

## **CHAPTER 5**

### **SUMMARY AND CONCLUSIONS**

#### **5.0. INTRODUCTION**

The present chapter attempts to provide a clear and precise summary of the entire study which has already been described in the previous chapters. It presents the major findings, discussion and conclusion, educational implications based on the findings of the study and suggestions for further research in a similar field.

#### **5.1. CONCEPT OF HUMAN RIGHTS**

The concept of human rights is not a recent manifestation because it existed in a diverse form for ages in all the cultures of the human society. It is the outcome of mankind's long struggle for political, economic, social, and cultural rights. Though the concept of human rights is an age-old, yet today's perception of human rights is the result of the inhuman offences committed during the Second World War. It has directed the world to rethink about humanity, creating a way to respect the fundamental human rights of the human family. The need for peace and to save the human race led the United Nations to sign a Charter which was ratified by several States on 24<sup>th</sup> October 1945. Later, the United Nations General Assembly adopted the Universal Declaration of Human Rights on December 10<sup>th</sup> 1948 by laying down a 'common standard of achievement' for all

human beings in the world. It was based on the principle that “all men are born free and equal in dignity and rights” (Article 1, United Nations General Assembly, 1948). Johannes Morsink also held that this declaration has intensely changed the global scenery, through the spread of human rights protocols, conventions, treaties, and other similar declarations (Freeman, 2002).

Generally, human rights are all those basic rights which are naturally entitled to a person just because he/she belongs to a human family. Human rights are thus conceived as universal because it is applicable everywhere and is egalitarian for all human. These rights may be present as birthrights or as legal rights, in both national and international law. The term human rights are also sometimes known by other names like fundamental rights, birthrights, natural rights, inherent rights, or basic rights. They are essential for every individual as it provides the freedom and dignity which supports the holistic wellbeing of all human such as the physical, moral, social, and spiritual wellbeing. Human rights treat every person equally and protect him/her against all injustices and inhuman acts from the State public authorities or any individuals. Human rights comprise of an array of human welfares and requirements that covers civil, social, economic and cultural rights. It is supported by various declarations, international Conventions and Treaties like the Universal Declaration of Human Rights, Covenant on Civil and Political Rights, Covenant on Economic, Social and Cultural Rights and others. These basic rights are bestowed without any distinction from cradle till grave and no one can take it away. It secures our lifestyles and our regular day to day existence is subject to our human rights however, we neglect to understand its significance. On the whole, the perception of human rights becomes essential to us only when our everyday life security is absent or taken away, as held often that human rights are most needed when they are most violated. Human rights are also well-defined as those claims which an individual can make for the realization of his/her innate potentialities to the fullest to live a dignified life. However, human rights do not include all those claims of an individual that infringes the rights of another person or threatens the peaceful co-existence.

The notion of human rights is linked to the idea of human dignity. In this regard, the United Nations General Assembly (1948) described human rights as, “rights derived from the inherent dignity of the human person”. J. S. Verma has also rightly stated that the essence of human rights is human dignity. Also, for George Lobo, human rights and

human dignity are connected to each other and stated that there are no human rights without human dignity and no human dignity without human rights. Likewise, the World Conference on Human Rights which was held in Vienna (1993) in its Declaration also stated that all human rights derive from the dignity and inherent worth of the human person and human beings are the central subjects of human rights and fundamental freedom.

Human rights, therefore, are those basic standards of rights without which no humans can live a dignified life. It embodies basic values common to all people and culture without any distinctions. However, in claiming these rights, all people hold the responsibilities and obligations not to infringe on the rights of others. It also empowers each individual to take action to claim and preserve their rights and also that of other person's rights.

Human rights are also generally categorized into three sets or generation, which covers a wide spectrum of items necessary for human existence:

- First set of human rights lists political and civil rights, that include the right to equality and fairness, right to life, liberty, security, freedom of speech and religion, rule of law, right to nationality, freedom of movement and assembly, and guarantees against discrimination, slavery, and torture. Some consider these rights as negative rights as it restricts the role of the government from doing a certain act.
- The second set of human rights goes beyond political and civil rights. Under this set, it deals with social, economic and cultural rights. For instance, it includes property rights, work rights, right to an adequate standard of living, that includes food, clothing, housing, medical care and essential social services. Likewise, special care and assistance are entitled to motherhood and childhood and everyone has the right to free education at the elementary level. This set of rights is also referred to as positive rights as it provides guidelines to the government and individuals to take actions to safeguard these rights.
- The third set of human rights involves collective or solidarity rights among nations. Under this set of rights, everyone is entitled to a social and international order in which human rights can be fully realized (Reichert, 2006). All these rights are interrelated and interdependent, denial of one right affects the other rights too.

However, human rights are also not static as new rights are recognized and enforced from time to time as per the need of the society, for instance, it has come up with the fourth generation of human rights that emphasizes on genetic engineering to save future generation.

#### **5.1.1. Concept of Human Rights Education**

Human Rights Education is a process which provides the knowledge, skills and values to an individual about human rights. In other words, it includes the cognitive, affective and psychomotor domains of learning. It is a lifelong process concerning all ages and is increasingly recognized as an efficient strategy to prevent human rights violation. It contributes to social unity, democracy, prevention of conflicts and resolution, and understanding of diversity (Aurora, 2016). Human rights education inculcates knowledge, skills, and fosters positive attitudes and behaviours to uphold human rights culture in our day to day lives. It contributes to protecting the dignity of all human beings and build societies where human rights are valued and respected.

The 1993 World Conference on Human Rights which was held in Vienna also emphasized the significance of human rights education, training and public information. It considered essential to promote and attain firm and cordial relations among communities and to develop a common understanding, tolerance and peace. In response concerning the appeal made by the World Conference, the United Nations General Assembly proclaimed the period 1995-2004 as the United Nations Decade for Human Rights Education. It urges all state parties to make human rights knowledge available to all individuals to empower oneself.

Human rights education has been well-defined by the United Nations Decade for Human Rights Education (1995-2004) as training, diffusion and information that aimed to build a universal human rights culture through imparting knowledge, skills and moulding of attitudes that directs to a) Strengthen respect for human rights and fundamental freedoms; b) Develop human personality to the fullest and the sense of its dignity; c) Promote understanding, respect, gender equality, and cordial relationship among all nations, indigenous peoples and racial, national, ethnic, religious and linguistic groups; d) Enable all individuals to partake effectively in a free society; e) Uphold the activities of the United Nations to maintain peace (United Nations General Assembly, 1996).

The Vienna declaration accentuates that the States and institutions should include "human rights, humanitarian law, democracy and the rule of law as subjects in the curriculum of all learning institutions both in formal and non-formal" sectors. Further, it emphasized to include peace, democracy, development and social justice to achieve common understanding and awareness to strengthen the commitment to human rights (UNESCO, 1995). Further, the UN Declaration on Human Rights Education and Training article 2(2) affirms that human rights should include; education about human rights, education through human rights and education for human rights.

