SUMMARY

1. Introduction

1.1 Background of the study

Nagaland is a state of India with her natural bounties and beauties but also miseries. It is being believed that before the advent of the British every Naga village was a paradise and paramour of million hearts but ironically a place of threat and fear, where visiting of a neighbouring village was at the risk of losing the heads. In ancient Nagaland, it was more prestigious and honourable deed to fetch the heads of children and ladies. Head was counted worthy and precious and more precious was the heads of children and women. Within the Naga village there was real and pure democracy that had never been found in other parts of the world. But there was slavery too. Great human values, found in the villages, have been carried forward till today by many people.
Once the British found a ‘way’ out to reach Manipur from Assam, the Nagas had to lose their ‘way’ and ‘way of life’ and the life of democracy changed to ‘demon crazy’. There came the first violation by a remote foreigner and violations of Naga human rights. Free Nagas became colonized by the British and had a long suffering under the British regime since 1886 till 1947. The scattered Nagas were united at the time of the British leaving British India and wanted to be freed but in vain. Thousands of precious lives have been lost in the struggle of freedom.

Human rights violations are not always by the foreign perpetrators but many a times by the people who are within us in the family and the society. Human rights are violated in the form of customs, traditions, beliefs, superstitions, religion, faith, etc. For instance, ancient Naga women were equal to men, who would go with him in all the agricultural works but not on direct decision making in either political matters or adjudication. The Naga identity and way of life is being protected by Article 371-A(1). But under the customary practices women are discriminated and the same is accepted by the women folk without much resistance though little revolution and awareness are on the way. The fairer sex is not given equal opportunity on the ground of their gender. Our women should be aware that their rights are violated.. Our women need to be unleashed from the traditional discrimination. Therefore, Programmes need to be prepared for empowering our women.
As some researches, conducted in Cambodia, were interpreted in a way that ‘Cambodians have inherent human rights values in them’, here too a ‘doubt’ that ‘Are the people promoting ancient human values by exercising and enjoying their human rights in the contemporary period?’ This doubt triggered to undertake a study on ‘the students’ awareness of human rights’. Therefore, this study was directed towards assessing of students’ awareness of human rights and to supplement this study the awareness level of teachers and principals and the contents related to human rights at different levels of school education were undertaken.

1.2. Objectives

The specific objectives are framed:

1. To assess the students’ awareness of the term ‘human rights’ and some other terms associated there with such as the United Nations, National Human Rights Commission, Naga People’s Movement for Human Rights, Universal Declaration of Human Rights, Convention on the Rights of the Child, Fundamental Rights, World Environment Day and Global Warming and make comparison of awareness across the variables ‘gender’ ad ‘nature of the institution’.

2. To identify the most useful sources in bringing awareness about human rights and human rights institutions such as the United Nations, National Human Rights Commission and the Naga People’s Movement for Human Rights and human rights instruments such as the Universal Declaration of
Human Rights, the Convention on the Rights of the Child and the Fundamental Rights upon the students and analyze the usefulness across the variables ‘gender’ and ‘nature of the institution’.

3. To assess the students’ knowledge and understanding of human rights concepts, principles, basic/fundamental rights and child rights.

4. To assess the students’ knowledge and understanding of Naga Customary practices which violate human rights.

5. To assess the students’ knowledge and understanding of environmental issues/problems related to human rights.

6. To assess the status of teachers’/lecturers’ and principals’ awareness with regards to human rights.

7. To identify practices in school environment promoting/infringing the exercise of human rights.

8. To analyze the contents related to human rights in the social sciences, science and environmental education text books.

9. To make recommendation for creating greater awareness of Human Rights among the higher secondary students in Nagaland.

1.3. SIGNIFICANCE OF THE STUDY

As stated in the introduction, Nagaland is a one of the places in which human rights have been violated rampantly. Policies and programmes are therefore to be made available to create awareness. For policies and programmes to be effective, they should to be based on empirical data.
Designers of intervention programmes have to understand the problems and their sources. Human rights was a part of higher secondary school curriculum in Nagaland for ten years that ended in the academic year 2009-10. Does our school education create human rights awareness among the students? Is there learning for human rights or learning about human rights? Don’t we require human rights in our curriculum? Do our students have achieved a greater awareness? Do our schools and colleges give an atmosphere that enables the students to exercise human rights? What aspects of human rights did our students understand and what not? As the human rights not in the higher secondary present curriculum, has it been placed at the secondary or primary level of school education? On what subjects are they incorporated?

