

CHAPTER 2
REVIEW OF LITERATURE

CHAPTER 2

REVIEW OF LITERATURE

2.1. Introduction

“A literature review is a description of the literature relevant to a particular field or topic. It gives an overview of what has been said, who the key writers are, what are the prevailing theories and hypotheses, what questions are being asked and what methods and methodologies are appropriate and useful. As such, it is not in itself primary research, but rather it reports on other findings” (Cooper, 2002)

Capitalizing on the reviews of expert researchers can be fruitful in providing helpful ideas and suggestions. The search for related literature is one of the first steps in the research process. It is a valuable guide to defining the problem, recognizing its significance, suggesting promising data gathering devices, appropriate study design and sources of data. (Best and Kahn, 2006)

2.2. Purpose of Review of Literature

- Complete survey of related literature gives the researcher necessary insight into the problem that leads him to think about his approach for the study
- Gives the scholar an understanding of the previous work done and widens the horizon of knowledge of the researcher
- Helps the investigator avoid the repetition of the past work and thus helps save time, energy and cost.
- Suggests appropriate methods to take the problem under study.
- Provides basis for formulating valuable hypotheses.
- Helps locate data that can be used in comparative interpretation of results.
- To avoid the replication.

The main objective of the present study was to find out the “Effectiveness of Instructional Methods in Imparting Human rights education to the Student Teachers in Coimbatore”. For this purpose, the investigator tried to review as much as possible all the available studies carried out in India and foreign countries pertaining to different methods of teaching and the Human rights education which she presented under the following headings.

❖ **Studies Related to Instructional Methods**

- Multimedia approach
- Cooperative learning
- Situational Approach
- Brainstorming
- Conventional method
- Studies related to select instructional methods

❖ **Studies concerning Human Rights Education**

2.3.1. Studies Related to Instructional Methods

• **Multimedia approach**

Baranisree (2012) investigated on “Effectiveness of Video based programme in teaching grammar for VII standard Students”. The study was conducted among 100 sample and a package of video based programme on grammar-articles and adjectives was used to teach grammar. The result showed that the academic achievement of the students taught through Video programme proved to be higher than that of the traditional method.

Kim and Kim (2012) made an investigation on “Effect of Screen Size on Multimedia Vocabulary Learning”. The objective of this study was to investigate the effects of three different screen sizes (small, medium and large) and two types of Multimedia instruction (text only and text with pictorial annotation) on vocabulary learning. It was found that the large screen Multimedia instruction helped the students to learn English vocabulary more effectively than the small screen instruction. However, there was little difference in vocabulary learning between the text-only and text-with-pictorial annotation instructions. Using a smaller screen for instruction causes more challenges for learners to perceive and comprehend vocabulary learning.

Ishan (2011) made an investigation on “Effects of Multi media-Based Instructional Technology on African American Ninth Grade Students' Mastery of Algebra Concepts”. The purpose of this quantitative study using a quasi-experimental design was to determine whether the use of Multi media-based instructional technology had an effect on urban African American ninth grade students' mastery of algebra concepts. It was found that Urban African American

students lack an abstract understanding of algebra and are below their academic level in comparison to other ethnic groups.

Thiagarajan and Shanthi (2011) studied “Interactive Instruction Versus Traditional Training Programmes: Analysis of Their Effectiveness and Perception”. The group which was exposed to lecture by Multimedia had better knowledge gain and learning index. Farmers perceived that the use of different Multimedia building blocks made it an interesting and educative tool. The message, when given through lecture alone was perceived as boring and monotonous with limited attention span. However the group which had received instructions through lecture followed by computer Multimedia had a better adoption rate.

Zakaria et al. (2011) made an investigation on “Utilising Multimedia ESP Programme in Enhancing Flight Attendants' Safety Knowledge and Problem Solving Skills”. Multimedia English for Specific Purposes (ESP) programme was developed to train flight attendants. The results revealed that the computerised ESP programme has a measurable effect on the flight attendants' recall of safety knowledge and problem solving skills and similar computerised ESP programmes should be designed in order for the flight attendants to be well equipped with skills and knowledge in dealing with emergency problems that they may occur during flying.

Babu and Vimala (2008) examined “The Impact of Multimedia approach in Accountancy Learning at Higher secondary level”. It was found that there was no significant difference between the pretest and posttest errors of experimental group of aided school students with respect to the remediation through Multi media and the effect of remediation through Multimedia approach played a positive role in minimizing the errors in Accountancy learning at higher secondary level.

Benjamin and Sivakumar (2008) studied the “Interactive Multimedia CD based learning in Physics”. Their findings proved that the Multimedia CD based learning was effective. The supremacy of the interactive Multimedia CD based learning courseware was established over the conventional method of instruction.

Killedar (2008) made a study on “Effectiveness of Learning Process using "Web Technology" in the Distance Learning System”. The main aim of the study was to measure the extent to which Web technology has influenced quality of education and student support services through ‘Open and Distant Learning System.

The sample size was 415. The tool used was a Questionnaire consisting of 60 items with 4 points scale. The result showed that the web is a globally distributed, still highly personalized media for cost-effective delivery of Multimedia information and services. Web is expected to have a strong impact on almost every aspect of how we learn. “Web technology” can simultaneously optimize quality, access and cost. Thus, a better learning experience can be provided even in open and distance education system through web technology.

Raj (2004) studied on “Evolving of Multimedia Approach in Teaching History at High School Level” It was found that Multimedia package was effective in improving competency of the students.

Neo and Neo (2001) focused on “Using Multimedia Technology as an Innovative Teaching and Learning Strategy in a Problem Based Learning Environment”. Results of the study showed that the students were very positive towards problem based learning environments, enjoyed teamwork, able to think critically and became active participants in their learning process. The study indicated that Multimedia based learning environment could be used alternatively as an innovative and effective tool in a problem based learning for the acquisition of problem solving skills. Educational technology is perceived as a major vehicle in the movement towards educational reform.

Sloane (1998) investigated on “Multimedia Communication: Enabler or Disabler?” This study examined how Multimedia communication networks can be viewed both as the technological enabler of the global information society and as creating barriers between cultural groups. This study discussed the concept of the global information society from different perspectives, outlines the use of multimedia communication networks and links the two concepts to investigate their impact on different groups within the information society. It was found out that Multimedia communication is better than the other communication.

