

**EMPOWERMENT OF PROSPECTIVE PRIMARY AND
SECONDARY SCHOOL TEACHERS ON HUMAN
RIGHTS EDUCATION IN MANIPUR:
STATUS AND CHALLENGES**

Thesis submitted in partial fulfilment for the
Degree of Doctor of Philosophy in Education

Submitted By

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DECLARATION

I, Kshetrimayum Indrani Devi, hereby declare that the thesis/subject matter of Thesis entitled “Empowerment of Prospective Primary and Secondary School Teachers on Human Rights Education in Manipur: Status and Challenges”, is a record of work done by me, that the content of this Thesis did not form basis of the award of any previous degree to me, or to the best of my knowledge, to anybody else; and that the Thesis has not been submitted by me for any research degree in any other University/Institute.

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This is to certify that the work incorporated in this thesis entitled “**Empowerment of Prospective Primary and Secondary School Teachers on Human Rights Education in Manipur: Status and Challenges**” is the bonafied research work carried out by Kshetrimayum Indrani Devi under my supervision and the same has not been submitted previously for any degree.

(Prof. B. B. Mishra)

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CONTENTS

	<u>Page</u>
List of Tables	i
List of Figures	ii
Chapter I INTRODUCTION	
1.00: Prologue	1
1.01: Genesis of Human Rights	3
1.02: Concept of Human Rights	13
1.03: Genesis of Human Rights Education	16
1.04: Human Rights Education: What and How	19
1.05: Human Rights Education in India	27
1.06: Backdrop of Manipur	29
1.07: Human Rights Education in Manipur	34
1.08: Research Position on Human Rights Education	36
1.09: Rational of the Study	37
1.10: Statement of the Problem	40
1.11: Operational Meaning of the Key Terms Used	40
1.12: Objectives of the Study	41
1.13: Hypotheses of the Study	42
1.14: Delimitation of Scope Enquiry	43
1.15: Plan of the Report	44
Chapter II REVIEW OF RELATED LITERATURE	45
Chapter III PLAN AND PROCEDURE	
3.00: Research Approach	64
3.01: Sources of Data	64
3.02: Population and Sample	67
3.03: Tools and Techniques used	71
3.04: Data collection	75
3.05: Organization of Data	75
3.06: Analysis of Data	75

Chapter IV	ANALYSIS AND INTERPRETATION	
4.00:	Content Analysis of the Text Books of Standard I-X	76
4.01:	Contents in the Syllabi of DIETs and CTEs Related to Human Rights Education in Manipur	110
4.02:	Statistical Analyses (Descriptive)	120
4.03:	Differential Analyses	130
4.04:	Perceptions of Principals, Teacher Educators and Trainees of DIETs and CTEs of Manipur for Better Empowerment of Prospective and In-Service Teachers in Transacting Human Rights Education	137
Chapter V	RESULTS AND DISCUSSIONS	
5.00:	Results of the study	152
5.01:	Discussion of Results	160
5.02:	Suggestions	162
5.03:	Educational Implications	164
5.04:	Limitations of the Study	167
5.05:	Suggestions for Further Research	168
5.06:	Epilogue	168
	SUMMARY	171
	REFERENCES	189
	SUGGESTED READING	195
	APPENDICES	
	COPY OF PUBLISHED ARTICLE	

List of Tables

Sl. No.	Table No.	Title	Page
1	3.01	The list of DIETs and CTEs	69
2	3.02	Category Wise Sample of the Study	69
3	4.01	Means (with percentages) and Standard Deviations of Prospective and In-service Primary School Teachers on the four Components of Human Rights Education and on Composite Scores	122
4	4.02	Mean (with percentages) and Standard Deviation of Prospective and In-service Secondary School Teachers on the four Components of Human Rights Education and on Composite Scores	123
5	4.03	Means and Standard Deviations of Different Groups on the four Components of Human Rights Education and on Composite Scores	132
6	4.04	t- Values for Different Groups compared on Four Components of Human Rights Education and on Composite Scores	133
7	4.05	Mean and Standard Deviation of Govt. CTE and Pvt. CTE on the four Components of Human Rights Education and on Composite Scores	134
8	4.06	The Responses of All Categories of Respondents on Improvement of Human Rights Education in Teachers' Training Institutions	139

List of Figures

Sl. No.	Figure No.	Description	Page
1	3.01	Sample of Prospective and In-service Primary and Secondary School Teachers	70
2	3.02	Sample of Teacher Educators and Principals of DIETs and CTEs	70
3	4.01	Mean Scores of the Prospective and In-service Primary School Teachers converted to percentages on four Components of Human Rights Education and on Composite Scores	124
4	4.02	Mean Scores of the Prospective and In-service Secondary School Teachers converted to percentage on four Components of Human Rights Education and on Composite Score	125
5	4.03	Standard Deviations of the Prospective and In-service Primary School Teachers on four Components of Human Rights Education and on Composite Scores	126
6	4.04	Standard Deviations of the Prospective and In-service Secondary School Teachers on four Components of Human Rights Education and on Composite Scores	127

1.00: Prologue

One of the great achievements of the United Nations is the creation of a comprehensive body of human rights law which provides us with a universal and internationally protected code of human rights, one to which all nations can subscribe and to which all people can aspire. The first words of the Universal Declaration of Human Rights (UDHR), 1948 proclaim that *recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world.*

Man is recognized as the supreme creature of all species on earth. However man is the only one among all the species who has an unpardonable record of its own destruction and degradation. Since time immemorial man has been humiliating man like no other species. The phenomenon is becoming aggravated due to scarce of resources and cut throat competitions for material possessions and power. This must be corrected; otherwise our future generations will not only laugh at us but also suffer from more disastrous consequences. The transformation can be effected only through a right kind of education which is considered instrumental for aspired changes in issues of similar nature. Today's tiny tots are citizens of tomorrow. They have to be educated in such a way that traits such as awareness, attitude, concern, tolerance, passion, empathy and fraternity are to be at the core of their value system and they will be able to lead a life without any fear, anxiety and tension in the society.

It is in this context that the concept of human rights arises. The concept of human rights emphasizes the worth of the individual and to recognize his or her rights. The Universal Declaration of Human Rights states: *All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.* This basic concept needs to be understood, appreciated and practiced by all people irrespective of any kind of diversity: age, sex, race, religion, nationality and the like. Every human being should be aware of the basic rights and responsibilities

that each individual possesses which will lead to develop a culture of prevention of human abuses and peaceful coexistence.

Human rights education is an education which not only provides understanding of one's own rights but also his duties. It aims to inculcate self-esteem and recognition of one's own rightful place in society and to foster an attitude of goodwill, tolerance, fellow feeling, passion etc that are the core of human values and to remove all kinds of prejudices of man towards man. Effective human rights education has two essential objectives: *learning about human rights* and *learning for human rights*. After the Universal Declaration of Human Rights in 1948, it has been strongly recommended again and again that the teachers should be well prepared to provide human rights education to their students. It is because teachers form the nucleus of any system of education. They play key roles in bringing changes in the society educating young people for different walks of life. There is a proverb that *no system of education can rise above the levels of its teachers*. Educational institutions are the bases of transformation of any society. Teachers are the most powerful agents of social regeneration, because the whole structure of educational edifice is dependent upon them. They are the centers to educational institutions: school, college or university. The impact of teachers on upcoming generation that is on the students is very subtle and long lasting

The present scholar, being a native of Manipur, feels that due to violation of human rights in the state there is strong discontentment among the people and this is being reflected in insurgency activities. There is an urgent need to impart human rights education to make people literate on human rights. In the formal sector it should be properly transacted to inculcate right attitude and way of life with the future citizens of the state. Teachers being instrumental for transaction of any kind of education are required to be empowered with knowledge, skill, attitude and confidence to transmit human rights education too.

1.01: Genesis of Human Rights

Human rights are the rights that every human being is entitled to enjoy freely irrespective of his/her religion, race, caste, sex, and nationality. The concept of human rights did not originate on a single day or on the basis of single event. It is the outcome of many events and in which philosophers, sociologists, and political thinkers through the ages and of different countries of the world had played significant role. The Second World War seriously brought a kind of sensation with awareness and was the main event which gave birth to the concept. Some significant historical events throughout the Globe relating to the origin of human rights, as described by different authors, are briefly presented below:

The Cyrus Cylinder (539 B.C): The Cyrus Cylinder, the ancient record, is being recognized as the world's first charter of human rights. Cyrus the Great, the first king of ancient Persia, conquered the city of Babylon in 539 B.C., but he freed the prisoners and declared that all people had the right to choose their own religion and he established racial equality also. The incident was recorded on a baked-clay cylinder which is known as Cyrus Cylinder.

The Magna Carta (1215): Magna Carta is also called Magna Carta Libertatum or The Great Charter. It was signed by the king John of England in 1215 and it was a turning point in human rights. King John of England was forced by his subjects to sign the Magna Carta when he violated a number of ancient laws and customs by which England had been governed. It guaranteed the citizens the freedom from arbitrary imprisonment or from dispossession of property. This enumerates what later thought of as human rights.

Petition of Right (1628): The Petition of Right is another record in the development of human rights. It was produced by English Parliament and sent to Charles I as a statement of civil liberties in 1628. The Petition of Right was initiated by Sir Edward Coke and it was based upon earlier statutes and charters and asserted four principles:

- No taxes may be levied without consent of parliament,
- No subject may be imprisoned without cause shown (reaffirmation of the right of habeas corpus),
- No soldiers may be quartered upon the citizenry, and
- Martial law may not be used in time of peace.

The American/ United States Declaration of Independence (1776): The United States Congress approved the Declaration of Independence on 4th July, 1776 to declare independence from Great Britain. It declared, “We hold these rights to be self-evident, that all men are created equal, that they are endowed by their creator with certain unalienable rights, that among these are life, liberty and the pursuit of happiness”. This Declaration stressed two themes: individual rights and right of revolution.

The Constitution of the United States of America (1787): The Constitution of the United States of America is the fundamental law of the US federal system of government and the landmark document of the Western world written during the summer of 1787 in Philadelphia. It is the oldest written national constitution in use and defines the principal organs of government and their jurisdictions and the basic rights of citizens.

Declaration of the Rights of Man and of the Citizen (1789): The people of France brought about the abolishment of the absolute monarchy and set the stage for the establishment of the first French Republic in 1789. As the first step forward writing a constitution for the Republic of France, the National Constituent Assembly adopted the Declaration of the Rights of Man and of the Citizen. The Declaration proclaimed that all citizens were to be guaranteed the rights of “liberty, property, security, and resistance to oppression”.

Bill of Rights (1791): The Bill of Rights came into effect on 15th December, 1791 with the first ten amendments to the Constitution of the United States of America. It limited the powers of the federal government of the United

States and protected the citizen's right, residents and visitors in American territory. Freedom of speech, freedom of religion, the right to keep and bear arms, the freedom of assembly and the freedom to petition were protected by the Bill of Rights.

Bolshevik Revolution in Russia (1917): Bolshevik Revolution is also known as anti-colonial revolution which had taken place in Russia. A general strike was called on in 1917 to protest against ruthless authority of Russia ruling since 19th century. The army refused to fire on the strikers and there was a great revolt. After the revolt, Tsar Nicholas (King) was abdicated and Russia came under the rule of Bolsheviks (means citizens). After that Lenin restored the fundamental rights of the citizens particularly the rights of the working classes and the proletariat.

League of Nations (1919): It was set up in 1919 after the First World War and was entrusted with the protection of rights of minorities but it failed in its basic aim of preventing war (Second World War).

Industrial Revolution (1930): Due to industrial progress England was turned into a manufacturing country. The condition of workers working in the factories was very deplorable as their basic rights were being ignored. The government enacted industrial laws and ensured human rights to workers, to secure proper wages and suitable working conditions in 1930.

The Second World War (1939-45): In 1945, the Allies (England, France, USA, and the USSR) conquered the Axis Power (Germany, Italy and Japan). The two atom bombs dropped by America on the two Japanese cities of Hiroshima and Nagasaki on civilian targets caused serious devastation and after that the War was finished. This sent shock waves throughout the world as this was an act against humanity and also against the basic rights of the citizens to live. Before and during the war, the Nazis under the Hitler in Germany and Fascists under Mussolini in Italy had been trampling the rights of the citizens to live with

dignity. All these factors led to the establishment of The United Nations Organization (UNO) in 1945 and subsequently the Universal Declaration of Human Rights in 1948.

The United Nations Organization (1945): The United Nations Organization. Delegates from fifty countries met in San Francisco with full of optimism and hope in April, 1945 for an International organization which would promote peace and prevent wars in future. This led to the establishment of UNO which was adopted on 24th October 1945. The ideals of the organization were stated in the preamble to its proposed charter, “*We the peoples of the United Nations are determined to save succeeding generations from the scourge of war, which twice in our lifetime has brought untold sorrow to mankind*”.

The Universal Declaration of Human Rights (1948): The Universal Declaration of Human Rights (UDHR) was adopted by the United Nations on 10th December, 1948 with 30 articles that specify a set of rights and freedom for survival of mankind. It defined specific rights like civil and political as well as economic, social and cultural with equality and freedom from discrimination as a principle. The 30 articles are as follows:

Article 1: *All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.*

Article 2: *Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs,*

whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

Article 3: *Everyone has the right to life, liberty and security of person.*

Article 4: *No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.*

Article 5: *No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.*

Article 6: *Everyone has the right to recognition everywhere as a person before the law.*

Article 7: *All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.*

Article 8: *Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted to him by the constitution or by law.*

Article 9: *No one shall be subjected to arbitrary arrest, detention or exile.*

Article 10: *Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.*

Article 11:

1. *Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence.*
2. *No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.*

Article 12: *No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.*

Article 13:

1. *Everyone has the right to freedom of movement and residence within the borders of each state.*
2. *Everyone has the right to leave any country, including his own, and to return to his country.*

Article 14:

1. *Everyone has the right to seek and to enjoy in other countries asylum from persecution.*
2. *This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts*

contrary to the purposes and principles of the United Nations.

Article 15:

- 1. Everyone has the right to a nationality.*
- 2. No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.*

Article 16:

- 1. Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.*
- 2. Marriage shall be entered into only with the free and full consent of the intending spouses.*
- 3. The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.*

Article 17:

- 1. Everyone has the right to own property alone as well as in association with others.*
- 2. No one shall be arbitrarily deprived of his property.*

Article 18: *Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.*

Article 19: *Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.*

Article 20:

1. *Everyone has the right to freedom of peaceful assembly and association.*
2. *No one may be compelled to belong to an association.*

Article 21:

1. *Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.*
2. *Everyone has the right to equal access to public service in his country.*
3. *The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.*

Article 22: *Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.*

Article 23:

1. *Everyone has the right to work, to free choice of employment, to just and favourable condition of work and to protection against unemployment.*
2. *Everyone, without any discrimination, has the right to equal pay for equal work.*
3. *Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.*
4. *Everyone has the right to form and to join trade unions for the protection of his interests.*

Article 24: *Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.*

Article 25:

1. *Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.*
2. *Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.*

Article 26:

1. *Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.*
2. *Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.*
3. *Parents have a prior right to choose the kind of education that shall be given to their children.*

Article 27:

1. *Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.*
2. *Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.*

Article 28: *Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.*

Article 29:

1. *Everyone has duties to the community in which alone the free and full development of his personality is possible.*
2. *In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing the recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.*
3. *These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.*

Article 30: *Nothing in this Declaration may be interpreted as imply for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.*

1.02: Concept of Human Rights

Human rights are based on the principle of respect for the individual. Human rights enable us not only to respect each other but also live with each other. The fundamental assumption of human rights is that each person is a moral and rational being who deserves to be treated with dignity. They are called human rights because they are universal. Human rights are the rights to which everyone is entitled, no matter who they are or where they live, simply because they are alive. In other words, they are not only rights to be requested or demanded but rights to be respected and be responsible for. The rights that apply to us also apply to others. Basically human rights are the claims of the individual for such

conditions as are essential for the fullest realization of the innate potentialities which nature bestowed the individual with as a human being.

In the literature one can find numerous definitions of human rights. Two important definitions are given below.

A UNESCO publication on Human Rights (1996) explains the term ‘human rights’ as “Human beings are born equal in dignity and rights. These are moral claims which are inherent in all human individuals by virtue of their humanity alone. These claims are formulated in what we today call human rights. These have been translated into legal rights, established according to the new creating processes of societies, both national and international.” *(In Aggarwal, J. C., 2005, 234- 235)*

The *United Nations Centre for Human Rights* defines Human Rights “as those rights which are inherent in our nature and without which we cannot live as human beings”. *(In Alston, P., 1992, 3)*

National Council for Teacher Education (NCTE), India explains the concept of human rights as a *universal phenomenon because rights have been imbibed in our society over the years. It is a realization that without human rights we cannot live as human beings. They include all fundamental freedoms and are based on mankind’s demand for a life in which the inherent dignity and worth of each human being will receive respect and protection. It is possible only if we respect and take care of the needs and rights of one another.* **(In NCTE’s Self Learning Module for Teacher Educators, Unit 1, 1996, 7)**

Shirin Ebadi, the 2003 Nobel Peace Prize Winner, described the essence of human rights as follows:

- All human beings are born free and equal in dignity and rights.

- Human rights embody the fundamental values of human civilizations.
 - People are different, and so are their cultures. People live in different ways, and civilizations also differ.
 - People speak in a variety of languages.
 - People are guided by different religions.
 - People are born different colours, and many traditions influence their lives with varying colours and shades.
 - People dress differently and adapt to their environment in different ways.
 - People express themselves differently. Music, literature and art reflect different styles as well. *But despite these differences, all people have one single common attribute; they are all human beings- nothing more, nothing less.*
 - *And however different they may be, all cultures embrace certain common principles:*
 - No culture tolerates the exploitation of human beings.*
 - No religion allows the killing of the innocent.*
 - No civilization accepts violence or terror.*
 - Torture is appalling to human conscience.*
 - Brutality and cruelty are appalling in every tradition.*
- (In Aggarwal, J. C., 2005, 234)**

Thus human rights, as commonly understood, are the rights that every human being is entitled to enjoy freely irrespective of his religion, race, caste, sex and nationality, etc. The values of ‘dignity’ and ‘equality’ of all human beings which are the core of human rights are found almost in every religion and philosophical tradition. Those minimum rights every individual must have against state or other public authority by virtue of his being a member of human family, irrespective of any other consideration.

1.03: Genesis of Human Rights Education

The genesis of Human Rights Education in formal education system is only recent one. The following are the mile stones in the history of human rights education.

- The Universal Declaration of Human Rights in 1948 was intended to ensure social justice and human rights which are felt as basic requirements of stable international order and lasting peace. In the back ground of this historic act the United Nations Assembly called upon all member countries to publicize the text of the Declaration and “to cause it to be disseminated, displayed, read and expounded principally in schools and other educational institutions, without distinction based on the political status of countries or territories”. Thus Human Rights Education stemmed from the Universal Declaration of Human Rights.
- The General conference of the United Nations Educational, Scientific and Cultural Organization (UNESCO), held in Paris in the year 1974, adopted the recommendations, education for international understanding, cooperation and peace; and education relating to Human rights and fundamental freedoms.
- The United Nations (UN) organized the first Asia-Pacific regional seminar on Human Rights in 1982 in Colombo. It was agreed in this seminar that consultative arrangements could be established in various areas such as education, teaching, training, research, documentation, dissemination of information and exchanges of experience.
- UNESCO organised an International Congress on the Teaching of Human Rights in Vienna in 1978 and came out with some significant recommendations.
- Subsequently UNESCO also held another International Congress on Human Rights Teaching, Information, and Documentation in Malta resulting in long-term actions of the organizations in 1987. This International Congress adopted a series of recommendations noting the progress made in the field of human rights education since the International Congress on the Teaching of Human

Rights in Vienna in 1978. This International Congress underlined that UNESCO Member States should set up a complete system of human rights teaching and education available to all citizens and all population groups and covering all levels of education, with the broad participation of various public organizations and media. It recommended that the Director- General of UNESCO cooperate with Member States in the development of programmes of human rights teaching and education within the framework of formal and non-formal system of education, as well as assist Member States in developing new materials in this field.

- The International Congress on Education for Human Rights and Democracy was held in Montreal, Canada, from 8 to 11 March 1993. It was convened jointly by UNESCO and the United Nations Centre for Human rights, in collaboration with the Canadian Commission for UNESCO. The main objectives of this congress were to highlight the achievements and identify the obstacles to overcome in the field of human rights education; introduce education for democracy as a complementary aspect; and encourage the elaboration of tools and ideas, in particular educational methods, pedagogic approaches and didactic material, so as to give new impetus to education for human rights and democracy.
- The United Nations World Conference on Human Rights was held in Vienna in June 1993 and it advocated the relevant actions for the Promotion of Human Rights and Human Rights Education in future.
- The United Nations General Assembly at Vienna in its resolution 49/184 of 23rd December 1994 Proclaimed the ten year period beginning from 1st January of 1995 to 31st December 2004 as the United Nations Decade for Human Rights Education in 1994.
- The Asia and Pacific Regional Conference on Education for Human Rights was organized in Pune, India on 6th February 1999 by the World Peace Center of MAEER's MIT (Pune), National Human Rights Commission of India and the Indian National Commission for Co-operation with UNESCO, at the

initiative and with the support of UNESCO to commemorate the 50th Anniversary of the Universal Declaration of Human Rights and UN Decade for Human Rights Education (1995-2004). This Conference discussed the status of education for human rights and the obstacles and special needs for its promotion in the region. It has significant bearings on human rights education in the region in general and in India in particular.

- The General Assembly, in resolution 59/113 A of 10th December 2004, launched the World Programme for Human Rights Education as a global initiative to advance the implementation of human rights education programmes in all sectors in structured and consecutive phases. The first phase (2005-2009), initially it was launched for the period 2005-2007 but subsequently extended up to 2009, focused on integrating human rights education in primary and secondary school systems.
- The Human Rights Council in its resolution 12/4 of 26-27 July 2010 focused the second phase (2010-2014) on human rights education in higher education and human rights training for teachers and educators, civil servants, law enforcement officials and military personnel. Pursuant to its mandate, the Office of the United Nations High Commissioner for Human Rights (OHCHR) prepared a draft plan of action (A/HRC/15/28) containing practical guidance for national implementation by Governments and other stakeholders.
- In December 2011, the UN General Assembly adopted the United Nations Declaration on Human Rights Education and Training (HRET). This Declaration asserts that everyone has the right to know, seek and receive information about their human rights and fundamental freedoms. It is a call to the United Nations, governments, non-governmental organizations and other bodies to intensify their efforts to promote the universal respect and understanding of HRET.

1.04: Human Rights Education: What and How

Article 26 of the Universal Declaration of Human Rights (UDHR), 1948 states that:

Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

Parents have a prior right to choose the kind of education that shall be given to their children.

The Plan of Action, World Programme for Human Rights Education (First Phase) published by UNESCO explains Human rights education in the following words:

Human rights education can be defined as education, training and information aimed at building a universal culture of human rights. A comprehensive education in human rights not only provides knowledge about human rights and the mechanisms that protect them, but also imparts the skills needed to promote, defend and apply human rights in daily life. Human rights education

fosters the attitudes and behaviours needed to uphold human rights for all members of society.

Human rights education activities should convey fundamental human rights principles, such as equality and non-discrimination, while affirming their interdependence, indivisibility and universality. At the same time, activities should be practical - relating human rights to learners' real-life experience and enabling them to build on human rights principles found in their own cultural context. Through such activities, learners are empowered to identify and address their human rights needs and to seek solutions consistent with human rights standards. Both what is taught and the way in which it is taught should reflect human rights values, encourage participation and foster a learning environment free from want and fear.

The Asia and Pacific Regional Conference on Education for Human Rights organized in Pune, India on 6th February 1999 took note of the features of region.

The conference note that the Asia and Pacific region

- *is characterized by significant social, political and cultural diversity and varying levels of economic development;*
- *suffers in large parts from extreme poverty and illiteracy;*
- *is experiencing the adverse impact of globalization processes especially in the economic and cultural fields in many cases detrimental to human rights;*
- *suffers from the prevalence of different societal maladies such as child labour, sexual exploitation of women and children, gender inequality, contemporary forms of slavery, discrimination of persons belonging to national or ethnic or religious or linguistic minority groups, exclusion based on social status, deprived and*

disadvantaged communities and other grounds which seriously impede the promotion of human rights;

- *is disturbed by the suffering of innocent people as a result of acts of terrorism, armed conflicts and abuse of power;*
- *is experiencing serious degradation of the environment affecting the quality of life of the people and threatening the very survival of humanity.*

The conference resolved the following as the principal aims of education for human rights:

- *to strengthen respect for human rights and fundamental freedom;*
- *to develop fully the human personality and the sense of its dignity;*
- *to develop attitudes and behaviour to promote respect for the rights of others;*
- *to ensure genuine gender equality and equal opportunities for women in all spheres;*
- *to promote understanding and tolerance among diverse national, ethnic, religious, linguistic and other groups;*
- *to empower people to participate actively in the life of a free society;*
- *to promote democracy, development, social justice, communal harmony, solidarity and friendship among nations;*
- *to further the activities of the UN system, in particular UNESCO, the Office of the UN High Commissioner for Human Rights and UNICEF, aimed at the creation of a culture of peace based upon universal values of human rights, international understanding, tolerance and non-violence.*

The Plan of Action for the First Phase (2005-2007) provided the elements of a definition of human rights education as agreed upon by the international community.

Human rights education is defined as education, training and information aiming at building a universal culture of human rights through the sharing of knowledge, imparting of skills and moulding of attitudes directed to:

- *The strengthening of respect for human rights and fundamental freedoms;*
- *The full development of the human personality and the sense of its dignity;*
- *The promotion of understanding, tolerance, gender equality and friendship among all nations, indigenous peoples and racial, national, ethnic, religious and linguistic groups;*
- *The enabling of all persons to participate effectively in a free and democratic society governed by the rule of law;*
- *The building and maintenance of peace;*
- *The promotion of people-centred sustainable development and social justice.*

According to this plan of action, *Human rights education encompasses:*

- a) *Knowledge and skills — learning about human rights and mechanisms for their protection, as well as acquiring skills to apply them in daily life;*
- b) *Values, attitudes and behaviour — developing values and reinforcing attitudes and behaviour which uphold human rights;*
- c) *Action — taking action to defend and promote human rights.*

Education is considered as an important pillar of society. It aims at full development of human personality and to strengthen respect of human rights and fundamental freedoms. It aims to promote understanding, tolerance and friendship among all nations, racial or religious groups for the maintenance of peace and for

sustainable development. Human rights education also aims to provide protection from discrimination, unfair treatment, undemocratic attitude, deterioration of cultural values, unawareness of society and environment, exploitation, bondage, human rights illiteracy, and abuse of human rights at any level. It is to provide opportunities for young people and children to develop and practice the skill to respect human rights and citizenship through school life, to create attitudes and behaviors of people to participate in our communities and society in a constructive and respectful ways. In nutshell, Human Rights Education is about human development, social change, and social transformation.

Although many factors contribute to effectiveness of teaching-learning in primary and secondary schools, research and experience worldwide have identified five key components for success as has been rightly mentioned in the Plan of Action for the First Phase (2005-2007, 3-4). Those include:

- *Educational policies* which include commitment on the part of a Government, educational policies - including legislation, plans of action, curricula, training policies and so on.
- *Policy implementation* which implies consistent implementation strategy of the policies formulated, including measures such as the allocation of adequate resources and the setting-up of coordination mechanisms that ensures coherence, monitoring and accountability to be effective.
- *The learning environment* which implies that conducive environment is required for teaching and learning. Human rights education strives towards an environment where human rights are practiced and lived in the daily life of the whole school community. As well as cognitive learning, human rights education includes the social and emotional development of all those involved in the learning and teaching process. A rights-based environment respects and promotes the human rights of all school actors and is characterized by mutual understanding, respect and responsibility.