- Education about human rights includes knowledge and comprehension of human rights norms and principles, the values that support them and the mechanisms for their protection.
- Education through human rights includes learning and teaching in a way which respects the rights of both the learners and educators.
- Education for human rights includes empowering people to enjoy and exercise their rights as well as to respect and defend the rights of others (OHCHR, 2011).

## **5.2. SIGNIFICANCE OF THE STUDY**

The present study is considered significant in the context of the Universal Declaration of Human Rights and their transmission to the stakeholders. The United Nations Declaration of the Decade for Human Rights Education from 1995 to 2004 and the United Nations Educational, Scientific and Cultural Organization's action for it has given rise to a new generation of human rights, the right to human rights education. Under this, it has been understood and recognized by the international forum that the right of the individuals to be educated on nature, process, method, and materials so that everyone is made mindful of the human rights. Today violations of human rights in India have become the order of the day. Existence of the human race is threatened because of the rampant violation of human rights in all corners of the country and the root cause is lack of knowledge and practices about human rights culture.

Various studies also revealed the need for human rights education in India. For instance, Bhuyana, (2005), in his study revealed that there is lack of human rights

education in India that has resulted in ignorance, squalor, poverty, caste conflict, victimization and deprivation. Thainiyom (2011) revealed that human rights awareness was much lower in India as compared to Thailand and China. Pandian (2012) in his study found out that the higher secondary students in Nagaland were more aware of the term human rights than that of the teachers although they did not understand the concept, meaning and nature of human rights. In the study conducted by Vimalkumar, Pakkirisamy and Sivakumar (2014) revealed that the B.Ed. student teachers possessed a low level of human rights awareness. Baljitsingh and Tirathsingh (2015) found out that the teacher trainees possessed an average level of human rights awareness which is similar to the findings of Sasikala and Francisca (2016). Hence, the investigators felt that there is a need to promote awareness and develop a positive attitude towards human rights in India especially in the teacher education programme at the present juncture.

In view of this background, this study will help to provide inputs in teacher education programmes relating to human rights education. It will enable curriculum planners, educators and policymakers to work on the human rights education in Nagaland. As per the review of related literature, no such study has been conducted pertaining to awareness and attitude towards human rights education in the field of teacher education in Nagaland. Therefore, the present study proves to be immensely significant in the context of Nagaland which is the state of the tribal population dominated in nature. In view of this, the researcher got motivated to take the present study at hand.

### **5.3. STATEMENT OF THE PROBLEM**

Human Right violation is a serious problem that has got the attention of every one of us. This is a serious concern that has touched different sectors of life. Various organizations both non-governmental as well as the government, have played their role in promoting and bringing awareness about human rights. For instance, the Nirbhaya case (Delhi), Kathua case in Jammu and Kashmir, Syrian crisis and the like have brought about conflicts, disharmony and instability in the country. It has become a concern to promote the values of humanity by making all human beings aware of their rights and dignity and also to respect the rights of other fellow beings for peaceful co-existence.

The famous saying ‘the future of a country is in the hand of the teacher’ only accentuate the role and importance of the teachers in the country. Teachers being the greatest assets of any education system are expected to bring out the best in the young minds and help them to acquire the desired knowledge, skills, and attitudes about human values and to be a responsible citizen. If peaceful existence is the need of the hour, teachers need to be an active agent in promoting human rights among the students – the future leaders and the policymakers of tomorrow. But the question arises: Are our Teachers trained to teach human rights? How much of the contents related to human rights education incorporate in the courses that the pupil-teachers are studying? What are the ways and means that teachers can effectively transact human rights education both in and outside the classroom?

Therefore, this study stabs to uncover out the quantum of human rights education content in the curriculum of secondary teacher education programme in Nagaland. It also focuses on various variables that may affect the level of awareness and attitude towards human rights education among the pupil teachers. This study also attempts to provide suggestive measures in improving the status of human rights education in Nagaland so that new approach of generating more awareness and proper attitude among the pupil teachers may be thought of. Hence, the title of the study is put as under:

**Awareness and Attitude towards Human Rights Education in relation to Cognitive and Non-Cognitive Variables among the Pupil teachers of B.Ed. Programme in Nagaland: A Study**

#### **5.4. OBJECTIVES OF THE STUDY**

Based on the nature of the study, the researcher formulated the following objectives:

1. To ascertain the status of human rights education in the curriculum of secondary school stage teacher education programme in Nagaland.
2. To study the level of awareness about human rights education among the secondary school stage pupil teachers in Nagaland.
3. To study the human rights education awareness among the secondary school stage pupil teachers in relation to cognitive variables.

4. To study the human rights education awareness among the secondary school stage pupil teachers in relation to non-cognitive variables.
5. To find out the attitude towards human rights education among the pupil teachers of secondary school stage in Nagaland.
6. To find out the attitude towards human rights education among the pupil teachers of secondary school stage in relation to cognitive variables and non-cognitive variables.
7. To find out the relationship between human rights education awareness among the pupil teachers and their cognitive and non-cognitive variables.
8. To find out the relationship between the attitude of pupil teachers towards human rights education and their cognitive and non-cognitive variables.

## 5.5. HYPOTHESES

As per the nature of some objectives of this study, the researcher formulated the following null hypotheses:

$H_0(1)$ : There is no significant difference between human rights education awareness mean scores of pupil teachers belonging to;

- i. Arts and Science streams of study
- ii. High and low levels of intelligence groups
- iii. High and low levels of academic achievement groups

$H_0(2)$ : There is no significant influence of double and triple interactions of cognitive variables on human rights education awareness of pupil teachers.

$H_0(3)$ : There is no significant difference between human rights education awareness mean scores of pupil teachers belonging to;

- i. Male and female
- ii. Urban and rural



- iii. Low and high levels of socio-economic status group

H<sub>0</sub> (4): There is no significant influence of double and triple interactions of non-cognitive variables on human rights education awareness of pupil teachers.

H<sub>0</sub> (5): There is no significant difference between the attitude mean scores of pupil teachers towards human rights education belonging to;

- i. Arts and Science streams of study
- ii. Low and high-level intelligence groups
- iii. Low and high academic achievement groups

H<sub>0</sub> (6): There is no significant influence of double and triple interactions of cognitive variables on the attitude of pupil teachers towards human rights education.

H<sub>0</sub> (7): There is no significant difference between the attitude mean scores of pupil teachers towards human rights education belonging to;

- i. Male and female
- ii. Urban and rural
- iii. Low and high socio-economic status groups

H<sub>0</sub> (8): There is no significant influence of double and triple interactions of non-cognitive variables on the attitude of pupil teachers towards human rights education.

