. To prepare a Knowledge Assessment tool and an Attitude scale to assess the knowledge of the student teachers in Human rights education and their attitude towards it in the pretest and the posttest.
2. To prepare instructional materials for imparting knowledge to the student teachers in Human rights education and developing attitude towards it.
3. To analyse the scores of the student teachers in the pretest and the posttest in relation to the five instructional methods namely Multimedia approach, Cooperative learning, Situational approach, Brainstorming and Conventional

method in terms of **knowledge** in Human rights education and **attitude** towards it.

4. To compare the **effectiveness** of different instructional methods namely Multimedia approach, Cooperative learning, Situational approach, Brainstorming and Conventional method in relation to the variables namely **stream of courses, type of Institution, locality and subject specialization** (Optional) in terms of **knowledge** in Human rights education.
5. To find out the **effectiveness** of the different instructional methods namely Multimedia approach, Cooperative learning, Situational approach, Brainstorming and Conventional method in relation to the variables namely **stream of courses, type of Institution, locality and subject specialization** (optional) in terms of **attitude** towards Human rights education.
6. To find out the **Correlation** between the two variables **knowledge** and **attitude** in terms of different instructional methods namely Multimedia approach, Cooperative learning, Situational approach, Brainstorming and Conventional method.

### **5.3. Methodology**

The investigator selected 342 student teachers by Purposive Sampling method from four Colleges of Education of three types namely two Self financing colleges, one Government College and one Government Aided Institution in Coimbatore. In each college, the sample was divided into five groups based on their pretest score using Stratified random sampling method. The five groups represented the groups taught by Multimedia approach, Cooperative learning, Situational approach, Brainstorming and Conventional method. The investigator framed the syllabus in five units for imparting Human rights education to the student teachers.

Knowledge Assessment tool (Pretest and Posttest) and the Attitude Scale were used as the tools of evaluation to assess the knowledge and the attitude of the student teachers respectively. From the scores obtained, the relative merits of the different instructional methods in relation to the variables were evaluated and the findings of the study were enumerated.

#### 5.4. Findings

1. The analysis of the **pretest** and the **posttest scores** of each group taught by different methods showed that **Multimedia approach** (47.52) was much effective upon the knowledge of the students teachers in Human rights education followed by Cooperative learning (42.09).The two instructional methods namely Situational approach and Brainstorming proved to be effective in the same level (36.04 and 36.18 respectively) following Cooperative learning. Conventional method was not at all effective.This result is in line with the findings of **Jeyanthidevi (2009)** who indicated that significant difference existed between the pretest and post test scores of the students under Computer Assisted Instruction and Cooperative learning unlike Conventional method group.
2. The “F” value (662.17) obtained out of the adjusted posttest mean scores showed the existence of **highly significant difference among the groups** concerning the effectiveness of the methods in the acquisition of **knowledge**. This finding is similar to the result of **Annakodi (2002)** who found that there was significant difference among the groups taught by different methods namely Multimedia, Programmed learning, Cooperative learning and Conventional method regarding the effectiveness in the acquisition of knowledge in Nutrition and Health Education.
3. The **Multiple Comparison** of the **knowledge** scores indicated that though significant mean difference existed between each two methods, **Multimedia approach** got high significant mean difference (21.89) with the Conventional method. Situational approach and the group under Brainstorming did not differ from each other.
4. Highly significant “F” values of the **arts stream** (237.56) as well as the **science stream** (420.96) proved the existence of highly significant difference among the student teachers of both the streams concerning the effectiveness of the methods on the “**knowledge**” score Since in both the streams, the **Multimedia approach** had the highest mean scores (47.85 and 47.30 respectively), this method can be considered as the effective method of teaching Cooperative learning occupied the second position.
5. The **Multiple Comparison** of the **knowledge** mean scores indicated that there was highly significant difference between the experimental groups and control group in the arts stream

as well as the science stream. In both the streams, **Multimedia approach** had significant mean difference (23.02 & 21.30 respectively) with the Conventional method. Situational approach and the Brainstorming groups did not differ from each other.