Results of this survey will enable policy makers and educators in the survey region to guide their interventions based on current level of awareness and practices on issues regarding human rights education at the higher secondary level. This will help to know and make necessary intervention in the status of students, teachers and principals, practices in the schools/colleges to exercise human rights, contents as per the local and immediate needs, nature of inclusion of human rights in the curriculum, and evaluation system. Therefore, this study in general will help human rights education in the state a reality with practical utility in their daily lives.

1.4. LIMITATIONS OF THE STUDY
1. This study covers only the higher secondary students studying in schools/colleges affiliated to the Nagaland Board of School Education and situated only in Nagaland. Therefore, it excludes the students from the higher secondary students from the other states despite those institutions are affiliated to the NBSE and the institutions though situated in Nagaland but affiliated to the other Boards of School Education.

2. The study covers teachers and principals who are supplementary to this study therefore they are not placed and studied under different variables but only in general way.

3. Customary practices in contravention with human rights dealt here could not be generalized as the different Naga tribes have different customary practices and also within a Naga tribe there are different customary practices and among different villages. But care has been taken in such a way that the practices studied here are being practiced by the highest majority.

1.5. Report Content

   The report presents the outcome of this survey. The report is composed of five major parts. Besides the introductory chapter, it contains four other chapters. Chapter two briefly describes the methodology adopted in executing the survey. Chapter three outlines, in a nutshell, an over view of similar studies undertaken in our country and others and the related literature. The fourth chapter deals with the major findings of the survey in a quantified manner.
Finally chapter five is presented with appropriate recommendations based on the findings of chapter four.

2. LITERATURE REVIEW

Inspite of coming to light, the new concept ‘human rights’ has taken so many years to see the light of the day. After the declaration of Decade of Human Rights Education (1995-2004), many countries have been trying to accommodate human rights education in their school and higher education curriculum. As such the research literature available at hand is less in printed form but available in the internet media. But, in India, human rights courses in degree, post degree level and PhD level are very less as such Indian researches undertaken on this area is scarce.

Laksiri Fernando (1998), in a study titled “Human Rights Education in Schools: Some Aspects of Sri Lankan Experience” reveals that (i). The most important object of human rights teaching is to create a human rights culture with necessary values and attitudes among the students to promote and protect human rights in a particular society. The cognitive learning about categories, concepts or mechanisms of human rights should be a part of this process, but not something divorced from it. ‘Human rights’ teaching was not introduced to primary schools and did not continue in upper secondary (year 12 and 13). It is believed that teaching for human rights, to be effective, should start from primary and pre-school level.
3Laksiri Fernando (1999), in Cambodia while analyzing the basic awareness about human rights among the Cambodians found that a critical mass people has moved beyond a basic awareness and understanding of human rights; some interpret the results to mean that ordinary Cambodians have an inherent understanding of basic human rights. 15% of the respondents justified killing or maintained that “life on this earth is impermanent”.

4Lolita H. Nava & Others, (2003), surveyed a sample of secondary students in the Philippines and found that (i). 96% of the respondents have heard of human rights with the female urban and private school respondents have a higher average of 96.5% and most of them (84%) identified school as the source of knowledge. (ii). Only 30% of them had heard of UDHR (iii). Between public and private high schools, the later significantly performed better in the test than the former.

5Jefferson S. Plantilla (2005), in a four country survey, that includes India, finds that ‘the students generally know or have heard of human rights, but they do not seem to understand the principles involved; while policies implementing HRE are in place there is generally weak implementation at the school level’.

6HURIGHTS OSAKA, (2005) assessed the knowledge of Human Rights Practices in Malaysian Schools and found: (i). 73% of the Malaysian students had not heard of SUHAKAM (Malaysian Human Rights Commission until they day they participated in the survey. (ii). More percentage of students
(53.2%) had heard of Convention on the Rights of Child than the administrators (7.7%) and teachers (20.2%)

7 Pandey S, (2005) identified teachers at different levels and teacher educators lack the basic human rights awareness which is incorporated in various text books of the primary schools of the country and the integrated model of providing human rights education has not fully succeeded.