H<sub>0</sub> (9): There is no significant relationship between the human rights education awareness scores of pupil teachers and their Intelligence, Academic Achievement, Streams of Study.

H<sub>0</sub> (10): There is no significant relationship between the human rights education awareness scores of pupil teachers and their Gender, Socio-Economic Status, Locality.

H<sub>0</sub> (11): There is no significant relationship between the attitude scores of pupil teachers towards human rights education and their Intelligence, Academic Achievement, Streams of Study.

H<sub>0</sub> (12): There is no significant relationship between the attitude scores of pupil teachers towards human rights education and their Gender, Socio-Economic Status, Locality.

## **5.6. RESEARCH QUESTIONS**

The researcher formulated some of the following research questions keeping in view the objectives and hypotheses of the study:

1. How much space has been given to human rights education content in the curriculum of secondary school teacher education programme in Nagaland?
2. How much is the relationship between the objectives of human rights education and the objectives of secondary school teacher education programme?
3. Which is the approach of teaching human rights education in the curriculum of secondary school teacher education programme?
4. What are the problems faced by the pupil teachers in the learning process of human rights education?
5. How do the intelligence, academic achievement, and stream of studies influence the human rights education awareness among the secondary school stage pupil teachers in Nagaland?
6. How do the variables like gender, socio-economic status and locality influence human rights education awareness of the secondary school stage pupil teachers in Nagaland?
7. What is the status of the attitude of secondary school stage pupil teachers towards human rights education?

## 5.7. DELIMITATIONS OF THE STUDY

Though the scope and purpose of the study happen to be very wide but due to time constraint, the present study has been delimited to:

1. Pupil teachers of secondary teacher education programme in Nagaland only.
2. Cognitive variables like high and low Intelligence, high and low academic achievement and Arts and Science streams of study of pupil teachers.
3. Non- cognitive variables like high and low socio-economic status, male and female and urban and rural pupil teachers.
4. Three districts of Nagaland only (Kohima, Dimapur and Mokokchung districts)

## 5.8. DEFINITIONS OF OPERATIONAL TERMS

The definitions of the important terms of the present study have been operationally defined below:

- i. **Awareness:** Awareness refers to possession of knowledge or having the insight of human rights and human rights education by pupil teachers of secondary teacher education programme.
- ii. **Attitude:** Attitude can be defined as a point of view held or tendency to react favourably or unfavourably towards human rights and human rights education by the pupil teachers of secondary teacher education programme.
- iii. **Human rights Education:** It can be defined as education about human rights which helps in developing the knowledge, skills and attitude of the pupil teachers.
- iv. **Cognitive variables:** In the present study it refers to variables which are related to mental faculties like Intelligence, Academic Achievement, and Streams of Study.
  - (a) **Intelligence:** It refers to general mental abilities of pupil teachers to reason, plan, and solve problems, think abstractly, and comprehend ideas and languages.

- (b) **Academic Achievement:** It refers to the cumulative scores of curricular tests obtained by the pupil teachers of secondary teacher education programme in the previous semester examination.
  - (c) **Streams of Study:** It refers to pupil teachers belonging to Arts and Science streams of study.
- v. **Non-cognitive variables:** It refers to variables which are not related to mental faculties such as socio-economic status, locality and gender.
  - (a) **Socio-economic Status:** It is a measurement of class standing, based on socio-cultural components, economic components, possession of goods and services, health and educational components of pupil teachers.
  - (b) **Locality:** It refers to pupil teachers belonging to urban and rural areas.
  - (c) **Gender:** It refers to male and female pupil teachers of secondary teacher education programme.
- vi. **Pupil teachers:** Refers to both the pre-service and in-service teachers enrolled for secondary teacher education programme (B.Ed.) in Nagaland.
- vii. **B.Ed. Programme:** It refers to a teacher education programme for the secondary school stage level.

## 5.9. METHODOLOGY

### i) Research Method

In the present study, the researcher has adopted descriptive cum normative survey method of educational research. The cross-section research design was implemented and the nature of the study is quantitative in general and qualitative description was also inducted as and when required.

### ii) Universe and Selection of Sample

The universe of the present study covers all the pupil teachers enrolled in 2 years secondary teacher education programme in Nagaland. It has been recorded that there are 9

secondary teacher education institutions spread over 3 districts of Nagaland state viz., Kohima district, Dimapur district and Mokokchung district and the total enrollment of pupil teachers were 1599 for the session 2017-2019 and 2018-2020 batch which could be considered for the present study. For this study sampling was done at two stages, firstly, 5 secondary teacher education institutions were selected by making use of random sampling technique from all the 3 districts. Secondly, 640 pupil teachers were randomly selected from the sampled institutions which are 40 per cent of the total population. The researcher ensured that the selected sample was a true representative of the universe.

### **iii) Tools Used**

Keeping in mind the nature and objectives of the study the researcher developed and used the following tools:

- i. Human Rights Education Awareness test (Developed by the researcher)
- ii. Attitude Scale to assess the attitude of the pupil teachers towards Human Rights and Human Rights Education (Developed by the researcher)
- iii. Intelligence test (S. Jalota)
- iv. Socio-Economic Status Scale (Ashok K. Kalia & Sudhir Sahu).
- v. Achievement scores of pupil teachers were taken from the record of the previous exam.

### **iv) The Procedure of Data Collection**

For collecting the data, the tests and scales namely, Human Rights Education Awareness Test, Attitude scale towards Human Rights Education, Intelligence Test, and Socio-Economic Status Scale were administered on 640 pupil teachers. The researcher personally, visited all the five selected secondary teacher education institutions from three districts which are included in the sample of the study to collect the requisite data from the pupil teachers. Firstly, the researcher took permission from the heads of each institution and after getting permission to proceed further the researcher apprised the pupil teacher regarding the purpose of the tests and scales and the research study.

Secondly, general instructions were imparted to the pupil teachers regarding the first test i.e., human rights education awareness test. The procedure of attempting each section of the test was explained with the help of some example and the pupil teachers were asked to attempt this test within one hour as it was found adequate to complete the test. As per the direction the pupil teachers completed the test within a stipulated time given. After giving a gap of 45 minutes the pupil teachers were ready for the second task. The pupil teachers were given instructions about the attitude scale towards human rights education. Every aspect of the attitude scale was explained with some suitable examples. The pupil teachers were asked to go through each statement of the attitude scale and give their response within 45 minutes. The pupil teachers completed the task within 45 minutes. Likewise, the same procedure was followed the next day for an intelligence test and socio-economic status scale. In this way, the data collection was completed.