6. Analysis of **the knowledge** scores in **Self financing college** revealed that there was highly significant difference among the groups under different methods since the “F” values (303.86 & 297.70) obtained out of the posttest as well as adjusted posttest mean scores respectively were highly significant. Since the mean score of **Multimedia** group (47.40) was the highest, this method could be employed as an effective method of teaching. This result resembles the finding of **Sangeeta (2004)** who stated that the use of Multimedia had been quite effective in improving the writing composition ability of the students than Cooperative learning.
7. The **Multiple Comparison** of the mean scores under different methods indicated that though significant difference existed between each two methods, **Multimedia approach** had high significant mean difference (22.25) with the Conventional method and hence it can be taken as the effective method in **self financing college**.
8. In **Government College**, the “F” values (166.86 & 171.05) obtained out of the posttest as well as adjusted posttest mean scores respectively showed that highly significant difference existed among the groups under five methods. As the adjusted posttest **knowledge** mean score of Multimedia group (47.26) was the highest, **Multimedia approach** can be taken as the effective method of imparting Human rights education.
9. The **Multiple Comparison** of the variable “methods” indicated in **Government College** all the methods differed significantly from the other except the Situational approach and Brainstorming method which did not differ from each other significantly. Multimedia approach since having the highest mean difference (21.52) can be considered to be the effective method of teaching Human rights education.
10. The “F” values (233.47 & 241.51) obtained out of the respective post test and adjusted posttest mean scores showed that **highly significant difference** existed among the groups in **Government Aided Institution**. The highest adjusted posttest mean score of

the **Multimedia approach** (47.94) proved that this method was much effective in teaching Human rights education to the student teachers.

11. Based on the Multiple Comparison of the variable “methods”, it was inferred that in **Government Aided Institution**, all the methods differed significantly from the other methods except Situational approach and Brainstorming. As the Multimedia approach was having the highest mean difference (22.06) with the Conventional method, it may be concluded that this method was effective in imparting knowledge in Human rights education to the student teachers
12. The analysis of the posttest and the adjusted posttest mean scores of the student teachers of **rural area** showed that five methods differed significantly since the respective “F” values (349.53 & 352.46) were highly significant. The same result was obtained in the case of **urban area** also which was revealed by the highly significant “F” values (287.15 and 293.47 respectively). Both in rural and the urban areas, the highest mean score (47.22 and 48.02 respectively) obtained by the groups taught by the Multimedia approach proved that this approach was effective in teaching Human rights education to the student teachers.
13. Based on the Multiple Comparison of the knowledge scores, it can be stated that all the methods differed significantly from one another except the Situational approach and the Brainstorming which did not differ from each other. The high mean difference of the Multimedia approach both in **rural area and urban area** (21.33 & 22.64 respectively) revealed the fact that this method can be adopted to impart Human rights education to the student teachers irrespective of the locality.
14. It was found from the analysis of the knowledge mean scores that irrespective of the **subject specialisation (optional)** namely Mathematics, Computer Science, Physical Science, Biological Science, Language and Social Science, highly significant difference existed among the five groups under different methods in **each optional** which was revealed by the highly significant “F” values. Concerning the mean scores, Multimedia approach proved to be effective in teaching Human rights education since the respective knowledge mean score of this method in all the optionals (46.53, 47.83, 47.47, 47.87, 48.19 & 47.49) was the highest.