8 Sheela Barse, (2000) found, the text books, in India, are found with contents and figures which depict human rights violations.

9 Nair P.S, (2002-03) found that ‘there are laws in letters to prevent the child labour and trafficking but in practice many children in India are being trafficked and one of the reasons found is the poverty and illiteracy’.

10 Sadika Hameed, (2010). The same, to the above, found poverty and illiteracy as the causes of trafficking, which was also confirmed by another study conducted at Stanford University.

11 Shahnawaj, (1990) in a study related to one of the contemporary issues related to human rights, i.e., environment, the teachers were found with more awareness and attitude towards environment.

12 Praharaj, B. (1991), in a similar study to the above, found the level of environmental knowledge was found low among pre-service teachers and moderate among the in service teachers. Mostly, human rights had been a part of sociology, political science, social sciences but hardly as a separate subject.
Vaidya, D.S. (1991) found that science subject too helped in the moral development of students. Therefore, it gives an assumption that instead of loading the students with different subjects and unavoidable and vast information as a different subject or different chapters, human rights could be incorporated in any and all the subjects. Till now, no study has been conducted either in India or in Nagaland in this area on the higher secondary students.

3. METHODOLOGY

This study falls under the category of ‘Descriptive Survey Method’ as this study investigated the existing level of students’ human rights awareness, compared and suggestion made to improve the existing status.

3.1. POPULATION

The present study involves a population of students studying their higher secondary level of education at + 2 level, either in colleges or schools in the state of Nagaland and registered under the Nagaland Board of School Education. The students include the students studying in schools and colleges in both government and private institutions and of both genders.

3.2. SAMPLING

Sampling of students and teachers is done by:

i. Stratified Random Sampling and

for the expert opinion regarding this study, the principals or vice principals were selected by

ii. Incidental/Purposive Sampling
There were 950 students responded to the questionnaires from 22 institutions out of which 10 private institutions and 12 government institutions. The sample covers 73% of the total districts of Nagaland. 46 teachers and 15 principals participated in this study.

3.3. TOOLS USED

The Investigator designed tools were used for assessing the awareness level of students and teachers/principals. The following tools were used for collecting the data:

1. Human Rights Awareness Questionnaire for Students
2. Human Rights Awareness Questionnaire for Teachers/Principals
3. Interview Schedule
4. The contents, from Social Sciences and Integrated Science text books of classes : 8 to 10 and Environmental Education text book prescribed for classes 11 and 12, were analyzed.

4. ANALYS

4.1. STUDENTS’ AWARENESS

a. Human Rights

The higher secondary students in Nagaland had shown an overwhelming awareness of the term ‘human rights’ which was much closer to cent percent(99.26%) and that was comparably higher than the level of awareness of human rights under any other studies conducted and mentioned here. Here, the students’ awareness level was surpassing the teachers’ awareness level
(87.2%) but insignificantly less than that of the principals’ as 100% principals had heard of the term. A similar study conducted in the Philippines (HURIGHTS OSAKA, 2003-04) among the secondary students reveals that 96% students had heard the term ‘human rights’. Several studies were conducted in the Philippines, Malaysia, Cambodia,….to assess the impact of human rights education after the introduction of HRE in schools or to test the effect of vigorous campaigns for the promotion of human rights and the level of awareness of students was found less than the present study. But it is remarkable here to note that the students had high percentage of awareness of the term ‘human rights’ in spite of human rights not included in the curriculum either directly or in terms of Universal Declaration of Human Rights or in any other form of international human rights documents or instruments with an exception to that human rights enshrined in Indian Constitution were part of school syllabus. Congruent result was found in a four country (HURIGHTS OSAKA) survey inclusive of India and the finding was stated as this:

“In spite of awareness programmes or campaign on human rights hardly being conducted till the collection of the data, the students had a very high awareness level that is overwhelming.”

b. Human Rights Instruments and Institutions:

In this study the students were found much more aware of the term human rights than the other related terms, such as the Universal Declaration of Human Rights, Convention on the Rights of the Child, Fundamental Rights, United
Nations, National Human Rights Commission and Nagaland People’s Movement for Human Rights. In spite of Fundamental Rights found in the text books prescribed for the elementary level till the higher secondary level, the percentage of students who had heard of Fundamental Rights was found less than that of human rights.