- *Teaching and learning* which include the approaches, practices, contents, materials and methods related to teaching and learning. Human rights education requires a holistic approach to teaching and learning that reflects human rights values. Curriculum content and objectives need to be rights-based, methodologies to be democratic and participatory, and all materials and textbooks to be consistent with human rights values.
- *Education and professional development of school personnel* which refers to the qualities and practices of teachers and staff. For the school to serve as a model of human rights learning and practice, all teachers and staff need to be able to both transmit and model human rights values. Education and professional development must foster educators' knowledge about, commitment to and motivation for human rights. Furthermore, as rights-holders themselves, school personnel need to work and learn in a context of respect for their dignity and rights.

The objectives of the World Programme for Human Rights Education are:

- a) to promote the development of a culture of human rights;
- b) to promote a common understanding, based on international instrument of basic principles and methodologies for human rights education;
- c) to ensure a focus on human rights education at national, regional and international level;
- d) to provide a common collective framework for action in all relevant actors;
- e) to enhance partnership and cooperation at all levels;
- f) to survey, evaluate and support existing human rights education programmes, to highlight successful practices, and to provide an incentive to continue and/or expand them and to develop new ones.

(The Plan of Action for the First Phase (2005-2007), 2006, 13)

The Asia and Pacific Regional Conference on Education for Human Rights organized in Pune, India on 6th February 1999 spelt out the contents of education for human rights in the context of the region as follows:

Education for human rights, should be aimed at full enjoyment of human rights and fundamental freedoms and for that purpose have regards to the following:

- *All human rights are universal, indivisible, interrelated and interdependent, and all are essential for the full development of human personality;*
- *While regional and national particularities are to be borne in mind, it is the duty of States, regardless of their political, civil, economic and cultural systems, to promote and protect all human rights and fundamental freedoms;*
- *Universal respect for, and observance of, human rights and fundamental freedom contribute to stability, security and well-being, necessary for socio-economic development;*
- *Human rights, democracy, peace and development are interdependent and mutually reinforcing;*
- *Rights of women and girl-child are an inalienable, integral and indivisible part of universal human rights;*
- *Human rights education should be aimed at the full and equal participation of women in political, civil, economic, social and cultural life. Awareness towards prevention of gender based - violence, sexual harassment and exploitation should be a component of education programmes;*
- *Promotion and protection of the rights of the child is a priority and require dissemination of knowledge of relevant standards. Special efforts are needed to eradicate child labour, child prostitution, and child pornography;*

- *Special attention should be paid to the rights of persons belonging to various vulnerable groups - national or ethnic, religious and linguistic minorities, indigenous people, refugees and internally displaced persons, migrant workers, persons with HIV/AIDS and other health problems, disabled, and elderly;*
- *Special attention should be also given to the mobilization of the public opinion against major threats and challenges to human rights: terrorism, organized crime, corruption, trafficking of human beings for exploitative purposes, drug trafficking, violence etc.*

The Pune conference also suggested the methodology and materials for the teaching of human rights as follows:

Appropriate methodology and materials for the teaching of human rights should be developed in full conformity with the human rights principles and standards. Special attention should be given to the elaboration of educational materials suitable for formal and informal settings, and adapted to the needs and demands of various target groups. Such materials should be made available in various national and local languages, in different forms and in sufficient number. Bearing in mind, the special characteristics of the region and prevailing high level of illiteracy, innovative audio-visual programmes should be prepared. An effort should also be made to reach the population especially in the remote and rural areas.

The conference recommended the adoption of Participatory methodology for the teaching of human rights which takes into account the involvement of the target groups in the learning process and training of trainers ,educators and other professionals involved in formal and informal education programmes and journalists and other media professionals.

1.05: HUMAN RIGHTS EDUCATION IN INDIA

Human rights education is found to be ingrained in Indian civilization which has adopted the concept of “*Vasudhaiva Kutumbakam*” (*The Whole World is a Family*) and “*Nara Narayana*” (*Man is God*) since time immemorial. The United Nations adopted and Proclaimed Universal Declaration of Human Rights (UDHR) on 10th December, 1948, coincidentally, at the time when Indian Constitution was being drafted. The constitutional framers of India took note of the United Nations proclamation and made provisions to translate the concept of human rights. The preamble of India, the fundamental rights and duties, and directive principles of state policy of the Indian Constitution reflect the steps taken towards the realization of human rights.

Fundamental Rights (chapter II) of our constitution encompasses the entire gamut of civil and political rights including the Right to Judicial Interference. Our Constitution fathers did not stop with the fundamental rights only. Another chapter (chapter III) was also included as a Directive Principle of State Policy requiring the state to promote and protect the rights of the vulnerable sections of our society. The Directive Principles are meant to give a direction to the policy and actions of the Government so as to progressively realize the objectives. These chapters substantially contain the essence of the human rights and the mode of their realization as stated in the Declaration of human rights.

India is a Member-State of United Nations. As a Member-State of United Nations, India has ratified human rights treaties which contain provisions on human rights education (e.g. Art. 26(2) of UDHR) and thereby set-up itself a treaty obligation to undertake human rights education, training and public information amongst its people.

The first National Curriculum framework formulated by the NCERT, New Delhi in 1975 stated:

The awakening of social consciousness, the development of democratic values and feeling for social injustice and national integration are extremely important. All subjects should be taught in such a manner so as to foster the spirit of scientific humanism.

It was designed to integrate human rights and democracy education in all subjects at all levels of educational system of India. It was intended to promote the cultural heritage of India, egalitarianism, democracy and secularism, equality of the sexes, protection of the environment, removal of social barriers, observation of the small family norm and inculcation of scientific methods.

Similarly, in the subsequent National curriculum Frameworks for school education by NCERT in 1988, 2000 and 2005 stress was given on identifying and addressing the issues of social concerns both at national and international levels.

In 1980, the University Grants Commission (UGC) appointed a committee on human rights education under the chairpersonship of Justice S. M. Sikri to consider different ways and means of promoting human rights education in India. The report of this committee, entitled 'Human Rights Education at All levels' suggested different approaches at different levels of education. Human rights value should be inculcated through stories, visual aids, exhibition and such other methods at school level, and the values and ideas can be taught through book and other lesson at higher levels.

In India, the National Human Rights Commission (NHRC) was set up in 1993. The functions of the commission have been outlined in section 12 (h) of the Protection of Human Rights Act, 1993. The Human Rights Commission has been entrusted with the responsibility *to spread human rights literacy among various sections of society and promote awareness of safeguards available for the*

protection of these rights through publications, the media, seminar and other available means.

The commission has been continuously coordinating for this purpose with the Human Resource Development Ministry, the National Council for Education, Research and Training (NCERT), National Council for Teacher Education (NCTE) and State Council for Educational Research and Training (SCERT) and Universities to introduce human rights education programmes in their courses. The commission has taken initiative to generate awareness towards human rights education by integrating it with curriculum at different stages of education and teacher education curriculum by active collaboration with NCTE and NCERT.

The NCTE undertook a project on “Human Rights and National Values for Teacher Educators”, which was aimed to train teacher educators, both elementary and secondary levels, on human rights and national values. The NCTE released a self learning module for teacher educators on Human Rights and National Values under the auspices of Justice Ranganath Mishra at New Delhi on 11th March, 1996. The NCERT also has published a Source Book on Human Rights. In January 2003, NHRC brought out a Handbook entitled “Discrimination based on sex, caste, disability and religion” with a view, primarily to sensitize teachers and on 10th December 2005, a handbook on “Human Rights education for Beginners” was published. Further NCTE has developed a National Curriculum Framework for Teacher Education in 2009. All these national organizations are putting their efforts to make human rights education in our country successful.

1.06: Backdrop of Manipur

Manipur is one of the eight Himalayan provinces in the Northeast region, which includes Assam, Arunachal Pradesh, Nagaland, Meghalaya, Mizoram, Sikkim, Manipur and Tripura. Manipur is rich in biological diversity and natural resources. As stated in the SSA Profile of the state (accessed on 23rd June, 2013) *Manipur is*

one of the Border States in the northeastern part of the country having an international boundary of about 352 kilometers long stretch of land with Myanmar in the southeast. It is bounded by Nagaland in the north, Assam in the west and Mizoram in the south. It has a total area of 22327 sq. kilometers. It lies between 23.8^o N to 25.7^o N latitude and 93.5^o E to 94.8^o E longitude. The state capital of Manipur is Imphal.

Manipur came under British rule as a princely state in 1891 and existed until 1947, when it acceded to the newly independent Union of India. During the World War II, Manipur was the scene of many fierce battles between the Japanese and the Allied forces. The Japanese were beaten back before they could enter Imphal, and this proved to be one of the turning points of the war. After the War, the Manipur Constitution Act of 1947 established a democratic form of government with the Maharaja as the Executive Head and an elected legislature. In 1949, Maharaja Budhachandra was summoned to Shillong, capital of the then Indian province of Assam. The legislative assembly was dissolved on the controversial annexation of the state with the republic of India in October 1949. Manipur became a Union Territory in 1956 and later, in 1972, a full-fledged state of India with Muhammad Alimuddin becoming the first statehood Chief Minister (1972–74).

Administratively Manipur is organized into 9 (nine) districts, 38 (Thirty Eight) subdivisions, 60(Sixty) Assembly constituencies, 34 (Thirty Four) CD Blocks, and 166 (One Hundred Sixty Six) Gram Sabhas.

According to the 2011 census (provisional) report, the total population of Manipur was 2,721,756. The total urban population was 822,132 and total rural population was 1,899,624. As found in the literature, the people of Manipur are grouped into three main ethnic communities: the Meiteis, those inhabiting the valley, and the 29 major tribes in the hills which are further divided into two main ethno-denominations, namely Nagas and Kuki-Chins. The Meiteis are themselves

divided in the Meitei (the natives in the valley), Bamon (originally of Bengali-Brahmin) and Meitei Pangans (originally migrants from Bangladesh). All speak Meitei. In addition to Meiteis, the valley is also inhabited by Nepalis, Bengalis, Marwaris and people from other Indian communities. At present several people from the hills have also migrated and settled in the valley. The Naga group consists of Zeliangrong (composed of three related tribes, namely, Rongmei or Kabui, and Liangmei and Zemei or Kacha Nagas), Tangkhul, Mao, Maram, Maring and Tarao. The Chin-Kuki group consists of Tedim Chin (officially recognised by the Indian Union as Sukte) Gangte, Hmar, Paite, Thadou, Vaiphei, Zou, Aimol, Chiru, Koireng, Kom, Anal, Chothe, Lamgang, Koirao, Thangal, Moyon and Monsang. In recent times, several Chin-Kuki communities have identified themselves as Nagas e.g. Anal, Kom, Thangal, etc. depending on socio-economic and geo-political advantages to the tribes. The term Chin is used for the people in the neighboring Chin state of Myanmar whereas Chins are called Kukis in the Indian side. Other groups like Paite, Zou, Gangte, and Vaiphei identify themselves as Zomi and have distanced themselves from the name, Kuki. Thadous remain the major Kuki population in this Chin-Kuki group while Hmar identify themselves closer to the Mizo or Lushai group. (*People of Manipur from <http://www.emamanipur.20m.com/> accessed on 15th December 2012.*)

There has been a separatist movement in Manipur since 1964 with several violent groups desirous of a sovereign Manipur. The Government of India continues to insist on a military response to the political struggle in Manipur, by enacting emergency legislations and introducing security apparatuses. Massive deployment of armed forces and military actions are undertaken under the Armed Forces (Special Powers) Act, 1958 (AFSPA). Other security legislation including, *inter alia*, (i) Unlawful Activities (Prevention) Act, 1967 (UAPA), (ii) Prevention of Seditious Meetings Act 1911, (iii) Official Secrets Act 1923, (iv) Maintenance of Public Order Act 1947, (v) Punjab Security of the State Act 1953, (vi) National Security Act, 1980 (NSA), (vii) Prevention of Terrorism Act, 2002 (POTA), (viii) Code of Criminal Procedures (Manipur Amendment) Act 1983, and (ix) National

Investigation Agency Act 2008 (NIA) were introduced. (*Joint stakeholders' report of the Civil Society Coalition on Human Rights in Manipur and UN, 2011, 2)*

Manipur continues to witness high intensity armed conflict. There are about many armed opposition groups in Manipur. The Central government also has deployed a large number of security forces to deal with insurgency. As reported in mass media, Manipur continues witnessing serious human rights violations both by the security forces and the armed opposition groups. Civilians reportedly being killed in insurgency related violence in the state and under the cover of the Armed Forces Special Powers Act (AFSPA) of 1958, the central security forces are carrying out arbitrary arrest, torture and extrajudicial killings with impunity in the name of fighting insurgency. The armed opposition groups are also being blamed for gross violations of international humanitarian laws, including killing, kidnapping, torture and extortion. In some cases, the armed opposition groups played the role of moral police and carried out execution of civilians in the most brutal ways for failing to comply with their diktat. Women and children are also the victims of societal violence including rape and molestation.

Many untoward incidents have happened in Manipur and human rights violation is a serious phenomenon in the state. It is hoped that proper human rights education need to be imparted in educational institutions of the state to inculcate the human rights related values. Recently, news was published in a local newspaper named "Poknapham" on 13th May 2013 about the direction of National Human Rights Commission (NHRC) to include Human Rights Education in School curriculum. The news reads as follows:

National Human Rights Commission (NHRC) is reported to have informed the state government to initiate integration of Human Rights Education into the existing curriculum of schools, colleges and university.

A letter directing the state to teach HRE in schools, colleges and university was sent to Manipur Chief Minister some days ago by NHRC Chairperson and former Chief Justice of India, Justice KG Balakrishnan. NHRC's instruction to the state aims at instilling knowledge of human rights into both students and teachers in fostering democratic values which is in line with its recommendation following a national conference held in Delhi last year, according to media reports.

The recommendation of NHRC has made human rights education obligatory for educational institutions in states and union territories of the country to be taught in their curriculum. The National Human Rights Commission has been making all out efforts in fulfilling the obligations entrusted to it under the Protection of Human Rights Act, 1993 to promote human rights literacy and awareness, it is said.

NHRC's instruction entails teaching of HRE at schools level by clubbing it with Right to Education (RTE) Act. By integrating HRE into school curriculum, it aims to imbibe thorough knowledge about human rights. This also requires meticulous training of teachers on the subject besides prohibiting ragging and corporal punishment of students.

It is said that in Kerala the state government is moving a step forward by employing a TV channel to impart understanding on human rights which would be beneficial for other states to follow suit.

Also, educational institutions are being directed to observe Human Rights Day under the banner of 'Human Rights Education and Training' for one full month from November 11 to December

10 every year. It is also reported that NHRC has also informed the state to introduce advance courses on human rights and scholarship/fellowship for research on human rights at college and university level.

It seems that National Human Rights Commission (NHRC) is giving importance to human rights education, particularly in the state of Manipur, perhaps with the hope of positive results in the issues of the state. This has implications for teachers of all levels in the state.

1.07: Human Rights Education in Manipur

Human Rights Education is acquiring greater importance in the changing national and global scenario in the wake of globalization. While it is opening up new possibilities for realization of creative human potential, there are very disturbing trends in the forms of violence including terrorism within and across the Nation States. The Governments are finding it increasingly difficult to cope with the complexity and magnitude of the problems. The society should have enough of democratic potential where people, particularly the youth, would play a positive role in facing the new challenges. This is possible only when the people, the younger people in particular, in all walks of life are sensitized and humanized so that they will be a part of the solution and not of the problem. Human Rights Education can create the necessary moral, intellectual, and democratic resources for this purpose. The ultimate overall vision of building a humane, participatory and democratic society has to be promoted and sustained. There is a serious attempt to structure the syllabi, introduction of foundation courses and fresh initiatives in the form of new courses in human rights. During nineties of the last century there was considerable importance given to this initiative. As part of this endeavor a number of universities and colleges participated in this programme.

Manipur Human Rights Commission (MHRC) was set up on June 27, 1998. The commission started its function on 10th December 1998, the 50th

anniversary of UDHR. The MHRC has embarked on a series of human rights awareness campaign. The commission has taken up the awareness campaign to fulfill one of its very vital functions of spreading human rights literacy among various sections of society as laid down in clause (h) of section 12 of the Protection of Human Rights Act, 1993. There are many Nongovernmental Organizations in the state working in the area. Those organizations have been trying to protect human rights and are conducting workshops, seminars, conferences, street plays etc. in different parts of the state.

Manipur university and 4(four) colleges which are affiliated to this University established the Centre for Human Rights and Duties Education under the XI Plan Guidelines for Human Rights Education of UGC. Manipur University has opened Six-month Certificate course on Human Rights and Duties Education since 2009 and recently, One year PG Diploma in Human Rights and Duties Education also has been opened since 2011. S. Kulla Women's College, Nambol, is offering Graduate (BA General) course and six-month Certificate course in Human Rights and Duties Education since 2009, three-month course in Foundation course on Human Rights and Duties since 2011 and six-month certificate course in Human Development since 2011. Besides, UGC approved six-month certificate courses in Human Rights and Duties Education are being offered by four more colleges in the state named as Modern College, Imphal, Oriental College, Imphal, Kakching- Khunou College, Kakching Khunou and Damdei Christian college, kanglatombi.

State Council of Educational Research and Training (SCERT), Manipur has introduced a paper on 'Peace and Human Rights Education' as an elective subject in the revised syllabi of Pre-Service Elementary School Teachers training since 2007. However, there is no such paper in the B.Ed. course of the lone University of the state i.e. Manipur University. Moreover, some topics related to human rights are added to the school syllabi of Manipur Board. The objective of inclusion of Human Rights components in the Pre-Service Elementary School

Teachers training is to develop awareness among the prospective teachers about the problems of the society, understand the importance of value education and responsibility towards the neglected sections of the society, to develop positive attitudes and to empower them for handling the contents of school syllabi related to human rights in befitting way. In brief, the purpose is to empower the prospective teachers in terms of their knowledge, skill, attitude and confidence on human rights education. Programmes are also being conducted to empower the teachers already in-service.

1.08: Research Position on Human Rights Education

Human rights education is a recent area of research. Researches on value education, moral education and peace education are related to Human rights. As regards research position in these areas in India one can well visualize going through the Survey Books of Research in Education, published by M. S. University, Baroda and NCERT, New Delhi since 1974. In the first, second, third and fourth Survey of Research in Education 731, 839, 1481 and 1652 research studies had been surveyed but there was no specific section devoted to this area due to lack of research studies related to value. One can hardly get few studies directly or indirectly related to value/moral education in these four survey reports presented in different sections. It was only in the report of 'Fifth Survey of Educational Research (1988-1992)', which has reviewed 31 research studies directly or indirectly related to moral education, a separate section (22) was devoted for reporting of research studies on moral education along with Art and Aesthetic education. Out of 31 studies reported in the Fifth Survey of Educational Research five were M. Phil dissertations, nineteen were Ph. D. thesis and seven were independent studies conducted during 1988 and 1992 as reported by Arati Sen (1997, 393-417), the contributor of the section "Moral, Art and Aesthetic Education" to Fifth Survey of Educational Research. A separate section (7) also had been devoted for value education in the 'Sixth Survey of Educational Research (1993-2000)'. Swadesh Mohan (2007, 448), the contributor to value education in the 'Sixth Survey of Educational Research' had reported 78 citations

on value education out of which 22 were Ph. D. works, 11 were institutional/independent studies and 45 were journal articles.

Arati Sen (1997, 401), the contributor of the section “Moral, Art and Aesthetic Education” to Fifth Survey of Educational Research remarked: *“not more than 10% of the universities in India are interested in conducting research work on moral education”*. Swadesh Mohan (2007, 448), the contributor to value education in the ‘Sixth Survey of Educational Research’ has also expressed about inadequacy and gaps in researches in the area in our country. This highlights the fact that value/moral education has attracted the attention of researchers in India only recently. Human rights education has not yet received proper attention of researchers.

The investigator found certain studies conducted in India and the reports of the researches who have reviewed the studies. The findings of the studies would be presented in chapter II. Except Pandey (2007), none has focused on teachers’ empowerment. Pandey studied the human rights awareness of teachers and teacher educators attending in-service programmes in NCERT. It was found that no researcher has done research work on teachers’ empowerment in human rights education in Manipur.

1.09: Rational of the Study

Human Rights and their protection have been a burning social issue since time immemorial. Human Rights are still violated in one form or the other by state authorities, members of the family, community, etc. Hue and cry of the people against the violation of human rights has become a serious phenomenon all over the globe. As such education has been chosen as the appropriate means to create awareness and to provide education on human rights among the people. Human rights education has now become a big challenge of the persons concerned with education.

India is a country having people of multiple diversities. It needs creation of a strong and pro-active human rights community and it can be achieved through a well thought out programme of education. The task of human rights education ought to be focused at two distinct levels i.e. imparters (teachers) and receivers (students). For the receivers provisions are to be made in curricular and co-curricular activities. But for effective transaction of human rights education proper training of teachers is very important. The teachers are required to be empowered with proper knowledge, skills, methods, attitude etc. so that they will be confident to disseminate human rights education to their students.

Human rights Education is to be imparted at all levels of education i.e. primary to higher. However, it is more important to be dealt at primary and secondary levels of education due to the importance of the periods. Besides, secondary education is the terminal stage of education for many. In fact, each and every developmental effort of the society starts from the grass root level. The present researcher was of the view that such a challenging task can never be easily undertaken without the empowerment of prospective primary and secondary school teachers as the right persons concerned at the grass root level of education. The researcher identified the primary and secondary stages of education in the state of Manipur as the area of her study related to human rights education.

The rationale behind the selection of the state of Manipur as the specific area for the present study was that Manipur had been highlighted for large scale violation of human rights. Further the state was declared a disturbed area and the Armed Forces Special Power Act, 1958 was imposed in it in eighties. Sometimes innocent people were being victimized. Such a scenario tremendously influenced the present researcher to undertake the study related to human rights education in Manipur.

Everybody wants a social order where a citizen may enjoy his freedom and liberty and get respect and dignity for his work and service, where no reason to fear is, where he can get a helping hand at the time of distress and where there is

absolutely no violation of human rights. But Manipur is quite different from it. The present scholar, being a native of Manipur, felt that due to violation of human rights in the state there was strong discontentment among the people. If the problem would to be solved for all times to come, it would have to be done through development of proper awareness about human rights among the tiny tots, who are the future of the state. There was an urgent need to impart human rights education to make people literate on human rights, which also stands true today. In the formal sector it should be properly transacted to inculcate right attitude and way of life with the future citizens of the state. Teachers being instrumental for transaction of any kind of education are required to be empowered with knowledge, skill, attitude and confidence to transmit human rights education.

Relating to the status and success of human rights education in the state of Manipur the following broad questions were raised:

- I. Are there adequate components related to human rights education in the text books of classes' I-X?
- II. Are there adequate contents in the syllabi of DIETs and CTEs related to the human rights education?
- III. Are the prospective primary and secondary school teachers being empowered in terms of knowledge, skill, confidence and attitude for transaction of the human rights education during their training?
- IV. Are the in-service primary and secondary school teachers empowered in terms of knowledge, skill, confidence and attitude for transaction of the human rights education?
- V. What is the degree of empowerment of prospective and in-service primary and secondary school teachers in terms of knowledge, skill, confidence and attitude for transaction of the human rights education?

1.10: Statement of the Problem

There are eight District Institutes of Education and Training (DIETs) in Manipur. All are being managed by the Government of Manipur and are affiliated to the Manipur Board of Secondary Education. These institutes prepare the prospective teachers for primary education. Manipur has also six colleges of Teacher Education (CTEs), out of which one is being managed by the Government of Manipur and the rest five are being managed by private bodies. All the six colleges of teacher education are affiliated to the Manipur University. These institutions prepare the prospective secondary school teachers. Further there is one training college for training of teachers in Hindi.

For the success of Human Rights Education in our country, research support should be available. Though many conceptual articles have been published in different journals and books, there is dearth of empirical studies in this area. To get the answers to the questions raised in the preceding section empirically, the following problem was undertaken for investigation.

EMPOWERMENT OF PROSPECTIVE PRIMARY AND SECONDARY SCHOOL TEACHERS ON HUMAN RIGHTS EDUCATION IN MANIPUR: STATUS AND CHALLENGES

1.11: Operational Meaning of the Key Terms Used

Different words have their different connotations according to their place of reference. In the present study the words which are used in the title of the topic have the following operational meanings. For dictionary meaning, the Concise Oxford Dictionary (2002), tenth edition is referred and meanings of the words appropriate to the contexts have been cited.

Empowerment: Empowerment is the noun of the verb empower. The dictionary meaning of ‘*empower*’ is “*give strength and confidence to*”.

Thus in the present study empowerment refers to strength and confidence developed through training. More specifically, it refers to the knowledge, skill,

attitude and confidence developed with the prospective teacher in their training institutions.

Prospective: Prospective is the adjective form of the noun prospect. The dictionary meaning of ‘*prospective*’ is “*expected or likely to happen or be in future*”.

In the present context prospective is used as the adjective of primary and secondary school teachers implying the future primary and secondary school teachers undergoing pre-service teacher training in DIETs and CTEs of Manipur.

In-service: The dictionary meaning of ‘*in-service*’ is when one is an employee.

In the present context in-service is used as the adjective of primary and secondary school teachers implying the employed primary and secondary school teachers.

Status: The dictionary meaning of ‘*status*’ is “*the position of affairs at a particular time*”.

Thus the present study context it refers to the position of affairs relating empowerment of future primary and secondary school teachers in DIETs and CTEs of Manipur for transaction of Human Rights Education.

Challenge: The dictionary meaning of the word ‘*challenge*’ as a noun is “*a demanding task or situation*”.

In the present context it refers to the demanding tasks needed in the DIETs and CTEs of Manipur in order to empower the prospective primary and secondary school teachers for effective transaction of Human Rights Education.

1.12: Objectives of the Study

1. To find out the components in the text books of classes’ I-X related to human rights education in Manipur.
2. To find out the co-curricular activities designed for transaction of human rights education in classes’ I-X in Manipur.

3. To find out the contents in the syllabi of DIETs and CTEs related to the human rights education in Manipur.
4. To study the degree of empowerment of prospective primary and secondary school teachers in terms of knowledge, skill, confidence and attitude for transaction of human rights education in Manipur.
5. To study the degree of empowerment of in-service primary and secondary school teachers in terms of knowledge, skill, confidence and attitude for transaction of human rights education in Manipur.
6. To compare the degree of empowerment of in-service primary and secondary school teachers and prospective primary and secondary school teachers in terms of knowledge, skill, confidence and attitude for transaction of human rights education in Manipur.
7. To compare the degree of empowerment of prospective primary and secondary school teachers undergoing training in the Government CTE and private CTEs in Manipur in terms of knowledge, skill, confidence and attitude for transaction of human rights education in Manipur.
8. To study the perception of principals, teacher educators and trainees of DIETs and CTEs of Manipur for better empowerment of prospective and in-service teachers in transacting human rights education.
9. To suggest measures for better empowerment of in-service and prospective primary and secondary school teachers in Manipur for effective transaction of human rights education.