- **Studies on Cooperative learning**

Dheeraj and Kumari (2013) attempted to study the “Effect of Cooperative Learning on Achievement in Environmental Science of School Students” This experimental study based on randomized two group posttest was conducted on a sample size of 60 students from Gaya district of Bihar. Two self developed tools

were used in the form of Instructional Tool unit wise Lesson Planning along with teaching aids and Measuring Tools in the form of a teacher made test and a 3 point scale to study the impact. Findings of the study reflected that mean achievement of the students exposed to Cooperative learning differed significantly from the mean achievement of the students taught through traditional method.

Parveen and Batool (2012) explored the “Effects of Cooperative learning on General Science Achievement among 9th Class Students”. The materials used were lesson plans, worksheets and quizzes, designed to implement Cooperative learning methodology. The main result of the study was that Cooperative learning method is superior to traditional method in general science achievement of 9th grade students.

Kupczynski (2011) made an attempt to investigate on “Cooperative Learning in Distance Learning: Research to Practice”. The purpose was to specifically to examine the impact of Cooperative Learning on student performance through asynchronous interaction on discussion boards and student reactions to the effectiveness of Cooperative learning and traditional discussion strategies in online discussion forums. Student participants were asked to complete a survey at the end of a 10-week session in which traditional and Cooperative learning discussion boards were conducted. Traditional learners were less interested in the education angle and more interested in values that included support, independence, structure, and time management. Conversely, in the Cooperative Learning group, 98.82% of the benefits experienced were educational: brain-storming, collaboration, communication, engagement, feedback, participation and quality of learning.

Gillies and Boyle (2009) made a study on “Teachers' Reflections on Cooperative Learning: Issues of Implementation” and reported on the perceptions of 10, middle-year teachers who implemented Cooperative learning in a unit of work across two school terms. Data from the interviews indicated that while the teachers had positive experiences with Cooperative learning, a number of difficulties were encountered while implementing it in their classrooms. Issues identified included students socializing during group activities and not working, managing time effectively, and the preparation required. Other issues that the teachers identified as being important for successful group work included the

composition of the groups, the task the group was to undertake, the social skills training needed, and the assessment of the learning that occurred in the group.

Gillies and Robyn (2008) investigated the “Effects of Structured and Unstructured Cooperating groups on Students’ Behaviours, Discourse and Learning in Junior High School”. The results indicated that the students in structured Cooperating groups demonstrated more cooperatively and had helping behaviours such as giving more elaborated help and guided directions to assist understanding than their peers in the unstructured groups. Moreover, they demonstrated more complex thinking and problem-solving skills both in their discourse and their responses on the follow-up learning probe. These findings were discussed in the context of the importance of structuring cooperative learning experiences if students are to attain the benefits widely attributed to this approach to learning.

Law (2008) investigated the “Effects of Cooperative Learning on Second-Graders’ Motivation and Learning from Text”. The results revealed a statistically significant difference between the two groups with more favourable perceptions of teachers’ instructional practices and better reading comprehension in the instructional intervention groups than in the traditional instruction groups.

Paul (2008) in his study “Moving Beyond Lecture: Cooperative Learning and the Secondary Social Studies Classroom” advocated that drawing upon prior experience, pre-service social studies teachers at the secondary level should practice cooperative learning strategies, such as ‘rally table,’ ‘round table,’ and ‘talking chips’ prior to teaching. By modeling cooperative learning strategies, pre-service teachers are exposed to the five essential elements of cooperative learning: positive interdependence; face-to-face interaction; individual and group accountability; interpersonal skills; and group processing. Examples of Cooperative learning strategies for the social studies classroom were aligned with the content standards of the National Council for the Social Studies. To counteract the loss of interest within the secondary social studies methods course, cooperative learning is practiced and emphasized during each class. With training in Cooperative learning strategies pre-service teachers are learning not to lecture day after day.

Armstrong et al. (2007) did a study on “Cooperative Learning in Industrial-sized Biology Classes, **Education** which examined the impact of cooperative learning activities on student achievement and attitudes in large-enrollment introductory biology classes”. The result revealed that students taught using a cooperative learning approach showed greater improvement in their knowledge of course material compared with students taught using a traditional lecture format. In addition, students viewed cooperative learning activities highly favorable.

Arulraj (2007) investigated on the “Effect of Cooperative learning on the Achievement of B.Ed students”. His findings revealed that there was significant improvement in the educational philosophy scores of rural and urban students. There was significant difference in the achievement of arts and science group students and also that of the UG and PG students. There was no significant difference in the gain scores of men and women B.Ed students. The rural students performed better than the urban students.

Hijzen (2006) examined the “Relationships between the Quality of Cooperative Learning and Students’ Goal Preferences and Perceptions of Contextual Factors in the Classroom”. The study focused on four different types of goals: social support, belongingness, mastery and superiority goals. It was found that social support goals had the strongest relation with the quality of Cooperative learning. Female students’ preferences for mastery and social goals were stronger than those of male students, whereas male students had a stronger preference for superiority goals. Program types functioned as a moderate variable within the relation of students’ superiority/ individuality goals and the quality of Cooperative learning.

Thangarajathi (2006) studied “Cooperative Learning approach in learning Mathematics”. The result revealed that the student perform well when taught through Cooperative learning approach. The performance of high, average and low achievers differed when taught through the conventional method and their achievement was equal when taught through cooperative learning approach.

Preston (2005) observes that pair programming is a form of collaborative learning; the pair works together to achieve a common goal. Recent research has clearly documented the benefits of pair programming on student performance. Collaborative learning research had established two things: (i) the effectiveness of

having students work together and (ii) the critical attributes are common to successful collaborative learning approaches.

Siegel (2005) used qualitative research methods to explore as 8th grade mathematics teacher's personal definition of cooperative learning and the enactment of Cooperative learning in his classroom according to that definition. Results revealed that while the teacher implemented a research-based model of Cooperative-learning instruction, he adopted the model for use in his classroom. Results also identified the teacher's prior experience and teaching context as factors that influenced his implementation of Cooperative-learning instruction.