Similar to the term ‘human rights’, the students were found highly familiar with the other related terms such as, the ‘United Nations’(UN), ‘Fundamental Rights’ and ‘Universal Declaration of Human Rights’(UDHR). The term ‘Convention on the Rights of Child’ (CRC) was less familiar to the students and the least of ‘Naga People’s Movement for Human Rights’ (NPMHR) in this study. The Convention on the Rights of Child’ was a part of secondary school curriculum in many countries but the term ‘Convention on the Rights of Child’ was nowhere found in the core subject text books of class: 8-12 even though rights of children were mentioned briefly at the higher secondary level Environmental Education text book. In the present study students’ awareness of the term ‘Convention on the Rights of the Child’ was less than that of ‘Universal Declaration of Human Rights’ but in a Philippines’ study ‘CRC’ was heard by more number of students than ‘UDHR’ as CRC was given priority in the curriculum at the secondary level in the Philippines. In spite of CRC being placed in the curriculum the students, who heard about the term CRC in the Philippines, was much more less than the percentage of the students under this study.
In a Malaysian study too the percentage of students’ awareness of CRC was found less and that less awareness was achieved after many awareness campaigns on child rights like ‘Say Yes for Children’ and the children’s participation in the United Nations Special Assembly for children and so on. Therefore, the students under this study had acquired greater awareness even though they had less or no information from the text book contents than the other students and also without much sensitizing programmes.

The similar result was found while comparing the students’ awareness about the term ‘National Human Rights Commission’ of India like that of Malaysia. Under this study, 77.68% students were aware of the NHRC which is higher than that of awareness level of Malaysian students about Malaysian Human Rights Commission (73%). But, the Malaysian students had achieved this awareness in spite of the logo, essay and art competitions organized and the numerous news reports about or press statements by SUHAKAM (Malaysian Human Rights Commission) in the print and electronic media.

c. Environment

Students exhibited a very high awareness about the two terms listed under this study such as World Environment Day (91.37%) and Global Warming (91.68%). This could be explained due to the presence of text books contents at all the three levels (elementary, secondary and higher secondary) and rampant awareness programmes conducted and this further would be explained under
another section. The students showed more knowledge about World Environment Day and Global Warming than the other terms discussed above under the caption ‘Human Rights Instruments & Institutions’.

Therefore, it could be concluded that in this study the higher secondary students’ awareness of the term human rights was found much higher than that of teachers but less than that of the principals though the difference was negligible. In spite of human rights contents not being found in curriculum in terms of international human rights instruments and awareness programmes or campaign on human rights hardly being conducted, the very high percentage students’ human rights awareness exhibited in this study is overwhelming. Similar to the term ‘human rights’ the students exhibited high awareness of different terms such as the World Environment Day, Global Warming, Universal Declaration of Human Rights, Fundamental Rights, United Nations, National Human Rights Commission, and the Convention on the Rights of the Child but comparatively less awareness on the local NGO, an apex body involved in the promotion and protection of human rights, the Naga People’s Movement for Human Rights.

d. Gender Wise Comparison of Awareness:

In a study similar to this present study conducted in the Philippines, along the variable the female students (98%) had shown better awareness than the male students (96%) but the present study shows a contrary finding in
which the male students (99.57%) showed higher awareness of human rights than the female students (98.96%).

Male students in this study showed higher awareness than the female students in the different terms such as human rights, Universal Declaration of Human Rights, Convention on the Rights of the Child, Fundamental Rights, United Nations, National Human Rights Commission, Naga People’s Movement for Human Rights and World Environment Day with only an exception to the term ‘Global Warming’ for which the female students showed more awareness than the male students.

e. Awareness Across the Variable ‘Nature/Type of Institution

By looking at the average, the government school students (79.14%) exhibited more awareness about the human rights instruments and institutions mentioned under this section than the private school students (75.78).