1.13: Hypotheses of the Study

In relation to the above stated objectives, the following hypotheses were formulated:

1. There are components related to human rights education in the text books of classes' I-X in Manipur.

2. There are designed co-curricular activities relating transaction of human rights education in the text books of classes' I-X in Manipur.
3. There are contents in the syllabi of DIETs and CTEs related to human rights education in Manipur.
4. Through training, prospective primary and secondary school teachers in Manipur are empowered to transact human rights education in Manipur.
5. The primary and secondary in-service school teachers in Manipur are empowered to transact human rights education in Manipur.
6. There are differences in the degree of empowerment of primary and secondary school in-service teachers and prospective primary and secondary teachers in Manipur for transaction of human rights education.
7. There is difference in the degree of empowerment of prospective secondary school teachers undergoing training in the government CTE and private CTEs in Manipur for transaction of human rights education.
8. Principals, teacher educators and trainees of DIETs and CTEs of Manipur have perceptions for better empowerment of prospective and in-service teachers in transacting human rights education.
9. Suitable measures need to be taken for better empowerment of in-service and prospective primary and secondary school teachers in Manipur for effective transaction of human rights education.

1.14: Delimitation of Scope Enquiry:

Conceptually and geographically the study was delimited in its scope as follows:

1. It was limited to human rights education.
2. The study was primarily focused on the empowerment of primary and secondary school pre-service and in-service teachers to transact human rights education.
3. It was confined only to the state of Manipur.

4. For content analysis of the textbooks relating to human rights education, the textbooks prescribed by Board of Secondary Education, Manipur for classes' I-X were analyzed.

1.15: Plan of the Report

The report of the present study is organized in 5 (Five) chapters to facilitate a systematic presentation.

In chapter I the study is introduced. The genesis of Human Rights, genesis of human rights education, human rights education at international, national and at Manipur state levels have been discussed in this chapter. The research position on human rights education, rationale of the study, statement of the problem, meaning of key terms used and objectives and hypotheses of the study have also been presented in this chapter along with delimitation of the scope of enquiry.

Chapter II will be devoted for review of related literature. In this chapter the findings of the researches conducted will be presented.

The procedure adopted for the conduct of present study will be narrated in chapter III. The research approach, sources of data, population and sample, tools and techniques used, procedure of collection of data, organization of data and analysis of data will also be narrated in this chapter.

Chapter IV will be devoted for the Analysis and Interpretation of data.

In chapter V findings of the study will be presented and discussed. Educational implications, limitations of the study, suggestions for further study and an epilogue on the study will also be presented in this chapter. A brief summary of the study, list of References and Appendices will follow chapter V.

“A research project is not an isolated endeavour. Every research project should be based on all of the relevant thinking and research that has preceded it. When completed, it becomes part of the accumulated knowledge in the field and research that follow. For any specific project to occupy the place in the development of a discipline, the researcher must be thoroughly familiar with both previous theory and research.” (Fox David)

Researchers have to be up-to-date in their information about studies related to their own problems. References are to be made to similar studies and their evaluation too is to be made for benefit of the readers. Survey of related studies imply locating, studying and evaluating reports of relevant researches published as articles, encyclopedias, research abstracts, comprehensive books on the subject and manuscripts if any for the worthwhile study. In any field of knowledge the researchers need adequate familiarity with the works which have already been done in the area. The researchers have to build upon the accumulated and recorded knowledge of the past and draw maximum benefit from the previous investigations.

Thus review of related literature shows the real path to be pursued by the researchers to conduct their studies and locate problems which have remained unexplored in previous studies. McMillan and Schumacher (1993, 113) write:

Related literature is that which obviously relevant to the previous references to the theory and empirical testing of the theory; and studies of similar practices.

In relation to the present study, an attempt was made to go through the literature such as reference books, monographs, government records and publications, encyclopedia on education, research papers and national research abstracts on education, journals and magazines. It is worth to mention that human rights education is a recent phenomenon being emphasized since the last decade

of 20th century. Value education is a related concept of human rights education. The findings of studies on value education having bearing on human rights education and studies on human rights education are presented below in chronological order.

Pandya (1959) tried to consider the philosophical, psychological and practical values in education with a view to analyzing the concept and contexts of modern education and found that educational values were conditioned to time and culture, and they were not permanent. He found lack of understanding of the comprehensive aspects of educational values and opined that the reorganization of education with the core values as primary aims would bring harmony and poise in man's life. Pandya's study is significant in the sense that he is one of the few persons who first saw the need for understanding comprehensively values in education as 'primary aims'.

Bhowmick (1977) conducted a study on "the System of Moral training of students in Ancient India" and reported that the subject of moral training in ancient India had left a lasting impression on the minds of Indians, making them a peaceful and tolerant nation. The system of moral training in ancient India had practical bias and had a tremendous influence on the people, in moulding their character and developing their mind and body.

Patel (1979) conducted a study entitled, "A Study of the Prevalent Value System of the Secondary Teachers of the High School of South Gujarat" and reported the following findings:

- On social, political, economic and religious values the older teachers scored significantly higher than the younger teachers.
- On aesthetic and democratic values the younger teachers scored significantly higher than the older teachers.
- On theoretical, ethical, philosophical and scientific values there was no significant difference between these two groups.

- On religious and aesthetic values the female teachers scored higher than the male teachers.
- On political values the male teachers scored higher than female teachers.
- The rural teachers scored higher on social, political and economic values than the urban teachers.
- On aesthetic values the urban teachers scored higher than the rural teachers.

“A Study of Attitude Towards National Defence and Social values as Resultants of Socio-economic Status and Sex” was conducted by Adhikari (1981). The findings of the study were:

- The rural and urban boys of all groups of socio-economic status (high, moderate and low) were more or less similar in their social values.
- In case of rural girls a significant difference between high and moderate as well as between high and low SES groups was identified on social values.
- Rural boys of low and moderate SES groups had shown differences in their aesthetic and religious values but found to be almost similar in the area of political, theoretical and economic values.
- Rural boys of high and low SES groups differed only in the area of theoretical and aesthetic values while no remarkable difference in the area of social values was identified between high and moderate SES group rural boys.
- The difference between high and low SES group urban boys was found to be significant only in the area of theoretical values.
- Comparison of social values of rural girls and high and low SES groups as well as low and moderate SES groups had not shown any significant difference but a significant difference between moderate and high SES groups was found in their political values.
- Urban girls of high and moderate SES groups were found to be almost similar in all the five areas of social values where as a significant

difference between low and moderate and high and low SES groups was identified in the area of economic values.

Kumari (1981) conducted a study on “Personality Needs, Moral Judgement and Value Patterns of Secondary School Teachers- A Critical Analysis”. The findings of the study were:

- Male and female teachers expressed high preference for the theoretical values and affiliation need. The teachers of both the sexes expressed keen moral sense.
- Male teachers secured better points in the aesthetic, political and social values than the female teachers.
- Urban male teachers were more moral than rural male teachers.
- Urban female teachers preferred economic and social values; rural female teachers were aesthetic theoretical and religious.
- Rural female teachers had higher sense of morality than urban female teachers.
- Achievement and moral judgement were the dominant factors in the personality of male and female teachers. They wanted to get material success through socially defined means. Patel (1981) from his study conducted on the students of standard X and XI revealed the following findings.
- The girl students scored higher than the boy students on rational values. In religious values, higher income girl students scored higher than the higher income boy students.
- In scientific values lower income urban students scored higher than the higher income urban students.
- Students of both the sexes and both the standards scored high for moral value. However the lower income rural students scored higher than the lower income urban students.
- The girls scored higher than the boys on religious, moral and scientific values.

- On social, rational and moral values, students with lower income scored higher than the students with higher income.

Raj (1981) compared the attitudes and values of Ethiopian and Indian teachers and revealed that Ethiopian teachers were higher on theoretical, social and cultural values than Indian teachers. No significant difference between these groups of teachers was revealed on academic and aesthetic values. On religious values Indian teachers were found higher than their Ethiopian counterparts.

Zamen (1982) concluded from his study that among both urban and rural samples, religious values, were the strongest followed by moral values; the social values were the weakest. The mean scores on all the three values of the girls were higher than those of the boys. Community wise the mean scores on all the three values for Hindu group were higher than these for the Christian or the Muslim groups.

Goswami (1983) reported that teachers of post basic school were higher on theoretical, social and religious values than the teachers of ordinary schools, who were found to be higher on economic, aesthetic and political values than the teachers of the post basic schools. The girl students of post basic schools were found to be better on theoretical, religious and social values than the girls studying in ordinary schools and the girl students of ordinary schools were better on economic and aesthetic values than the girl students of post basic schools. The boys were found to be better than girls on economic, aesthetic and political values. The study further concluded that the post-basic schools provided a better atmosphere in schools to inculcate values than the ordinary schools.

Gupta (1984) studied the “Moral Development of School Children” and concluded that the children from aided and government schools differed significantly from each other in moral reasoning and it was in favour of the children of government schools. The children from co-educational schools were found to be better in moral reasoning than the children from non-co-educational schools. Girls were superior to boys in moral reasoning. Boys and girls, in the

study, of the same age, differed significantly at the age of fifteen and sixteen. Girls showed faster development in moral judgement, including reasoning.

Comparing the values of the students of Saraswati Sisu Mandirs and Public Schools, Kapoor (1986) reported that the students of Saraswati Sisu Mandirs had more respect for religious, social, democratic, knowledge and power values where as Public School students paid more regard to aesthetic, economic and health values.

Paul (1986) compared the value orientation of adolescent boys and girls and found that male adolescents were more striving for their ambition and excellence and more service oriented than female adolescents. The female adolescents were found to be more oriented to appreciating tidiness, more aesthetic in nature, conscious of being punctual and regular, more striving for harmony, love, sympathy, tolerance, peace and more oriented to sound character.

As already reported thirty-one studies have been conducted in the area of moral education during 1988-92 in India. The meta analysis of the findings of these studies led Sen (1997) to summarize as below:

- A significant positive relationship exists between intelligence and moral judgment. However there is contradiction.
- Moral education affects the growth of moral judgment. Here also, there are contradictory findings.
- The level of value awareness in all grades is poor.
- Significant relationships exist between moral values and age, sex, residential area and stream of study. For theoretical and social values, boys scored higher. Girls exhibited significantly higher scores in moral judgment. Moral judgment increases with age.
- No significant difference was found between moral judgement and socio-economic status.
- Moral judgment was found to be normally distributed.

- The value discussion model was found to be effective in terms of value clarification.
- Significant development was found in self-concept and self-acceptance treated through the value discussion model.
- A positive significant change was found in social and educational adjustment and classroom climate.
- Value inculcation through the value confrontation treatment lead to significant qualitative changes and significant qualitative improvement.

Khanna (1993) conducted a study with a view to comparing the students of teacher training stream with the students of general stream on the five values of truth, righteous conduct, peace, love and non-violence under similar environment. The study revealed that the teacher-training group has higher mean scores on truth and love than the general group. No significant difference is revealed between these two groups in the values, namely righteous conduct, peace and non-violence.

Singh (1993) conducted a study in order to find out the values of urban and rural colleges going male and female adolescents. The study revealed that in the theoretical and religious values urban male and female adolescents had significantly higher mean scores than the rural male and female adolescents. In social and aesthetic values rural male and female students were found better than the urban male and female adolescents. In political and economic values the differences were not found to be significant. The male adolescent students had got significantly higher mean score than those of female adolescents in theoretical and economic values. In social political values female adolescents had higher mean scores the male adolescents.

Vijaya (1996) attempted to study the value orientation of secondary school teachers and their attitude towards educational issues are found that professional and progressive values were on the top among the teachers' values followed by humanitarian, traditional and social values.

Bajpai (1997) attempted to evaluate the values in relation to locale and gender of high school students. The findings of the study were:

- Theoretical, economic, aesthetic, social and religious values were found to be significant on urban students in comparison to their rural counterparts. But on political values, the urban students were found to be non-significant as compared to the rural students.
- Economic, aesthetic, social and religious values were found to be significantly different on boy students in comparison to their girl counterparts. But on theoretical and religious values, the boy students were not significant as compared to their girl counterparts.
- It was found that the difference between mean scores of urban boys was in respect of value, i.e. theoretical, economic and aesthetic than that of rural boys. The mean score of the rural boys and that of the urban boys of these two groups were not significant for social and political values.
- Aesthetic and religious values were found to be significant on rural girls as compared to their urban counterparts. But other values, i.e. theoretical, economic, social and political were not found to be significant on urban as compared to their rural counterparts.

Srivastava (1997) conducted a study with a view to knowing “what pattern of value system today’s parents want their children to adopt and how it differs from the value patterns held by the elderly parents?” The study reported that despite modernization, the traditional values such as hard work and honesty are still highly regarded by the Indian parents and they want their children to adopt these qualities. The qualities which the parents did not approve included disobedience, laziness, stealing and arrogance. The mothers and fathers coming from diverse ecological background or economic status shared almost similar value preferences. The value preferences of grandmothers, however, were slightly at variance with those mothers and fathers.

Sudhir and Islam (1999) conducted a study on “Social attitudes and Values of College Students in Socio- Educational Perspective”. The findings were:

- College students accepted modern values and social attitudes.
- Female are more modern in their outlook than males.
- Muslim students were found to be traditional in their values and attitudes than Hindu students.
- Socio-economic status is positively related to modernity in values and attitudes of the college students.
- Science students were found to be more progressive and modern in their values and attitudes as compared to Commerce and Arts students.

Raut (1999) conducted a study on “ Personal Values of Secondary School Students of Orrisa in relation to their Sex, Socio-Economic Status and School Background”. The findings were:

- No significant difference was found among the students of Secondary Schools adopting the syllabi of B.S.E., Orrisa, C.B.S.E, New Delhi and I.C.S.E., New Delhi on personal values: Religious and power.
- The students pursuing the syllabi of B.S.E., Orrisa, have higher Social, Democratic, Family Prestige and Health values as compared to the students pursuing the syllabi of either of C.B.S.E., New Delhi or of I.C.S.E., New Delhi.
- The students pursuing the syllabi of B.S.E., Orrisa, have lower Aesthetic, Economic and Hedonistic values as compared to the students pursuing the syllabi of either of C.B.S.E., New Delhi or of I.C.S.E., New Delhi.
- The students pursuing the syllabi of C.B.S.E., New Delhi, have higher knowledge value as compared to the students pursuing the syllabi of either of B.S.E., Orrisa or of I.C.S.E., New Delhi.

- The students pursuing the syllabi of I.C.S.E., New Delhi, have higher Family Prestige value as compared to the students pursuing the syllabi of C.B.S.E., New Delhi.
- There is no significant sex difference among the students of Secondary Schools on any of the ten Personal Values.
- Socio-Economic Status is not significantly related with religious, Democratic and Hedonistic values of Secondary School students belonging to different groups based on Sex and School Background.
- Socio-Economic Status is positively and significantly related with Social value of B.S.E., Male, I.C.S.E., Male, I.C.S.E., Female, B.S.E., C.B.S.E., I.C.S.E., and only Male groups of Secondary students.

Sahoo (1998) in his article “Human Rights in Curriculum”, has discussed historical background of human rights, needs for human rights education, human rights in the curriculum at elementary and secondary school levels. He has mentioned that the elementary school children should be exposed to the concept of human rights. At the secondary stage, the students are matured enough to appreciate fully the significance of struggle for civics and political rights and for economic, social and cultural rights etc.

Saxena (2001) worked on “Human rights Education of Secondary School Children: A Study of the Problems and Prospects”. Among the total three hundred respondents, evenly divided among students and teachers of national capital territory region and belonging to the governmental unaided recognized schools, government schools and government aided recognized schools, the knowledge about fundamental rights in general and human rights in particular has been found to be unsatisfactory. Incorporating of human rights as a part of composite approach towards curriculum seems to be low on the priority of the respondents. Particularly worrisome is the lack of knowledge of recourse mechanisms in case of their rights being abused. Hence, the findings of the survey proved about inadequate knowledge of human rights, lack of interest and poor sensibility to human rights issues of secondary school children.

Gangaih (2002) in his study “Street Children and Human Rights: A case Study” examined the nature, causes and the problems of street children in Tirupati town of Chittoor District in Andhra Pradesh. The findings of the study were:

- Majority of the street children were Hindus (60 per cent), followed by Muslims (20 per cent) and Christians (7 per cent). Not known street children constituted 13 per cent.
- It was observed that bulk of the street children were from backward classes (53 per cent) and Scheduled Castes (26 per cent), and they two put together constituted 79 per cent, may be due to economic backwardness. Other castes and do not known comprised 21 percent.
- It was noticed that majority of the street children were in the age group of 11 to 15 years (53 per cent). 27 per cent of the street children were in the age group of 15 to 16 years and 20 per cent were in the age group of 5 to 10 years.
- The data revealed that 70 per cent of street children were illiterates and only 30 per cent of children had primary or secondary education.
- The reasons for leaving home were quite interesting. It was seen from the data that 40 per cent of children had left the home due to alcoholic parent attitude. 27 per cent of children had left the home due to step mother attitude. The other reasons like forced to work, forced to school and others constituted 33 per cent.
- Most of the street children were seen in the occupation of begging (34 per cent), 27 per cent of children were doing the work of bogie-cleaning. 19 per cent of children were found in the occupation of mechanic works and other works.
- It was noticed that almost all street children were habituated to bad habits like alcoholic drinking, drugs, gambling, smoking and other criminal activities.

- The study lead the researcher to conclude that the street children were deprived of their basic needs and amenities related to food, shelter, clothing, health, education and participation in public life.

Sethi (2002) conducted a study on “Refugees and Human Rights: A Case Study of India” and concluded that a common law on refugees was slowly evolving in state practices and conventions supported by human rights standards as mandated by the Constitution. Resettlement, Integration and Voluntary Repatriation were the three best possible solutions to the gigantic problem of refugees. He opined that Refugee Problem is a multi dimensional and global problem, which seeks an extensive and comprehensive solution. The notion of 'Karuna' must not be forgotten, as ultimately all of us have also seeked refuge on the mother earth.

Talwar (2002) conducted a study on “Violation of Human Rights by State: A Case Study of Custodial Violence in Delhi” and found that the growing political interference in the day-to-day working of police had turned the force into becoming the agents of the party in power and a part of the problem also lied in the aggressive enforcement of law and order as a quick-fix solution to the problem of rising crime, without tackling the root causes for the increase in crime. There had been a malfunctioning of our criminal justice system. The basic criminal law in the country was made up of the Indian Penal Code, the Code of Criminal Procedure, and the Evidence Act. And, due to the absence of proper supervision of the senior level officials, the junior level officials tended to violate the rights of the citizens.

Gangaiah (2003) reported the findings of his study on “Exploitation of Human Rights of Women: A case study of Domestic Women Servants” in Tirupati town of Chittoor District in Andra Pradesh that among the domestic women servants 64 percent were scheduled caste, 18 per cent were backward caste, 12 percent were other caste and 6 percent were scheduled tribe. Further 60 percent of domestic women were in the age group of 35 to 55 years, followed by

25 percent in the age group of 15 to 34 years. And the rest i.e. 15 per cent were in the age group of 56 and above years. Vast majority of women (65 per cent) were illiterates. Only 25 percent of women had primary education and another 10 percent of women had secondary education. 100 percent of women were engaged in the nature of works like cleaning vessels, house sweeping, cleaning cloths, bringing drinking water, and taking children to school, etc.

Gangaiah (2003) reported the findings from his study entitled “Exploitation of Child Labour: A Case Study” that 69 percent of child labour was in age group of 13-15 years, followed by 23 percent in age group of 11-12 years. Only 8 percent of child labour was found in the age group of 5-10 years. 71 percent of child labour were illiterates i.e. the right to education is denied. 20 percent of child labour had primary education and 9 percent had secondary education. 33 percent of child labour was due to poverty, followed by 27 percent due to debt and financial positions of the family. 24 percent became child labour due to large size of family with low levels of income. 16 percent of child labour was due to forced work.

Panda (2004) in her article “Human Rights Education in Schools- Perspective and Challenges” had taken stock of policies and programmes of human rights education (HRE) in schools and had analysed the content, methodology and the role of teachers in imparting human rights education for children in schools. It had been emphasized in the article that teachers need to be given training on content as well as pedagogy, material preparation, curriculum development as they have to be role models in the whole human rights education process. It is now widely accepted that the most effective way to improve the quality and effectiveness of education programme for human rights is to reach teachers and teacher educators. They should be equipped with knowledge, skills and understanding to inculcate human rights as part of their teacher education courses both pre-service and in-service.

Naidu and Ramaiah (2005) in their article entitled “Child Labour and Human Rights- A Case Study” revealed that majority of child labourers belong to backward castes, scheduled castes and scheduled tribes. Regarding the age composition a minimum of 4.17 percent child labourers were in the group of 6-8 years and maximum of 45.83 percent of child labourers were seen in the 12-14 age group. Education is taken as secondary by backward class, scheduled tribes and scheduled castes. Poverty was found to be the most important reason for non-schooling and dropouts among the child labourers

Vijaykumar and Namasivayam (2005) in their article entitled “A study on Child labour in Hotel Industry (With Reference to Madurai City, Tamil Nadu)” revealed that majority of the parents of child labourers had completed 40 years of age. Parents who had more number of female children sent their male child for employment in hotel industry. It was further ascertained that most of the parents of child labourers were illiterates and children without mothers and those who had got stepmothers were forced to send the children to seek employment in hotel industry.

Lalmanmawia (2006) conducted a study entitled “Perspective on Human Rights in Mizoram: An Empirical Study”. This study was conducted in Mizoram Context. The researcher reported that the fundamental freedom and individual dignity enshrined in the Indian Constitution did not get proper places. Reports of rape cases, broad daylight robbery and killings, abductions and kidnaps, violation of individual freedom, alleged corruption cases were alarming. The cumulative effects of the capitalist path of development which brought the decay of egalitarian society that opened chances of social stratification on the bases of income, land possession, social status; paving the way for decline of close knit homogenous society. The new economic policy was found unfriendly to the tribal society like Mizo. Only a few ruling propertied classes were reaping the fruits of development yet majority population were deprived chances of improvement. State intervention in every developmental programme had been on the decline whereas market led development benefiting the advantageous section of the

society had been on maximum growth. In such a situation problems like unemployment, lack of proper development for rural people comprising around 80 percent of the total population of Mizoram, lack of medical facilities for neglected class, denial of gender equality, and a growing gap between the rich and the poor etc., were obvious in Mizoram. Under this circumstance, enjoyment of human rights enshrined in various international human rights instruments in general and the rights enshrined in the Constitution in particular were still a distant dream.

Dev, Sharma and Lahiry (2007) reported a study entitled “Human Rights Education in Indian Schools” in which the sample was drawn from seven states and one union territory of our country involving 2039 secondary school students (1060 male and 979 female). The study revealed that:

- The general familiarity of the students with human rights was nearly universal with the main sources being the school followed by the media. There were on the whole a general familiarity and a general positive attitude in terms of values and attitudes to human rights issues but this was not necessarily based on knowledge of human rights documents except of some aspects of Indian Constitution.
- The recognition of situations involving violation of human rights was generally low except where the situations involved gross economic deprivation and more particularly when the situation concerned not being, able to go school. The non-recognition of violations in situations involved civil and political rights required to be particularly noted.
- Human rights teaching took place in almost all schools, mainly through Social Science/ Social Studies (History and Civics) curriculum and it did not seem to be receiving adequate importance. The place of activities for human rights was also limited with even lower importance given to the group work, projects and research/library work. The participation in activities relating to human rights outside the classroom and outside the school was very low.

- The most important materials used for teaching human rights were the textbooks, newspaper clippings and country's Constitution with very little use in UN documents.
- The situation with regard to the exercise by students of their human rights, including the right to freedom of expression, seemed to be generally very unsatisfactory.
- There was a general dissatisfaction with adequacy of efforts made by teachers and school authorities in promoting understanding of human rights.
- Female respondents almost invariably showed a higher level understanding than male respondents.

Pandey (2007) conducted a study entitled "Human Rights Awareness of teacher and Teacher Educators: An Investigation". The investigator investigated sixty five teachers and teacher educators at different levels of school curriculum following incidental sampling technique and using a Human Rights Awareness Questionnaire (HRAQ) developed by the investigator for collecting data. It was found that teachers generally lack the awareness of even basic human rights concepts, which were integrated in various textbooks of primary schools of the country and also taught in the teacher education institutions. The findings suggested that the integrated model of providing human rights education had not fully succeeded in equipping the teachers with awareness and pedagogical skills to identify the hidden agenda of the curriculum and bring it to the surface, or positively interpret various issues of the school syllabus to promote Human Rights among students.

Pandey & Singh (2008) conducted a study to compare the attitude of undergraduate students of different levels of human rights understanding towards environment. The study revealed significant differences in the attitude of the undergraduate students of different levels of human rights understanding towards environment. It was found that high levels of human rights understanding promote positive attitude towards environment.

Singh (2009) in his article “Human Rights Education and Teacher Education Curriculum” had discussed about the human rights education in Indian context. Teaching of Human Rights and Teacher Education, Pre-Service teacher education curriculum, In- Service teacher education curriculum and education of teacher education were focused in the article. He had stressed that teachers need to be provided training about the contents and pedagogy of human rights. He had also mentioned that the teaching of human rights would require the teachers to play the role of a facilitators, active partners, researchers and curriculum developers etc. He concluded that the teachers should be masters of human rights education with in-depth knowledge about human rights, required teaching skills and practice of human rights in society. For this purpose it was recommended for the introduction of human rights education at all levels of teacher education.

Muhindro (2010) conducted a minor research project on “Human Rights and Election in Conflict Zone (An empirical study on Hill Districts of Manipur 1995-2007)”. The study found that in the armed conflict states like Manipur, election was not free and fair which was evident by various appearances of electoral trend on the eve of election where different proscribed groups interfere in the electioneering process though the boycott was another matter. Most of the people even including civil societies and political elites seemed to consider violation of electoral rights in the course of armed conflict as normal order of the day influenced by circumstances. On the other hand, election in the hill areas was based on the communal lines and most of the electorates favoured their community candidates. Though the government took up security measures to ensure electoral rights, it could not secure free and fair election as lots of psycho-fear developed in the minds of electorates. Most of the candidates both hill and valley have their own forces which was quite open that even in the assembly the matter was discussed. Political assassinations were also appeared in different stages of election.

Muhindro (2011) conducted a minor research project on “Human Rights and Armed Conflict: An Experience in Manipur in Contemporary 2000-2007”.

The study revealed that since the day when Manipur was annexed in the most undemocratic way, the people of the state had been struggling to regain the lost sovereignty. This was the genesis of political unrest and subsequent armed conflict in the state. The root cause of conflict could be attributed to, in addition to forced annexation, the economic backwardness as well as the political alienation of the people of the state.

An analysis of the research studies and articles cited in this chapter reveals that human rights education has been given a back seat by researchers in our country. It is due to the fact that human rights education is a recent area and it has vast scope. Studies are found on street children, child labour, women helpers, custodial violence, refugee, gender discrimination, conflict and education. In the area of education two studies were found dealing with curriculum, two studies were on secondary schools and one study was found on teachers' and teacher educators' awareness. Besides, the article of Panda (2004) had discussed the theoretical Perspective of human rights education in India. Dev, Sharma and Lahiry (2007) had attempted to evaluate the general awareness of secondary school students of our country on human rights education. The only empirical study conducted on teachers' and teacher educators' was by Pandey (2007), which was intended to assess their awareness, had the following limitations as expressed by the researcher himself.