Kramarski and Mevarech (2003) investigated on "Enhancing mathematical reasoning in the classroom". The purpose of this study was to investigate the effects of four instructional methods on students' mathematical reasoning and meta cognitive knowledge. The instructional methods were cooperative learning combined with meta cognitive training, individualized learning combined with meta cognitive training, cooperative learning without meta cognitive training and individualized learning combined without meta cognitive training. Results showed that the cooperative learning combined with meta cognitive training group significantly outperformed the individualized learning without meta cognitive training group, which in turn significantly outperformed the cooperative learning and individualized learning groups on graph interpretation and various aspects of mathematical explanations.

Krishnaraj and Kalaiyaran (2002) made an attempt to study on "Effectiveness of Cooperative Learning Approaches in Learning Science at Secondary Level". They reached the conclusion that the application of cooperative learning not only helps in achieving excellence, but also in achieving good interpersonal relationship and high self-esteem of learners.

Veenman et al. (2000) examined "Teachers' Use and Evaluation of Cooperative learning along with Pupils' reactions to Cooperative Grouping and the quality of the group cooperation" in a sample of Dutch Primary School Teachers who implemented Cooperative learning methods. Observations showed the time-on-task levels of the pupils working in groups to be high, but effective learning and cooperation are not to be promoted. The teachers devoted little time to the teaching

of group work skills. In general, the implementation of cooperative grouping was found to lack the features recommended in the literature for effective Cooperative learning.

NCERT (1993) attempted to study the “Efficacy of Cooperative learning”. So action research projects were assigned to the institutions like special schools, colleges of education and universities involved in teacher preparation programme. In some cases Cooperative learning was introduced as a teaching approach, some colleges of education introduced this approach as a training technique.

- **Studies related to Situational Approach**

Kim et al. (2011) attempted a study on “Information Behaviors and Problem Chain Recognition Effect: Applying Situational Theory of Problem Solving in Organ Donation Issues”. The purpose of this was three-fold: to explain and predict who is most likely to communicate about specific health issues using STOPS(Situational Teaching of Problem solving) to segment publics to examine their communicative behavioral characteristics and applying STOPS to donation behavioral intentions and to test the problem chain recognition effect. The findings from this study have significant theoretical and practical implications. In this way, word-of-mouth effects about the health issue can be triggered and facilitated among neighbors with social ties with members of the active/activist public. In summary, health communicators understand the theoretical logic and findings of STOPS.

Chenxu (2010) in his research study “Application research into Situational Teaching Approach in for vocational college students “ stated that the situational teaching approach is a teaching method with relatively strong practical significance and feasibility derived from the case study analysis. The pedagogy of situational teaching approach is significantly conducive to integrate theory with practice. Implementation of the Situational Teaching Approach should insist on theoretical teaching and exercise simulation, the domination of teachers' guidance, and the unity of form and content. The implementation of the Situational Teaching Approach should pay attention to the combination with other teaching approaches.

Robinson (2009) in his work on “Situational Awareness and Security Competency” asserted that a training concept, Situational Awareness (SA), involves being aware of what is happening around you, to understand how information,

events, and your own actions will impact your goals and objective, both now and in the very near future. When new information or situations arise, professionals must be able to be flexible in delivering solutions and understand consequences of decisions in order to take appropriate action in critical situations. The consequences of failed or inadequate situational awareness techniques can be detrimental to an individual and/or group's ability to appropriately function within a given environment, thus its ramifications can be irreversible.

Wulff (2008) in his work "Research/Therapy: A Review of Adele Clarke's Situational Analysis: Grounded Theory after the Postmodern Turn" stated that seeing the situation more broadly defined could be an important device/approach to better understand how to help individuals and families with a variety of presenting problems. He quoted **Clarke (2005)** in his work "the reasons for doing research are often to decide how to intervene in a particular situation to improve conditions of some kind".

Uys et al. (2007) did a study on "English medium of Instruction: a Situation Analysis". The aim of this article was to report on and analyse the ability and willingness of some Second Language Medium of Instruction (L2MI) subject content teachers to engage in the teaching of language skills in the subject content classroom. Many of the subject content teachers surveyed had acknowledged their responsibility for the teaching of language skills in the subject content classroom,. The reasons for these teachers' inability to assist their learners in the acquisition of academic literacy may be ascribed to teachers' unawareness of their inability to meet the language related needs of their pupils, their lack of knowledge and skills for teaching the four language skills and the personal language proficiency required (both spoken and written) to assist their learners in the acquisition of academic literacy, their ignorance of the importance of applying methodological skills and the absence of the training for equipping them with skills for effective teaching through the medium of English. These findings stressed the need for developing an appropriate training course for L2MI content subject teachers.

Clarke (2005) attempted to explain "Situational Analysis: Grounded Theory After The Postmodern Turn". The situation becomes the ultimate unit of analysis and understanding its elements and their relations are the primary goals. Through mapping the data, he constructed the situation of inquiry empirically. They are

intended as supplemental approaches to traditional grounded theory analyses that center on action—basic social processes.

Endsley (1995) attempted to study the most common theoretical framework of Situational Awareness (SA). Endsley's model illustrates three stages or steps of SA formation—, perception, comprehension and projection of situational information, as well as temporal and spatial components. Endsley's model shows how SA "provides the primary basis for subsequent decision making and performance.

Lundberg et al. (1993) stated that another form of situational analysis is the case method which exposed students to the reality of management and hence we can consider Case discussions or written case analysis in the classroom. In their attempt, he says that a written analysis of the case may be a part of the internal evaluation process. He was of the opinion that the case analysis has several advantages over traditional teaching methods. When working on a case study in a group, students must also be able to understand and deal with the different viewpoints and perspectives of the other members in their team. This serves to improve their communication and interpersonal skills. Cases allow students to learn by doing. Cases improve the students' ability to ask the right questions in a given problem.

- **Studies on Brainstorming**

Stillman (2013) in his study “Why Brainstorming Doesn't Spark Innovation” reflected the opinion of William Duggan’s discovery. He quoted Duggan’s saying “99 percent of innovation methods that people use today are based on a model of the brain that neuroscientists abandoned more than a decade ago. The theory of brainstorming is that you turn off your analytical left brain, turn on your intuitive right brain, and creative ideas pop out. But neuroscience now tells us that there is no right or left side of the brain when it comes to thinking. Creative ideas actually happen in the mind, as the whole brain takes in past elements, then selects and combines them and that’s how creative strategy works. Here’s how it works: you start with a problem or situation where you aim for an innovation, break that down in to elements of the problem, and then search for precedents that solve each element. You then see a subset of these precedents come together in your mind as a new combination that solves the problem. That idea is your innovation,” Based on this it is stated that traditional methods of generating innovative ideas--like brainstorming--are badly out of step with current neuroscience.