6.1.5. Most Useful Sources

School was found the most useful source for more percentage of students (56.44%) than the other two sources for every item listed in this study except for the Naga People’s Movement for Human Rights for which media was found the most useful source for more number of students. A considerable number of students (32.90%) found media as the most useful source in gaining awareness of different terms and related information. Media was found the most useful source for more number of male students than the female students in hearing about each and every term related to human rights.
4.2. Students’ Knowledge and Understanding of Human Rights Concepts and Principles, Basic/Fundamental Rights and Child Rights

a. Human Rights Concepts & Principles:

Despite a very high percentage of students had heard of human rights, the concept was not well understood as they had not understood the meaning (50.21%) and nature of human rights (32.74%). Despite there were fluctuations regarding their understanding of human rights concepts and principles, students did not show much disparity on gender, age, economic status, disability due to sickness, etc., irrespective of a fact that many of them (34.11%) understood women were subordinate to men. But in other areas of women’s status, capacity, capability, etc. the women were not put at stake as equality of women was well upheld by a very high number students. Women were felt subordinate not only by male students (34.54%) but equal number of female students (33.68%) also. This could have been resulted from the social, religious and cultural stereotyping of women. The stereotyping was found in the text books too and that requires correction. Similarly, though equality principle was upheld by many students still one fourth of them (24.32%) felt that richness would fetch more rights.

b. Basic Rights/Fundamental Rights
In general the students showed a good understanding (71.95%) about basic/ fundamental rights like other sections here too there were fluctuations in their understanding found. This could be collated with the other responses of the students too. On one side the students had a strong understanding (87.37%) that ‘wars and killing should effectively be stopped’ but on the other side they (54.32%) showed a fatalistic attitude that these are natural and our interference in these matters would never bring any change. Again in matters regarding to Right to ‘Free Expression and Thought’ students showed poor understanding. The above findings related to life, war and free expression reflect the ground situation where killing had been a normal occurrence and common man had no security for life. There were fears from organized and unorganized armed groups directly and in some cases common people were victimized in between the group conflicts. There was fear to express one’s ideas and thoughts. This must have been reflected in the studies. Violation to ‘Right to Marry and Find a Partner’ was objected by majority of the students and here the objection was found stronger for the male than the female. Therefore, this shows that though the students understood ‘What are human rights violations?’ and strongly desired that ‘there should be no such violations’ they were sandwiched between the ‘fatalistic and pessimistic attitude’ that these are common and human interference would not bring any effect. This requires a change from the fatalistic attitude to optimistic attitude.
c. Child Rights

Children, working as domestic servants, are found very common in Nagaland. Nearly two third of the students (64.27%), under this study, were found with proper ‘Knowledge and Understanding’ about child rights but here too there were fluctuations. The concept of child labour was not well understood by the students.

4.3. Naga Customary Rights Vs Women

Discrimination or social stigma on the basis of caste, gender, economic conditions, widowhood, remarriage, barren women, living as spinster, etc. was not much found in Nagaland while comparing the many other parts of India. Women were neither under estimated on the basis of equal rights, capability and capacity nor were many restrictions on women and not many visible inequalities found but still about one third of the students (59.26%) stated that the women were subordinate to men and this concept was found more among the male students (60.34% > 58.21%) , howsoever insignificant. This kind of understanding/feeling/mindset was found under different sections in this study.

Regarding delineation of property rights to the male descendants, the awareness was found less and this was further confirmed by the interview conducted to some local populace. All interviewees, in spite of being accepted that the Naga customs were biased in law related to inheritance, delineation of ancestral property to the male descendents was highly valued with proper
supporting reasons to justify. Similar is the case about customary practices related to adjudication as many of the customary practices related to adjudication were found good and adopting a foreign law was not much encouraged. But according to the interviewees’ responses, where there are flaws in customary laws modifications were sought. In general, it was found that the female students were found more submissive to customary and current practices or conventions that violate human rights especially women’s rights.

4.4. Students’ Knowledge & Understanding of Environment

   Issues/Problems:

   The students’ knowledge of the two terms, such as World Environment Day and Global Warming was found higher than their knowledge about the six human rights institutions and instruments discussed in the previous section but less than that of the term ‘human rights’. But their knowledge and understanding level of environment was much higher (80.34%) than every other area of analysis clustered in this study.