Besides the use of test and scales, to acquire more information the researcher also used non-participant observation and semi-structured interview. The researcher interviewed with 9 selected teacher educators to understand the teaching-learning process of human rights education and also a group interview (6 pupil teachers from the sample institutions) was conducted with the pupil teachers to know the problems they face in the learning process of human rights education.

#### **iv) Statistical Technique**

As per the nature of the study, the researcher used both descriptive and inferential statistical techniques especially the three-way analysis of variance (ANOVA).

### **5.10. MAJOR FINDINGS**

The main findings of the current study are summarized under the following points:

- i) The present study uncovered that secondary teacher education curriculum in Nagaland does not have a separate course paper on human rights education rather some topics related to human rights education are integrated into various papers of the course, but nowhere in any of the course papers the term "Human Rights" is mentioned directly. Further, the overall percentage of contents related to human rights education (both direct and indirect context) in the

secondary teacher education curriculum in Nagaland has been found 11.66 per cent.

- ii) The present study also revealed that out of 26-course papers, 14-course papers reflects the content of human rights education which is mostly in hidden form. The percentages of contents relating to human rights education were: Peace Education (optional paper) 24 per cent, Gender School and Society 16 per cent, EPC-1 Understanding Self 13 per cent, Contemporary India and Education 11 per cent, Childhood and Growing Up 6 per cent, Pedagogy of Social Sciences-I 6 per cent, Pedagogy of Social Sciences-II 5 per cent, Learning and Teaching 5 per cent, Creating an Inclusive School 5 per cent, Understanding Disciplines and Subjects 3 per cent, Pedagogy of Language-II 2 per cent, Knowledge and Curriculum 2 per cent, Health and Physical Education (optional paper) 1 per cent, and Pedagogy of Language-I 1 per cent.
- iii) As per the analysis of the objectives of secondary teacher education and the objectives of human rights education it has been found that about 35 per cent of the objectives of secondary teacher education are related with the objectives of human rights education.
- iv) Some of the problems faced by the pupil teachers in the learning process of human rights education include:
  - a) The dearth of learning materials on human rights and human rights education in their libraries and the pupil teachers do not get the relevant material and chance to read it for their understanding.
  - b) Non-availability of any other Teaching Learning Materials (T L M) on human rights and human rights education which can be used by the teacher educators as well as pupil teachers.
  - c) The mode of transaction applied by teacher educators to teach content relating to human rights includes mostly lecture, group discussions and PowerPoint Presentation and it has been found that the teacher educators do

not refer adequately about the concept of human rights education during the time of teaching.

- d) No projects or field activities specifically relating to human rights were taken up by any of the secondary teacher education institutions in the state. No special days like Human rights week or Human Rights Day and World Health Day were observed or celebrated by any of the institutions. Further, no other activities such as seminars, workshops or debates were organized concerning human rights and human rights education, nor any experts (on human rights) were invited to deliver lectures and train the pupil teachers on human rights and human rights education, as a result, the pupil teachers do not have adequate knowledge and awareness about human rights and human rights education.
- v) The study further revealed that the computed human rights education awareness mean score of pupil teachers came out to be 22.08 which is very low, as it comes out 31.54 per cent of the total score of human rights education awareness test. It is a matter of seriousness and great concern. The computed value of SD was found 6.49, therefore, the computed awareness mean score ranges from 15.59 to 28.57 and it shows the poor status of human rights education awareness among the pupil teachers of secondary teacher education in Nagaland. Further, the computed the value of 25<sup>th</sup> and 75<sup>th</sup> percentiles came out to be 18.30 and 26.14 respectively. These computed percentile values are indicative of that 27 per cent of pupil teachers have been found below the score of 18.30 on human rights education awareness test and 28 per cent pupil teachers happened to be above 26.14. The remaining 45 per cent of pupil teachers were found between 18.30 to 26.14 marks on the awareness test and it showed the poor status of human rights education awareness among the pupil teachers of Nagaland. So, there is a need to take precautionary measures for creating human rights education awareness among secondary school stage pupil teachers.
- vi) As shown in the table - 4.5 the obtained f-value for the main effect of streams of study (Arts and Science) came out to be 7.61 whereas the table f-value has been found 6.76 at 0.01 level of significance for 192 df, hence, the obtained f-



value (7.61) has been found significant as it is greater than the table f-value (6.76). So, the formulated hypothesis “there is no significant difference between human rights education awareness mean scores of pupil-teachers belonging to Arts and Science streams of study” got rejected. From this, it is interpreted that the streams of study have some significant impact on the human rights education awareness scores of the pupil-teachers.

- vii) At 0.01 level of confidence the computed F- value for Intelligence came out to be 0.89 and the table F-value is 6.76 with a degree of freedom 1/192. As the computed F-value is lesser than the table F-value, the null hypothesis got accepted and it is concluded that the mean scores of pupil teachers on human rights education awareness relating to low and high intelligence pupil teachers do not differ significantly, which means that intelligence does not influence human rights education awareness scores of pupil teachers.
- viii) The obtained F-value for academic achievement came out to be 1.71 which is lesser than the table F-value (6.76) for 1/192 degree of freedom at 0.01 level of confidence. Hence, the hypothesis got retained and is concluded that there is no significant difference in human rights education awareness mean scores of pupil teachers belonging to low and high levels of academic achievement.
- ix) Table - 4.5 indicates that the obtained F-values of interactions between streams of study and intelligence, intelligence and academic achievements, streams of study and academic achievement, and the interaction among streams of study, intelligence and academic achievement were found to be 0.75, 0.31, 0.33, and 0.40 respectively, which are lesser than the table F-value (6.76). Thus, it is concluded that the interactions of the above-mentioned variables do not influence the human rights education awareness scores of pupil teachers.
- x) The table - 4.8 shows that the obtained F-value for the main effect of gender came out to be 1.84 whereas the table F-value for 1/232 degree of freedom at 0.01 level is 6.76. The obtained F-value is lesser than the table F-value (6.76). Therefore, it is interpreted that the mean scores of human rights education awareness of male and female do not differ significantly. The hypothesis got

retained as the variable gender does not influence human rights education awareness.