Arnold et al. (2012) attempted to study the “Effects of Brainstorming Instructions on Creative Problem Solving by Trained and Untrained subjects”. The result indicated that Brainstorming instruction is an effective method for increasing the production of good ideas in a particular type of creative thinking problems, and is even more effective if preceded by extensive training in its use.

Akderes (2011) analysed the various decision making processes in organisation and discussed their implications for quality management and systematic process. About 29 percent of the participants chose Brainstorming as the most significant process to have impact on their quality decision making process. On the other hand approximately 16 percent ranked on charting and consensus decision making processes while about 14 percent chose force field analysis.

Patriarcheas and Xenos (2011) made a “Comparative study of Brainstorming and Snowballing Educational techniques in Asynchronous Distance Education Forum”. Brainstorming is found to be more advantageous than Snowballing concerning the effectiveness both in primary level (trained teachers) and in secondary level of adaptation and knowledge impartment to the students.

Shih et al. (2011) worked on “Brainstorming under Constraints: Why Software Developers Brainstorm in Groups”. They sought to understand why and how brainstorming is actually practiced, rather than how brainstorming practices deviate from formal brainstorming rules, by observing brainstorming meetings at Microsoft. The results of this work showed that, contrary to the conventional method of brainstorming practices, software teams at Microsoft engage heavily in the constraint discovery process in their brainstorming meetings. They identified two types of constraints that occur in brainstorming meetings. Functional constraints are requirements and criteria that define the idea space, whereas practical constraints are limitations that prioritize the proposed solutions.

Linkner (2011) offered several rules to help build a framework for imagination and creativity during brainstorming session. He stated that the whole team must be hold responsible for enforcing the rules and holding everyone else accountable.

Balackova (2010) in his work “Brainstorming: A creative Problem solving method” stated that Brainstorming, brain writing and mind mapping can help to unlock quickly and easily the hidden creative powers that all human beings possess. They not only help people to step outside the norm and generate

innovative ideas but also create an atmosphere that is highly productive and enjoyable. Readers are given clear suggestions as to when, where and how to start using examples from daily practice; they are shown how to lead and manage a brainstorming session, how to avoid making common mistakes, how to analyse and implement results and how to create an organizational culture in which new ideas can flourish.

Paulus and Paulus (2010) opined that Group brainstorming is a popular technique in organizations and educational programs. Advocates for this technique suggest that it will increase productivity, learning, and creativity. Educators often promote brainstorming as a useful technique in gifted education. Although individual brainstorming may be an effective technique, research on group brainstorming indicates that it is often detrimental to the production of creative ideas. They evaluated the implications of this research for gifted education and suggest ways to enhance the effectiveness of group brainstorming.

Mathews (2009) attempted to look the use of brainstorming as a method in 2 successive engineering meetings. It was found that engineers rarely explicitly orient to the rules of brainstorming. This finding has a number of implications. They are that it enables a reassessment of the nature and use of the method in design, reveals that what other rules are in play and valuable in design activity and uncovers aspects of the organization of collaborative idea generation that have not been previously identified.

Rao (2007) found that students who had been trained in brainstorming techniques and used them regularly over a twelve - month period produced measurably higher results in writing tasks. In addition to this, an attitudinal survey done by him showed that students who participated in this research project were positive about the effectiveness of the brainstorming techniques.s

Christmas (2007) explored the effects of brainstorming techniques on students' perceptions of their writing performance in his action research "The Role of Brainstorming in Improving Student Writing Performance" and found that students felt the techniques of Brainstorming were both useful and effective in preparing for their writing task in the EFL classroom. The success of this strategy is further reinforced by anecdotal reports from the participating teacher that in

subsequent writing tasks, she believed students were expressing a broader range of ideas than they were prior to the research project.

Isaksen and Gaulin (2005) in their exploratory study sheds light on approaches that can enhance the value of Brainstorming by examining the impact of the facilitator's role within group idea generation for dealing with junk mail. The sample consisted of 82 registered undergraduate students who had a history of interaction. The Brain writing group that used the facilitator to generate ideas, as well as reinforce the brainstorming guidelines, generated more ideas than the group in which the facilitator only reinforced the guidelines and explained the tool. Finally this study outlined recommendations for teaching, learning, and applying Brainstorming.

Al-Ghamdi (2004) investigated the "Five Steps for more Effective Implementation of Brainstorming in Value Engineering Studies". He recommended for five-step procedure namely Preparation, Warm-up, Team Brainstorming, Solo Brainstorming and Post Initial-Screening Team Brainstorming as Brainstorming is not merely a single event that takes place in the creativity phase of Value Engineering Studies. Value Engineering professionals should give enough attention to the various activities conducted during the Pre-Value Engineering session stage and the information and functional analysis phases of the Value Engineering session and have an impact on the effectiveness of Brainstorming that will help in enhancing the effectiveness of implementing Brainstorming in Value Engineering studies.

Geuna and Robecchi (2002) outlined "an Interactive Approach to Teaching Anatomy based on the use of Brainstorming." Seventy-five students from the first-year nursing curriculum were tested by a structured questionnaire after three brainstorming sessions. The overall response to these sessions was very positive, indicating that students perceived this interactive technique as both interesting and useful. Furthermore, this approach may provide a useful strategy when learning the clinical courses of the upcoming academic years.

Isaksen(1998), in his study "A Review of Brainstorming Research: Six Critical Issues for Inquiry" provided a review of 50 studies done from 1958 to 1988 and 40 additional studies conducted since 1988. It was found that for some, brainstorming means simply to get together and have a casual discussion in order to come up with a few ideas. Some believe that it is idea generation and for others, it is a universal treatment or synonymous with the entire CPS (Creative Problem

Solving) process not a replacement. He also stated that in the opinion of Osborn (1953) Brainstorming was identified as only one of the variety of tools of generating ideas and Group Brainstorming was suggested as a supplement to individual ideation. The finding of this study indicated that individuals operating alone and using the brainstorming procedure generated more ideas than groups using the same procedure.