It is noteworthy to clarify here that the results obtained have very limited generalization capacity due to limited number of teachers and teacher educators included in the study, and also because any generalization needs the rigor of tool construction and sample selection. The study did not follow these requirements since the objective of the study was to conduct a quick survey of the awareness level of those who are considered to be facilitators of human rights in their classrooms. The study, however, has succeeded to a considerable extent in achieving this objective as it has been found that teachers generally lack the awareness of even basic human rights concept, which are integrated in various textbooks of the primary schools of the country, and also taught in the teacher

education institutions. The findings also suggest that the present integrated model of providing human rights education has not fully succeeded in equipping the teachers with awareness and pedagogical skills to identify the hidden agenda of the curriculum and bring it to the surface, or positively interpret various issues of the school syllabus to promote human rights among students.

Thus it can be concluded that there is dearth of research studies which would strengthen human rights education in our country. Moreover, the present researcher did not find any study on students, teachers and teacher educators in the state of Manipur.

This chapter is divided into seven sections (i.e. 3.00 to 3.06). It describes the plan and procedure adopted for the conduct of the study. The section 3.00 describes research approach and section 3.01 deals with the sources selected for the collection of data. Population and sample of the study is described in section 3.02 followed by description of the tools and techniques used for the study in section 3.03. In sections 3.04, 3.05 and 3.06, the procedure followed for collection of data, organization of data and plan of analysis of data are narrated respectively.

3.00: Research Approach

To decide about the research approach is important on the part of the researchers in conducting any research work, which they would use in dealing with their research problems. Research approach is utmost important in a research processes. It describes the various steps of the plan of attack to be adopted in the research process.

The present study is primarily intended to assess the empowerment of prospective and in-service primary and secondary school teachers on human rights education in Manipur. Empowerment implies their knowledge, skill, confidence and attitude in transacting human rights education. Therefore, descriptive survey approach is followed for the present study. The study is a mixed type i.e. both qualitative and quantitative in nature.

3.01: Sources of Data

Researchers are required to collect data from appropriate sources, may be primary or secondary or both, keeping the objectives and hypotheses of their study. In order to fulfill the objectives of the present study, the following sources were considered to be appropriate for collection data.

- i. Primary Sources:** The following Primary sources are considered to provide required data for the study.
 - a. Prospective Primary School Teachers:** The trainees who are undergoing training in the DIETs of Manipur are supposed to enter into

teaching profession. The level of empowerment of the trainees to transact human rights education through the training needs to be judged. As such they were considered to be important primary sources for this study.

- b. In-Service Primary School Teachers:** Human rights education at the primary school level largely depends upon the empowerment of teachers. The level of empowerment of the in-service teachers to transact human rights education is also required to be judged. As such they were also considered to be important primary sources for the study.
- c. Prospective Secondary School Teachers:** The trainees who are undergoing training in the CTEs of Manipur are supposed to enter into teaching profession at the high school level. How far the trainees have been empowered through the training to transact human rights education need to be judged. As such they were considered to be another category of important primary source for this study.
- d. In-Service Secondary School Teachers:** Human rights education at the secondary school level largely depends upon the empowerment of teachers. How far the teachers serving in the secondary schools of Manipur are empowered to transact human rights education need to be assessed. As such they were considered to be important primary sources for the study too.
- e. Principals of Teachers' Training Institutions:** Principals of the training institutions, DIETs or CTEs, occupy key positions and the success of any educational programme in their institutions depends largely upon their leadership, and organizing and supervising capacity. Moreover their long associations and experiences are considered to be a great importance for the study. Principals of DIETs and CTEs of Manipur are considered to be another category of primary source for assessment of existing human

rights related training programmes and practices in their institutions and for further improvement.

- f. Teacher Educators:** In the process of empowering trainees in the training institutions the teacher educators play vital role. The perception of the teacher educators of DIETs and CTEs regarding the present human rights related curricular and co-curricular activities and the way it is transacted need to be assessed. Their suggestions for further improvement are also considered to be important. For this purpose teacher educators of DIETs and CTEs were considered to be valuable sources for providing data.

ii. Secondary Sources:

- a. Syllabus:** Syllabus refers to the content of what is to be taught and the knowledge, skills and attitudes which are to be deliberately fostered. The syllabi of DIETs and CTEs were considered to be important for analysis of their contents.
- b. Text Books:** The present day classroom practices are, in almost all schools of the country, totally dominated by the textbooks. Hence the textbooks of classes' I-X were considered to be important secondary sources for content analysis.
- c. Official Reports, Records and Documents:** The reports of the UN, different committees and commissions, National and State survey reports, books and journals on human rights and human rights education and official records, internet, published and unpublished documents are major sources that are of utmost importance for any research. For the present study these sources are also considered important.

3.02: Population and Sample

In education and other social science researches, the appropriate techniques for sampling have been increasingly used to get information necessary about a specific population during recent years because it is very difficult for a researcher to collect information about the whole population (target population). It is possible to draw a representative sample from the population using appropriate sampling techniques so that the inferences drawn from a study can be safely extended to target population.

The present study is focused on Empowerment of Prospective Primary and Secondary School Teachers on Human Rights Education in Manipur. Therefore all the prospective primary and secondary school teachers undergoing training in DIETs and CTEs of Manipur and also the in-service primary and secondary school teachers in the state constitute the population of the study. There are eight District Institutes of Educational Training (DIETs) in Manipur and all the eight DIETs are managed by government of Manipur. Thus all the trainees of the eight DIETs comprise one category of population of the study i.e. prospective primary school teachers. Similarly all the teachers working in the government primary schools in Manipur constitute the in-service primary school teachers' population. There are five Private Colleges of Teacher Education and one Government College of Teacher Education in Manipur besides one Hindi Teachers' Training College by the session 2011-12. Since the Hindi Teachers' Training College is of special nature it was not targeted. The trainees of all the six Colleges of Teacher Education (CTEs) comprise another category of population of the study i.e. prospective secondary school teachers. Further, all the teachers working in the government secondary schools in Manipur constitute the in-service secondary school teachers' population. The rationale for not including teachers of private schools are that such schools are being run by different NGOs and they follow different syllabi such as Manipur State Board, CBSE and ICSE. Further in such private schools retention of teachers is less. Besides the prospective and in-service primary and secondary school teachers, all the principals and teacher

educators working in all the DIETs and CTEs of the state constitute a different category of population.

In order to draw a representative sample, four DIETs out of the eight DIETs were selected randomly. Further 100 trainees were randomly selected from the four DIETs to represent the prospective primary school teachers. 100 in-service primary school teachers were randomly selected from the nearby schools of the selected DIETs to represent the in-service primary school teachers for the study. For the sample of prospective secondary school teachers it was decided to include the lone government CTE and two private CTEs out of the five. Thus along with the government CTE, two private CTEs were randomly selected for this study. Further 100 trainees were randomly selected from the three selected CTEs to represent the prospective secondary school teachers. From the secondary school in-service teachers' population, 100 in-service secondary school teachers were randomly selected from the nearby schools of the selected CTEs. The sample of prospective and in-service primary and secondary school teachers were selected irrespective of their gender. Beside, all principals and teacher educators of the eight DIETs and six CTEs were included in the sample since their numbers were limited. However, finally responses from seven principals of DIETs, five principals of CTEs, fifty (50) teacher educators of DIETs and fifty (50) teacher educators of CTEs were received. Thus the total sample of the study was comprised of one hundred prospective primary school teachers, one hundred in-service primary school teachers, one hundred prospective secondary school teachers, one hundred in-service secondary school teachers, seven principals of DIETs, five principals of CTEs, fifty teacher educators of DIETs and fifty teacher educators of CTEs. The list of DIETs and CTEs in the state of Manipur are given in Table 3.01. The institutions with star marks (*) are included in the sample of the study. Category wise sample of the study is given in table 3.02 and is depicted in Figures 3.01 and 3.02.

Table 3.01: The list of DIETs and CTEs

Sl. No.	List of DIETs	List of CTEs
1.	DIET, Chandel	Danamanjuri College of Teachers' Education, Imphal <i>*(Govt.)</i>
2.	DIET, Churachanpur	Kanan Devi Memorial College of Education, Pangei <i>*(Pvt.)</i>
3.	DIET, Imphal*	Rajkumari Sanatombi College of Teacher Education, Imphal <i>(Pvt.)</i>
4.	DIET, Kakching*	The institute of Rural Education (IRE), Wangjing <i>(Pvt.)</i>
5.	DIET, Moirang*	Thokchom Ibotombi Institute of Teacher Education and Training, Bishnupur <i>*(Pvt.)</i>
6.	DIET, Senapati*	Trinity College of Teachers Education, Koirengi <i>(Pvt.)</i>
7.	DIET, Tamei	-----
8.	DIET, Ukhrul	-----

Table 3.02: Category Wise Sample of the Study

Sl. No.	Category	Number
1.	Prospective Primary School Teachers	100
2.	In-Service Primary School Teachers	100
3.	Prospective Secondary School Teachers	100
4.	In-Service Secondary School Teachers	100
5.	Principals of DIETs	7
6.	Teacher Educators of DIETs	50
7.	Principals of CTEs	5
8.	Teacher Educators of CTEs	50

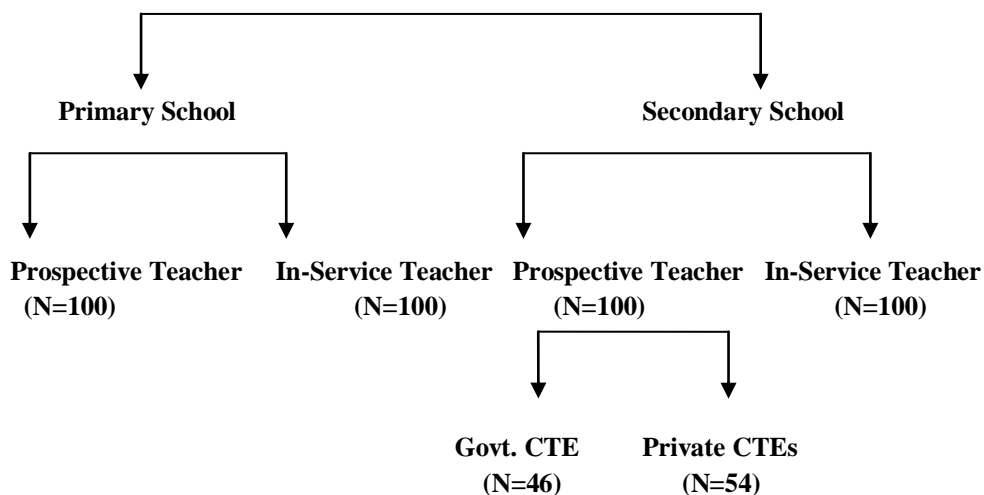


Figure 3.01: Sample of Prospective and In-service Primary and Secondary School Teachers

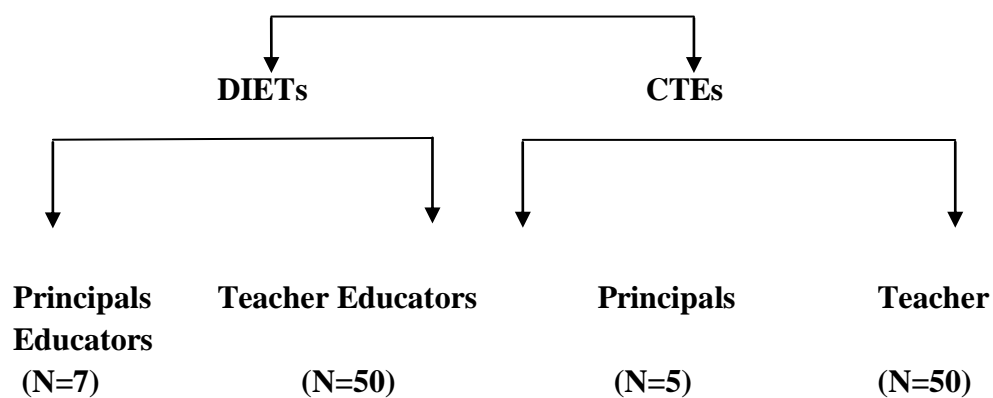


Figure 3.02: Sample of Teacher Educators and Principals of DIETs and CTEs

3.03: Tools and Techniques used

Every researcher requires data gathering tools or techniques which may vary in their complexity, design, administration and interpretation. Each tool/technique is appropriate for the collection of certain kind of data. To debate on the superiority of one over the other is like to argue on which tool of the carpenter is better “A hammer or a handsaw?”. Like the tools in the carpenter’s chest, each is appropriate in a given situation. The researchers have to select from the available tools, which can help in collecting the relevant data that they require for the study. In some situations, the researchers may find that the existing research tools do not suit their purpose. In such cases, they have to construct their own.

For the present study no readymade tool was found suitable. Keeping the characteristics of the sources and objectives of the study in view, it was decided to develop and use questionnaires as the tools for data collection.

Questionnaire as a technique and tool of data collection is not only popular but widely used. Mouly (1964, 238) writes:

Probably no instrument of research has been more subject to censure than the questionnaire. Yet it continues to be the most used-and the most abused-instrument in educational research as both graduate students and professional agencies continues to rely on it.

Further, Mouly (1964, 238) writes on the weaknesses and strengths of the questionnaire:

Today its weaknesses and limitations as well as its strengths are more clearly recognized, and a more serious attempt is made to limit its use to situations where it is appropriate. It is recognized, that its weaknesses are not insurmountable. The problem is one of deciding when it is appropriate to use it- for instance, in preference to the interview or the experiment- and then of ensuring that it meets acceptable levels of adequacy. In other

words, the questionnaire has definite advantages which must be weighed against its disadvantages, and its validity must be considered in the specific case.

As such the following tools were developed by the investigator for collection of data for the study.

- I. Questionnaire on Empowerment of Primary School Teachers(prospective and in-service) in Human Rights Education
- II. Questionnaire on Empowerment of Secondary School Teachers (prospective and in-service) in Human Rights Education
- III. Questionnaire for prospective and in-service primary and secondary school teachers on improvement in human rights education in teachers' training institutions
- IV. Questionnaire for principals and teacher educators of DIETs and CTEs on improvement in human rights education in teachers' training institutions

A brief discussion of the procedure followed for development of each of the above tools is made in the following pages.

i. Development of Questionnaires on Empowerment in Human Rights Education

It was decided to develop two questionnaires for assessing the degree of empowerment of both prospective and in-service school teachers, one for primary level and the other for secondary level, in terms of their knowledge, skill, confidence and attitude which are considered to be the essential components of empowerment.

Though attitude as a component of empowerment is to be assessed, no scaling procedure like that of Likert or Thurstone was followed keeping the nature of the components in view. The attitude component was also assessed with direct questions with simple alternative response form of items. In this context Edward (1957, 3) writes:

It might seem logical to assume that if we want to know how individuals feel about some particular psychological object, the best procedure would be to ask them. Direct questioning may, indeed, be satisfactory for some purposes.

Further Edward (1957, 3) writes:

Only when the social atmosphere is free from felt or actual pressures toward conformity might we expect to obtain evidence about a person's attitudes by means of direct questioning.

Moreover scaling (like Likert or Thurstone type) largely depends upon the characteristics of the subjects besides the context. Thus keeping the nature of the components and characteristics of the subjects in view it was decided to use multiple choice type items for the knowledge and skill components and to use alternative response type of items for confidence and attitude components. Scoring of the items was done with interval scale like other tools measuring human behavior.

Initially 55, 30, 10, and 33 items were prepared for knowledge, skill, confidence and attitude components of empowerment respectively. After the items were written and reviewed by the investigator and the supervisor, preliminary drafts were prepared. The preliminary drafts of the two empowerment questionnaires were given to 13(Thirteen) Professors/Associate Professors/Readers of different departments of Education, Psychology, Social Work, Political Science and Public Administration of Mizoram University for their comments and suggestions on direction, ambiguity in items, language difficulty, adequacy and technical defects. On the basis of the comments and suggestions received, improvements were made in the items for the final versions of the questionnaires. In the final versions of the questionnaires 95 items were retained out of which 42, 18, 10 and 25 were on knowledge, skill, confidence and attitude components respectively. Though the items on skill, confidence and attitude were common for both primary and secondary prospective as well as in-service school

teachers, there were variations in the knowledge component meant for primary and secondary school teachers. Out of 42 items in the knowledge components, 29 items were common and 13 items were different. The 13 items were made different keeping the level, objectives, and course content at the two levels in view. Test-Retest reliability coefficients of the two questionnaires were established administering with 48 trainees of one DIET and 57 trainees of one CTE. The reliability coefficients for primary school teachers and secondary school teachers were found to be 0.83 and 0.86 respectively on the composite scores. As such the questionnaires were found to be reliable. Copies of the empowerment questionnaires for primary and secondary level school teachers are appended in Appendix-A and Appendix-B respectively.

ii. Development of Questionnaires for prospective and in-service primary and secondary school teachers and principals and teacher educators of DIETs and CTEs

Questionnaires were felt to be required for getting feedback from prospective and in-service primary and secondary school teachers and principals and teacher educators of DIETs and CTEs relating to proper training of teachers on human rights education. Initially 35 items were prepared. Subsequently the items were reviewed by the investigator and the supervisor, and the preliminary drafts were prepared. The preliminary drafts of the questionnaires were given to 13(Thirteen) Professors/Associate Professors/ Readers of different departments of Education, Psychology, Social Work, Political Science and Public Administration of Mizoram University for their comments and suggestions on direction, ambiguity in items, language difficulty, adequacy and technical defects. On the basis of feedbacks 26 alternative response type items, each having two suggested responses in terms of 'Yes' and 'No', were retained for getting suggestions of prospective and in-service primary and secondary school teachers, principals and teacher educators of DIETs and CTEs for better empowerment of teachers through training institutes in transacting human rights education. Though the items were same in both the questionnaires, there were little variation in the titles and directions of the two questionnaires. Since the items were same for all

categories of respondents, reliability of one questionnaire meant for primary school teachers was established through Test- Retest method administering with 48 trainees of one DIET. The reliability coefficient was found to be 0.88. As such the two questionnaires were found to be reliable. Copies of the two questionnaires are appended to Appendices- C and D.

3.04: Data collection

Data collection is essentially an important part of research process. For the present study, data were collected through personal visits to the selected DIETs, CTEs and schools and through personal approach to the selected subjects. For content analysis of the text books of classes' I-X, the text books prescribed by Board of Secondary Education, Manipur were collected. Further for the analysis of the syllabi of DIETs and CTEs, the syllabi prescribed by SCERT, Manipur and Manipur University were collected.

3.05: Organization of Data

Keeping the objectives of the study in view data collected through different sources were organized. Content analysis of the text books of classes' I-X, and syllabi of DIETs and B. Ed. were done. The data collected from prospective and in-service primary and secondary school teachers through empowerment questionnaires were organised component wise and are presented for the four groups in appendices E1 to E4. The feedbacks received from prospective and in-service primary and secondary school teachers, principals and teacher educators of DIETs and CTEs were organized item wise for the 26 items on improvement of human rights education.

3.06: Analysis of Data

The data were analyzed both qualitatively and quantitatively. For quantitative analysis, descriptive statistics like frequency, percentage, mean and standard deviation were used. Further t- test was used for the purpose of comparison between different groups of teachers.

This chapter deals with analysis of data collected from different sources as described in the preceding chapter and their interpretation according to the first eight objectives of the study stated in chapter-I. Suggestions for better empowerment of in-service and prospective primary and secondary school teachers in Manipur for effective transaction of human rights education, which was the ninth objective of the study, will be presented in chapter V. As such this chapter is divided into five sections pertaining to the first eight objectives. Section 4.00 is devoted for Content Analysis of the Text Books of Standard I-X in order to trace human rights education related contents and co-curricular activities (objectives -1&2). In section 4.01 contents in the syllabi of DIETs and CTEs related to human rights education in Manipur will be presented (objective-3). In section 4.02 statistical analyses (descriptive) of the data will be made to assess the status of degree of empowerment of prospective and in-service primary and secondary school teachers in terms of knowledge, skill, confidence and attitude for transaction of the human rights education in Manipur (objectives – 4&5). Differential analysis will be made in section 4.03 to assess the variations in the degree of empowerment among primary and secondary school in-service and prospective teachers in Manipur for transaction of human rights education and also to compare the empowerment of prospective secondary school teachers undergoing training in the government CTE and private CTEs (objectives – 6&7). Further, the perceptions of principals, teacher educators and trainees of DIETs and CTEs of Manipur for better empowerment of prospective and in-service teachers in transacting human rights education (objective- 8) will be presented in section 4.04.

4.00: Content Analysis of the Text Books of Standard I-X (objectives -1&2)

The first objective of the study was to find out the components in the text books of standards I-X related to human rights education in Manipur. There are two types of schools following Manipuri and English as medium of instruction. To attain this objective the contents of the textbooks in English of classes I-X prescribed by Board of Secondary Education Manipur were analyzed as these books are followed in government schools and books in Manipuri are translated

ones. In classes-I and II subjects like English, Manipuri, and Mathematics are being taught. In class- III subjects like English, Manipuri, Environmental Studies, Sugam Sikhsa (Hindi) and Mathematics are being taught. No systematic component on human rights education was found in the textbooks of classes' I-III. In Manipuri Londam Lairik (Manipuri Course Book) of class III, some freedom fighters like Jawaharlal Nehru, King Ashoka, Beighyachandra, Gambhir Sing, Sorojini Naidu, Kumudini and Mother Teresa are being taught. And one lesson named Nupiga Nupaga Thak Manaba (Equality of Women and Man), but the contents are not much, as the students are not matured enough to comprehend human rights related values. The textbooks for classes IV-X were found to have human rights education related components which are presented below class wise and subject wise.

Content Analysis of Textbooks of Class IV:

1. Subject- Environmental Studies: A textbook entitled *Environmental Studies* is being taught in class IV. This textbook has 20 topics out of which two topics are found related to human rights education. The themes and values of the topics are briefly presented below:

- a. **Community Service (lesson no. 13):** This lesson narrates the activities of a local club with pictures about social service camps organized by the club undertaking activities like painting competition among children on Patriot's Day, cleaning the surrounding, organizing health camp and awareness campaign against social evils. This topic is supposed to inculcate the values of community work. It is intended to inculcate the value that in every walk of community life, irrespective of young and old, male and female, poor and rich, people should join hands to render sincere services for the welfare of the community.

Co-curricular activity: One co-curricular activity- *Ask your guardian about the activities of the Meira Paibeas and make a list of their activities in your notebook* is suggested relating to this lesson.

- b. **Importance of Public Property (lesson No. 14):** This topic describes school buildings, hospitals, water supply system, dispensaries, electricity, telecommunication system, public buildings, roads, bridges, and public parks etc. as public properties which are meant for use of public. As those are constructed from tax payers' money children should learn to make proper use of these properties and should protect them.

Co-curricular activity: One co-curricular activity is suggested relating to this lesson i.e. *Draw a picture of a public property in your notebook and colour it.*

2. **Subject- Hindi:** A textbook entitled *Sugam Siksha* is prescribed for class IV. This textbook has 23 topics out of which three topics are found related to human rights education. The contents and values focused in the lessons related to human rights education in this textbook are briefly presented below:

- a. **Bir Tikendrajit (lesson no.8):** This lesson narrates about Bir Tikendrajit, who fought against the Britishers for freedom of his motherland and for the violation of human rights. He was hanged on 13th August 1891 along with Thangal General. It is supposed to inculcate the values like patriotism, brevity and self dignity among the children.

Co-curricular activity: No co-curricular activity has been suggested relating to this topic in the text book.

- b. **Rani Laskmibhai (lesson no. 19):** This lesson narrates about Rani Laskmibhai, who fought against the colonial rule for freedom of her Kingdom Jhansi and for the violation of human rights by the Britishers. This lesson is supposed to inculcate the values like patriotism, courage and self dignity among the children. It is also supposed to inculcate the value that women in the past have sacrificed their lives for the interest of their kingdom and nation.

Co-curricular activity: There is no suggestion any co-curricular activity relating to this topic.

- c. **Radha and Sujata (lesson no. 22):** This lesson narrates about the caste system and inequality in our society. It is supposed to promote the values of

love, affection fellow feeling and brotherhood among the pupils without any kind of discrimination among human beings.

Co-curricular activity: No co-curricular activity is suggested relating to this topic in the text book.

3. Subject- English: A course book entitled *Let's Learn English* is prescribed for class IV. This textbook has 23 topics out of which only one topic is found related to human rights education. The themes and values of the topic are briefly presented below:

Three Red-Letter Days (lesson no. 20): This topic describes the important days like 15th of August as India's Independence Day, 23rd of April as Khongjom Day, and 13th of August as Patriots' Day of Manipur. It narrates about Mahatma Gandhi's struggle for freedom. It mentions about the Yubraj Tikendrajit and General Thangal, who fought against the Britishers for freedom of their motherland and for the violation of human rights and also narrates about the great effort of Major Paona Brajabashi in the Khongjom battle of Manipur. The significance of Khongjom Day is that the British army defeated the Manipuris at Khongjom on April, 23rd, 1981. In the Khongjom battle the Manipuris showed to the world their emotion for their Motherland. Though the Manipuris lost the battle, they conveyed that they could lay down their lives for their motherland. Today, Manipuris respect Khongjom as a *tirtha* (a holy/sacred place). Every year, on April 23, the Manipuris pay their tribute to those heroes of Manipur who died at Khongjom. In this battle the British army had arrested Tikendrajit, General Thangal who were hanged on 13th August 1891 at the place, which is now called as Tikendrajit Park. This lesson is intended to inculcate the spirit of patriotism among the children for their mother land.

Co-curricular activity: There is no suggestion of any co-curricular activity relating to this topic.

4. Subject- Manipuri: A Course Book entitled *Manipuri Londam Lairik* is being taught prescribed by Board of Secondary Education Manipur as a language text book. This textbook has 24 topics out of which two topics are found related to human rights education. The themes and values of the topics are briefly mentioned below:

a. Manipur gi Luchingbasing- Irabot amadi Gaidingliu (*Leaders of Manipur- Irabot and Gaidinliu*) (lesson no.22): This lesson describes about the freedom fighters of Manipur like Hijam Irabot and Gaidinliu , who fought against the Britishers for injustice and inequality in the society. The inequalities between rich and poor, discrimination on the bases of caste, creed, colour, sex etc., and inhumane administration of elite and royal groups of people have been focused in this lesson.

Co-curricular activity: No co-curricular activity is suggested relating to this topic in the text book.

b. Bharat ki Luchingbasing- Bal Gangadar Tilak and Moulana Abdul Kalam Azad (*Leaders of India Bal Gagadar Tilak and Moulana Abdul Kalam Azad*) (lesson no.23): This lesson describes about two freedom fighters- **Bal** Gagadar Tilak and Moulana Abdul Kalam Azad. Students are expected to be influenced with their ideals and recognize their contributions.

Co-curricular activity: There is no suggestion of any co-curricular activity relating to this topic.

Content Analysis of Textbooks of Class V:

1. Subject- English: A course book entitled *Let's Learn English* is being taught in class V. This textbook has 23 topics out of which five topics are found related to human rights education. The themes and values of the topics are briefly presented below:

a. Facing the challenges of life (lesson no.5): This lesson narrates about the support of parents of a borne blind girl for her education and in building confidence with her. This topic is supposed to inculcate the values of life, love, and affection of parents to their children. Parents should support their

children for their education, even though they are challenged. The challenged children should have the courage and hope to make themselves able and to live decently in the society. It is also intended to convey the students that parents do not discriminate between male and female children and normal and disabled children.

Co-curricular activity: No co-curricular activity has been suggested relating to this topic in the text book.