- xi) The F-value for the main effect of socio-economic status came out to be 0.41 and the computed F-value (0.41) is lesser than the table F-value 6.76 for 1/232 df at 0.01 level of confidence. Hence, the hypothesis got accepted and it is interpreted that the variable socio-economic status does not influence the human rights education awareness mean scores of pupil teachers.
- xii) The computed F-value of the locality came out to be 2.63 which is not significant at 0.01 level of confidence for 1/232 df as the obtained value is lesser than the table F-value 6.76. Therefore, the hypothesis got retained and it is interpreted that the variable locality does not influence the human rights education awareness mean scores of pupil teachers of secondary teacher education.
- xiii) In the table - 4.8, it shows that the obtained F-values of interactions between gender and socio-economic status, socio-economic status and locality and gender and locality and the interaction among gender, socio-economic status and locality were found to be 1.38, 1.00, 0.75 and 0.02 respectively. These computed F-values are lesser than the table F-value (6.76) which indicates that these values are not significant at 0.01 level of confidence and the hypotheses are retained. Thus, it is concluded that the interactions of the above-mentioned variables do not influence the human rights education awareness scores of pupil teachers.
- xiv) The computed attitude mean score of pupil teachers towards human rights education came out to be 105 which came out to be 70 per cent of the total mean scores. The computed value of SD was found to be 13.18 therefore, the computed attitude mean score ranges from 91.82 to 118.18 and it shows a positive attitude towards human rights education among the pupil teachers of secondary teacher education in Nagaland. Further, the computed value of 25<sup>th</sup> and 75<sup>th</sup> percentiles came out to be 86.44 and 113.05 respectively. These computed percentile values are indicative of that 7 per cent of pupil teachers have been found below to the score of 86.44 on attitude towards human rights

education and 25 per cent pupil teachers happened to be above 113.05. The remaining 68 per cent of pupil teachers were found to be in between 86.44 to 113.05 scores on the attitude test and it shows that majority of the scores of pupil teachers lies in the category of average.

- xv) The table - 4.12 shows that the computed F-value for streams of study came out to be 3.32 and the table F-value for 1/ 192 degree of freedom (df) at 0.01 level of confidence is 6.76, which is greater than the computed F- value (3.32). Therefore, it is interpreted that the mean scores of pupil teachers regarding their attitude towards human rights education based on streams of study i.e., Arts and Science do not differ significantly and the hypothesis got retained as streams of study does not influence the scores of human rights education awareness of pupil teachers of secondary teacher education.
- xvi) At 0.01 level of confidence the computed F- value for Intelligence came out to be 1.10 and the table F-value is 6.76 for the degree of freedom 1/192. As the computed F-value is lesser than the table F-value, the null hypothesis got accepted and it is concluded that the mean scores of low and high intelligence level of pupil teachers attitude towards human rights education do not differ significantly, which means that intelligence does not influence the attitude scores of pupil teachers.
- xvii) The obtained F-value for academic achievement came out to be 1.71 which is lesser than the table F-value (6.76) for 1/192 degree of freedom at 0.01 level of confidence. Hence, the hypothesis got accepted and is interpreted that there is no significant difference in the attitude mean scores of pupil teachers belonging to low and high levels of academic achievement.
- xviii) Table - 4.12 indicates that the obtained F-values of interactions between streams of study and intelligence, intelligence and academic achievements, streams of study and academic achievement, and the interaction among streams of study, intelligence and academic achievement were found to be 1.10, 0.48, 0.07, and 0.80 respectively, which are lesser than the table F-value (6.76). Thus, it is concluded that the interactions of the above-mentioned variables do not influence the attitude scores of pupil teachers towards human rights education.

- xix) The table - 4.15 indicates that the obtained F-value for the main effect of gender came out to be 9.82 whereas the table F-value for 1/232 degree of freedom at 0.01 level is 6.76. The obtained F-value is greater than the table F-value (6.76). Therefore, it is interpreted that the attitude mean score of male and female differ significantly and the hypothesis got rejected as the variable gender influences the attitude of pupil teachers towards human rights education.
- xx) The F-value for the main effect of socio-economic status came out to be 0.88 and the computed F-value (0.88) is lesser than the table F-value 6.76 for 1/232 df at 0.01 level of confidence. Hence, the hypothesis got retained and it is interpreted that the variable socio-economic status does not influence the attitude mean scores of pupil teachers towards human rights education.
- xxi) Table - 4.15 shows that the computed F-value of the locality came out to be 2.52 which is not significant at 0.01 level of confidence for 1/232 df as the obtained value is lesser than the table F-value 6.76. Therefore, the hypothesis got retained and it is interpreted that the variable locality does not influence the attitude mean scores of pupil teachers of secondary teacher education.
- xxii) Table - 4.15 reveals that the computed F-values of interactions between gender and socio-economic status were found to be 0.57 which is not significant at 0.01 level for 1/232 df. The obtained F-value (0.57) is lesser than the table F-value (6.76) at 0.01 level of confidence. Therefore, the hypothesis got retained and it is interpreted that there is no significant influence of gender and socio-economic status on the attitude mean scores of pupil teachers regarding human rights education.
- xxiii) Table - 4.15 shows that the obtained F-value of interaction between socioeconomic status and locality was found out to be 1.07 and the table F-value 6.76 for 1/ 232 degree of freedom (df) at 0.01 level of confidence is greater than the computed F- value (1.07). Therefore, it is interpreted that the mean scores of pupil teachers regarding their attitude towards human rights education based on socio-economic status and locality do not differ significantly and the hypothesis got retained as it does not influence the attitude scores of pupil teachers towards human rights education.

- xxiv) The obtained F-value for the interaction of gender and locality came out to be 2.83 which is lesser than the table F-value (6.76) for 1/232 degree of freedom at 0.01 level of confidence. Hence, the hypothesis got retained and is stated that the interaction of gender and locality does not influence the attitude mean scores of pupil teachers towards human rights education.
  
- xxv) Table - 4.15 shows that the computed F-value of triple interaction of gender, socio-economic status and locality was found to be 0.92 and is lesser than the table F-value (6.76) which indicates that the value is not significant at 0.01 level of confidence and the hypothesis got retained. Thus, it is concluded that the triple interactions of gender, socio-economic status and locality does not influence the attitude mean scores of pupil teachers towards human rights education.
  
- xxvi) The table - 4.16 reveals that the computed coefficient of correlation value came out to be 0.089 which is greater than the criterion (table) value of the coefficient of correlation 0.062 for 638 degree of freedom (df) at .05 level of significance, hence, the computed 'r' value (0.089) has been considered significant and the formulated hypothesis "there is no significant relationship between the human rights education awareness scores of pupil teachers and their Intelligence" got rejected. From this, it is interpreted that human rights education awareness among the pupil teachers is significantly related to their intelligence.
  
- xxvii) The table - 4.16 further shows that the computed coefficient of correlation between the human rights education awareness and academic achievement scores of the pupil teachers came out to be – 0.075, but, significant at .05 level for 638 degree of freedom, therefore, the formulated hypothesis "There is no significant relationship between the human rights education awareness scores of pupil teachers and their Academic Achievement" got rejected, and it shows that the relationship exists and it has been found negative in nature which means that good academic performer has been found poor in human rights education awareness and good in human rights education awareness have been observed poor in academic performance.