   This high knowledge and understanding must have been achieved due to the presence of adequate contents in the text books as well as co curricular activities being held in the schools and colleges. The role of media also had given due impact on the level of awareness about World Environment Day and Global Warming.

4.5. School / College Environment

   i. School / College Environment

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Human rights education is “all learning that develops the knowledge, skills and values of human rights”. Placing of human rights or its presence in the curriculum is not sufficient but there should be human rights practices in the institutions. The schools/colleges should provide mechanisms to let the students exercise their rights. Here, many institutions under this study were found not with students’ associations. It is the responsibility of the teachers and administrators to guide and advise the students to form the associations to exercise their collective and individual rights and duties.’ There was different students’ association found in one institution on different sub-tribal line. Instead of having students’ unions formed after every tribe, they could be of general nature and equal participation shall be ensured. The attitude of some teachers towards formation of students’ associations was negative that needs to be changed. The relation between the teachers and students; the students and principals and teachers and principals were found very cordial. This shows a warm human relationship among the school/college personnel and not an authoritarian atmosphere. Extracurricular activities such as observation and celebration of international days were done by an average of only 5% institutions and which activities are considered as one of the finest ways to create awareness among the members of schools/colleges.

ii. Effectiveness of Human Rights Education:
Effective implementation of human rights practices depend on the school administrators and the teachers. But the misery is that less than an average of 50% of the teachers and principals were not aware of human rights’ presence in the curriculum in the recent past 10 years ((2000-2009)). And the text books, subscribed for General Foundation Course prescribed for classes: 11 and 12 had a bare draft (Plain Draft) of the Universal Declaration of Human Rights and a teacher without expertise knowledge would not have been able to explain well. This gives a speculation as found in a four country survey that includes India, 20 “While policies supporting human rights education are in place, there is generally weak implementation at the school level”

4.6. Status of Teachers

i. Teacher’s/Principal’s Awareness

To provide students with a comprehensive education, we need teachers with good knowledge and attitude. An Indian study (21Pandey S) reveals that 38.5% of the teachers including primary and secondary teacher educators showed human rights awareness. In this present study, 87.2% teachers had heard of the term ‘human rights’ but only 63.83% could show more knowledge about human rights as they could list many human rights. In general, under this study the principals’ awareness level is found higher than that of the teachers’/lecturers and also the knowledge and understanding level of principals’ about ‘human rights’ is found higher than that of the teachers. But, in general, both teachers and principals had heard of different terms and
superficial knowledge and many lack further understanding of human rights and the related issues. Their awareness was found on the surface level but deeper knowledge and understanding was found among 67% of the principals and 55% of the teachers. This study shows that their poor knowledge about human rights was due to lack of opportunity to have studied during their pre service period as about less than 50% teachers had studied human rights during their pre service period and the condition was further aggravated by no opportunity for training or any condition that pertain human rights exposure. Their knowledge should have been enhanced by in-service trainings/programs or courses.

ii. Teacher attitude

Under this section it was found that only 59.6% teachers and 73.3% of the principals showed their positive attitude towards human rights education. This seems to be correlated to their awareness level as 55.7% of the teachers and 66.65% of the principals showed better knowledge and understanding of human rights.

iii. Teacher Effectiveness

The discussion under the previous section shows that the students had gained awareness from the school about human rights despite the related contents had not been found in the text books and similar result was found for National Human Rights Commission. In hearing about the two terms, human rights and NHRC, which were neither found in the text books nor any
awareness programs/activities was held in the schools/colleges but more than half the number of students found school as the most useful source and the percentage of students’ awareness was considerably good. This implies that the teachers (including the principals) are the carriers of information about human rights and the related terms to the students.

iv. Teacher Empowerment

The previous section indicates that we need to empower the teachers on human rights. Very few awareness programmes were conducted in the past but awareness programs sponsored by the UGC, Nagaland State Women’s Commission, Naga Women’s Network, etc. are recently on the move. Therefore, the experienced teachers who had been working for quite some years had either never studied human rights during their study period or had an opportunity to take pre service exposure to human rights education. Therefore, teachers’ empowerment is crucial.