- b. On an Educational Journey (lesson no.6):** This topic describes about two important days - Nupi Lal Day (Women War Day) and Hunger marchers' Day. Nupi Lal Day is celebrated in Manipur on the 12th December every year in memory of the incident occurred on the 12th December 1939, when women had protested for proper distribution of food grains. Hunger marchers' Day is celebrated in Manipur on the 27th August every year to remember those who died in their struggle for food on August 27, 1965. In 1939 and 1965 there was famine in Manipur. This lesson is supposed to inculcate the values like courage to raise voice for genuine rights among the pupils. It is supposed to inculcate the contribution of Manipuri Women and their courage in the Freedom struggle.

Co-curricular activity: No co-curricular activity is suggested relating to this topic in the text book.

- c. Pandit Jawaharlal Nehru (lesson no.8):** This lesson describes about the imprisonment of Pandit Jawaharlal Nehru in Nasik prison and his contributions for our country. This lesson is intended to inculcate the values like patriotism, courage, self dignity and sacrifice among the children.

Co-curricular activity: There is no suggestion of any co-curricular activity relating to this topic.

- d. Hijam Irabot: A Hero of Manipur (lesson no.9):** This topic narrates about the Hijam Irabot, who fought against the social evils and injustice and

inequality in the society. The inequalities between rich and poor, discrimination on the bases of caste, creed, colour, sex etc., and inhumane administration of elite and royal group of people have been focused in this lesson. It highlights Hijam Irabot's struggle for the rights of peasants. He was born on 30th September 1896 at Pisum Oinam Leikai, Imphal, for which 30th September is being observed as Irabot Day every year in Manipur. This lesson is intended to inculcate the values like courage, self dignity and sacrifice among the children.

Co-curricular activity: No co-curricular activity is suggested relating to this topic in the text book.

- e. **Sarat's family (lesson no.11):** This topic relates to the problems of poor and large families. Such problems stand against the interest of children for their right to education and right to live in proper way. The lesson focuses on advantages of small families and disadvantages of early marriages.

Co-curricular activity: No co-curricular activity is suggested relating to this topic in the text book.

2. Subject- Environmental Studies: A textbook entitled *Environmental Studies* is prescribed for class V. This textbook has 18 topics out of which four topics are found related to human rights education. The contents and values focused in the lessons related to human rights education in this textbook are briefly presented below.

- a. **Some Institutions and their Roles (lesson no. 13):** This topic describes about the Government Organizations, Non-Governmental Organizations (NGOs), Clubs etc which should give their utmost importance to the development of society. Health Care Centres, Schools, Police Stations, Post Offices and Panchayat Offices etc are important institutions for a country or a society. Health, Education, Law and Order, Transport and Communication, Rural Development etc are some of the most important factors which make a society or a country developed. The objective of this lesson is to make

children to realize the importance of such public organizations and to have respect for those.

Co-curricular activity: One Co-curricular activity is suggested relating to this lesson i.e. *Go to Post Office and make a list of the articles you have found there.*

- b. Some Important Days (lesson no. 15):** This lesson presents a calendar about some important days - UN Day; United Nations Organisation; the Second World War; World Health Organisation; the UN Environmental Programme (UNEP); World Environment Day; the United Nations Educational, Scientific and Cultural Organisation (UNESCO); International Literacy Day; National Science Day; Teachers' Day; World Teachers' Day and Children's Day. The significance of some of these days has also been narrated briefly. The objective of this lesson is to make children to realize the importance of such days and to celebrate those in befitting ways.

Co-curricular activity: One co-curricular activity is suggested relating to this lesson i.e. *Prepare a slogan related with an important day and display it in your school on that specific day.*

- c. Stories of Our Freedom Fighters (Lesson No.17):** This lesson describes about some freedom fighters of Manipur as well as of India like Bir Tikendrajit (1855-1891), Hijam Irabot (1896-1951), Jadonang (1905-1931), Rani Gaidinliu (1915-1993), Mahatma Gandhi (1869-1948) and Subhas Chandra Bose (1897-1945). It narrates about their contributions in the struggle for independence against the colonial rule for freedom of their motherland and for violation of human rights. Students are expected to be influenced with their ideals and recognize their contributions.

Co-curricular activity: The following Co-curricular activities are suggested relating to this lesson:

- i. *Collect pictures of 5 leaders of India's Struggle for freedom and prepare an album.*

- ii. *Tell in your class, one important incident in the life of Bir Tikendrajit or Rani Gaidinliu.*

d. Some Great Persons (Lesson No.18): This lesson describes about some great personalities of India - Charaka (2nd Century A.D.), Sushruta (2nd Century A.D.), Rajarshi Bhagyachandra (1748-1798 A.D.), Sir Ronald Ross (1857-1932 A.D.), Ningthoujam Bhadra Singh (1861-1927), Rabindranath Tagore (1861-1941 A.D.), Swami Vivekananda (1863-1902 A.D.), Mother Teresa (1910-1997 A.D.), Satyajit Roy (1921-1992 A.D.), Hargobind Khurana (1922 A.D.), and M.S. Swaminathan (1925 A.D.). Students are supposed to learn and appreciate their contribution, to be inspired to become great men and women, to respect them and to feel proud of them.

Co-curricular activity: The following two co-curricular activities are suggested relating to this lesson:

- i. *Collect and paste three photographs of any great men or women in your notebook.*
- ii. *Collect the picture of a Ras Leela dance and paste it on a paper.*

3. Subject - Manipuri: A course book entitled *Manipuri Londam Lairik (Manipuri Course Book)* is being taught in class V. This textbook has 25 topics out of which two topics are found related to human rights education. The themes and values of the topics are briefly presented below.

a. Mathou Masak Khangba (Knowing One's Duty) (lesson no.9): This topic briefly mentions about the fundamental rights of citizens. It stresses that everyone has the right for education, freedom of religion, freedom of movement, and equality before law irrespective of race, religion, sex, or language etc. This topic is supposed to make the students aware of the rights given in Indian Constitution.

Co-curricular activity: No co-curricular activity has been suggested relating to this topic in the text book.

- b. Paona Brajabhashi (lesson no.12):** This lesson narrates about Paona Brajabhashi, a Manipuri, who fought against the Britishers for freedom of his motherland and for the violation of human rights. It is supposed to inculcate the values like patriotism, courage and self dignity among the children.

Co-curricular activity: No co-curricular activity has been suggested relating to this topic in the text book.

- 4. Subject- Hindi:** A textbook entitled *Sugam Siksha* is prescribed for class V. This textbook has 26 topics out of which three topics are found related to human rights education. The contents and values focused in the lessons related to human rights education in this textbook are briefly presented below.

- a. Paona Brajabhashi (lesson no.12):** This lesson narrates about Paona Brajabhashi, a Major of Manipur army, who fought against the Britishers for freedom of his motherland and for the violation of human rights. The British defeated the Manipuris at Khongjom in 1981. In the Khongjom battle the Manipuris showed to the world their strong love of their Motherland. Manipuris lost the battle, but they showed that they could lay down their lives for their motherland. Major Brajabhashi died near Khongjom River. This lesson is supposed to inculcate the values like patriotism, courage and self dignity among the children.

Co-curricular activity: No co-curricular activity has been suggested relating to this topic in the text book.

- b. Amar Sahid Bhagat Singh (lesson no.23):** This lesson narrates about Amar Sahid Bhagat Singh who fought against the Britishers for freedom of his motherland and for the violation of human rights. He was hanged on 23rd March, 1931. It is supposed to inculcate the values like patriotism, bravery and self dignity among the children.

Co-curricular activity: No co-curricular activity is suggested relating to this topic in the text book.

- c. **Hum Sab Manusya hein (*We all are Men*) (lesson no.26):** This lesson describes about the classes and caste system prevalent in our society i.e. Bhraman, Kshetriya, Beishya and Sudra. It concludes that there is no difference among the people. We all are born free and equal in dignity and rights.

Co-curricular activity: There is no suggestion of any co-curricular activity relating to this topic.

Content Analysis of Textbooks of Class VI

1. **Subject- English:** A course book entitled *Let's Learn English* is being taught in class VI. This textbook has 25 topics out of which three topics are found related to human rights education. The themes and values of the topics are briefly presented below.

- a. **Family and Home (lesson no.1):** This lesson narrates about the advantages of joint family. It not only provides security to all members but also trains the young ones to play their future roles. This lesson is supposed to inculcate the values of life, love and affection, co-operation, neatness and cleanliness, sympathy for others etc among the students. Further students are to be inculcated with the value that *a house is built by hands while a home is built by hands* and *it is human beings who can make the world a better place to live*.

Co-curricular activity: One co-curricular activity- *Divide the class into groups of five or six students each and discuss the topic - Life of a homeless person*, is suggested. Each group is to note down the points that come up in the course of the discussion and later on read them aloud to the class.

- b. **Lachit Barphukan- the Great Assamese Patriot (lesson no.2):** This lesson narrates about Lachit Barphukan, a valiant fighter who fought for freedom of his motherland Assam. He worked hard to unite Assam. He succeeded in creating an independent and united Assam. He sacrificed personal comforts

and interests for his motherland. It is supposed to inculcate the values like patriotism; bravery and self dignity among the children.

Co-curricular activity: One co-curricular activity i.e. *Make groups of five or six students and discuss among you the topic- Patriotism and courage; is suggested.*

- c. **Rani Gaidinliu - A Great Manipuri Leader (Lesson no.7):** This lesson narrates about Rani Gaidinliu who fought against the colonial rule for injustice and freedom of her motherland. The British tried hard to convert her to Christianity, but Gaidinliu firmly believed in her culture and religion. Jawaharlal Nehru admired her courage and gave her the title ‘Rani’ in 1937. This topic is supposed to inculcate the values of independence, awareness of injustice in society, patriotism, courage and self dignity among the children.

Co-curricular activity: One co-curricular activity has been suggested relating to this lesson i.e. *Divide the class into groups of five or six students and discuss the topic -The reasons for Nehru’s admiration for Gaidinliu.* The groups are to note down the points and later read them out to the whole class.

2. **Subject- English:** A Supplementary Reader entitled *Let’s Learn English Trekking the Path-I* is prescribed class VI. This book has 11 topics out of which one topic is found related to human rights education. The themes and values focused in this lesson related to human rights education are briefly presented below.

Rasid, the Brave Boy (lesson no.10): This lesson describes about the bonded labour practice that was prevalent in our society. The poor people were oppressed by the rich people. Rasid was a victim of such practice who worked with his parents to repay the heavy debt of the landlord. Though he was denied of schooling, he could learn due to his strong interest and co-operation of a teacher. He was able to raise voice against the exploitation of the landlord. Students are expected to learn that everyone has the right of life, liberty and security, equality before law and to lead a dignified life.

Co-curricular activity: No co-curricular activity is suggested relating to this topic.

3. Subject- Manipuri: A course book entitled *Manipuri Londam Lairik (Manipuri Course Book)* is being taught in class VI as a language text book. This textbook has 22 topics out of which four topics are found related to human rights education. The themes and values of the topics are briefly presented below.

a. Khaongjom (lesson no.4): This Poem describes about the Khongjom as a valuable battle in the history of Manipur. Children are to remember the Khongjom War, and to regard the braveness, patriotism and dignity of their forefathers for their motherland.

Co-curricular activity: No co-curricular activity is suggested relating to this topic.

b. Bapuji (lesson no.15): This poem narrates about the contribution of Bapuji (Mahatma Gandhi) for independence of India and his concern for the deprived sections, rights of workers and peasants. The poem describes Mahatma Gandhi as the preacher of Satya (Truth) and Ahimsa (Non-violence). Children are supposed to be influenced by his ideals.

Co-curricular activity: No co-curricular activity has been suggested relating to this topic in the text book.

c. Democracy (lesson no.20): This lesson narrates that all citizen have the right to vote for making democratic country, and all people have the right to have good relation with their own government.

Co-curricular activity: No co-curricular activity has been suggested relating to this topic in the text book.

d. Bharatiki Ningtam Lal (*Indian War of Independence*) (lesson no.21): This lesson mentions about some leaders of India i.e. Janshi Rani, Jawaharlal Nehru, Bal Gangadhar Tilak, Gopal Krishna Gokhale, Surendranath Benerji, Pandit Mandana Mohan Malvya, Lala Rajpat Rai, Sardar Balav Bhai Patel, Motilal Nehru, Raja Gopalchari, Sorojini Naidu, Moulana Abdul Kalam Azad, Mahatma Gandhi, Dadabhai Naorojee, Netaji Subhaschandra. It narrates

briefly about their contributions in the freedom struggle. Students are supposed to learn and appreciate their contributions, to be inspired to become great men and women, to respect them and to feel proud of them.

Co-curricular activity: There is no suggestion of any co-curricular activity relating to this topic in the text book.

4. Subject- Hindi: A textbook entitled *Sugam Siksha* is prescribed by Board of Secondary Education Manipur with 27 topics, out of which two topics are found to be related with human rights education. The contents and values focused in the two lessons are briefly presented below.

a. Thangal General (lesson no.16): This lesson narrates about Thangal who was a General of Manipur army who fought for his motherland and was hanged on 13th August 1891 along with Yuvraj Tikendrajit. This lesson is supposed to inculcate the values like patriotism, self dignity and bravery among the children.

Co-curricular activity: No co-curricular activity has been suggested relating to this topic in the text book.

b. 1857 ka Swadhinta-Sangram (1857 War of Independence) (lesson no.21): This lesson describes about the freedom fighters of India who fought against the Britishers for freedom of their motherland and for the violation of human rights. It also narrates about the freedom of citizens and their safeguard against inhuman torture and exploitation. This lesson is supposed to inculcate the values like patriotism, self dignity and bravery among the children.

Co-curricular activity: There is no suggestion of any co-curricular activity relating to this topic.

5. Subject- Social Sciences: A textbook entitled *Social Sciences* is prescribed for class VI. This textbook has three units. Unit I deals with geography having nine lessons, unit II deals with history with six lessons and the last unit III

deals with civics with five lessons. The themes and values of following topics having relevance to human rights education are briefly presented below.

- a. Ethnic and Linguistic Groups (lesson no.12):** This lesson describes about ethnic and linguistic groups of India and speaking languages of North-Eastern India including Manipur. This lesson is supposed to make the learners aware that India is composed of many races or ethnic groups and many languages and dialects are spoken in India.

Co-curricular activity: One co-curricular activity is suggested relating to this topic i.e. *Make a list of important Tibeto-Burman speakers of North-East India in a chart.*

- b. Community and its Development (lesson no.16):** This lesson narrates about interdependence and importance of community life, major features of natural and man-made environment; occupations, cultural practices in family, school and community (shelter, food, dress, music, dances, folk tales, etc.); and changes over time in all such institutions. It has also mentioned the rules to be followed in leading an ideal community life those need to be imbibed by the children.

Co-curricular activity: No co-curricular activity is suggested relating to this topic in the text book.

- c. Development Activities and Local Self-Government in Rural Areas (lesson no.17):** This lesson describes about importance of Local Self-Government in rural areas and the institutions like Panchayati Raj; Gram Sabha, Village Panchayat and Zila Parishad . The election and functions of the office bearers of such institutions are also briefly mentioned. Students are expected to learn about all these institutions.

Co-curricular activity: The following three co-curricular activities have been suggested.

- i. Find out the activities of the local self-governing bodies in your areas.*

- ii. *Organize class elections and mock plays on how the panchayat members are elected and how the panchayats settle disputes.*
- iii. *Find out the problems faced by the local self-governing bodies of your state.*

d. Local Self-Government in Urban Areas (lesson no.18): This lesson describes about the Nagar Panchayats; Municipality Councils and their office bearers. Students are expected to learn that the government of India acknowledges the importance of local self-government for developmental activities.

Co-curricular activity: The following three co-curricular activities have been suggested.

- i. *Find out the activities of Municipal Councils or Nagar Panchayats in your areas.*
- ii. *Try to find out who the first Chairman of the Imphal Municipal Board was.*
- iii. *Organise speech competitions about the functioning of the Municipal Councils in Manipur.*

Content Analysis of Textbooks of Class VII

1. Subject- English: A course book entitled *Let's Learn English* is being taught in class VII. This textbook has 24 topics. Out of these 24 topics three topics are found related to human rights education. The themes and values of the topics which are related to human rights education are briefly presented below.

a. My Relatives (lesson no.1): This lesson narrates about family members, relatives, occupations of the members, etc. It tells about strengthening the bond among the members of family for happiness. It further stresses that poverty is created by human beings and few human beings make the lives of millions of people miserable. Only human being can put an end to poverty and all should try to remove poverty from our society. This topic is supposed to

impress the students about the need for happy family life and they should keep in mind that “Good family builds a good society and a good society builds a good human world.”

Co-curricular activity: One co-curricular activity- *Divide the class into groups of five or six and discuss the topic- Love in the family, is suggested relating this lesson.*

- b. A Great Leader of the Oppressed and Downtrodden (lesson no.5):** This lesson describes about B.R. Ambedkar, the father of the Indian Constitution. Casteism had its evil face in India for many years. There have been continued conflicts between the high and low caste people. B.R. Ambedkar was deadly against casteism. This lesson is supposed to make the learners aware that casteism is an evil practice and people should not be discriminated on such basis. All people have equal rights and should be allowed to live decently.

Co-curricular activity: One co-curricular activity- *Divide the class into groups of five or six students each and discuss the topic ‘Struggle against injustice’ in your group, is suggested.*

- c. Coming to One’s Sense (lesson no.16):** This topic is a story relating to heavy burden on women and torture from their male counters in Manipur. It narrates about the sufferings of families due to idleness of men and their negative attitude towards women. It is supposed to inculcate the value among the students that man and women have equal rights and they should be treated equally.

Co-curricular activity: One co-curricular activity is suggested in the lesson i.e. to *discuss in groups of five or six students on the topic -Man’s role in running a family.*

- 2. Subject- English:** A Supplementary Reader entitled *Let’s Learn Trekking the Path* is prescribed for class VII. This textbook has 11 topics out of which one

topic is found related to human rights education. The themes and values of the topic are briefly presented below.

- a. A Contest of Wit (lesson no.2):** This topic is based on a Manipur folk-tale that emphasises that every woman has the right to choose her life partner and there should not be any imposition. Thus the lesson focuses on empowerment of women.

Co-curricular activity: No co-curricular activity has been suggested relating to this topic in the text book.

- 3. Subject- Hindi:** A text book entitled *Sugam Siksha* is prescribed by Board of Secondary Education Manipur. This textbook has 28 lessons out of which four lessons are found related to human rights education. The themes and values of the topics are briefly presented below.

- a. Chunao ka Parab (Festival of Election) (lesson no.9):** This lesson narrates about the importance of election and the role of citizens. It is supposed to inculcate the rights and values of voters in electing honest people among the children.

Co-curricular activity: No co-curricular activity is suggested relating to this topic in the text book.

- b. Raja Pamheiba (lesson no.16):** This lesson narrates about Raja Pamheiba, who was a king in Manipur during 18th century. He had not only conquered many neighbouring states but also was very sympathetic to poor, brave and popular among his subjects. Students are supposed to be impressed with his qualities.

Co-curricular activity: No co-curricular activity has been suggested relating to this topic in the text book.

- c. Subhaschandra Bose (lesson no. 23):** This lesson narrates about Subhachandra Bose, the great freedom fighter of India. It briefly describes his contributions for freedom of his motherland. Students are supposed to learn

and appreciate his contributions, to be inspired to become a great man, to respect him and to feel proud of him.

Co-curricular activity: No co-curricular activity has been suggested relating to this topic in the text book.

- d. **Sawal (Question) (lesson no. 25):** This lesson is in shape of dramatization that explains about equality of men and women in our society. Students have to learn that men and women are equal in dignity and rights.

Co-curricular activity: No co-curricular activity is suggested relating to this topic in the text book.

4. **Subject- Manipuri:** A textbook entitled *Manipuri Londam Lairik* is being taught in class VII as a language text book. This textbook has 22 lessons out of which 2 lessons are found related to human rights education. The themes and values of the topics are briefly presented below.

- a. **Bharat ki Sambidhan (Constitution of India) (lesson no.14):** This topic narrates about the Indian Constitution and students are expected to learn about it.

Co-curricular activity: No co-curricular activity has been suggested relating to this topic in the text book.

- b. **Paona (lesson no.21):** This lesson narrates about Paona Brajabhashi who fought against the Britishers for freedom of his motherland and for the violation of human rights. It is supposed to inculcate the values like patriotism, courage and self dignity among the children.

Co-curricular activity: No co-curricular activity is suggested relating to this topic in the text book.

5. **Subject- Social Science:** A textbook entitled *Social Sciences* is prescribed by Board of Secondary Education Manipur. This textbook has 30 lessons organised in three units- *Our Environment, People and Society in the Medieval*

Times and Civics. Out of 30 lessons four are found related to human rights education. The themes and values of the topics which relates to human rights education are briefly presented below.

- a. The 20th Century World Scenario (lesson no.1 of unit III):** This lesson narrates Queen's Proclamation; Birth of Freedom Movement; the August Declaration, 1917; Montagu-Chelmsford Reforms, 1919; Government of India Act, 1919; Dominion Status of India; Civil Disobedience Movement; the INA; Declaration of August 7,1940; Cripps' Proposal, 1942; Wavell Plan, 1945; the Cabinet Mission Plan,1946; Mountbatten Plan, June 1947; the Indian Independence Act, August 15, 1947; and Post-Independence development in India. Brief discussion is also made on Constituent Assembly, First Indo-Pakistan War, Indian became a Republic and the Planning Era under Post-Independence development in India.

Co-curricular activity: Two co-curricular activities have been suggested relating to this lesson. Those are given below:

- i. Prepare a list of at least five freedom fighters of India with brief sketches of their role in the freedom struggle of the country.*
- ii. Organise a class-room mock session of the Constituent Assembly of India engaged in the framing of the new Constitution of India.*

- b. Indian Constitution and its Basic Values (lesson no.6 of unit III):** This lesson narrates the Preamble of the Constitution of India and its features such as sovereign, socialist, secular, democratic, republic, justice, liberty, equality fraternity, and unity and national integration. Students are expected to learn all such values of the Preamble of the Constitution of India.

Co-curricular activity: Three co-curricular activities have been suggested relating to this lesson. Those are:

- i. Read books about the leaders of our freedom struggle.*
- ii. Collect pictures or photographs of the members of the Constituent Assembly.*

iii. *Make a chart presenting the preamble written in big letters.*

- c. Fundamental Rights and Duties (lesson no.10 of unit III):** This lesson narrates the fundamental rights of citizens i.e. right to equality, right to freedom, right against exploitation, right to freedom of religion, cultural and educational rights and rights to constitutional remedies. It further discusses about the fundamental duties for the purpose of promoting unity, patriotism and harmony among the people. Students are expected to learn the constitutional values of our country.

Co-curricular activity: One co-curricular Activity- *Prepare a chart showing the rights and duties of citizen* is suggested relating to this lesson.

- d. Role of Citizens (lesson no.12 of unit III):** This lesson narrates about role of ideal citizens and their specific duties which students should accept and adopt in their lives.

Co-curricular activity: No co-curricular activity has been suggested relating to this topic in the text book.

Content Analysis of Textbooks of Class VIII

1. Subject- English: A course book entitled *Let's Learn English* is for class VIII. This text book has 21 topics out of which three topics are found related to human rights education. The contents and values focused in the lessons related to human rights education in this textbook are briefly presented below.

- a. **A Hero of Struggling Masses (lesson no.6):** This lesson narrates about the freedom fighters of India who sacrificed their lives for the freedom of India. The British colonized India and the Indian suffered at the hands of the colonisers. This lesson mentions some brave and courageous people who sacrificed their lives for freedom of India named Ramprasad Bismil, Jogesh Chatterjee, Sachindranath Sanyal, Ashfaqulla Khan etc of India and many brave and courageous people of Manipur like Bir Tikendrajit, Thangal General, Paona Brajabashi, etc who sacrificed their lives fighting against the

British colonizers for freedom of their motherland. It has narrated Bhagat Singh as the hero of the struggling masses and the way he was treated by the Britishers and lastly hanged.

Co-curricular activity: The following Co-curricular activities are suggested relating to this lesson:

- i. *Divide the class into groups of five or six students. Each group is to discuss on a suggested topic for ten minutes. Make notes of the main points and later on one of the students from each group should read them out to the whole class. The topic suggested is Sacrifice is necessary in struggle.*
- ii. *Collect the picture of Bhagat Singh, Chandrasekhar Azad and Paona Brajabashi. Paste them in your scrap book.*

- b. Courage in the Struggle for Human Rights (lesson no.8):** This lesson describes Mohandas Karamchand Gandhi as courageous and fighter of human rights. He had struggled tenaciously to prevent violation of human rights and the resultant erosion in the dignity of the life of the man of the World. This topic is supposed to inculcate the knowledge that the violation of human rights has been chronic problem through the ages. It has cited many instances of human rights violation and their consequences from which students are to be aware of.

Co-curricular activity: One co-curricular Activity has been suggested relating to this lesson *i.e. Make groups of five or six students and discuss on a suggested topic. After discussion, read out your group opinion.* The topic suggested is *Discrimination in the society.*

- c. God Created Men and Women as Equals (lesson no.16):** This lesson stresses about unjust gender discrimination. In human life sex discrimination should be totally avoided. A proper way for bringing about equality between men and women is must in our society. This topic is supposed to inculcate the values of equality of men and women like equal access to basic social services

including health and education, equal participation in political and economic decision-making, equal reward for equal work, and elimination of discrimination and violence against women as per declaration of the United Nations for a new world of equality.

Co-curricular activity: One co-curricular Activity –*Discuss in groups of five or six students on the topic: ‘Position of women in Manipur’* is suggested.

2. Subject- English: A Supplementary Reader entitled *Let’s Learn Trekking the Path* is prescribed for class VIII. This textbook has 10 lessons out of which two topics are found related to human rights education. The themes and values of the topics related to human rights education in this textbook are briefly presented below.

a. Sandrembi and Chaisra (lesson no. 1): This lesson is based on a Manipuri folk tale that describes the cruel, inhuman and degrading treatment of step mothers in the society. This topic is supposed to inculcate no one should be subject to such treatment.

Co-curricular activity: No co-curricular activity has been suggested relating to this topic in the text book.

b. A Great Man Really Honest and Humble (lesson no.3): This lesson narrates about the famous President of U.S.A., Abraham Lincoln who put an end to slavery and brought freedom to millions of Negro slaves. He is remembered not only for the great things he did as President of his country but also for his great and good qualities as a man. His life has been lovingly described as a journey from the Log-Wood to the White House. Students are supposed to learn and appreciate his contributions, to be inspired to become a great man and to respect him.

Co-curricular activity: No co-curricular activity is suggested relating to this topic in the text book.

3. Subject- Manipuri: A textbook entitled *Manipuri Londam Lairik* is being taught in class IV as a language text book. This textbook has 22 lessons out of which only one lesson is found related to human rights education. The contents and values focused in the lesson related to human rights education are briefly presented below.

a. Miobagi Hak amasung Mathousing (*Human Rights and Duties*) (lesson no.16): This lesson describes the concept of human rights, human rights recognised by United Nations and the functions of United Nations Organization. This topic states that United Nations Organization gives all human beings equal rights in all respects. We all are supposed to exercise those without any hesitation. This lesson supposed to inculcate the values of human rights and duties among the children.