Richards (1990) found that student interaction was an important part in developing the cognitive skills involved in generating ideas and the students who were trained in brainstorming techniques were more efficient at generating and organising ideas than students in a control group.

- **Studies on Conventional method**

Freelance Article Writer, Arzel On line (2013) in his/her article “Are Traditional Method still Effective?”, stated that traditional teaching has been around for thousands of years, shaping the minds of so many scholars, workers and ordinary men and women. The advantage of obtaining an education in a classroom setting through traditional teaching methods is that a student receives formal education and learns to focus on the subject at hand. Traditional teaching methods are often compared and criticized nowadays because of the incorporation of technological advances in modern teaching methods. Students and teachers will benefit more if both traditional and modern methods are fused together in order to create a more effective, fun and interactive learning experience.

Joseph (1996) stated that the name conventional method teaching itself explains the procedure. The teacher talks while the students listen. The reason for this is that teachers have been using this method for years and it is very convenient for the teacher as no practical preparation is needed for it. The teacher is the only active participant in the teaching-learning process and students are passive listeners. They are spoon fed and their powers of observation and reasoning, the exercise which is essential in the learning process, are not stimulated at all. The method presupposes a class of intelligent pupils who can understand and grasp the lecture with the same speed as they are delivered by the teacher.

- **Studies Related to Select Instructional Methods**

Walsh and Hewson (2012) attempted a study on “A Comparison of Two Methods of Teaching”. This study compared two models for teaching research to

post graduate Social Work students: a mentorship model (TM1) and a more structured, didactic model (TM2). Students self-completed the Research Self Efficacy questionnaire on the first and last day of class. Repeated measures showed that both groups improved over time; however, TM2 students improved significantly more than TM1 students. This study provides preliminary insights and suggestions for further research on different models for enhancing research skills and confidence of social work students.

Kozlinska (2011) explored “Contemporary Approaches To Entrepreneurship Education” in order to depict frameworks and methods that were acknowledged by renowned experts and to assess their relevance for the Latvian entrepreneurship education .Throughout the research, the author analysed newest frameworks of entrepreneurship education . His research applied general scientific research methods, including modeling, monographic and logical construction methods and was based on a pure literature review. He compared results of the scientific articles overview and the surveys published in Europe, dated no earlier than 2009. The author concluded that there is an ample market for quality entrepreneurship education and contemporary approaches are of a very high relevance for the Latvian entrepreneurship education system.

Sajjad (2010) did a study on “Effective Teaching methods at Higher Education level” with the main objective of determining the effectiveness of various teaching methods used for teaching students at graduate level. Two hundred and twenty undergraduate students studying in 11 departments of Faculty of Arts, University of Karachi were interviewed about their perceptions of best and effective teaching methods and the reason for that. Most of the students rated lecture method as the best teaching method as teacher provides all knowledge related to topic, time saving, students attentively listen to lecture and take notes etc. The group discussion was rated as the second best method of teaching because of more participation of students, the learning is more effective, the students don’t have to rely on rote learning, and this method develops creativity among students etc. Students’ perception and ratings about the interesting and effective teaching methods is a way to suggest improvements in teaching/ learning process

Jeyanthidevi (2009) investigated the “Effects of Computer Assisted Instruction and Cooperative learning in Biology for ninth standard students”. The sample was 240 students for each method. Achievement test was the tool used. The

study successfully brought to spotlight the emergence of Computer Assisted Instruction as a pragmatic, flexible and individualizing learning method followed by the Cooperative learning and the Conventional method proved to be the last effective method in teaching Biology.

Devi (2008) explored the “Impact of Various Instructional Strategies for Enhancing Mathematical Skills of Learning Disabled Children”. Learning disabled children were randomly assigned to Multi media, cognitive, eclectic and control conditions. Assessment included the use of IQ, Diagnostic Test of Learning Disability, and Pre and posttest administration of the Children with Specific Learning Disabilities in Arithmetic scale. The result showed that all the tested strategies significantly enhanced the basic mathematical skills of learning disabled children and it was found out that Multi media, cognitive strategy and eclectic approach can be used for enhancing the mathematical skills of learning disabled children

Carpenter (2006) made a study on “Effective Teaching Methods for Large Classes” The primary purpose of this exploratory study was to identify effective teaching methods for the large class environment using student learning outcomes as the criteria for effectiveness. Several commonly-used teaching methods (lecture, lecture/discussion combination, jigsaw, case study, team project) were applied and evaluated in a large class setting. Results indicated that most students preferred to be active in their learning process. The active and collaborative teaching methods examined in this study were not only desirable to many students, but they also appeared to produce significant improvement in terms of learning outcomes. The findings of this study also suggested that faculty teaching large classes should attempt to include constructive, active teaching methods in their courses whenever possible. Structured, controlled collaboration would probably be most comfortable to students.

Aruna and Annakodi (2005) studied the “Effectiveness of Multimedia and Cooperative Learning Strategies at secondary level”. The sample consisted of 100 boys and 100 girls of ninth standard students. The multimedia package and self learning module were prepared for teaching to the respective groups. Her findings revealed that there was significant difference between the mean gain scores of traditional, Multimedia and cooperative learning groups. Her findings also revealed

that though Multimedia process is effective, the effectiveness of cooperative learning approach is highly significant.

Sangeeta (2004) studied the “Role of Multimedia and Cooperative Learning in Enhancing the Writing Competence of students”. The result showed that the use of Multimedia has been found to be quite effective in improving the writing composition ability of the students. The experimental groups I & II i.e. who were provided treatment using Cooperative learning and Multimedia learning respectively did not differ significantly in their performance with regard to writing composition.

Damodharan and Rengarajan (2003) in their research article on “Innovative Methods of Teaching” evaluated the traditional methods of teaching as well as Multimedia teaching and to suggest other useful teaching methods. Any communication method that serves this purpose without destroying the objective could be considered as innovative method of teaching. The use of innovative methods in educational institutions has the potential not only to improve education, but also to empower people, strengthen governance and galvanize the effort to achieve the human development goal for the country.