4.7. Text Book Contents:

The human rights were found integrated in social sciences as found in 22 Sri Lanka and many other countries and science subjects. But the environment related matters were integrated in science and social sciences subjects and in which adequate contents about environment rights were fused. But the contents given were not those given in UDHR but the rights enshrined in the Indian Constitution. A similar finding, arrived at from a multi country
survey done by HUURIGTS OSAKA, 2005, which includes India, is given here: “Most schools rely on the already prescribed teaching of constitutional rights, and do not cover international human rights instruments”

5. Conclusion

1. Students exhibited a very high awareness of the term ‘human rights’ and this was gained in spite of the contents related to human rights were found the minimum.

2. Similar with the term ‘human rights’, students exhibited high awareness on the other terms, with the highest awareness of ‘environment related terms’ and the least the Naga People’s Movement for Human Rights.

3. The female students exhibited more awareness of different terms in this study than the male students and similarly the ‘government school/college’ students showed higher awareness than their ‘private school/college’ counterparts.

4. School was found the most useful source for more than half the number of students followed by ‘media’. The family’s contribution in students’ awareness was found less.

5. Media was found the most useful source for more number of male students than the female students similarly, more number of private school students than the government school students.

6. The students’ awareness level of environment related terms was found very high but comparatively less than the term ‘human rights’ but higher than the other terms. More
than adequate contents were found on environment at the primary, secondary and higher secondary level core subject text books and in some cases overlapping of contents related environment was found

7. Female and government school/college students exhibited higher understanding of customary rights violating women’s rights than their male and private school/college counterparts.

8. School/environment was not found satisfactory for the promotion and protection of human rights in many aspects.

9. The contents of the text books need orientation as there found overlapping at different levels and therefore, it lacked co-ordination between different boards of school education.

6. ACTION TO TAKE

   Human rights, in the curriculum, could be given in terms of Indian Constitutional rights but with reference to International Human Rights documents. The Convention on the Rights of Child and child related rights should be included in the curriculum

   Schools/colleges should be a micro society where there should be full exercise of human rights and the institutions should provide ways and means to implement and practice human rights.
Text book contents should have relevant local literature, art, culture, history, etc. the students need not put themselves in a strange world. There should be adequate number of local names of persons, places and things. There should be gender equity in the text books as great women personality in different fields should be included in the contents. This could be fused in any and every subjects.

Education is the tool to change the attitude of some men who are against women’s rights. Therefore, women’s rights should be included in the curriculum. Single organization like NSWC can not alone promote or campaign human rights. Teachers need to be trained. As inclusion of environment, fundamental rights in the curriculum had a great effect upon the students along with teacher knowledge. The contents from the text books need an analysis for gender equity.

For the above teachers’ training on human rights is crucial. Teachers’ pre-service and in-service training on human rights should be activated not alone to impart human rights awareness but also to build a strong human rights attitude and action. Provisions should be made available for the promotion of human rights education for teachers. This could be done by Nagaland University offering distant mode courses on human rights and peace education. The teachers, who undertook courses and keep updating themselves, should be motivated through proper means. Observation of international days in the schools/colleges should be made mandatory for promoting awareness and observation.
Human rights violations, as per the local context, machineries available for prevention and redress, procedures, etc. should be given in the text. The students should be able to act on finding violation and therefore, the contents should be relevant to Awareness, Analysis and Action.

There should be some checks and measures for the effective implementation of extra curricular activities especially related to human rights and other global issues.

Rural schools/colleges should have library facilities, well equipped not with printed materials alone but electronic media. There should be motivation and opportunities for students’ and teachers’ access to those facilities.

7. SUGGESTION FOR FURTHER STUDY:

1. Studies need to be conducted to answer the following questions:

Why is media found a less useful source for the female than the male?

What are the contents and illustrations in the text books promoting gender inequity?

What are the ways to co-ordinate the text book contents and make space available for the inclusion of contents related to human rights?
2. A full scale, extensive study could be conducted to assess the knowledge, attitude and values of teachers about human rights education.

3. The effective implementation of internally assessed subjects at the primary, secondary and tertiary level of school education could be conducted.

4. A comparative study on customs of different tribes that violate and promote women’s and child rights.

5. Naga values congruent with International Human Rights Values could be studied as there is an incidental finding shows that the students, irrespective of being studied human rights, were able to value the practices in universally accepted ways.

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