Co-curricular activity: The following Co-curricular activities are suggested relating to this lesson:

- a. *Think and write your comments on the fundamental rights given by constitution but are not followed in your society.*
- b. *Read and discuss about the ten Fundamental Duties of Citizens given by Constitution in your class.*

4. Subject- Hindi: A textbook entitled *Sugam Siksha* is prescribed by Board of Secondary Education Manipur. This textbook has 29 lessons out of which five lessons are found related to human rights education. The themes and values of the topics are briefly presented below.

a. Rani Gaidinliu (Lesson no. 5): This lesson narrates about Rani Gaidinliu who fought against the colonial rule for injustice and freedom of her motherland. The British tried hard to convert her to Christianity, but Gaidinliu firmly believed in her culture and religion. Jawaharlal Nehru admired her courage and gave her the title ‘Rani’ in 1937. This topic is supposed to

inculcate the values of independence, awareness of injustice in society, patriotism, courage, sacrifice and self dignity among the children.

Co-curricular activity: No co-curricular activity has been suggested relating to this topic in the text book.

- b. Azad Hind Phouj (Lesson no.17):** This lesson narrates about the Subhachandra Bose who was the leader of Indian National Army and mentions his contributions for freedom of his motherland.

Co-curricular activity: There is no co-curricular activity suggested relating to this topic in the text book.

- c. Sangyukta Rastya Sangdha (U.N.O) (Lesson no. 19) :** This lesson mentions about the constitutions of UNO, its different organizations and its role in protecting human rights and maintaining peace in the world.

Co-curricular activity: There is no co-curricular activity suggested relating to this topic in the text book.

- d. Nupi Lal (Women War) (Lesson no. 21):** This topic describes the Women War (Nupi Lal) which women of Manipur fought against the Britishers for scarcity of food. Nupi Lal Day is celebrated in Manipur on the 12th December every year in memory of the incident occurred on the 12th December 1939, when women had protested for proper distribution of food grains. It is supposed to inculcate the values of the struggle of Manipuri Women and their courage.

Co-curricular activity: No co-curricular activity is suggested relating to this topic in the text book.

- e. Sarpharoshi ki Tamanna(Lesson no. 27):** This lesson narrates about Ramprasad Bisimal who fought against the Britishers for freedom of her motherland and for the violation of human rights. It is supposed to inculcate the values like patriotism, courage, self dignity among the children.

Co-curricular activity: No co-curricular activity has been suggested relating to this topic in the text book.

6. Subject- Social Science: A textbook entitled *Social Sciences* is prescribed for class VIII. This textbook has three units. Unit I deals with history having nine lessons, unit II deals with geography with five lessons and the last unit III deals with economics and civics with seven lessons. There are five lessons found to be related to human rights education out of 21 lessons. The themes and values of following topics having relevance to human rights education are briefly presented below.

a. Human Rights and Terrorism (lesson no.19): This lesson describes about the meaning, kinds and importance of human rights. It also narrates about the human rights in India, human rights in Manipur and terrorism. It describes that protection of human rights has become global issues in the present day society. Terrorism is now a global phenomenon and no state in India is now free from the problem. This topic is supposed to inculcate the values of human rights and the importance of protection of human rights.

Co-curricular activity: No co-curricular activity is suggested relating to this topic in the text book.

b. India and the United Nations (lesson no.20): This lesson describes about the United Nations, objectives and principal organs and specialized agencies of United Nations like The General Assembly, The Security Council, The United Nations Secretariat, International Court of Justice, The Economic and Social Council, The Trusteeship Council, WHO (World Health Organisation), UNESCO (United Nations' Educational, Scientific and Cultural Organisation), UNICEF (United Nations' International Children's Emergency Fund) and India's role in the United Nations. Students are expected to learn that the functions of such organisations of United Nations and to appreciate their roles in addressing various international, national and regional issues.

Co-curricular activity: No co-curricular activity is suggested relating to this topic in the text book.

Content Analysis of Textbooks of Class IX

1. Subject- Manipuri: A textbook entitled *Manipuri Sahitya Nachom* is being taught in class IX as a language text book. This textbook has 15 lessons out of which two lessons are found related to human rights education. The contents and values focused in the lessons related to human rights education in this textbook are briefly presented below.

a. Adhikar (Rights) (lesson no. 11): This lesson stresses about equality of men and women in their work places A proper way for bringing about equality between men and women is must in our society. This lesson narrates about the equal pay for equal work to men and women. No one has the right to get profit from someone's wages.

Co-curricular activity: No co-curricular activity has been suggested relating to this topic in the text book.

b. Sarkargi Chakari (Government Servant) (lesson no. 12): This lesson describes about unethical practices adopted by officers in utilizing the services of lower grade employees for their personal and household works. Irrespective of status and post, all workers have the right to enjoy holidays, rest and leisure. Such employees cannot be exploited.

Co-curricular activity: There is no co-curricular activity suggested relating to this topic in the text book.

2. Subject- Manipuri: A Supplementary Reader entitled *Manipuri Tengbang Sahitya* is prescribed for class IX. This textbook has 12 lessons out of which only one lesson is found related to human rights education. The themes and values of the topic are briefly presented below.

Jallianwalla Bagh (lesson no.11): This lesson narrates about Jallianwalla Bagh incident in which many freedom fighters of India sacrificed their lives for the freedom of our country.

Co-curricular activity: No co-curricular activity is suggested relating to this topic in the text book.

3. Subject- Social Science: A textbook entitled *Social Sciences* is prescribed for class IX. This textbook has 20 lessons organised in four units- *India and Contemporary World, India- Land and the People, Democratic Politics-I* and *Understanding Economics- I*. Out of 20 lessons four are found related to human rights education. The themes and values of the topics which relates to human rights education are briefly presented below.

a. Democracy (Chapter-1 of Democratic Politic-I): This lesson explains the concept of democracy, democratic principles, alternatives to democracy and merits and demerits of democracy. India being a democratic country, the future citizens are supposed to imbibe democratic principles and reflect in their activities in all walks of life.

Co-curricular activity: No co-curricular activity is suggested relating to this topic in the text book.

b. Constitution (Chapter-2 of Democratic Politic-I): This lesson describes the design of democracy, need of constitution, guiding values of the Indian constitution, the dream and promise in our constitution, preamble, constitutional amendments and salient features of Indian constitution with which students are to be acquainted.

Co-curricular activity: No co-curricular activity is suggested relating to this topic in the text book.

- c. Parliamentary Democracy Chapter-3 of Democratic Politic-I):** This lesson narrates about overview of central governmental structures, government order relating reservation for backward classes, the decision makers, need of parliament, two houses of Indian parliament, political and permanent executive, prime minister and council of ministers, the power of prime minister and the president of our country with which our students should be acquainted.

Co-curricular activity: No co-curricular activity has been suggested relating to this topic in the text book.

- d. Citizens' Rights and Duties in Democracy (Chapter-4 of Democratic Politic-I):** This lesson narrates about the Prison in Guantanamo Bay, Citizens' Rights in Saudi Arabia, Ethnic Massacre in Kosovo, Rights of Democracy, basic elements of rights. It also describes Rights in the Indian Constitution i.e. Right to Equality, Right to Freedom, Right against Exploitation, Right to Freedom of Religion, Cultural and Educational Rights and Right to Constitutional Remedies. Further it narrates about the Public Interest Litigation (PIL), National Human Rights Commission, Critical estimate of Fundamental Rights, Fundamental Duties, the Judiciary, Independence of Judiciary and Guardian of the Fundamental Rights. Students are expected to have basic knowledge on all these provisions in our country.

Co-curricular activity: No co-curricular activity has been suggested relating to this topic in the text book.

Content Analysis of Textbooks of Class X

- 1. Subject- Manipuri:** A textbook entitled *Manipuri Sahitya Nachom (Manipuri Literature)* is for class X as a language text book. This textbook has 16 lessons out of which three lessons are found related to human rights education. The contents and values focused in the lessons related to human rights education in this textbook are briefly presented below.

- a. Samaj amasung Sanskriti gi Marida Nupigi Thoudang (*Socio-Cultural Responsibilities of Women*) (lesson no.9):** This topic narrates about the responsibilities of women in society. It is discusses about education of women, higher studies of women, affectionate qualities of women, responsibilities in household work, responsible to bring peace in society, responsible for changing men's unstable mind etc.

Co-curricular activity: No co-curricular activity has been suggested relating to this topic in the text book.

- b. Adhikar (Rights) (lesson no. 14):** This lesson stresses that sex discrimination should be totally avoided. A proper way for bringing about equality between men and women is must in our society. This topic is supposed to inculcate the values of equality of men and women like equal access to basic social services including health and education, equal participation in political and economic decision-making, equal reward for equal work, and elimination of discrimination and violence against women. Women should be empowered and not to be tortured.

Co-curricular activity: No co-curricular activity is suggested relating to this topic in the text book.

- d. Bir Tikendrajit Faba (*Seizure or Arrest of Bir Tikendrajit*) (lesson no.16):** This lesson narrates about Bir Tikendrajit, who fought against the Britishers for freedom of his motherland and for the violation of human rights. He was hanged on 13th August 1891 along with Thangal General. It is supposed to inculcate the values like patriotism, brevity and self dignity among the children.

Co-curricular activity: There is no co-curricular activity suggested relating to this topic in the text book.

2. **Subject- Manipuri:** A *Supplementary Reader* entitled *Manipuri Tengbang Sahitya* is prescribed for class X. This textbook has 12 lessons out of which three lessons are found related to human rights education. The themes and values of the topics are briefly presented below.

a. Jatigi Khennabada Yaoba Manabasings (*Equality among Diversity*)

(lesson no.1): This lesson describes about equality of all citizens. It mentions UNO, UDHR, WHO, WTO, FAO, UNESCO, WFP, UNDP. Students have to realise that all people have equal cultural, political, economical, and social rights.

Co-curricular activity: No co-curricular activity has been suggested relating to this topic in the text book.

b. Mioibagi Hak amasung Thoudang (*Human Rights and Duties*) (lesson no.3):

This lesson describes the concept and duties of human rights and the functions of United Nations Organization. It has mention of the General Assembly of United Nations and the United Nations Declaration of Human Rights, 1948. This topic also briefly mentions about Indian Constitution, Democratic Republic of India, and Fundamental Rights etc.

Co-curricular activity: There is no co-curricular activity suggested relating to this topic in the text book.

c. Nupa Nupigi Thak Mannaba(*Equality of Men and Women*) (lesson no.4):

This topic narrates that both men and women have equal responsibility in the process of livelihood. It mentions about great women of India like Laskmibhai, Sultana Razia, Allabhai etc who have proved that they were equally efficient like men. This lesson further narrates about the reservation provisions for women in our country.

Co-curricular activity: No co-curricular activity is suggested relating to this topic in the text book.

3. Subject- Social Science: A textbook entitled *Social Sciences* is for class X. This textbook has 25 units organised in four sections- *Geography, History, Political Science* and *Economics*. Out of 25 units three are found related to human rights education. The themes and values of the topics which relates to human rights education are briefly presented below.

a. Working of Democracy (Unit I of Political Science Section): This lesson describes on themes like challenges posed by communalism, caste and politics, gender perspective in politics, women's political participation, role of *Meira Paibis* in the working of democracy in Manipur and the Manipur State Commission for Women.

Co-curricular activity: No co-curricular activity has been suggested relating to this topic in the text book.

b. Power Sharing (Unit II of Political Science Section): This lesson describes on themes like desirability of power sharing, centre-state relations and political decentralization in India for development which students should know.

Co-curricular activity: No co-curricular activity has been suggested relating to this topic in the text book.

c. Competition and Contestations in Democracy (Unit III of Political Science Section) : This lesson describes on themes like popular struggles in democracy, organization and mobilization, pressure groups and movements, sectional interest groups and public interest groups, movement groups, functions and needs of political parties and national political parties on which students should have some basic knowledge.

Co-curricular activity: No co-curricular activity is suggested relating to this topic in the text book.

d. Outcome of Democracy (Unit IV of Political Science Section): This lesson describes on themes like accountability, responsibility and legitimacy, efficiency and effective of democratic government, economic growth and development, reduction of inequality and poverty, accommodation of social diversity, dignity and freedom of the citizens, challenges to democracy and sustains democracy in India on which students should have some basic knowledge.

Co-curricular activity: There is no co-curricular activity suggested relating to this topic in the text book.

In this section content analysis of the textbooks of classes' I -X was done in order to trace the contents and co-curricular activities related to human rights education. It is found that:

- There are two types of government schools in Manipur following Manipuri and English as medium of instruction. All the text books are prescribed by Board of Secondary Education Manipur. Except the language text books which are common, other text books in Manipuri language are mostly translated ones of English textbooks and as such the contents and co-curricular activities are same.
- No systematic component on human rights education is found in the textbooks of classes I to III. Though topics on some freedom fighters and social workers are found in textbooks of classes' I -III, there are not much contents as the students are not matured enough to comprehend human rights related values.
- In the textbooks on Environmental Studies, English, Manipuri, Hindi and Social Sciences of classes' IV to X, there are some contents with suggestions for co-curricular activities.
- Topics specifically on human rights education are found in classes VIII, IX and X.
- Topics on freedom fighters and social workers of regional and national levels are found in almost all classes' IV - X.

- Topics on popular regional freedom fighters and social workers like Bir Tikendrajit, Thangal General, Paona, Rani Gaidinliu and Irabot, have been repeatedly included in textbooks of different classes. Besides Jadonang, Raja Pamheiba, Beighyachandra, Ningthoujam Bhadra Singh etc. are also included in the text books of some classes.
- Contributions of popular national freedom fighters, social workers and eminent national leaders like Rani Laxmibhai, Jawaharlal Nehru, Mahatma Gandhi, Subhaschandra Bose, Bhagat Singh, Bal Gangadhar Tilak, Moulana Abdul Kalam Azad, Ramprasad Bissmil, Gopal Krishna Gokhle, Surendranath Benerji, Pandit Mandana Mohan Malvya, Lala Rajpat Rai, Sardar Balav Bhai Patel, Motilal Nehru, Raja Gopalchari, Sorojini Naidu, Dadabhai Naorojee, Dr. B. R. Ambedkar, Jogesh Chaterji, Sachindranath Sanyal, Ashfaqualla Khan, Rabindranath Tagore, Swami Vivekanand, Mother Teresa, Satyajit Roy, Hargovinda Khurana and M. S. Swaminathan are found in the textbooks of Classes' IV - X.
- Contributions of Charaka and Sushtra are found in the textbooks of classes V and of Abrahm Linclon are found in the textbooks of class VIII.
- In the beginning of the textbooks of some classes Gandhiji's Talisman and fundamental duties of citizens, as mentioned under article 51A of Constitution of India, part IV A, have been presented.

Thus, there are lot of contents and suggested co-curricular activities in the textbooks of classes' IV- X.

Hence, the first and second hypotheses stated in chapter I that there are components related to human rights education in the text books of classes' I-X in Manipur and there are designed co-curricular activities relating transaction of human rights education in the text books of classes' I-X in Manipur are found largely true.

4.01: Contents in the Syllabi of DIETs and CTEs Related to Human Rights Education in Manipur (objective-3)

The third objective of the study was to find out the contents in the syllabi of DIETs and CTEs related to the human rights education in Manipur. As such the syllabi of DIETs and CTEs were analyzed and results are presented below separately for DIETs and CTEs.

DIETs:

State Council of Educational Research and Training (SCERT), Manipur had developed the curriculum and syllabus for pre-service elementary school teachers in 2007 for Diploma in Elementary Teacher Education. The following are mentioned in the *Curriculum and Syllabus* of DIETS (2007) as the objectives of Teacher Education at Elementary Level:

The pupil teachers to:

- *Aware the nature, purpose, problem and issues of elementary education.*
- *Understand the role of the teacher and school in changing society.*
- *Enable to understand the nature and maturity of children for imparting education and ensure many sided development of the children of the age group of 6-14 years.*
- *Understand the major learning principles which help in promoting cognitive, affective and psychomotor domains of learning.*
- *Involve in the need based community specific and child centred pedagogy including indigenous learning system.*
- *Possess competence in the subject they are expected to teach in the elementary schools in commitment.*
- *Acquire the ability to use the teaching skills at appropriate situations.*
- *Acquire the elementary knowledge of inclusive education, physical, yogic, health, arts, scouts and guides etc. in school system.*
- *Prepare to use the latest constructive pedagogy, evaluation, performances, continuous and comprehensive evaluation.*
- *Acquire value education, life skill education and work education.*

- *Know the responsibility of the education of the neglected sections of the society.*
- *Enable to conduct action research.*
- *Understand the nature of the adolescence education.*
- *Aware the value of peace education and human rights education.*
- *Create environment awareness.*
- *Understand the core curricular areas (POA-1986).*
- *Make Familiar the implications of Learning Society.*

Out of the above objectives the objectives like - Aware the nature, purpose, problem and issues of elementary education, Understand the role of the teacher and school in changing society, Acquire the elementary knowledge of inclusive education, physical, yogic, health, arts, scouts and guides etc. in school system, Know the responsibility of the education of the neglected sections of the society and Aware the value of peace education and human rights education are having direct or indirect bearing on human rights education.

The course structure of the Pre-Service Elementary School Teachers is for two years duration and is divided into four categories as follows:

- | | | | |
|----|---|----------|---------------------------------------|
| A. | Foundation Course | - | 3 (three) subjects of 100 marks each. |
| B. | Stage Relevant specialization: | | |
| | a. Methods subjects | - | 6(six) subjects of 100 marks each. |
| | b. Specialization subject | - | 5(five) subjects of 100 marks each. |
| C. | Optional subject | - | 1(one) subject 100 marks. |
| D. | Practicum/Field work/Internship: | | |
| | i. School Experience | - | 30 marks |
| | ii. Core teaching skill | - | 30 marks |
| | iii. Lesson observation | - | 20 marks |
| | iv. Activity participation | - | 20 marks |
| | v. Internship in teaching | - | 300 marks |
| | (Practice teaching in 6 method subject) | | |
| | Total | - | 1900 mark |

The foundation courses (compulsory) include:

1. Teaching and Education in Emerging Indian Society
2. Psychology of Teaching and Learning and
3. Teacher Education and Teacher Functions at elementary stage

The methods subjects (compulsory) include:

1. Methods of Teaching 1st Language (Manipuri or other MIL)
2. Methods of Teaching second Language (English)
3. Methods of Teaching Mathematics
4. Methods of Teaching Social Science (Social Studies)
5. Methods of Teaching Environmental Studies (Science)
6. Methods of Teaching Science and Technology

The specialization subjects (compulsory) include:

1. Elementary Education
2. Educational Technology
3. Art Education
4. Health and Physical Education and
5. Work Experience and community Interaction {Art of Healthy and Productive Living (AHPL)}

The optional subjects (any one) include the following:

1. Early Childhood Care and Education
2. Adolescence Education
3. Peace and Human Rights Education and
4. Education for children with special needs

An analysis of the contents in the papers of the above DIET course reveals the following topics which have direct or indirect bearing on human rights education.

Name of the Paper- Teacher Education in Emerging Indian Society:**First Year:**

- Functions of education as social and human resource development
- Indian Social System- its structure, stratification, mobility, social, economic and political characteristics
- Meaning of social change, factors of social change, role of education in social change
- Equality of educational opportunities:- under privileged section (women, ST/SC and disabled) and
- National Integration and peace education

Second Year:

- Universalisation of Elementary Education (UEE) in India, dropout and stagnation
- The school, parents, and community and their interdependence in facilitating education, need and cooperation of parents-teachers

Name of the Paper- Teacher Education and Teacher Functions at the Elementary Stage:**First Year:**

- SSA and Universalisation of Elementary Education

Second Year:

- Role of Mass Media in the Education of Child

Name of the Paper- Method of Teaching Social Science (Social Studies):**First Year:**

- National Identity: Cultural heritage, composite culture and national integration
- Indian Civic Affairs and Government: Salient features of the Constitution of India, concept of Democracy, Socialism and Secularism

Second Year:

- Liberty, equality, fraternity and justice with special reference to Indian Constitution
- Basic features of the Constitution
- Organs of the government at the Union and State levels- Legislature, Executive and Judiciary under the democratic form of government
- Institutions of Local Self Government- Urban and Rural
- Basic feature- Adult Franchise, Party System and Public Opinion
- Inequality- social and economic regionalism, antisocial practices, separatism, linguism, illiteracy, poverty, unemployment, population growth
- Problems of ST, SC and OBC and status of woman

Name of the Paper- Elementary Education:**First Year:**

- First generation learners and deprived and distressed sections of the learners including girls
- School drop-outs

Name of the Paper- Peace and Human Rights Education:**First Year:**

- Concept of Peace Education.
- Aims and Objectives of Peace Education.
- Dimensions of Peace Education.
- Pedagogy for Peace Education.
- Need and importance of Peace Education for teachers.
- Peace Education in pre-service and in-service teacher education curriculum.
- Strategies and activities for Peace Education for teachers.
- Concept of Human Rights.

- Universal Declaration of Human Rights 1948.
- Fundamental rights and fundamental duties under Indian Constitution.
- Directive Principles of State Policy.
- Human rights education at elementary education.
- Declaration of the right of the Child, 1959.
- Human rights education in relation to social studies, languages and science.
- Co-curricular activities connected with human rights education.

Second Year:

- Concept of learning to live together.
- Characteristics of learning to live together.
- Learning to live together in schools.
- Teacher education curriculum and learning to live together.
- Role of teacher educators.
- Delor's Commissions, 1996.
- UNESCO's Conference for Peace and International Understanding, Tokyo, 1999.
- National Curriculum Framework 2005.
- Global campaign for peace 1999.
- Human rights and Elementary Teacher Education
- Role of NHRC and SHRC and Judiciary.
- Role of civil society organizations.
- Mass media – Print and Electronic.
- Role of Teacher Training Institutions in Manipur.
- International and National agencies on Human Rights.
- United Nations.
- UGC IX Plan Approach.
- NCTE. And
- NCERT

Analysis of the contents of the curriculum and syllabus for Diploma in Elementary Teacher Education (2007) prepared by SCERT, Manipur reveals that:

- There are few contents related to human rights education in compulsory papers like Teaching and Education in Emerging Indian Society, Teacher Education and Teacher Functions at the Elementary Stage, Method of Teaching Social Science (Social Studies) and Elementary Education.
- There is one optional paper named as Peace and Human Rights Education. Since this paper is optional, all trainees may not have offered the paper.
- It is doubtful that all trainees could have adequate knowledge, skill, attitude and confidence to handle human rights related components in their schools.

B. Ed. Course:

Manipur University, which is a central university, has prescribed the syllabus for B. Ed. Course that is followed in all B.Ed. colleges in the state. The course structure is for one year duration and is divided into five categories as follows:

- A. Compulsory group (Core papers):
- | | |
|--|-----------|
| i. Teacher in Emerging Indian Society- | 100 marks |
| ii. Development of the Learner and Teaching Learning Process | 100 marks |
| iii. Development of Education System in India | 100 marks |
| iv. Educational Technology and Management | 100 marks |
- B. Methods of Teaching (Optional papers): Each pupil-teacher has to choose any two of the following method papers during B. Ed. Course:
- Method of Teaching Physical and Biological Science 100 marks
 - Method of Teaching Social Science 100 marks

•	Method of Teaching Mathematics	100 marks
•	Method of Teaching Major Indian Language (M.I.L.) or Method of Teaching English	100 marks
C.	Elective Subjects (Special papers): Each pupil-teacher has to choose any one of the following as the special paper during B. Ed. Course:	
i.	Elementary Education	100 marks
ii.	Population Education	100 marks
iii.	Environmental Education	100 marks
iv.	Educational Management and Administration	100 marks
v.	Alternative Education	100 marks
vi.	Educational and Mental Measurement	100 marks
vii.	Teaching Values	100 marks
viii.	Career Information and Career Guidance	100 marks
ix.	Physical Education	100 marks
x.	Art Education	100 marks
xi.	Performing Art Music	100 marks
D.	Field based Experiences including Practical Teaching	300 marks
i.	Classroom teaching for two method subjects as internal	100 marks
ii.	Lesson planning (note books) for two method subjects as internal	100 marks
iii.	Observation for two method subjects as internal	100 marks
iv.	Community work as internal	100 marks
E.	Co-Curricular Activities- Work Experiences, Health and Physical, Education Creative Education (Literary and Artistic Activities)	100 marks
	Total	1100 marks

An analysis of the contents in the papers of the above B. Ed. course reveals the following topics which have direct or indirect bearing on human rights education.

Name of the Paper- Teacher in Emerging Indian Society:

- Social change, Social control, Social Mobility and Modernization
- Crucial role of the teachers in the modern democratic society
- Teacher in the 21st Century in India

Name of the Paper- Development of Education System in India:

- Educational Provision of Indian Constitution

Name of the Paper- Elementary Education:

- Role of Panchayati Raj Institution and local bodies under the provision of 73rd and 74th Amendment of the Indian Constitution
- School drop-outs
- SSA and its implementation in Manipur
- First generation learners and culturally deprived learners in remote, rural and girls

Name of Paper- Population Education:

- Meaning and scope of population education
- Need and importance of population education in the 21st century
- Population composition, distribution and density
- Factors affecting population growth: fertility, mortality and migration
- Population in relation to Socio- economic development, health status, nutrition, health services and education
- Impact of unchecked growth of population on natural resources and environment
- Population and literacy campaigns in India and Manipur
- Scope of population education in School
- Integration of Population education with the general school curriculum

- Need for maintaining small family norms
- Inquiry approach
- Method of observation, self study, group discussion and assignment
- Social awareness approach
- Use of mass media and audio-visual aids
- Role of teacher in creating social awareness of the consequences of population problems
- Inculcating new values and attitudes leading to modifications of student behavior
- Working with the community to build awareness

Name of the Paper- Educational Management and Administration:

- Man power approach, cost benefit approach, social demand approach and social justice approach
- Role of teacher in school management and administration

Name of the Paper- Alternative Education:

- Role of voluntary organizations and panchayati raj institutions in NFE

Name of the Paper- Teaching of Values:

- Biological, psychological, social and ecological determinants of value & their veering on education in varying degrees
- Materials, social, moral and spiritual values
- Status of values-ways and means for their realization through education
- Material, social, economic, moral and religious evils leading to faithlessness and its reverence
- Ways and means for overcoming negative values through education
- Resolution of conflicts among values
- Personal values of life
- Teaching of values as an integral part of education
- Teachers of values as an integral part of education

- Teachers and other personnel are value laden
- Value of self sacrifice Vs value of self centredness
- Value of work Vs value of selflessness.

Analysis of the contents of the curriculum and syllabus for B. Ed. prescribed by Manipur University reveals that:

- There are few contents related to human rights education in compulsory papers like Teacher in Emerging Indian Society and Development of Education System in India.
- There are five optional papers named as Elementary Education, Population Education, Educational Management and Administration, Alternative Education, and Teaching Values, out of which each trainee had to opt for one. Moreover, these optional papers are not having much content on human rights education.
- It is doubtful that all trainees could have adequate knowledge, skill, attitude and confidence to handle human rights related components in their schools.

Thus the B. Ed. syllabus was not adequate to empower the prospective teachers to handle human rights education related components in their schools.

Hence, the third hypothesis stated in chapter I that there are contents in the syllabi of DIETs and CTEs related to human rights education in Manipur, is found partially true.

4.02: Statistical Analyses (Descriptive)

The fourth and fifth objectives of the study were to find out the degree of empowerment of prospective and in-service primary and secondary school teachers in terms of knowledge, skill, confidence and attitude for transaction of the human rights education in Manipur. As already mentioned in chapter III, in the final version of the two empowerment questionnaire on human rights for primary and secondary school teachers, 95 items were retained in each of the

scales out of which 42, 18, 10 and 25 were on knowledge, skill, confidence and attitude components respectively. The statistical measures of mean, standard deviation and percentage were computed on the four components – knowledge, skill, confidence and attitude and also on the composite (total) score for both prospective and in-service teachers of primary and secondary schools to describe the data. The results of such statistical analyses in respect of primary and secondary school teachers (both prospective and in-service) are presented in tables 4.01 and 4.02 respectively. The mean scores converted to percentages in respect of primary and secondary school teachers (both prospective and in-service) are graphically depicted in Figures 4.01 and 4.02 respectively. Further the standard deviations of the primary and secondary school teachers (both prospective and in-service) on the four components – knowledge, skill, confidence and attitude and also on the composite (total) scores are graphically depicted in Figures 4.03 and 4.04 respectively.