Annakodi and Premakumari (2002) conducted an experimental study to find out the “Effect of Instructional methods in Nutrition and Health Education in the Vocational Training Programmes”. The tools used were achievement test, attitude scale, Multimedia package and self learning module. The sample selected was 60 for each group. They selected Multi media, Programmed learning, Co-operative learning and Conventional method of learning as the Instructional methods. The major findings of the study were the Multimedia being the most effective method of imparting knowledge, Multimedia and Programmed learning resulting in highest attitude scores and all the three experimental groups registered higher scores concerning the practice than the Conventional method learning.

2.3.2. Studies Concerning Human rights education

Menezes and Kumar (2012) attempted “A Study on the Effect of Activity Based Instructional Material on Developing Awareness in Selected Human rights Among the Pupils of Standard Nine”. The activity based instructional material was prepared by the investigators. The findings of the study revealed that the significant difference existed between the pretest and the posttest in relation to the variable sex and Activity based exercise could be effectively used to develop the awareness of

Human rights at high school level. It was also stated that teachers should strive through education to create awareness among the students about their rights, duties and social obligations and every teacher should have his/her planning and method for teaching Human rights.

Bajaj (2011) analysed that teachers' own transformation should be central to discussions of the educational reform, and presented data from an NGO-run Human rights education initiative in India. The sample selected was 118 HRE teachers, 625 students, 80 staff and policy makers of Human rights education, and eight parents. He found out that while 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, teachers may be encouraged to equalise power relations within the classroom, many semi-literate communities hold teachers (and textbooks) in high regard, suggesting that their advocacy of human rights may prove instrumental for Human rights education to go beyond the school walls, the ultimate aim of the educational project.

Magre (2011) made an investigation on "Awareness of B.Ed. Trainee Teachers towards Human rights" in Mumbai city. A sample of 100 B.Ed. trainee teachers was selected randomly. The tool consisting of five areas of Human rights i.e. Universal Declaration of Human rights and Indian Constitution, Policies and Laws for Protection of Human rights, Human rights and Women Development, Human rights and Child Development and Human rights and Development of socially deprived class. The awareness of trainee teachers was analyzed on the basis of two variables sex and faculty. The findings revealed that all the trainee teachers were aware with the Human rights in general but not aware in the different areas or aspects of Human rights like Human rights and Women Development.

Rathod and Dhoot (2011) made a study on "Awareness of Educational Rights among B.Ed. Girl Students". The findings revealed that 68% girl students are familiar with basic Human rights and possessed the positive attitude towards women education which is a good symptom of changing the society.

Waldron et al. (2011) attempted to study "The Level of Awareness of Human rights and Human rights education Among Primary Teachers" and they in their work entitled "Teachers, Human rights and Human rights education: Knowledge, Perspectives and Practices of Primary School Teachers in Ireland"

presented a snap shot of the current status of Human rights education within the Irish primary sector with a view to inform the policy and practice for the future.

They hold the view that if Human rights education is to become embedded within the Irish education system, teachers need to be supportive of and knowledgeable about Human rights, skilled in the processes of Human rights education which would have a positive influence on children's experiences. The vast majority of respondents (86%) either disagreed or strongly disagreed with the statement that there is no need to teach children their rights in the primary school. Respondents also identified inadequate resources, professional development or knowledge and lack of understanding and information on the part of the teachers as significant barriers.

Gundogdu (2010) investigated the "Effect of Employing Constructivist Methods and Materials on the Attitudes of Prospective Teachers' (psychological counseling students) towards Human rights education". The experimental group consisted of 45 sample and the control group consisted of 40 sample. The tool used was Human rights education attitude scale. The results showed 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 attitude of the experimental group was significantly higher than those in the control group in terms of permanence. This study showed that authentic learner-centered 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 learners.

Cingranelli and Richards (2009) developed "The Cingranelli-Richards (Ciri) Human rights Dataset". It contains standards-based quantitative information on Government respect for 13 internationally recognized Human rights for 195 countries, annually from 1981-2004. It is designed for use by scholars and students who seek to test theories about the causes and consequences of Human rights violations, as well as policy makers and analysts who seek to estimate the Human rights effects of a wide variety of institutional changes and public policies including

democratization, economic aid, military aid, structural adjustment, and humanitarian intervention.

Institute for the Study of Human rights (ISHR) (2009) organized a workshop in April 2009 to foster collaboration and communication across the nascent field of Human rights impact which drew together researchers and practitioners from multiple disciplines and organizations and raised a number of important questions about how Human rights programs and policies operate in general terms. This discussion led to convening of a follow-up International symposium a year later, in May 2010, entitled Human rights Impact: General Issues and Sectoral Perspectives to examine the ways in which the impact of Human rights policies and programs is defined and assessed. Sessions focused on several sectors - development (in particular in a rights-based perspective), women's rights, international courts, and press freedom — and on two cross-cutting themes — the measurement of "Human rights" and the development of appropriate indicators, and the ethical issues that arise when impact analyses are structured into Human rights interventions.

The Institute also supported research on Human rights through [Human rights Essay Contest](#) for graduate and undergraduate students. Additionally, ISHR's [Working Papers Series](#) provided an opportunity for faculty and graduate students to distribute their work widely and to receive initial reactions from a broad community of scholars working in areas related to Human rights.

Saini (2008) investigated on “ Study of awareness on Human rights among students”.The sample selected were 200 student teachers. The main objectives were to find out which instructional technique (group or individualized) is better than the other approaches and in which process and with the help of which media should an instructional approach be developed. The main findings were that the group technique was better than individualized instructional technique in improving the achievement of the students. Group instructional technique with visual media was slightly better than audio visual media. Print media in Group instructional technique was least effective in improving the scholastic achievement of the students. The findings of the study have implications for students, teachers, teacher educators, Curriculum planners and policy planners. The teacher educators should encourage the teachers to use the Group instructional technique for teaching Human rights education.

Muthuchamy and Kumar (2007) made an investigation on “Attitude of Higher Secondary School Teachers towards the Introduction of Human rights in the School Curriculum”. The findings revealed that the higher secondary school teachers’ attitude towards the introduction of Human rights differs in terms of sex, educational qualification, teaching experience and locality

Sonja (2007) investigated on “Children’s right to be educated for tolerance: minority rights and inclusion” and reported that an association is necessary for children’s positive mental and spiritual development. The courts have unfortunately been inconsistent in protecting the right to a tolerant educational setting since they often regard children’s education rights as subsumed under parental liberty rights.

