CHAPTER 5
MAJOR FINDINGS

5.1. Major Findings from Students’ Data

5.1.1. Students’ Awareness

1. An overwhelmingly high number of students (99.26%) were aware of the term ‘human rights’.

2. Though relatively higher percentage of male students showed awareness of human rights than the female students the difference in awareness was insignificant. Therefore, the variable ‘gender’ did not give much impact on the level of awareness. This was also found true for the variable ‘nature/type of institution, as this too had no much impact on the level of awareness.

3. An average of 77.30% students had heard about all the six human rights instruments and institutions listed in this study with the highest percentage of 91.26% students heard about the United Nations followed by the Fundamental Rights((88.53%) and the least students(57.16%) heard about the local NGO, the Naga People’s Movement for Human Rights.

4. The average percentage of female students’ awareness was found less than that of male students’ awareness and this was also held true for every individual institutions and instruments listed under this section. Similarly, across the variable ‘Nature of the Institution’ the average awareness of
‘government school/college’ students was greater than that of the private school/college students and this held true for all the individual items with an exception to the United Nations for which the ‘private school/college students’ awareness was higher.

5. A high number of students (91.53%) was familiar with environment related terms such as ‘World Environment Day’ and ‘Global Warming’.

6. The female students had a higher awareness of the terms related to environment than the male students and similarly, the government school/college students had a higher awareness than that of the private school/college students.

7. While generalizing the above findings (1-6) the following conclusions arrived at:
   
   i. The highest percentage of students was aware of the term ‘human rights’ and the least percentage of the students were aware of the term ‘Naga People’s Movement for Human Rights’.
   
   ii. In general, the average awareness of the term human rights and the other terms associated with it was higher for the male students than the female students.
   
   iii. The average of awareness of the term human rights and the other terms associated with it was found higher for the government school/college students than the private school/college students.
5.1.2. Students’ Most Useful Sources

1. ‘School’ was found a better source in hearing about the different terms followed by ‘media’ and ‘family’.

2. School was found to be the most useful source for the highest number of students in bringing awareness of the ‘Fundamental Rights’ than any other terms under this study and similarly the least number of students had gained awareness through school in hearing about the Naga People’s Movement for Human Rights.

3. School was, in general, found the most useful source for more number of female students than the male students. Similarly, an average of higher number of ‘government school/college students’ found school as the most useful source than the ‘private school/college students’.

4. In general, Media was found a more prerogative source for male students than the female students as the result indicates that more number of male students found media as the most useful source than the female students.

5.1.3. Students’ Understanding of Basic Rights and Child Rights

1. In spite of the highest number of students (99.26%) having heard of the term ‘human rights’ the meaning was understood by less than half of them (45.48%). An average student understanding of the concept of human rights
was found much less than that of the number of students heard of the term ‘human rights’.

2. Nearly three quarter of the students had understood the inherent nature of human rights but contrary to this majority of them expressed that the basic/fundamental rights were given by the government.

3. Though the study shows 68.64% students understood the human rights concepts, while analyzing the different responses individually it was found that the concept was not understood where it required the technical knowledge of human rights from the human rights instruments or institutions from the international or national documents.

4. The human rights concept was understood by more male than the female and more government school students than the private school/college students.

5. It is found that the students’ knowledge about International Human Rights Day was less than that of the World Environment Day. This could have resulted from the observation of World Environment Day in many institutions registered with Nagaland Board of School Education.

6. Nearly three quarter of the students (71.95%) showed ‘Knowledge and Understanding’ about ‘Basic & Fundamental Rights’. But only a little more than half of them (52.95%) only could understand the Right to Free Expression and similar was the case with Right to Life. This may be due to the fearing situation
7. It is found that the nearly 90% students showed an urge to stop killing but their response to another statement indicates that 42.21% had a negative attitude that we could not stop killing. This could be further strengthened by the similar response showing negative attitude about war that the students felt unavoidable. The present and the previous statements indicate the ground situation where there is fear of expression and killing that is day to day affairs.

8. Male students while comparing with the female students had shown more resistance to their parental interference in matters related to ‘Right to Choose Partner and Marry’ without their consent. Similarly, the rural students showed less objection to their parental interference in this regard. This indicates the female students’ submissiveness to some practices which violate their rights.

9. In general, the students’ knowledge and understanding level of ‘child rights’ was found less than their knowledge and understanding of concepts, principles, environment rights, etc.

10. In all the items listed under ‘Right of Children’ though 64.27% students showed understanding but there were fluctuations in their understanding. In issues related to equality of children, the responsibility of all and the government towards children’s rights, the awareness was high but the concept of child labour was understood only by about half of the total
students (49.26%) and similar result was found in rights related to ‘Free and Compulsory Education’.

11. Under child rights, the students showed less awareness in some areas such as domestic child labour and corporal punishment by teachers.

5.1.4. Students’ Knowledge about Customary Practices Violating Human Rights

1. In general, three fourth of the respondents understood that some of the customary practices or beliefs are in violation of women’s human rights. More percentage of female students understood the violation of women’s human rights than the male students and similarly more number of private school/college students than government school/college students.

5.1.5. Students’ Knowledge about Rights Related to Environment

1. Students’ understanding of environment rights was higher while analyzing their understanding under different sections such as human rights concepts, principles, child rights, customary rights violating human rights, etc. The variables gender and nature of institution had no significant impact under this section.