Table 4.01: Means (with percentages) and Standard Deviations of Prospective and In-service Primary School Teachers on the four Components of Human Rights Education and on Composite Scores

Groups		Components								Composite score	
		Knowledge		Skill		Confidence		Attitude			
		Mean	S D	Mean	S D	Mean	S D	Mean	S D	Mean	S D
Primary School Teachers	Prospective (N= 100)	23.87 (56.83)	6.13	12.44 (69.11)	3.16	8.26 (82.60)	1.73	20.14 (80.56)	3.48	64.71 (68.12)	11.31
	In-service (N= 100)	25.73 (61.26)	5.40	12.62 (70.11)	2.68	7.86 (78.60)	1.71	19.27 (77.08)	3.86	65.48 (68.93)	10.03
	Total (N=200)	24.80 (59.05)	5.84	12.53 (69.61)	2.92	8.06 (80.60)	1.72	19.71 (78.82)	3.69	65.10 (68.52)	10.62

Figures in the Parentheses indicate percentages

Table 4.02: Mean (with percentages) and Standard Deviation of Prospective and In-service Secondary School Teachers on the four Components of Human Rights Education and on Composite Scores

Groups		Components								Composite score	
		Knowledge		Skill		Confidence		Attitude			
		Mean	S D	Mean	S D	Mean	S D	Mean	S D	Mean	S D
Secondary School Teachers	Prospective (N= 100)	25.41 (60.50)	6.03	13.41 (74.50)	3.38	8.49 (84.90)	1.69	21 (84)	3.42	68.31 (71.91)	11.60
	In-service (N= 100)	25.43 (60.55)	4.71	13.45 (74.72)	2.66	8.92 (89.20)	1.58	20.50 (82)	3.63	68.30 (71.89)	9.11
	Total (N=200)	25.42 (60.52)	5.39	13.43 (74.61)	3.04	8.71 (87.05)	1.65	20.75 (83)	3.53	68.31 (71.90)	10.41

Figures in the Parentheses indicate percentages

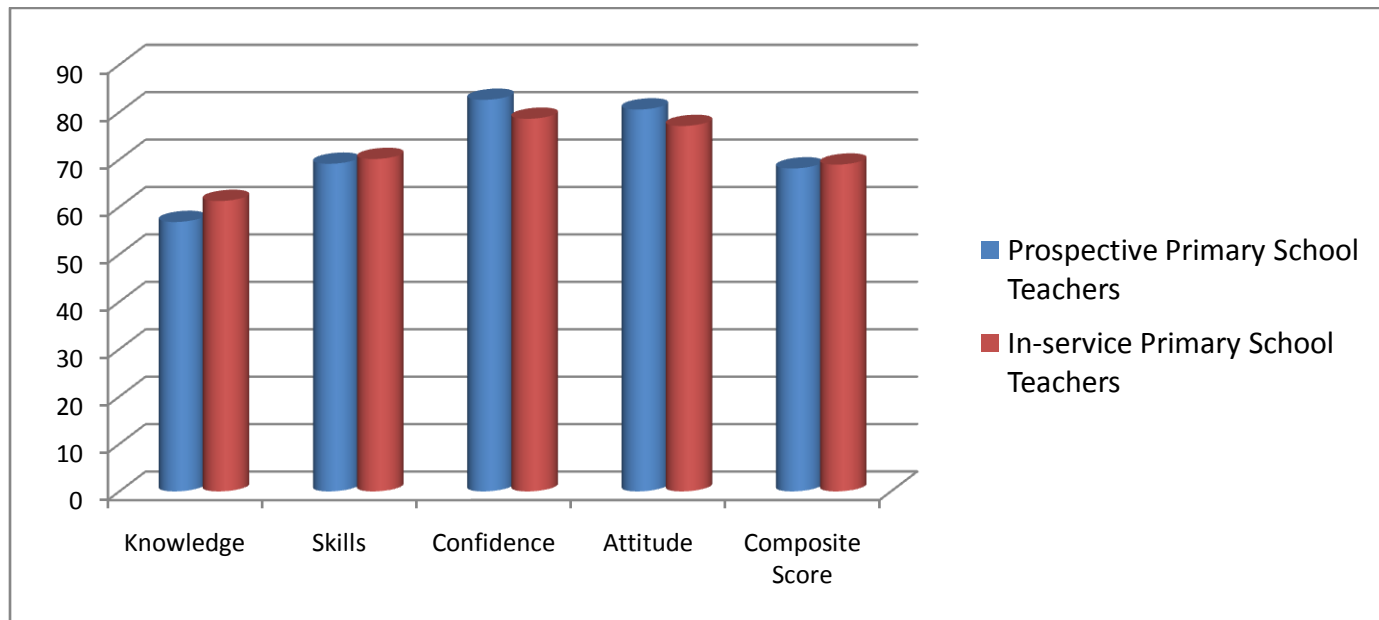


Figure 4.01 : Mean Scores of the Prospective and In-service Primary School Teachers converted to percentages on four Components of Human Rights Education and on Composite Scores

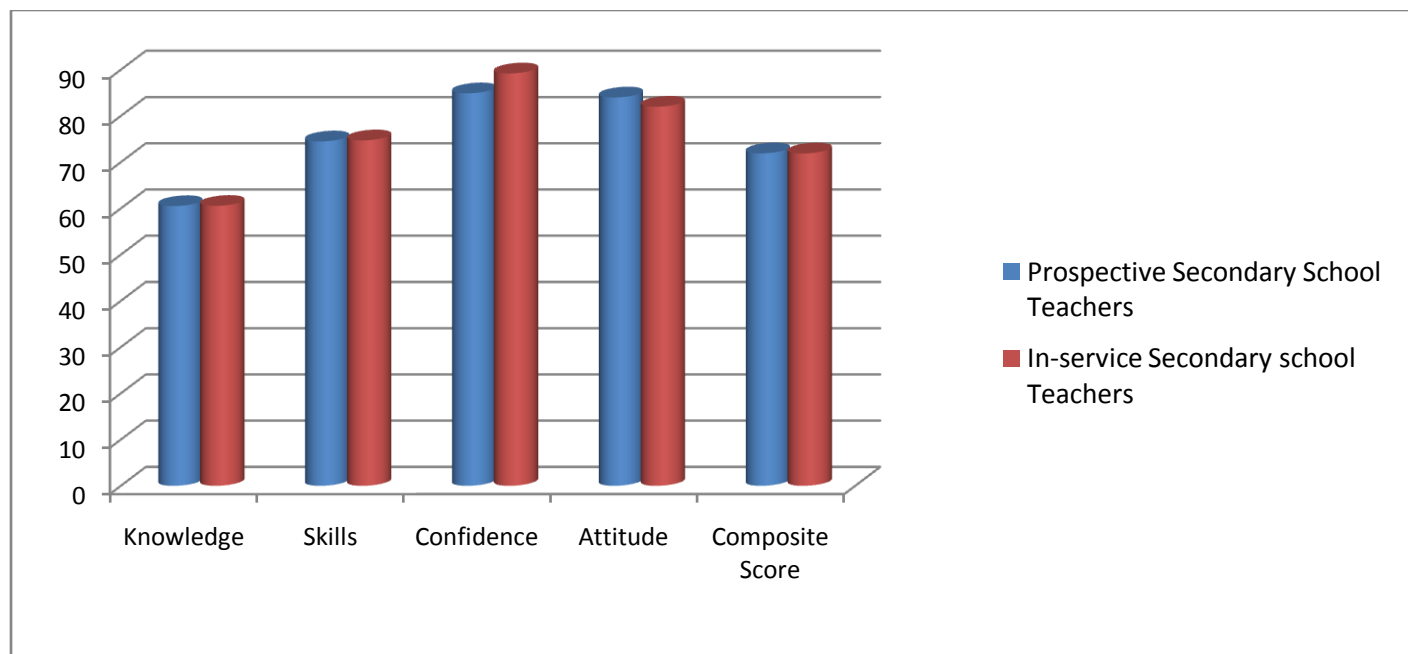


Figure 4.02: Mean Scores of the Prospective and In-service Secondary School Teachers converted to percentage on four Components of Human Rights Education and on Composite Score

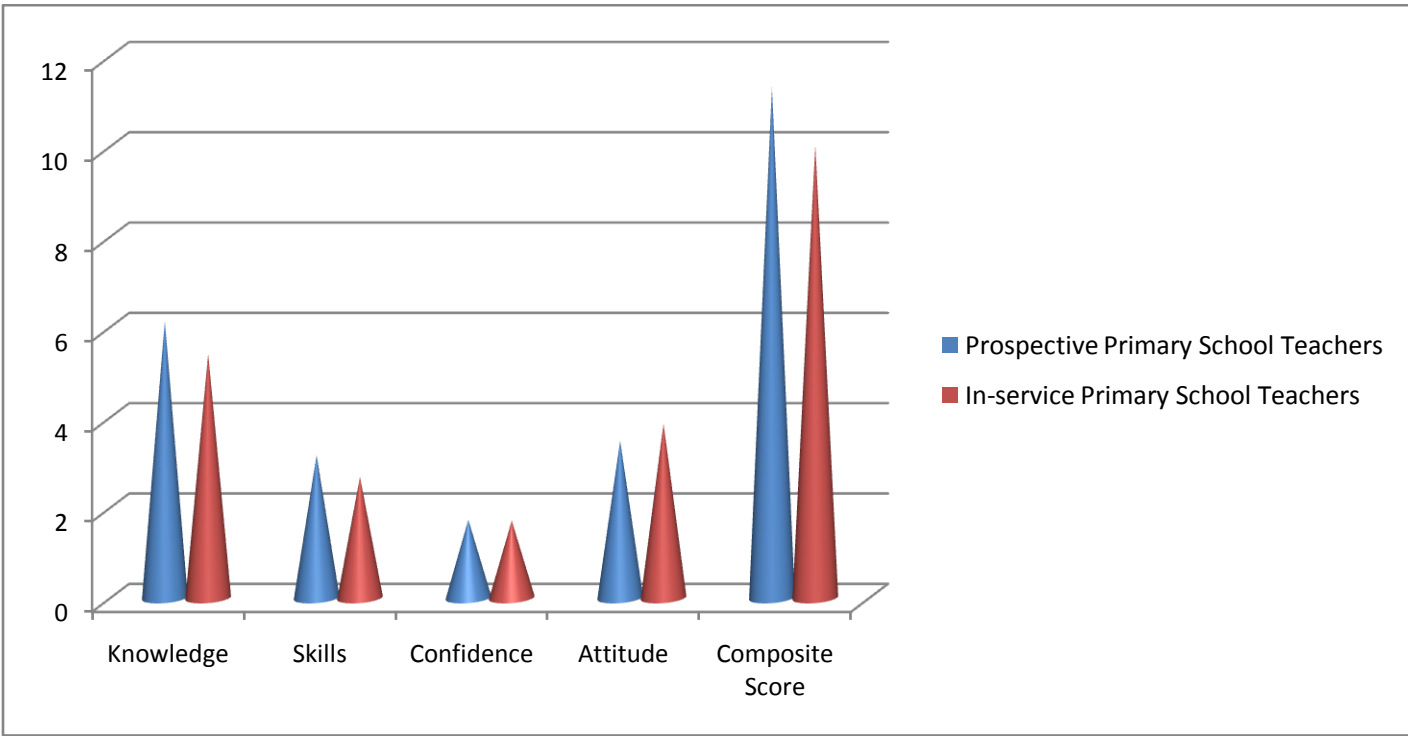


Figure 4.03 : Standard Deviations of the Prospective and In-service Primary School Teachers on four Components of Human Rights Education and on Composite Scores

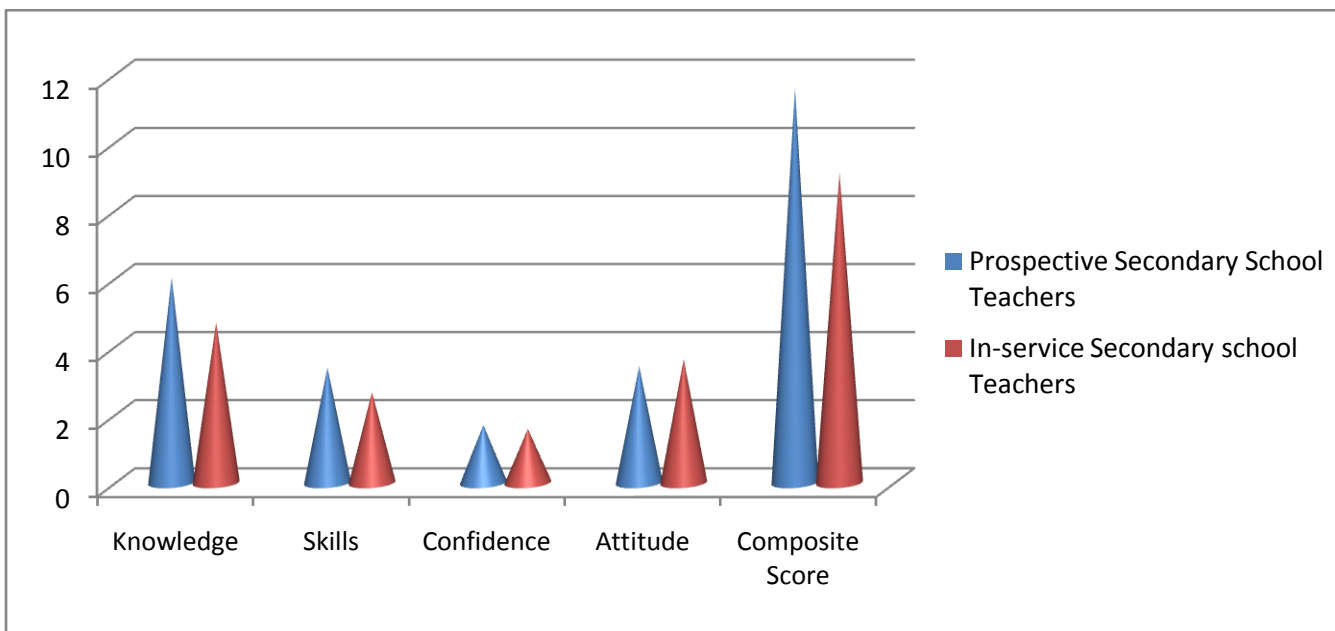


Figure 4.04 : Standard Deviations of the Prospective and In-service Secondary School Teachers on four Components of Human Rights Education and on Composite Scores

Interpretation:

(About prospective and in-service primary school teachers)

- On the knowledge component of human rights education the average performance converted to percentages of both prospective and in-service primary school teachers' are 56.83% and 61.26% respectively. Though in-service primary school teachers are found to be better than prospective primary school teachers, the results indicate that both prospective and in-service primary school teachers have basic knowledge on human rights education as the average percentage of both groups is more than 50%.
- On the skill component of human rights education the average performance converted to percentages of both prospective and in-service primary school teachers' are 69.11% and 70.11% respectively. Though in-service primary school teachers are found to be better than prospective primary school teachers, the results indicate that both prospective and in-service primary school teachers have the basic skills to transact human rights education.
- On the confidence component of human rights education the average performance converted to percentages of both prospective and in-service primary school teachers' are 82.60% and 78.60% respectively. Though prospective primary school teachers are found to be better than in-service primary school teachers, the results indicate that both prospective and in-service primary school teachers are having high confidence on transacting human rights education.
- On the attitude component of human rights education the performance converted to percentages of both prospective and in-service primary school teachers' are 80.56% and 77.08% respectively. Though prospective primary school teachers are found to have better attitude in comparison to in-service primary school teachers, the results reflect that both prospective and in-service primary school teachers have positive attitude for transacting human rights education.

- The average performance on composite score on human rights education, which indicates overall empowerment, converted to percentages of both prospective and in-service primary school teachers' are 68.12% and 68.93% respectively. The results indicate that both prospective and in-service primary school teachers are more or less equally empowered to transact human rights education.
- The variations between prospective and in-service primary school teachers in all the four components and in composite scores are not much as revealed from the standard deviations and the graphs.

(About prospective and in-service secondary school teachers)

- On the knowledge component of human rights education the average performance converted to percentages of both prospective and in-service secondary school teachers' are 60.50% and 60.55% respectively. Though in-service secondary school teachers are found to be better than prospective secondary school teachers, the result indicates that both prospective and in-service secondary school teachers have basic knowledge on human rights education as the average percentage of both groups is more than 50%.
- On the skill component of human rights education the average performance converted to percentages of both prospective and in-service secondary school teachers' are 74.50% and 74.72% respectively. Though in-service secondary school teachers are found to be better than prospective secondary school teachers, the results indicate that both prospective and in-service secondary school teachers have the basic skills to transact human rights education.
- On the confidence component of human rights education the average performance converted to percentages of both prospective and in-service primary school teachers' are 84.90% and 89.20% respectively. Though in-service secondary school teachers are found to be better than prospective secondary school teachers, the result indicates that both prospective and in-service secondary school teachers are having high confidence on transacting human rights education.

- On the attitude component of human rights education the performance converted to percentages of both prospective and in-service secondary school teachers' are 84% and 82% respectively. Though prospective secondary school teachers are found to have better attitude in comparison to in-service secondary school teachers, the result reflects that both prospective and in-service secondary school teachers have positive attitude for transacting human rights education.
- The average performance on composite score on human rights education, which indicates overall empowerment, converted to percentages of both prospective and in-service secondary school teachers' are 71.91% and 71.89% respectively. The result indicates that both prospective and in-service primary school teachers are more or less equally empowered to transact human rights education.
- The variations between prospective and in-service secondary school teachers in all the four components and in composite scores are not much as revealed from the standard deviations and the graphs.

Hence, the fourth and fifth hypotheses stated in chapter I that through training, prospective primary and secondary school teachers in Manipur are empowered to transact human rights education in Manipur and the primary and secondary in-service school teachers in Manipur are empowered to transact human rights education in Manipur are found largely true.

4.03: Differential Analyses

The sixth objective of the study was to compare the degree of empowerment of in-service primary and secondary school teachers and prospective primary and secondary school teachers in term of knowledge, skill, confidence and attitude for transaction of the human rights education in Manipur. Further the seventh objective of the study was to compare the degree of empowerment of prospective primary and secondary school teachers undergoing training in the Government CTE and private CTEs in Manipur in terms of

knowledge, skill, confidence and attitude for transaction of the human rights education in Manipur. There were two groups of primary school teachers and two groups of secondary school teachers known as prospective and in-service. To test the significance of difference among the four groups in four components of human rights education and also in composite scores t-test was used. Though the tables 4.01 and 4.02 present means and standard deviations along with converted percentages of means in respect of primary and secondary school teachers separately, for convenience of interpretation the means and standard deviations of the four groups and as the whole of the categories (primary and secondary school teachers) are presented in table 4.03. The results of the t-tests are given in table 4.04. Further comparison between prospective secondary school teachers of government CTE and private CTEs was made and the result is given in table 4.05.

The following null hypotheses are formulated for testing corresponding to 6th and 7th hypotheses stated in chapter I.

- There are no significant differences in the degree of empowerment of primary and secondary school in-service teachers and prospective primary and secondary teachers in Manipur for transaction of human rights education.
- There is no significant difference in the degree of empowerment of prospective secondary school teachers undergoing training in the government CTE and private CTEs in Manipur for transaction of human rights education.

Table 4.03: Means and Standard Deviations of Different Groups on the four Components of Human Rights Education and on Composite Scores

Groups		Components								Composite score	
		Knowledge		Skill		Confidence		Attitude			
		Mean	S D	Mean	S D	Mean	S D	Mean	S D	Mean	S D
Primary School Teachers	Prospective (N= 100)	23.87	6.13	12.44	3.16	8.26	1.73	20.14	3.48	64.71	11.31
	In-service (N= 100)	25.73	5.40	12.62	2.68	7.86	1.71	19.27	3.86	65.48	10.03
	Total (N=200)	24.8	5.84	12.53	2.92	8.06	1.72	19.71	3.69	65.10	10.62
Secondary School Teachers	Prospective (N= 100)	25.41	6.03	13.41	3.38	8.49	1.69	21	3.42	68.31	11.60
	In-service (N= 100)	25.43	4.71	13.45	2.66	8.92	1.58	20.50	3.63	68.30	9.11
	Total (N=200)	25.42	5.39	13.43	3.04	8.71	1.65	20.75	3.53	68.31	10.41

Table 4.04: t- Values for Different Groups compared on Four Components of Human Rights Education and on Composite Scores

Group Compared	Components				Composite Score
	Knowledge	Skill	Confidence	Attitude	
Prospective Primary School Teachers Vs In-Service Primary School Teachers	2.27*	0.45	1.67	1.67	0.51
Prospective Primary School Teachers Vs Prospective Secondary School Teachers	1.79	2.11*	0.96	1.76	2.22*
Prospective Primary School Teachers Vs In-Service Secondary School Teachers	2.03*	2.53*	2.75**	0.72	2.48*
In-Service Primary School Teachers Vs Prospective Secondary School Teachers	0.40	1.88	2.63**	3.33**	1.85
In-Service Primary School Teachers Vs In-Service Secondary School Teachers	0.30	2.24*	4.42**	2.32*	2.09*
Prospective Secondary School Teachers Vs In-Service Secondary School Teachers	0.02	0.90	1.79	1.00	0.01
Primary School Teachers Vs Secondary School Teachers	0.62	3.00**	4.64**	2.89**	3.06**

* Significant at .05 level, ** Significant at .01 level

Table 4.05: Mean and Standard Deviation of Govt. CTE and Pvt. CTE on the four Components of Human Rights Education and on Composite Scores

Groups	Components								Composite score	
	Knowledge		Skill		Confidence		Attitude			
	Mean	S D	Mean	S D	Mean	S D	Mean	S D	Mean	S D
Government CTE (N= 46)	24.54 (58.44)	6.02	12.85 (71.38)	3.43	8.39 (83.91)	1.84	21.07 (84.26)	3.77	66.85 (70.37)	12.48
Private CTEs (N= 54)	26.15 (62.26)	5.99	13.89 (77.16)	3.30	8.57 (85.74)	1.56	20.94 (83.78)	3.14	69.56 (73.21)	10.75
t-Values (Government CTE Vs Private CTEs)	1.34		1.53		0.49		0.69		1.15	

Figures in the *Parentheses indicate percentages*

Interpretation:

Table no. 4.04 reveals that the t-values on knowledge component are significant in cases of prospective primary school teachers Vs in-service primary school teachers and prospective primary school teachers Vs in-service secondary school teachers. From the table 4.03 it is found that prospective primary school teachers have a lower mean score in comparison to both in-service primary school teachers and in-service secondary school teachers. In other words prospective primary school teachers have less knowledge on human rights education as compared with in-service primary and in-service secondary school teachers.

On the skill component the t-values, as revealed from table 4.04, as significant in cases of prospective primary school teachers Vs prospective secondary school teachers, prospective primary school teachers Vs in-service secondary school teachers, in-service primary school teachers Vs in-service secondary school teachers and primary school teachers Vs secondary school teachers. From the table 4.03 it is found that both prospective secondary school teachers and in-service secondary school teachers have higher mean scores than prospective primary school teachers. Further secondary school teachers as a whole have higher mean score than primary school teachers. It implies that secondary school teachers (prospective as well as in-service) have better skills than primary school teachers (prospective as well as in-service).

Further from the table 4.04 it is found that on the component confidence the t-values, in cases of prospective primary school teachers Vs in-service secondary school teachers, in-service primary school teachers Vs prospective secondary school teachers, in-service primary school teachers Vs in-service secondary school teachers and primary school teachers Vs secondary school teachers are significant. Referring to the table 4.03 it is found that both prospective and in-service secondary school teachers have higher mean scores than both prospective and in-service primary school teachers. As such it implies that both prospective and in-service secondary school teachers are more confident

than both prospective and in-service primary school teachers to handle human rights education related components.

From the table 4.04 it is further revealed that on component attitude the t-values, in cases of in-service primary school teachers Vs prospective secondary school teachers, in-service primary school teachers Vs in-service secondary school teachers and primary school teachers Vs secondary school teachers are significant. From the table 4.03 it is found that both prospective and in-service secondary school teachers have higher mean scores than in-service primary school teachers. Further secondary school teachers have higher mean scores than the primary school teachers. It implies that secondary school teachers have better attitude in comparison to primary school teachers towards human rights education.

From table 4.04 it is found that the t-values on composite scores are significant in cases of prospective primary school teachers Vs prospective secondary school teachers, prospective primary school teachers Vs in-service secondary school teachers, in-service primary school teachers Vs in-service secondary school teachers and primary school teachers Vs secondary school teachers. It is found from table 4.03 that both prospective and in-service secondary school teachers have higher mean scores than both prospective and in-service primary school teachers. It is implied that among the primary and secondary prospective as well as in-service school teachers; prospective and in-service secondary school teachers are more empowered.

Comparison exclusively between prospective primary school teachers and in-service primary school teachers on the four components and the composite scores of empowerment in human rights education reveals that, except on knowledge component, both the groups are more or less equal. On the knowledge component in-service primary school teachers are better than prospective primary school teachers.

Comparison exclusively between prospective secondary school teachers and in-service secondary school teachers reveals that both the groups are more or less equal in all the four components and the composite scores of empowerment in human rights education.

From table 4.05 it is found that in all the four components of human rights education empowerment and on the composite scores the t-values are not significant in case of prospective secondary school teachers of the government CTE Vs private CTEs. It implies that the prospective secondary school teachers of the government CTE and private CTEs are more or less equally empowered to handle human rights education.

Hence, the first null hypothesis stated in this section that there are no significant differences in the degree of empowerment of primary and secondary school in-service teachers and prospective primary and secondary teachers in Manipur for transaction of human rights education cannot be rejected in cases where t-values are found not to be significant. However such hypothesis can be rejected in cases where t-values are found to be significant.

But, the second null hypothesis stated in this section that there is no significant difference in the degree of empowerment of prospective secondary school teachers undergoing training in the government CTE and private CTEs in Manipur for transaction of human rights education cannot be rejected as the t-values on all the components of empowerment and on the composite scores are found not to be significant.

4.04: Perceptions of Principals, Teacher Educators and Trainees of DIETs and CTEs of Manipur for Better Empowerment of Prospective and In-Service Teachers in Transacting Human Rights Education (Objective- 8)

The responses of all the eight categories of respondents – prospective and in-service primary school teachers, prospective and in-service secondary school teachers, principals of DIETs, teacher educators of DIETs, principals of CTEs and

teacher educators of CTEs for the 26 statements are presented in Table No. 4.7 It was decided to interpret the responses as favourable and unfavourable with 50% as criterion. It implies that positive statements having 50% or more affirmative responses will be interpreted as favourable and below 50% responses will be interpreted as unfavourable. In case of negative statement the interpretation will be the reverse. Item wise interpretations are made as follows.