Soon-Won Kang (2007) made a study on “Democracy, Human rights and the Role of Teachers”. He said that one of the strongest stakeholders, Korean Teachers Union (KTU) has to redefine its historical role as transforming agent for the educational reform, because KTU had affected the educational solidarity for the peace, Human rights and democracy education in terms of Chamkyoyook since its inauguration in the 1990.

Vincilla (2007) undertook a study on “Human rights education for teacher trainees through Co- Curricular activities”. The various co-curricular activities suggested were organisation of Music and Drama, Debates and Discussion, school societies, participation in games and sports, school clubs, school excursion, exhibition and displays and undertook projects. Through these activities, awareness can be created among the teacher trainees .s

Aliden and Susanne (2006) conducted a study to find out “Internalizing the culture of Human rights - addressing gender-based violence in Timor-Leste”. They conducted with a discussion of how the three alternatives to combine universalism and culture can help the promotion of Human rights in Timor- Leste. The main argument raised in the final part of this paper was that if Human rights are to be accepted in the reconstruction of post- conflict Timor- Leste, then the process must both be driven externally and internally rooted and recognized.

Atkinson and Carol (2006) studied about “Human rights, Democracy and International Educational Exchanges: An Assessment Using Generalized Multilevel Longitudinal Models” and results showed that participation in civilian educational exchanges are not as straight forward a socialization process that some research might have implied. The empirical evidence presented does, however, provide some

evidence that military educational exchange programs are associated with improving Human rights practices.

Jennings (2006) attempted to study “Human rights education Standards for Teachers and Teacher Education”. He proposed a set of Human rights education standards for classroom teachers and by implication, outcomes for teacher preparation programs. He argued that when a strategy for youth is carefully considered, the overlap and links between usually quite distinct policy spheres, such as public security, education and reconciliation become not only more easily identified but practically very relevant. The policy implications were discussed.

McPherson (2006) made a study on “Mexico’s Two Cultures of Human rights” and said that from Grondona’s theory that under secure countries must decide between public security and Human rights as a possible explanation for the new culture of Human rights in Mexico but concludes that the situation in Mexico has actually moved beyond this decision by altering the concept of Human rights.

Anja (2005) conducted a study on “Institutional Responsibility: State, IGOs and NGQs in the field of Human Rights education” and the author explained via the International Regime and System theories why governmental institutions such as the IGO and governments are failing to implement HRE. IGOs such as the UNO have established norms, rules and decision-making procedures which seem to have not been powerful due to the lack of respect for their institutions by governments. Both civil actors such as NGOs and Universities have been filling this gap of responsibility and teaching human rights and promoting HRE throughout the decade.

Blackmore (2005) made a study on “Transnational Feminism, Globalization, Human rights and Education”. He found out that there is need for re-defining feminist paradigms in global pedagogies. Such a new paradigm in feminist pedagogy, based on discourses of power, Human rights and social justice should provide a foundation for improving the equity for girls and women in education and society globally.

Iikkaracan and Amado (2005) conducted a study on “Human rights education as a tool of grassroots organizing and social transformation: a Case Study from Turkey”. The finding showed that the impact of the programme on women,

methodological factors that contributes to its success and its role as a catalyst to promote social transformation at the local level.

Iqbal et al. (2005) studied “Globalization and Human rights: Regional and Cultural Dimensions” and made a relationship between globalization and Human rights conditioned by regional and cultural differences and the influence of three dimensions of globalization FDI, Trade, and membership in institutions - was examined on Human rights. By a cross-national statistical test of all countries over the period from 1980 to 2000, it was found that there is significant variation in the consequences of globalization for Human rights across regions and cultures.

Kepenekci (2005) made an attempt to study on the ‘Effectiveness of Human rights education in Turkey’. The aim of the research was to examine the effectiveness of Civics and Human rights education courses taught in primary schools. The criteria for the effectiveness of the courses are determined as ‘content’, ‘educational activities’, ‘teaching methods’, ‘educational materials’, and ‘evaluation of students’. Content analysis method was used to analyse the views of the teachers. To conclude, more than half of the teachers think that the courses are not effective due to having mainly an informative purpose.

Smith (2005) investigated on “Back to basics. - The scope of legal education in a Human rights context. This study argued that legal education must evolve to embrace a rights-focused approach. Two interrelated elements underpin this discussion -the rights to education and Human rights education and the identity of those responsible for realizing those rights. Evidence will suggest that the duty to provide appropriate Human rights education extends beyond the State to universities.

Ugarte (2005) studied about “1995-2004: United Nations Decade for Human rights education” and gave many aspects, which were commented on from a pedagogical point of view. In the United Nations international field, Human rights education is considered as an inseparable part of the Right to Education. This is why 1995-2005 was proclaimed as the United Nations Decade for Human rights education and 10th of December, for the Human rights Day, the reach and the achievements of the Decade was revised and future actions to achieve Human rights education were also discussed.

Bhaskar (2003) attempted on the “Rights of the girl child: law, policy, education and enforcement”. He revealed that there are so many rights conferred on

girl child. But what is the reality? In spite of so many legislations and social reform movements, the position of women as well as girl child has not improved. In fact, the struggle for the realization of the rights of women is only just beginning. A large number of urban-based women's organizations are focusing attention on specific issues such as violation against women and girl children. Realizing the importance of girl child whose well being is the welfare of the entire community, the holistic and integrated approach to her development is to be adopted.

Bhaskaracharyulu (2003) studied the "Right to Education and Human rights education". The author stated that Human rights is a dynamic concept that will find expanded expression and constantly cover new areas as human society continues to evolve to higher levels of development.

Suhasini (2003) revealed in her study, "Human rights and Duties Education", that asserting the task of education is to bring about a healthy, sustainable and harmonious growth oriented society. She emphasized the need to make people aware of their rights and duties.

Cayir (2002) attempted on "Human rights education scenarios" and focused on the lack of appropriate educational materials that could lead to attitudinal and behavioral changes in current textbooks and proposed several lesson scenarios for textbook authors.