- xxviii) The table - 4.16 indicates that the computed coefficient of correlation was found 0.054 between the human rights education awareness scores of arts and science pupil teachers. The computed 'r' value (0.054) has been found lesser than the criterion 'r' value (0.138) at .05 level of significance for 266 degree of freedom, hence the formulated hypothesis "There is no significant relationship between the human rights education awareness scores of pupil teachers and their Streams of Study" got retained. From this, it is interpreted that the human rights education awareness scores of arts and science pupil teachers do not have any significant relationship.
- xxix) The table - 4.17 shows that the computed coefficient of correlation between the human rights education awareness scores of male and female pupil teachers came out to be 0.054 which is lesser than the criterion 'r' value (0.138) at .05 level of significance for 252 degree of freedom, hence, the computed 'r' value (0.054) has not been considered significant and the formulated hypothesis "There is no significant relationship between the human rights education awareness scores of pupil teachers and their Gender" got retained. From this, it is interpreted that the human rights education awareness scores of male and female pupil teachers do not have any matching or relationship. These were found absolutely independent in terms of their gender.
- xxx) Similarly, the table - 4.17 shows that the computed 'r' value came out to be 0.012 which has not been found significant at .05 level of significance for 638 degree of freedom and consequently the formulated hypothesis "There is no significant relationship between the human rights education awareness scores of pupil teachers and their Socio-Economic Status" got retained. From this, it is interpreted that the human rights education awareness scores do not have any matching with socio-economic status scores of pupil teachers. These scores were found quite independent in nature.
- xxxi) The table - 4.17 reveals that the computed 'r' value between the human rights education awareness scores of urban and rural background pupil teachers came out to be 0.076 which has not been found significant at .05 level for 306 and consequently the formulated hypothesis "There is no significant relationship

between the human rights education awareness scores of pupil teachers and their Locality” got retained. From this, it is interpreted that the human rights education awareness scores of urban and rural background pupil teachers do not have any matching and these scores were found independent in nature.

- xxxii) The table - 4.18 indicates that the computed ‘r’ values between attitude scores and all the cognitive variables like intelligence, academic achievement, and streams of study of pupil teachers came out to be 0.046, - 0.009, and 0.035 respectively which is lesser than the table ‘r’ value (0.062), (0.062), (0.138) for 638, 638, and 266 degrees of freedom. All these computed ‘r’ values were not found significant, so the formulated hypothesis “There is no significant relationship between the attitude scores of pupil teachers towards human rights education and their Intelligence, Academic Achievement, Stream of Study” got retained. From this, it is interpreted that the intelligence, academic achievement, and streams of study have not shown any relationship with the attitude of pupil teachers towards human rights education.
- xxxiii) Table - 4.19 indicates that the computed ‘r’ value came out to be 0.081 relating to the attitude scores of male and female pupil teachers towards human rights education. The computed ‘r’ value (0.081) has not been found significant as it is lesser than the table ‘r’ value (0.138) for 252 degree of freedom at .05 level of significance. Therefore, the formulated hypothesis “There is no significant relationship between the attitude scores of pupil teachers towards human rights education and their Gender” got retained which means that the attitude scores of male and female pupil teachers were not found related to each other.
- xxxiv) In case of socio-economic status and attitude of the pupil teachers, the computed ‘r’ value came out to be - 0.038 which is found lesser than the table ‘r’ value 0.062 for 638 degrees of freedom at .05 level of significance. Hence, it is not been found significant and consequently, the formulated hypothesis “There is no significant relationship between the attitude scores of pupil teachers towards human rights education and their Socio-Economic Status” got retained which means that the attitude and socio-economic status scores do not have much association with each other.

xxxv) The table - 4.19 shows that the computed 'r' value of attitude scores of urban and rural pupil teachers came out to be 0.070 which was found lesser than the table 'r' value (0.113) at .05 level of significance for 306 degree of freedom and the computed 'r' value (0.070) has not been considered significant. Therefore, the formulated hypothesis "There is no significant relationship between the attitude scores of pupil teachers towards human rights education and their Locality" got retained which means that the attitude scores of urban and rural pupil teachers do not have a relationship.

## **5.11. DISCUSSION**

The present study is a concern with the status of human rights education awareness and attitude of pupil teachers and the status of human rights education in the curriculum of secondary teacher education programme in Nagaland. Based on the findings of the present study, the curriculum of secondary teacher education programme does not have a separate course paper on human rights education rather some contents relating to human rights education are integrated into some course papers which are mostly in hidden form. The overall contents relating to human rights education both in the form of direct and indirect text in secondary teacher education programme was found to be 11.66 per cent only. Although peace education is included in the curriculum as a separate course paper, this particular course paper is kept as an optional paper and most of the secondary teacher education institutions in the state does not opt this paper to teach. Consequently, as human rights education contents are not clearly evident in most of the course papers it creates a problem in identifying the main concepts of human rights education in the teaching and learning process at the secondary teacher education level in the state. This denotes that there is a lack of attention being paid to human rights education in secondary teacher education programme in the state. Mere inclusion of some text relating to human rights education in indirect form is not sufficient for the teacher trainees to promote human rights education among its students as the teachers need to have a clear knowledge of human rights to implement it in educational institutions. Also, the present approach of implementing human rights education does not justify the alarming rate of human rights abuses in today's situation.



Further, it has been observed that the computed mean score of pupil teachers came out to be 22.08 which is very low, as it comes out 31.54 per cent of the total 70 scores of human rights education awareness test. Also, the computed value of 25<sup>th</sup> and 75<sup>th</sup> percentiles indicated that 45 per cent of the pupil teachers scored between 18.30-26.14, whereas, 28 per cent of the pupil teachers scored above 26.14 and 27 per cent of pupil teachers below 18.30. As we look into the mean score of the pupil teachers it is very low and it is a matter of seriousness and great concern as it showed the poor status of human rights education awareness among the pupil teachers and there is a need to take precautionary measures for creating human rights education awareness among the pupil teachers of secondary teacher education. The poor and low status on human right education awareness could be the result of less content on human rights education, lack of human rights practices in the institute and no exposure or direct field experiments on human rights activities. This finding has similarity with the findings of Cambodian Association for Human Rights and Development (1999), Akiba Uhaki Foundation (2011), Agharuwhe (2013), Vimalkumar, Pakkirisamy and Sivakumar (2014), Prasad and Theodore (2016), and Fatema (2019) which found a low level of human rights awareness in their studies.