5.2. MAJOR FINDINGS FROM TEACHERS/PRINCIPALS’ RESPONSES

a. Teachers’/Lecturers’ and Principals’ Awareness

Majority of the teachers and all the respondent principals had heard of ‘human rights’ and other related terms related to ‘human rights’. But, similar with the students, their knowledge and understanding of human
rights was found much less than that of their recognition of different terms. Here, the teachers showed much less knowledge than the principals. It was also found that nearly half of the total participating teachers had not studied human rights during their pre service period and the in-service programs were inadequate and not reaching those who had no previous human rights education. A reason found for their lack of awareness was the least pre service and in service exposure to human rights. Near about half of the teacher respondents (51.1%) and the principals (53.3%) were not aware of ‘human rights’ contents had been placed in the curriculum. This indicates their less seriousness about the subject that was assessed internally.

b. School/College Environment Promoting Human Rights

The schools/colleges under this study practiced high observation of human rights; there existed cordial relationship among the students, teachers and principals There found freedom for the students to express freely to the teachers and principals. But, still many institutions were found without students’ associations and the institutions were found lacking in extracurricular activities promoting human rights. Here, there were many teachers who showed negative attitude towards forming students’ associations. Their lack of understanding was associated with their negative attitude towards inclusion of human rights in the curriculum. Majority of the institutions (87%) were found not celebrating International Human Rights Day that is considered and recommended as one of the finest way to
create awareness among the students, teachers… The reasons given for non celebration was not founded on reasons. Therefore, it was found the knowledge and understanding level of the teachers/lecturers were correlated with their attitude towards HRE, their fusion in class room teaching and their pre service learning.

5.3. Findings from Text Book Contents

1. Fundamental Rights (includes now RTE at class:8 level) and duties, democratic principles were found at all the levels such as elementary, secondary and higher secondary level social sciences text books either directly or in the form of individual rights and also in the Environmental Education text book and judiciary remedies found at the elementary level.

2. Inequalities in the form of gender, caste, economy... in pre and post independent periods have been incorporated at all levels from 8-12 (Social Sciences & Environmental Education text books). Indian reformers and their reforms were found but not a single women reformer or renowned women in the field of arts were included.

3. The Convention on the Rights of the Child though found at the higher secondary level Environment Education text book and nothing related to child rights was found at the lower levels. The contents were not adequate and only a brief account on child marriage, child labour, Universalization of Primary Education, HIV/AIDS inequality and mentioning of The Child Labour (Abolition & Rehabilitation)Act, 1986.were found.
4. Contents related to Environment are found at all the levels in both Social Sciences and Integrated Science text books but found overlapping. In addition to this there is an optional subject at the secondary level on Environment Science and at the higher secondary level Environment Education as a core subject assessed internally. Adequate contents like conservation of biodiversity, wild life, natural resources, pollution, environmental degradation, global warming etc, were found in the text books.

5. Status and position of women during pre independence day were given at the class: 8 level and ‘Gender and Politics’ at class 10 level. Under this section women education, dowry, position of women in family, veiled women, Sati, inheritance, polygamy, easy divorce among Muslims,… were incorporated. Gender inequality was also found in higher secondary Environment Education text book.

6. Causes and consequences of war, conflicts, revolts, exploitation, etc are pervasively found at all the levels Social Sciences text books and also in Environment Education.

7. Man made disasters – atom and hydrogen bombs, biological and chemical warfare, consequences of atomic bomb explosions in Hiroshima and Nagasaki during Second World War…were found in the elementary level text books.
8. Conservation of forests- aorestation and deforestation, wild life, pollution – water, air, soil , importance of bio-diversity, Adverse effects of hunting, logging, fishing with chemicals. Water harvesting, sustainability of natural resources found at all the three level core subjects.

9. There is a unit separately given at class: 10 level titled ‘Environment and Environmental Problems’ and also at class: 9 level a unit titled ‘Our Environment’

5.4. Findings from Interview Schedule

1. Inheritance to Immovable Property: Every interviewee appreciated and admired their customary practices which allow the immovable ancestral property to be only inherited by only the male descendent with justifications suitable for the ancient days. But, though some of them expressed that now is the time for transition none of the male interviewees was intending to divest their properties to the female siblings nor the female respondents received ancestral immovable properties from their parents.

2. Inheritance of Title/Surname: The children of all the interviewees were found using the title of the father. Many said it was the custom and we followed it unconsciously. Some raised objection with the reason of paternity of the child and some others had said there were no objection from them in following matrilineal system.

3. Customary Practices: Eighty per cent of them were aware that some customary rights jeopardizing women’s rights. In total customary
adjudication was not underestimated but it was opined to have modification, codification and proper training of personnel involved in customary adjudication process.

4. Naga Women’s Capability: The interview revealed that the interviewees were positive on Naga women’s capability and competency and they too encouraged the women’s participation in various fields. But majority of the men respondents were not favour of 33.3% seat reservation for women in the election, nevertheless, they stated there were too positive towards women contesting in the election.

5. Nagaland Women’s Commission: The Nagaland State Women’s Commission is actively involved in creating awareness on women’s rights. They try to reach even the remote villages for conducting awareness programmes. It was stated that the men folk together with the Village Chairman, Gaum Bura (village head), etc. gave support and cooperation. But it was agreed that there were political interference with regards to some matters related to women’s participation.

6. Rural Girls Education: This interview reveals that the schools are not available at the immediate reach of all the villages that hampers the girls attending school in remote area. Teachers are unwilling to serve in remote places and substitute unqualified and untrained people as teachers. But they too expressed that these types of practices are being minimized due to communitization of Education.