15. The **Multiple Comparison** of the **knowledge** mean scores of groups under five methods proved that the **Multimedia approach** had high mean difference in each optional namely Mathematics (20.69), Computer Science (23.26), Physical Science (21.23), Biological Science (21.53), Language (23.36) and Social Science ( 23.15) with the Conventional method thereby establishing the fact that this method was much effective in teaching Human rights education. This finding is not in conformity with the finding of **Menezes and Kumar (2012)** who concluded that every teacher should have his/her own method for teaching Human rights and strive through education to create awareness among the students about their rights, duties and social obligations and not by Activity Based Instructional Material.
16. The significant 't' values showed that though all the methods were effective in bringing the **attitudinal change** among the student teachers, the **Brainstorming group** was highly impressed by the teaching of Human rights education which was reflected in their high attitude mean score (32.41) in the post test. Though the Conventional method group (16.67) also showed some improvement in the posttest, it was not to the extent of the other groups. The above finding is dissimilar with the finding of **Cayir (2002)** who stated that appropriate educational materials in current textbooks could only lead to attitudinal and behavioral changes and not any particular method of teaching.
17. The significant 'F' values of the posttest and adjusted posttest attitude mean scores(15.60 & 17.69 respectively) indicated that significant difference existed among the groups under different methods. The high mean score (32.74) of the group under **Brainstorming** revealed that this method can be adopted as the effective method of teaching in changing the attitude of student teachers towards Human rights education . This result goes in line with the findings of **Rao (2003)** who stated that students ,trained in brainstorming techniques produced higher results in writing tasks and showed positive attitude about its effectiveness.
18. The **Multiple Comparison** of the attitude scores of the five groups indicated that **Brainstorming** method since having significant mean difference (9.2) with the Conventional method was effective in bringing attitudinal change
19. Highly significant difference was found concerning the attitude among the five groups of the **arts stream** as well as the **science stream** which was revealed by the highly significant

“F” values (11.09&7.98) respectively .Since in both the streams, the **Brainstorming** group had the highest mean scores (34.48 and 31.60 respectively), this method can be considered as the effective method of bringing attitudinal change among the student teachers.

20. The **Multiple comparison** of the attitude scores of the groups under five methods in the **arts stream** as well as in the **science stream** showed that the **Brainstorming group** had high mean differences (11.24 and 7.99 respectively) with the Conventional method group. This proved that this method was effective in changing the attitude of the student teachers. This finding resembles with the finding of **Rathod (2011)** who stated the B.Ed. girl students have positive attitude towards women’s educational rights which is a good symptom of changing society.

21. Significant difference existed among the groups under different methods in the posttest as well as in the adjusted posttest **attitude mean scores** in **Self financing college** which was revealed by the significant “F” values (9.17 & 8.27 respectively). It was also understood that the **Brainstorming method** could be employed as an effective method of teaching since the attitude mean score of this group (33.48) was the highest of all the other groups.

22. The **Multiple Comparison** of the variable “methods” indicated that there was significant difference between the groups in the **Self financing college**. Also the **Brainstorming** group had significant mean difference (9.43) with the group under Conventional method, it can be said that this method was very effective in developing the **attitude** of the student teachers towards Human rights education.

23. The calculated posttest as well as the adjusted posttest **attitude** mean scores showed that significant difference existed among the five groups in the **Government College** which was revealed by their respective “F” values (4.99 & 5.83).The high mean score of the **Multimedia approach** (30.45) proved that this method could be employed as an effective method of changing the attitude of the student teachers towards Human rights education. The **Brainstorming** also had high mean score (30.26) following the Multimedia approach.

24.The **Multiple Comparison** of the **attitude mean scores** of the groups taught by different methods indicated that in the **Government College**, the **Multimedia approach**

got high mean difference (8.04) with the Conventional method. Hence this method can be adopted as an effective method in changing the **attitude** of the student teachers towards Human rights education.