It has also been observed that a significant difference was found concerning streams of study, where the mean scores of Arts pupil teachers seem to be slightly higher than the mean score of Science pupil teachers. This indicates that the streams of study do have influences on the awareness of human rights education of the pupil teachers. This very finding points to the syllabus and curriculum of different streams. It depicts that Arts students have more exposure or high content of human right education than the other counterpart streams of study. This particular finding aligns with the findings of Al-Dom, 2011; Sadrate, 2011; Sasikala and Francisca, 2016; Humtsoe and Kapoor, 2019. However, the finding also contradicts with the findings of Sadrate (2011), Katoch (2012), and Barwal, (2014) who found that science stream respondents were more aware of human rights than arts stream respondents. Also, for Vimalkumar, Pakkirisamy and Sivakumar (2014), Padmavathy and Pallai (2015), and Fatema (2019) no significant difference was found concerning the streams of study. This study also revealed that no significant difference was found concerning low and high intelligence group, low and high academic achievers, low and high socio-economic status group,

male and female, rural and urban pupil teachers. Concerning the findings relating to gender, it is supported by the findings of Kaur (2006), Jamwal (2007), Kumar (2008), Al-Dom (2011), Sadrate (2011), Agarwal (2014), Barwal (2014), Padmavathy and Pallai (2015), Dayal and Kaur, (2015), Jaidka (2016), Sumathi, (2019), Humtsoe and Kapoor (2019) and Fatema (2019) who also found out that there were no differences in the level of human Rights awareness based on gender. Based on locality it is supported by the findings of Kumar (2008) Thamarasseri (2014), Vimalkumar, Pakkirisamy and Sivakumar (2014), Padmavathy and Pallai (2015), Kalhotra, (2015), Srilatha (2016) and Nard and Kaur (2019) which found out that there was no significant difference regarding locality. The investigator has also studied the influence of double and triple interaction of cognitive and non-cognitive variables such as streams of study, intelligence, academic achievement (cognitive variables), gender, socio-economic status and locality (non-cognitive variables) on the awareness of human rights education of secondary school stage pupil teachers and the study observed that the effect of double interaction between streams of study and intelligence, intelligence and academic achievements, streams of study and academic achievement, gender and socio-economic status, socio-economic status and locality and gender and locality do not influence the human rights education awareness scores of pupil teachers. Likewise, the effect of triple interactions of cognitive variables (streams of study, intelligence, academic achievement) and non-cognitive variables (gender, socio-economic status, locality) also do not influence the pupil teacher's awareness score on human rights education.

Looking into the attitude of the pupil teachers towards human rights education it was found that the pupil teachers possess a positive and favourable attitude. The reason for having a positive or favorable attitude towards human rights education can be attributed to Nagas' egalitarian societal setup and equal opportunity in various spheres of life to a certain extent. It has also been observed that significant difference was found between male and female pupil teachers' attitude towards human rights education and this indicates that gender influences the attitude of pupil teachers towards human rights education as female pupil teachers showed more positive attitude than its counterpart. Female pupil teachers having better or more positive or favorable attitude than male pupil teachers proves that female pupil teachers seem to perceive better knowledge on the importance of human rights education. This finding is

supported by the studies conducted by Gundogu (2011) and Srivastav (2011a; 2011b). In contrary, the present finding is not supported by the findings of Dubey (2015) Sadik and Mirzeoglu (2016), Aktas (2016) and Katoch (2018). In the present study no significant difference on the attitude of pupil teachers towards human rights education was found concerning low and high socio-economic status, rural and urban, low and high intelligence group, low and high achievers, arts and science pupil teachers. However, these findings contradict with the findings of Gundogu (2011) which points out the significant difference concerning streams of study. On the other hand, the findings relating to academic achievement is supported by the finding of Srivastav (2011b). The present study also attempted to study the effect of double and triple interaction of cognitive and non-cognitive variables. Under cognitive variables, the effect of double interaction between streams of study and intelligence, intelligence and academic achievement, streams of study and academic achievement were studied. Whereas, under non-cognitive variables, the effect of double interaction between gender and socio-economic status, socio-economic status and locality, gender and locality were taken into account. But the study observed that the effect of double and triple interaction of both cognitive and non-cognitive variables does not influence the attitude scores of the pupil teachers towards human rights education. Further, the pupil teachers despite having a positive and favourable attitude towards human right education, they were found to possess poor knowledge of human rights education.

The current study also found a significant relationship between human rights education awareness scores of pupil teachers and their intelligence. The result leads us to an understanding that the intelligence of pupil teachers has an impact on the awareness of human rights education. Further, a negative relationship between human rights education awareness mean score and academic achievement score of pupil teachers was found. While on the other hand, no significant relationship was found between human rights education awareness scores of arts and science pupil teacher. Similarly, no significant relationship has been found between human rights education awareness scores of pupil teachers and their gender, socio-economic status and locality. These scores were found quite independent in nature. Concerning the relationship of attitude scores of pupil teachers towards human rights education and their intelligence, academic achievement, streams of study, gender, socio-economic status and locality no

significant relationship has been shown. This clearly sums that cognitive and non-cognitive variables from the present study do not have any relation with the attitude of the pupil teachers. There could be other variables which may have a significant relationship with the attitude.

These findings illustrate lack of emphasis on human rights education as a subject, improper implementation of the curriculum, absence of consistent training of the pre- and in-service teachers with the goals of education and lack of trained teacher educators in human rights education. The United Nations decade for human rights education (1995-2005) and the ongoing world programme for human rights education has sought to promote human rights training and education through different phases targeting primary and secondary education, higher education, youths and others from the international level to the grassroots level. But this study depicts low interest and support for this programme at the local level. In this regard a question arises, is the interest of human rights education diminishing in Nagaland?

Also, some issues can be mentioned as to why implementing human rights education can be challenging: majority of the teachers and other population in the state may not be aware of their rights and also many may not understand what human rights are? In this regard, a kind of human rights education awareness drive is required in the state. Another factor could be inadequate knowledge of human rights issues in the state based on the past experiences of conflict and violations of human rights through the imposition of many draconian laws like the Arm Force Special Power Act. These issues have minimal coverage in the curriculum of the educational sector. Also, the Naga society follows a patriarchal system and tribalism plays a major role which is strongly based on the customs and traditions that works in contrast to the idea of gender equality. As a result, incorporating awareness of gender equality becomes challenging. Likewise, despite teaching about rights there are certain rights which are denied in the society and in educational institutions where basic provisions have not been kept with the demand and contradict with the standards of implementing human rights education. Also, there is a lack of collaboration from the local and international institutions (on human rights) to implement human rights education in educational institutions. Nevertheless, irrespective of all complications human rights education must continue to progress through various means in the state of Nagaland.