Sahoo (2002) investigated on the "Development of a Curriculum Framework on Human rights education for the children below fourteen years of age", the basic human right issues concerning the in-schoolchildren and out of school children, below the age of 14 years with reference to their locality and sex. Findings of the study showed that majority of the school children belonging to urban and rural areas are provided with adequate nutrition, clothing and housing whereas a majority of the children belonging to urban slums and tribal areas are deprived of these facilities. Education of girl child is not encouraged in rural areas even in upper caste Brahmin families. Discrimination on the bases of gender, caste/tribe or socio economic status of the parents has a matter of great concern in urban areas, urban slums and rural areas. A curriculum framework has been well designed on Human rights education for the children below the age of 14 years.

Arthur (2001) conducted a study on the "Human rights act and Higher education" to consider the impact of the human rights act 1998 on higher education. The act has been trumpeted as an enlightened enactment, which will have a dramatic

impact on English law. The higher education offers a vantage point somewhere in the middle ground from which to evaluate the real impact of the Human rights act.

Marty and Susan (2001) attempted on “Teaching about Human rights in Social Work”. This paper discussed the significance of Human rights for social work and considers its importance in social work education, relates Human rights to the profession of social work and addresses challenges inherent in developing curricula and teaching Human rights to social work students in both undergraduate and graduate programmes. In order to expand student views of Human rights and their incorporation into their social work practice, the authors proposed a four-part pedagogical method that includes readings, case examples, videos and social action.

National Council for Teacher Education (1996) developed a Self learning Module on Human rights education for teacher educators to open the vistas towards the theme of Human rights. This module was presented in the form of a few units which had been developed after a series of meetings and discussion with experts and senior educationists. This module explained the need and importance of Human rights education, incorporates Human rights education and identifies curricular elements at different levels where Human rights can be introduced in different subjects. Apart from the module, this package contains some relevant documents on Human rights which the teacher educator may find useful.

Studies on Women Rights

Francisco (2007) prepared the “Summary report of the women’s studies / Gender research meeting”. The three objectives were to agree on ways and means by which network members can collaborate on the UNESCO – Women’ Studie’s/Gender Network UNESCO-Social and Human Sciences (SHS) Sector program for gender equality and women’s rights as UNESCO begins its new medium term plan (2008-2013) as well as the two year biennial program from 2008/09 ,to identify areas of collaboration among and across network members and to discuss the emerging issues and trends in women’s rights and gender equality with a view to furthering the work of the network. It was emphasized that the network members were amenable to two modes of working with UNESCO – as individual institutions and as a collective and raised the desirability of working together on more academic and theoretical projects that may not be directly linked to a UNESCO program area but which nevertheless reflects the vision and principles of

UNESCO-SHS. The possibility of generating funds through relationship among and between members in collaborative gender researches and publications was also expressed.

Social Action Forum for Manva adhikar (2006) a Non-Governmental Organisation of lawyers attempted a study that looked into the Human rights vulnerability of the Victims of Trafficking "focused on the human rights concerns of workers engaged in the sex trade -commercial sex workers, (CSW). The 100 CSWs were interviewed in addition to the officials in the Police station. It was found out that exploitation of women is often worse in factories than in brothels and the CSWs felt that Women in both the occupations are "victims" in the sense that they live in a patriarchal, sexist society that channels women to the lower end of the socio-economic ladder and into exploitative working conditions. In the hope of improving the CSW access to the justice system and helping ameliorate the prevalence of maltreatment / violence against them perpetrated by police and other organs of the state, it was suggested to empower women through the elimination of abusive laws and to punish persons who abuse and exploit the true victims.

2.3.3. Critical Appraisal of the Reviews

The investigator reviewed many research studies so as to get a clear idea to proceed with her study. In this connection some 96 studies were found useful and relevant. Out of these, 84 were recently done after 2000 and 12 studies before that. These studies provided some ideas related to the concepts which the investigator was going to use in her study.

Studies related to Multi media approach proved that this approach is effective in the teaching learning process and Educational technology is perceived as a major vehicle in the movement towards educational reform.

The result of the studies concerning Cooperative learning revealed that this method is superior to traditional method not only in teaching school subjects but also in Distance learning or Teacher Education. The study by Kupczynski (2011) proved that 98.82% of the benefits experienced were educational: collaboration, communication, engagement, feedback, participation and quality of learning.

Some studies relevant to the Situational approach showed that though the terminology used were different as Situational Awareness and Situational Analysis, the meaning and concept conveyed were the same as the Investigator's Situational approach which involves Case study analysis also. In his attempt, Wulff (2008) asserted that seeing the situation more broadly defined could be an important device/approach to better understand how to help individuals and families with a variety of problems.

Reviews relevant to Brain Storming revealed that these attempts were dealing with the Constraints in Brain Storming, suggesting ways to Enhance the Effectiveness of Group Brain Storming, Reassessment of the Nature and Usage of Brain Storming, How Brain Storming improves the Writing Performance of the Students in English and How the Facilitator's presence Enables the Generation of more Ideas. But Stillman (2013) in his research stated that traditional methods of generating innovative ideas--like brainstorming--are badly out of step with current neuroscience.

Studies in connection with the Conventional method indicated that if modern methods of teaching is integrated with this method, effectiveness of teaching will be more.

Reviews concerning the select Instructional methods showed that modern methods of teaching and approaches like Computer Assisted Instruction, Programmed Instruction, Project method, and Collaborative approach are effective and any communication method that serves this purpose without destroying the objectives may be considered as innovative method of teaching.

Out of the 32 researches done relating to Human rights Education, studies related to Human rights education for women and its Instructional methods were very limited that too related to finding out the Awareness among the Students, dealing with the Children's Rights, Curriculum for Human Rights Education for Teachers Preparation and Finding out attitude of the Higher Secondary students towards Human rights Education.

After careful review of the studies, it was perceived by the investigator that only a very few studies were conducted on imparting Human rights education to the students especially student teachers using different instructional strategies and the study undertaken by her is not a duplication of the studies already done. It was also evident from the review that the awareness on Human rights education among the

student teachers is necessary and different teaching methods need to be adopted to find out which method will be effective in teaching Human rights education. This ignited the mind of the investigator to undertake this fruitful research.