25. Analysis of **attitude** mean scores in **Government Aided Institution** showed that there was significant difference among the groups taught by five different methods in the posttest as well as the adjusted posttest attitude mean scores as revealed by their respective “F” values (5.45 and 6.50). The highest attitude mean score of the **Brainstorming group** (34.83) proved that this method was much effective in changing the attitude of the student teachers towards Human rights education.
26. Based on the Multiple Comparison of the variable “methods”, it was inferred that in **Government Aided Institution**, out of the five groups under different methods, Brainstorming group had significant mean difference (10.19) with the Conventional method group. So it can be said that **Brainstorming method** had motivated the student teachers to develop favourable attitude towards Human rights education.
27. The analysis of the posttest and the adjusted posttest attitude mean scores of the student teachers of **rural area** showed that five groups differed significantly since the respective “F” values (6.05 & 6.82) were significant. The same result was obtained in the case of **urban area** also which was revealed by the significant “F” values (10.63 and 11.09 respectively). Both in rural and the urban areas, the highest mean scores (31.81 and 33.54 respectively) obtained by the **Brainstorming group** proved that this method was effective in changing the attitude of the student teachers towards Human rights education.
28. Based on the **Multiple Comparison of the attitude** scores of the student teachers under different methods, it can be stated that Brainstorming method differed significantly from the Conventional method both in **rural and urban** areas since the group under this method got high mean difference (8.52 & 9.66 respectively). All the other methods did not differ significantly from one another. So it can be said that **Brainstorming** method can be adopted to change the attitude of the student teachers towards Human rights education irrespective of the locality.

29. Concerning the variable **subject specialization (optional)**, it was observed that significant difference existed among the groups in the pretest itself in each optional namely except Biological science and Social Science. But analysis of the posttest scores revealed that all groups showed better improvement in the attitude towards Human rights education. Based on the adjusted posttest mean scores, it was understood that in the Mathematics group, **Cooperative learning** (32.52) was effective. In the case of **Computer science** (31.49), Physical Science (32.99), Biological Science (31.58), Language (34.94) and Social Science (35.46) optionals, **Brainstorming** was effective in bringing the **attitudinal** change
30. The **Multiple Comparison** of the **attitude** scores of the five groups revealed that in the **Mathematics optional**, **Cooperative learning** had high mean difference (8.76) with the Conventional method. **Brainstorming** had significant mean difference in Computer science, Language and Social science optionals (7.89, 11.43 & 12.07 respectively) with the Conventional method and in Physical science and Biological science optionals, **Brainstorming** had high mean difference (8.93 & 8.4 respectively) with the **Cooperative learning method**. The key observation made out of this analysis was that in all **the subject groups**, **Brainstorming** was effective in changing the attitude of the groups except the Mathematics optional students for whom the **Cooperative learning** has been the effective method.
31. The Correlation analysis showed that there was **no correlation** between the variables **knowledge and the attitude** in the posttest in all the five groups namely Multimedia approach, Cooperative Learning, Situational approach, Brainstorming and the Conventional method.

The investigator by doing the above analysis realized the main objective of finding out which method was effective in acquiring knowledge in Human rights Education and developing the attitude towards it among the student teachers. This study enabled her find out that Multimedia approach was effective in acquiring knowledge and Brain Storming was effective in developing the attitude. This attempt will definitely promote the awareness of Human rights Education among the student teachers and instigate them to adopt the best method of teaching among all the stakeholders like the student teachers, school children, administrators and community people especially women which is the need of the hour.

## **5.5. Synthesis of the Findings**

Regarding the dependent variable 'knowledge', the groups taught by different methods showed significant difference between the pretest and the posttest score due to the effect of the new instructional methods except the Conventional method. The experimental groups scored higher than the control group in the posttest which proved that the new methods adopted for teaching Human rights education were effective than the Conventional method of teaching and that too teaching through Multimedia was more effective than the other methods namely Cooperative learning, Situational approach and Brainstorming in relation to the variables namely stream of courses, type of institution, locality and subject specialisation.

Concerning the dependant variable 'attitude', in all the groups taught by different methods, there was significant difference between the pretest and the posttest score. It was also found that though all the methods including Conventional method proved to be effective in changing the attitude of the student teachers towards Human rights education in relation to the variables namely stream of courses, type of institution, locality and subject specialisation, Brainstorming method was very much effective. In Government College alone, Multimedia approach proved to be effective. In the same way, in Mathematics optional, Cooperative learning method was the effective method.

The Correlation analysis showed that there was no correlation between knowledge and the attitude scores in the posttest in all the groups taught by five different methods namely Multimedia, Cooperative Learning, Situational approach, Brainstorming and the Conventional method.