## 5.12. CONCLUSION

- i) In view of the analysis of curriculum of the teacher education programme of secondary school stage, it was found that there is no much content concerning to human rights and human rights education in the curriculum of teacher education in the state of Nagaland. This denotes that there is a lack of attention being paid to human rights education in secondary teacher education programme in the state. For enriching the curriculum of secondary school teacher education, some of the relevant suggestions have been made such as integrating some more content of human rights and human rights education in existing teacher education curriculum, introducing one paper on human rights and human rights education, varieties of activities relating to human rights and human rights education to be organized. Further, the human rights education awareness level of secondary school stage pupil teachers was found very poor and some concerted efforts are needed to put for raising the human rights education awareness among the pupil teachers in the state of Nagaland.
- ii) The computed f-values have not been found significant concerning to some cognitive and non-cognitive variables like intelligence, academic achievement, socio-economic status, gender and locality of pupil teachers. It means that the cognitive and non-cognitive variables like intelligence, achievement, socio-economic status, gender and locality of pupil teachers did not show any influence on their human rights and human rights education awareness. Similarly, all the double and triple interactions have also not indicated any influence on the human rights and human rights education awareness status of the pupil teachers, but the streams of study revealed some effect. It was found that the pupil teachers belonging to Arts stream could have better human rights and human rights education awareness mean score (23.08) than the Science stream pupil teachers (20.95). From this, it exposed that both the groups of pupil teachers were found poor as per their awareness mean scores, but the pupil teachers of Science background have been found poorer than the pupil teachers of Arts stream.
- iii) The attitude mean score came out to be 105 out of the maximum 150 scores of the attitude scale measuring the attitude of pupil teachers towards human rights

and human rights education. it means that the pupil teachers of secondary school stage do have a favorable attitude for human rights education and willing to learn about it. If a little effort is put in this direction, the pupil teachers will definitely show some more and better attitude towards human rights education in Nagaland. Further, it has been observed that the cognitive variables have not shown any influence on their attitude towards human rights education. But, in the case of non- cognitive variables like gender has shown some influence in which female pupil teachers showed more positive and favourable attitude than the male pupil teachers. whereas other non-cognitive variables like socio-economic status and locality have not shown any impact. Also, the double and triple interaction of cognitive and non-cognitive variables did not show any significant influence on the attitude of the pupil teachers towards human rights education.

- iv) The coefficient correlation between human rights education awareness score and intelligence was significant and positive in nature. Similarly, a significant relationship was found concerning to academic achievement but the relationship shown was negative in nature. On the other hand, no significant relationship was shown between human rights education awareness scores and the scores of non-cognitive variables. Concerning the attitude scores of pupil teachers towards human rights education, no significant relationship was shown in both cognitive and non-cognitive variables.

All these interpretations and conclusion of the outcomes of this study exposes the importance of incorporating human rights education in the curriculum of secondary teacher education programme in Nagaland for creating more awareness about the human rights and human rights education among the pupil teachers. The situation also demands that there is a need to train and educate the teacher educators in the first place. It is hoped that the outcomes of this study will definitely be immensely useful for the educational planners and policy makers of the state to initiate training and education programmes on human rights education for the teacher educators, pre-service and in-service teachers in the state so that they can be a means in promoting human rights culture through the subjects they teach and create a conducive human rights environment in the educational institutions and society at large which is the need of the hour.

### 5.13. EDUCATIONAL IMPLICATIONS

Any piece of research study is considered significant and meaningful when some educational implications are drawn out of it. The present study is on the awareness and attitude of secondary of secondary school stage pupil teachers of the teacher education programme in Nagaland and the researcher has completed successfully in time. The outcomes of this study do have some educational implications such as:

- i) Under the scope of this study, the researcher analyzed the curriculum of secondary school stage teacher education programme and found that hardly 11.66 per cent human rights and human rights education related content was found in it, therefore for this outcome of the study, it implies that the curriculum of secondary school stage teacher education programme needs to be revised and adequate content relating to human rights and human rights education to be incorporated and enriched sufficiently.
- ii) The study gives an idea of awareness among the pupil teachers of secondary school stage in Nagaland. The outcome of the study indicates a very poor state of human rights and human rights education awareness among the pupil teachers in Nagaland, therefore, it implies that different efforts and activities like seminar, workshops, conferences, special lectures, need to be organized for creating some more awareness among the pupil teachers.
- iii) The pupil teachers of the secondary school stage teacher education programme have shown better and favorable attitude towards human rights and human rights education, from this it is clear that they are willing to learn and work for human rights and human rights education in the state of Nagaland. The pupil teachers need to be facilitated for educating the students about human rights and human rights education.
- iv) The study indicates that the pupil teachers of arts background have better awareness about human rights and human rights than the science pupil teachers, therefore, it is essential that a special programme on human rights and human rights education to be organized for the science background pupil teachers.
- v) As the human rights and human rights education is considered significant for creating peace in the society, therefore, it is not only that course content of

secondary school stage teacher education programme is to include the course content on human rights education, but the course content of human rights education must be integrated in the course of school curriculum also.

- vi) The outcomes of this study are to act as an eye opener for the educational functionaries of the state of Nagaland.
- vii) The present study also provides an insight to the state government to set up the State Human Rights Commission in the state of Nagaland which will enhance the promotion of human rights education for all sections of people in the state.
- viii) The educational agencies like the National Council of Educational Research and Training, State Council of Educational Research and Training, National Council of Teacher Education should be provided sufficient fund and facilities to initiate training, workshops, and seminars for the pre-service and in-service teachers to impart the knowledge and skills of human rights education.

#### **5.14. SUGGESTIONS FOR FURTHER STUDIES**

The researcher carried out the present study with utmost sincerity and honesty. She could have tremendous research experience during the time of this study and found that there is enough scope to conduct some of the other research studies in the state of Nagaland. Therefore, the researcher feels like to suggest some of the important areas of research concerning to human rights and human rights education in time to come and those are put as under:

- i) The present study is on the awareness and attitude towards human rights education of secondary school stage pupil teachers in Nagaland, likewise, a similar study may also be conducted on the pupil teacher of elementary school stage teacher education programme in the state of Nagaland.
- ii) The present study deals with the cognitive variables like streams of study, achievement and intelligence of the secondary school stage pupil teachers, but the same type of study may also be carried out by taking some other cognitive variables like creativity, emotional intelligence, aptitude, etc.
- iii) This study considered the non-cognitive variables like gender, socio-economic status and locality of the secondary school pupil teachers of teacher education in Nagaland, but there is scope to conduct the same type of study by taking



some other non-cognitive variables like type of family, type of teacher education, management, race, etc.

- iv) The present study used survey method of research and completed successfully on the theme awareness and attitude of pupil teachers in human rights education, but the experimental research is also possible to be conducted on the effectiveness of new approaches of teaching and learning of human rights education at different levels in Nagaland.
- v) The present study covered the secondary school teacher education institutions of Nagaland, but such type of study may also be conducted on college and university teachers and students in the state.

Looking into all these cases it is evident that there is wide scope to carry out this type of research studies in the state of Nagaland.