## **5.6. Recommendations**

Based on the findings of the present study, the investigator suggests the following recommendation to bring about changes in the Conventional method mode of teaching learning process which is commonly being practiced in the educational institutions.

1. Multimedia teaching and learning should be widely followed in teaching Human rights education at all levels.

2. Facilities can be provided in Educational institutions and other training institutes to adopt different methods like Multimedia approach, Cooperative learning and Brainstorming for teaching Human rights education which is the most relevant and needed discipline nowadays.
3. Heads of Institutions and teachers should be oriented with the effective use of different methods of teaching through short term courses, seminar, symposiums, conferences and refresher courses. The Colleges of Education, Extension Departments and the Teacher Training Institutes could be entrusted with the responsibility of conducting these courses.
4. A Multimedia Kit for different concepts in Human rights education be prepared to help the teachers while teaching in Schools, Colleges, Training Institutions and Community.
5. An integrated approach can be adopted to teach Human rights education in all educational institutions at different levels
6. Government can conduct awareness programme on Human rights concepts in Schools, Colleges, Teacher Training Institutes and Universities for the teachers and the students with the help of Voluntary and Non-Voluntary agencies through various methods like Multimedia approach, Cooperative learning, Situational approach and Brainstorming utilising other technologies available there in order to develop their knowledge and attitude towards Human rights education.
7. The service of the trained student teachers can be utilised in schools for training the teachers and to teach Human rights education to the children through different methodologies.
8. Government can allot more funds for improving the facilities in Schools, Colleges, Teacher Training Institutes and Universities for teaching Human rights education to develop knowledge and proper attitude.
9. The employees of Government Institutions like DIET, SCERT, NCERT and other bodies can be given training in Human rights education so that they can undertake projects in it to sensitize the teachers, community and other members of the community

10. Government can undertake special projects to create awareness on Human rights among the parents especially in rural areas in order to motivate them to have knowledge in Human Rights Education and develop proper attitude towards it.

11. In service training programme can be arranged by the authorities concerned to teach Human rights Education to the teachers at all levels and its effectiveness can be studied.

12. New curriculum may be designed for training the various professionals in Human rights Education so that they will integrate this knowledge into their service they offer.

### **5.7. Suggestions for Further Research**

The following suggestions are made for further research in this area for different stakeholders namely Community, Students and research scholar, teachers and Policy makers .

1. Similar study can be conducted for the school children, students of Arts and Science colleges and other Professional Institutions.

2. This study was conducted in Coimbatore only. It can be extended to other areas also.

3. A similar study can be carried out on a large sample.

4. A comparative study can be carried out on the knowledge of the teachers and the learners. In the same way, their attitude also can be compared.

5. The applicability of Human rights education to other vocational training program could be studied.

6. Case studies of violations of Human rights can be undertaken as a research study to create awareness among the people especially among the womenfolk.

7. A comparative study can be undertaken to find out the best effective method by adopting more modern innovative methods with modern technological equipments to teach Human rights education in schools and other educational institutions.

## **5.8. Conclusion**

Creating awareness about Human rights in the community has become a felt need in the country. In a complex country like India, societal violation of human rights and violation at all levels have necessitated the introduction of human rights education at all levels of school education and teacher education. Human rights education can be taught to the student teachers because they are the ones who are going to handle and mould thousands and thousands of children in the near future. The Human rights values need to be set in the young minds so as to create a society full of people who have an understanding to respect the rights of fellow beings and it would lead to sustainable development where equality, opportunity and mutual respect would be the order of the day.

There is an ongoing debate among the educationalists and Human rights activists about the manner of teaching Human rights in schools and colleges. The new concerns for the individual learner and the new ways of presenting information using appropriate media would certainly help the teachers create a conducive classroom situation and an effective design for instruction leading to effective learning This study has thrown light on the effect of different methods of teaching Human rights education.

Human rights education in India has crossed only preliminary milestones towards the journey of achieving its objectives. There are many more milestones to go by developing holistic plans of action - with clear human rights education objectives, functional and composite curriculum framework. Let us initiate this effort with teacher education programme.