Table no. 4.06: The Responses of All Categories of Respondents on Improvement of Human Rights Education in Teachers' Training Institutions

Sl. No	Statements	Primary School Teacher				Secondary School Teacher				Principal of DIETs N=07		Teacher Educators of DIETs N=50		Principal of CTEs N=5		Teacher Educators of CTEs N=50	
		Prospective N=100		In-Service N=100		Prospective N=100		In-Service N=100		Yes	No	Yes	No	Yes	No	Yes	No
		Yes	No	Yes	No	Yes	No	Yes	No								
1.	The teachers' training courses and programmes on human rights education are not suitably designed and developed to impart required knowledge and skill.	66	34	89	11	83	17	85	15	4 (57)	3 (43)	41 (82)	9 (18)	5 (100)		42 (84)	8 (16)
2.	The teachers' training courses and programmes on human rights education are not being suitably implemented in our training institutions.	77	23	68	32	94	6	79	21	6 (86)	1 (14)	29 (68)	21 (32)	5 (100)		40 (80)	10 (20)
3.	Teachers' training programmes should be residential in nature where trainees can reflect human rights related values in their day-to-day life.	84	16	78	22	79	21	88	12	6 (86)	1 (14)	39 (78)	11 (22)	4 (80)	1 (20)	29 (68)	21 (32)
4.	There should be a separate course/paper on human rights in the teachers' training syllabus.	86	14	84	16	92	8	83	17	6 (86)	1 (14)	45 (90)	5 (10)	5 (100)		41 (82)	9 (18)
5.	All human rights related acts; laws etc. need to be taught to the trainees.	87	13	94	6	99	1	95	5	7 (100)		47 (94)	3 (6)	5 (100)		45 (90)	5 (10)

6.	There should be a human rights Cell in every teachers' training institution.	86	14	83	17	89	11	80	20	5 (71)	2 (29)	46 (92)	4 (8)	5 (100)		48 (96)	2 (4)
7.	Cases of violation of human rights among the trainees should be reported to human rights cell of the institution and be handled through proper counseling by the teacher educators for better exposure.	78	22	86	14	87	13	80	20	4 (57)	3 (43)	45 (90)	5 (10)	5 (100)		49 (98)	1 (2)
8.	There is need to discuss human rights issues in seminars/workshops in the teachers' training institutions regularly.	95	5	88	2	88	12	89	11	5 (71)	2 (29)	50 (100)		5 (100)		49 (98)	1 (2)
9.	All trainees should freely and openly express their views on human rights in the seminars/workshops organized in the institution.	97	3	98	2	95	5	96	4	6 (86)	1 (14)	47 (94)	3 (6)	5 (100)		49 (98)	1 (2)
10.	Human rights cannot be transacted within the four walls of the classroom, but must be learnt in the world outside and be linked to ground reality.	90	10	95	5	91	9	95	5	7 (100)		45 (90)	5 (10)	4 (80)	1 (20)	50 (100)	
11.	The present form of training on human rights to teachers is simply theoretical without practical exposure.	84	16	92	8	85	15	90	10	6 (86)	1 (14)	45 (90)	5 (10)	5 (100)		46 (92)	4 (8)

12.	Co-curricular activities related to human rights are not being undertaken in the teachers' training institutions.	74	26	83	17	82	18	78	22	6 (86)	1 (14)	45 (90)	5 (10)	5 (100)		46 (92)	4 (8)
13.	Co-curricular and extra-curricular programmes like staging of plays, film shows, street plays, should be conducted periodically by the trainees.	84	16	83	17	80	20	83	17	5 (71)	2 (29)	44 (88)	6 (12)	5 (100)		49 (98)	1 (2)
14.	Trainees should be assigned individual and group project works related to human rights as a requirement of the course.	91	9	94	6	97	3	95	5	6 (86)	1 (14)	48 (96)	2 (4)	5 (100)		48 (96)	2 (4)
15.	Trainees should be exposed to concrete human rights violation cases in nearby organizations, societies such as non-enrollment of children in the school, child labour, unhealthy living, wastage of energy, environmental degradation etc.	95	5	87	13	90	10	80	20	6 (86)	1 (14)	50 (100)		5 (100)		47 (94)	3 (6)
16.	Teachers' training institutions must be regularly supplied with literatures on human rights.	84	16	92	8	93	7	86	14	6 (86)	1 (14)	43 (86)	7 (14)	5 (100)		50 (100)	
17.	Proper handling of human rights topics included in the school curriculum should be dealt during training period.	90	10	97	3	88	12	94	6	5 (71)	2 (29)	48 (96)	2 (4)	5 (100)		50 (100)	

18.	National and international days of importance such as Human Rights Day, UN Day, International Days of the Disabled, the Aged, Girl child etc. are not being celebrated in the teachers' training institutions in befitting ways.	85	15	90	10	90	10	85	15	4 (57)	3 (43)	42 (84)	8 (16)	5 5 (100)		48 (96)	2 (4)
19.	Trainees are not being trained with right kind of methods for transacting human rights related topics such as role-play, brainstorming, discussion, projects, questioning, buzz session, activity based, use of mass media, re-creating information, cooperative learning and case study.	72	28	87	13	86	14	86	14	6 (86)	1 (14)	40 (80)	10 (20)	5 (100)		47 (94)	3 (6)
20.	Human rights related activities being organized during the training period in the teachers' training institutions are not adequate.	80	20	89	11	87	13	89	11	6 (86)	1 (14)	44 (88)	6 (12)	5 (100)		48 (96)	2 (4)
21.	Teacher educators are not abreast with the latest issues related to human rights.	71	29	84	16	82	18	81	19	5 (71)	2 (29)	40 (80)	10 (20)	5 (100)		40 (80)	10 (20)
22.	There is need to prepare self-learning modules on human rights education with practical activities, lesson plans, and exemplar materials for teacher trainees.	98	2	94	6	91	9	94	6	6 (86)	1 (14)	43 (86)	7 (14)	5 (100)		50 (100)	

23.	In-service training programmes in the form of online courses and short-term courses need to be organized by NGOs, national and international bodies.	86	14	95	5	87	13	94	6	6 (86)	1 (14)	41 (82)	9 (18)	5 (100)		49 (98)	1 (2)
24.	Teachers' training institutes should undertake research projects on human rights issues.	85	15	93	7	86	14	88	12	6 (86)	1 (14)	40 (80)	10 (20)	5 (100)		50 (100)	
25.	Teacher Educators do not show interest in human rights issues.	33	67	37	63	38	62	32	68	5 (71)	2 (29)	14 (28)	36 (72)	1 (20)	4 (80)	18 (36)	32 (64)
26.	Teacher trainees do not show interest in human rights issues.	34	66	30	60	38	62	25	75	5 (71)	2 (29)	17 (34)	33 (66)	2 (40)	3 (60)	20 (40)	30 (60)

Interpretation:

Statement- 1: The teachers' training courses and programmes on human rights education are not suitably designed and developed to impart required knowledge and skill.

This statement is a negative one seeking the opinion of the respondents about suitability of designed and developed teachers' training courses and programmes on human rights education. It is found from table 4.6 that more than 50% of the respondents of all eight categories have agreed with the statement. It implies that the teachers' training courses and programmes on human rights education were not suitably designed and developed to impart required knowledge and skill.

Statement- 2: The teachers' training courses and programmes on human rights education are not being suitably implemented in our training institutions.

This statement is a negative one seeking the opinion of the respondents about suitability of implemented teachers' training courses and programmes on human rights education. It is found from table 4.6 that more than 50% of respondents of all the eight categories have agreed with the statement. It implies that the teachers' training courses and programmes on human rights education were not suitably implemented in the training institutions.

Statement- 3: Teachers' training programmes should be residential in nature where trainees can reflect human rights related values in their day-to-day life.

This statement is a positive one. It is found from table 4.6 that majority of the respondents of all eight categories have agreed with the statement. It implies that Teachers' training programmes should be residential in nature where trainees can reflect human rights related values in their day-to-day life.

Statement- 4: There should be a separate course/paper on human rights in the teachers' training syllabus.

This statement is a positive one. It is found from table 4.6 that more than 50% of respondents of all the eight categories have agreed with the statement. It implies that all the categories are of the opinion that there should be a separate course/paper on human rights education in the teachers' training syllabus.

Statement- 5: All human rights related acts; laws etc. need to be taught to the trainees.

This statement is a positive one. It is found from table 4.6 that majority of the respondents of all the eight categories have agreed with the statement. It implies that all categories are of the opinion that all human rights related acts; laws etc. need to be taught to the trainees.

Statement- 6: There should be a human rights Cell in every teachers' training institution.

It is found from table 4.6 that more than 50% of respondents of all the eight categories have agreed with the statement. It implies that all categories are of the view that there should be a human rights cell in every teachers' training institution.

Statement- 7: Cases of violation of human rights among the trainees should be reported to human rights cell of the institution and be handled through proper counseling by the teacher educators for better exposure.

This statement is a positive one. It is found from table 4.6 that majority of the respondents of all the eight categories have agreed with the statement. It implies that all categories are of the view that cases of violation of human rights among the trainees should be reported to human rights cell of the institution and

be handled through proper counseling by the teacher educators for better exposure.

Statement- 8: There is need to discuss human rights issues in seminars/workshops in the teachers' training institutions regularly.

This statement is a positive one. It is found from table 4.6 that more than 50% of respondents of all the eight categories have agreed with the statement. It implies that all categories were of the opinion that human rights issues should be discussed in seminars/ workshops in the teachers' training institutions regularly.

Statement- 9: All trainees should freely and openly express their views on human rights in the seminars/workshops organized in the institution.

This statement is a positive one. It is found from table 4.6 that majority of the respondents of all the eight categories have agreed with the statement. It implies that all categories of respondents are of the opinion that scope should be given to express their views on human rights in the seminars/workshops organized in the institution freely and openly.

Statement- 10: Human rights cannot be transacted within the four walls of the classroom, but must be learnt in the world outside and be linked to ground reality.

This statement is a positive one. It is found from table 4.6 that more than 50% of respondents of all the eight categories have agreed with the statement. It implies that all categories of the respondents are of the view that human rights cannot be transacted within the four walls of the classroom, but must be learnt in the world outside and be linked to ground reality.

Statement- 11: The present form of training on human rights to teachers is simply theoretical without practical exposure.

This statement is a positive one. It is found from table 4.6 that majority of the respondents of all the eight categories have agreed with the statement. It is implied that all eight categories are of the view that the present form of training on human rights to teachers is simply theoretical without practical exposure.

Statement- 12: Co-curricular activities related to human rights are not being undertaken in the teachers' training institutions.

This statement is a negative one seeking the opinion of the response about undertaking co-curricular activities related to human rights in the teachers' training institutions. It is found from table 4.6 that more than 50% of respondents of all the eight categories have agreed with the statement. It implies that co-curricular activities related to human rights were not being undertaken in the teachers' training institutions.

Statement- 13: Co-curricular and extra-curricular programmes like staging of plays, film shows, street plays, should be conducted periodically by the trainees.

This statement is a positive one. It is found from table 4.6 that majority of the respondents of all the eight categories have agreed with the statement. It is implied that all categories are of the view that co-curricular and extra-curricular programmes like staging of plays, film shows, street plays, should be conducted periodically by the trainees.

Statement- 14: Trainees should be assigned individual and group project works related to human rights as a requirement of the course.

This statement is a positive one. It is found from table 4.6 that more than 50% of respondents of all the eight categories have agreed with the statement. It implies that all categories are of the opinion that trainees should be assigned individual and group project works related to human rights as a requirement of the course.

Statement- 15: Trainees should be exposed to concrete human rights violation cases in nearby organizations, societies such as non-enrollment of children in the school, child labour, unhealthy living, wastage of energy, environmental degradation etc.

This statement is a positive one. It is found from table 4.6 that majority of the respondents of all the eight categories have agreed with the statement. It is implied that all categories are of the view that trainees should be exposed to concrete human rights violation cases in nearby organizations, societies such as non-enrollment of children in the school, child labour, unhealthy living, wastage of energy, environmental degradation etc.

Statement- 16: Teachers' training institutions must be regularly supplied with literatures on human rights.

This statement is a positive one. It is found from table 4.6 that more than 50% of respondents of all the eight categories have agreed with the statement. It is implied that all categories are of the opinion that training institutions must be regularly supplied with literatures on human rights.

Statement- 17: Proper handling of human rights topics included in the school curriculum should be dealt during training period.

This statement is a positive one. It is found from table 4.6 that majority of the respondents of all the eight categories have agreed with the statement. It implies that all categories are of the view that proper handling of human rights topics included in the school curriculum should be dealt during training period.

Statement- 18: National and international days of importance such as Human Rights Day, UN Day, International Days of the Disabled, the Aged, Girl child etc. are not being celebrated in the teachers' training institutions in befitting ways.

This statement is a negative one. It is found from table 4.6 that more than 50% of respondents of all the eight categories have agreed with the statement. It implies that national and international days of importance such as Human Rights Day, UN Day, International Days of the Disabled, the Aged, Girl child etc. were not being celebrated in the teachers' training institutions in befitting ways.

Statement- 19: Trainees are not being trained with right kind of methods for transacting human rights related topics such as role-play, brainstorming, discussion, projects, questioning, buzz session, activity based, use of mass media, re-creating information, cooperative learning and case study.

This statement is a negative one. It is found from table no. 4.6 that majority of the respondents of all the eight categories have agreed with the statement. It is implied that all categories are of the opinion that trainees were not being trained with right kind of methods such as role-play, brainstorming, discussion, projects, questioning, buzz session, activity based, use of mass media, re-creating information, cooperative learning and case study etc for transacting human rights related topics.

Statement- 20: Human rights related activities being organized during the training period in the teachers' training institutions are not adequate.

This statement is a negative one. It is found from table 4.6 that more than 50% of respondents of all the eight categories have agreed with the statement. It implies that all categories are of the opinion that human rights related activities being organized during the training period in the teachers' training institutions were not adequate.

Statement- 21: Teacher educators are not abreast with the latest issues related to human rights.

This statement is a negative one. It is found from table 4.6 that majority of the respondents of all the eight categories have agreed with the statement. It implies that all categories are of the opinion that teacher educators were not abreast with the latest issues related to human rights.

Statement- 22: There is need to prepare self-learning modules on human rights education with practical activities, lesson plans, and exemplar materials for teacher trainees.

This statement is a positive one. It is found from table 4.6 that more than 50% of respondents of all the eight categories have agreed with the statement. It is implied that all categories are of the opinion that self-learning modules on human rights education with practical activities, lesson plans, and exemplar materials should be prepared for teacher trainees.

Statement- 23: In-service training programmes in the form of online courses and short-term courses need to be organized by NGOs, national and international bodies.

This statement is a positive one. It is found from table 4.6 that majority of the respondents of all the eight categories have agreed with the statement. It is implied that all categories are of the view that in-service training programmes in

the form of online courses and short-term courses are needed to be organized by NGOs, national and international bodies.

Statement- 24: Teachers' training institutes should undertake research projects on human rights issues.

This statement is a positive one. It is found from table 4.6 that more than 50% of respondents of all the eight categories have agreed with the statement. It is implied that all categories are of the opinion that teachers' training institutes should undertake research projects on human rights issues.

Statement- 25: Teacher educators do not show interest in human rights issues.

This is negative statement to which more than 50% of respondents of all categories, except Principals of DIETs, have responded negatively. It implies that except Principals of DIETs all are of the opinion that teacher educators did not show interest in human rights issues.

Statement- 26: Teacher trainees do not show interest in human rights issues.

This is negative statement to which more than majority of the respondents of all categories, except Principals of DIETs, have responded negatively. It implies that except Principals of DIETs all are of the opinion that teacher trainees did not show interest in human rights issues.

Hence, the eighth hypothesis stated in chapter I that principals, teacher educators and trainees of DIETs and CTEs of Manipur have perceptions for better empowerment of prospective and in-service teachers in transacting human rights education is found true. Suggestions for better empowerment of in-service and prospective primary and secondary school teachers in Manipur for effective transaction of human rights education will be presented in the next chapter primarily based on these results.

This chapter is divided into seven sections. Results of the study have been presented in section 5.00 and discussed in section 5.01. Suggestions relating to teachers' empowerment for transacting human rights education are offered in Section-5.02. Section 5.03, 5.04 and 5.05 pertain to the discussion on educational implications of the study, limitations of the study and suggestions for further research. Lastly a brief epilogue on the study is presented in section 5.06.

5.00: Results of the study

Findings of the study on the first eight objectives as analysed and presented in the five sub-sections 4.00 to 4.04 in chapter IV are presented in the similar way in five sub-sections i.e. A to E below:

A. Content Analysis of the Text Books of Standards I-X

- There were two types of government schools in Manipur following Manipuri and English as medium of instruction. All the textbooks were prescribed by Board of Secondary Education Manipur. Except the language text books which were common, other text books in Manipuri language were mostly translated ones of English textbooks and as such the contents and co-curricular activities were same.
- No systematic component on human rights education was found in the textbooks of classes I to III. Though topics on some freedom fighters and social workers were found in textbooks of classes' I -III, there were not much contents as the students were not matured enough to comprehend human rights related values.
- In the textbooks on Environmental Studies, English, Manipuri, Hindi and Social Sciences of classes' IV to X, there were some contents with suggestions for co-curricular activities.
- Topics specifically on human rights education were found in classes VIII, IX and X.
- Topics on freedom fighters and social workers of regional and national levels were found in almost all classes' IV - X.

- Topics on popular regional freedom fighters and social workers like Bir Tikendrajit, Thangal General, Paona, Rani Gaidinliu and Irabot, had been repeatedly included in textbooks of different classes. Besides Jadonang, Raja Pamheiba, Beighyachandra, Ningthoujam Bhadra Singh etc. were also included in the text books of some classes.
- Contributions of popular national freedom fighters, social workers and eminent national leaders like Rani Laxmibhai, Jawaharlal Nehru, Mahatma Gandhi, Subhaschandra Bose, Bhagat Singh, Bal Gangadhar Tilak, Moulana Abdul Kalam Azad, Ramprasad Bissmil, Gopal Krishna Gokhle, Surendranath Benerji, Pandit Mandana Mohan Malvya, Lala Rajpat Rai, Sardar Balav Bhai Patel, Motilal Nehru, Raja Gopalchari, Sorojini Naidu, Dadabhai Naorojee, Dr. B. R. Ambedkar, Jogesh Chaterji, Sachindranath Sanyal, Ashfaqualla Khan, Rabindranath Tagore, Swami Vivekanand, Mother Teresa, Satyajit Roy, Hargovinda Khurana and M. S. Swaminathan were found in the textbooks of Classes' IV - X.
- Contributions of Charaka and Sushtra were found in the textbooks of classes V and of Abraham Linclon were found in the textbooks of class VIII.
- In the beginning of the textbooks of some classes Gandhiji's Talisman and fundamental duties of citizens, as mentioned under article 51A of Constitution of India, part IV A, had been presented.

B. Contents in the Syllabi of DIETs and CTEs Related to Human Rights Education in Manipur

i. Contents in the Syllabi of DIETs

- There were few contents related to human rights education in compulsory papers like Teaching and Education in Emerging Indian Society, Teacher Education and Teacher Functions at the Elementary Stage, Method of Teaching Social Science (Social Studies) and Elementary Education.

- There was one optional paper named as Peace and Human Rights Education. Since this paper was optional, all trainees might not have offered the paper.
- It was doubtful that all trainees could have adequate knowledge, skill, attitude and confidence to handle human rights related components in their schools.

ii. Contents in the Syllabi of CTEs

- There were few contents related to human rights education in compulsory papers like Teacher in Emerging Indian Society and Development of Education System in India.
- There were five optional papers named as Elementary Education, Population Education, Educational Management and Administration, Alternative Education, and Teaching Values, out of which each trainee had to opt for one. Moreover, these optional papers were not having much content on human rights education.
- It was doubtful that all trainees could have adequate knowledge, skill, attitude and confidence to handle human rights related components in their schools.

C. *Status analysis of prospective and in-service primary and secondary school teachers*

i. *Status analysis of prospective and in-service primary school teachers*

- On the knowledge component of human rights education though in-service primary school teachers were found to be better than prospective primary school teachers; the results indicated that both prospective and in-service primary school teachers had basic knowledge on human rights education as the average percentage of both groups was more than 50%.
- On the skill component of human rights education though in-service primary school teachers were found to be better than prospective primary school

teachers; the results indicated that both prospective and in-service primary school teachers had the basic skills to transact human rights education as the average percentage of both groups was more than 50%.

- On the confidence component of human rights education though prospective primary school teachers were found to be better than in-service primary school teachers, the results indicated that both prospective and in-service primary school teachers were having high confidence on transacting human rights education.
- On the attitude component of human rights education though prospective primary school teachers were found to have better attitude in comparison to in-service primary school teachers, the results reflected that both prospective and in-service primary school teachers had positive attitude for transacting human rights education.
- The average performance of both prospective and in-service primary school teachers on composite scores on human rights education, which indicates overall empowerment, indicated that both the groups were more or less equally empowered to transact human rights education.
- The variations between prospective and in-service primary school teachers in all the four components and in composite scores were not much as revealed from the standard deviations and the graphs.

ii. Status analysis of prospective and in-service secondary school teachers

- On the knowledge component of human rights education though in-service secondary school teachers were found to be better than prospective secondary school teachers; the results indicated that both prospective and in-service secondary school teachers had basic knowledge on human rights education as the average percentage of both groups was more than 50%.
- On the skill component of human rights education though in-service secondary school teachers were found to be better than prospective secondary school teachers; the results indicated that both prospective and in-service

secondary school teachers had the basic skills to transact human rights education as the average percentage of both groups was more than 50%.

- On the confidence component of human rights education though in-service secondary school teachers were found to be better than prospective secondary school teachers; the results indicated that both prospective and in-service secondary school teachers were having high confidence on transacting human rights education.
- On the attitude component of human rights education though prospective secondary school teachers were found to have better attitude in comparison to in-service secondary school teachers; the results reflected that both prospective and in-service secondary school teachers had positive attitude for transacting human rights education.
- The average performance of both prospective and in-service secondary school teachers on composite scores on human rights education, which indicates overall empowerment, indicated that both the groups were more or less equally empowered to transact human rights education.
- The variations between prospective and in-service secondary school teachers in all the four components and in composite scores were not much as revealed from the standard deviations and the graphs.

D. Differential analysis of prospective and in-service primary and secondary school teachers

- Prospective primary school teachers had less knowledge on human rights education as compared with in-service primary and in-service secondary school teachers.
- Secondary school teachers (prospective as well as in-service) had better skills than primary school teachers (prospective as well as in-service).
- Both prospective and in-service secondary school teachers were more confident in comparison to both prospective and in-service primary school teachers to handle human rights education related components.
- Secondary school teachers had better attitude in comparison to primary school teachers towards human rights education.

- Among the primary and secondary prospective as well as in-service school teachers, prospective and in-service secondary school teachers were more empowered.
- Comparison exclusively between prospective primary school teachers and in-service primary school teachers on the four components and the composite scores of empowerment in human rights education revealed that, except on knowledge component, both the groups were more or less equal. On the knowledge component in-service primary school teachers were better than prospective primary school teachers.
- Comparison exclusively between prospective secondary school teachers and in-service secondary school teachers revealed that both the groups were more or less equal in all the four components and the composite scores of empowerment in human rights education.
- Comparison between the prospective secondary school teachers of the government CTE and private CTEs revealed that they were more or less equally empowered to handle human rights education.

E. Perception Analysis

- Majority of all the eight categories of respondents i.e. prospective and in-service primary school teachers, prospective and in-service secondary school teachers, principals and teacher educators of DIETs, and principals and teacher educators of CTEs viewed that the teachers' training courses and programmes on human rights education were not suitably designed and developed to impart required knowledge and skill.
- Majority of all categories of respondents opined that the teachers' training courses and programmes on human rights education were not suitably implemented in the training institutions.
- Majority of all categories of respondents viewed that teachers' training programmes should be residential in nature where trainees can reflect human rights related values in their day-to-day life.

- Majority of all categories of respondents were of the opinion that there should be a separate course/paper on human rights education in the teachers' training syllabus.
- Majority of all categories of respondents were of the opinion that all human rights related acts, laws etc. should be taught to the trainees.
- Majority of all categories of respondents were of the view that there should be a human rights cell in every teacher's training institution.
- Majority of all categories of respondents were of the view that cases of violation of human rights among the trainees should be reported to human rights cell of the institution and be handled through proper counseling by the teacher educators for better exposure.
- Majority of all categories of respondents were of the opinion that human rights issues should be discussed in seminars/workshops in the teachers' training institutions regularly.
- Majority of all categories of respondents were of the opinion that scope should be given to express their views on human rights in the seminars/workshops organized in the institution freely and openly.
- Majority of all categories of the respondents were of the view that human rights could not be transacted within the four walls of the classroom, but should be learnt in the world outside and be linked to ground reality.
- Majority of all eight categories of respondents were of the view that the training on human rights to teachers was simply theoretical without practical exposure.
- Majority of all categories of respondents opined that co-curricular activities related to human rights were not being undertaken in the teachers' training institutions.
- Majority of all categories of respondents were of the view that co-curricular and extra-curricular programmes like staging of plays, film shows, street plays, should be conducted periodically by the trainees.

- Majority of all categories of respondents were of the opinion that trainees should be assigned individual and group project works related to human rights as a requirement of the course.
- Majority of all categories of respondents were of the view that trainees should be exposed to concrete human rights violation cases in nearby organizations, societies such as non-enrollment of children in the school, child labour, unhealthy living, wastage of energy, environmental degradation etc.
- Majority of all categories of respondents were of the opinion that training institutions must be regularly supplied with literatures on human rights.
- Majority of all categories of respondents were of the view that proper handling of human rights topics included in the school curriculum should be dealt during training period.
- Majority of all categories of respondents were of the opinion that National and International days of importance such as Human Rights Day, UN Day, International Days of the Disabled, the Aged, Girl child etc. were not being celebrated in the teachers' training institutions in befitting ways.
- Majority of all categories of respondents were of the opinion that trainees were not being trained with right kind of methods such as role-play, brainstorming, discussion, projects, questioning, buzz session, activity based, use of mass media, re-creating information, cooperative learning and case study etc. for transacting human rights related topics.
- Majority of all categories of respondents were of the opinion that human rights related activities being organized during the training period in the teachers' training institutions were not adequate.
- Majority of all categories of respondents were of the opinion that teacher educators were not abreast with the latest issues related to human rights.
- Majority of all categories of respondents were of the opinion that self-learning modules on human rights education with practical activities, lesson plans, and exemplar materials should be prepared for teacher trainees.

- Majority of all categories of respondents were of the view that in-service training programmes in the form of online courses and short-term courses are needed to be organized by NGOs, National and International bodies.
- Majority of all categories of respondents were of the opinion that teachers' training institutes should undertake research projects on human rights issues.
- Except Principals of DIETs, majority of all categories of respondents were of the opinion that teacher educators did not show interest in human rights issues.
- Except Principals of DIETs, majority of all categories of respondents were of the opinion that teacher trainees did not show interest in human rights issues.

5.01: Discussion of Results

The study revealed that there was no systematic component on human rights education in the textbooks of classes' I-III but there were some components related to human rights education in the text books of classes' IV-X in Manipur. Further there were some designed co-curricular activities relating transaction of human rights education in the text books of classes' IV-X in Manipur. However there were repetitions of topics highlighting the regional and national freedom fighters and social workers. It is desired that topics on violation of human rights, negative implications of insurgencies and terrorism, benefits of unity in diversity, fundamental rights and duties of citizens, India's strength as a developing country, constitutional provisions and enacted laws in favour of women, children, refugees, UN documents, declarations, and covenants and conventions etc. need to be infused in the textbooks. The co-curricular activities should be appropriately designed and properly organized for development of human rights related values. Process of learning, materials and school ethos are very important which need to be improved in all schools.

This finding is in the line of findings and views of Panda (2004), Dev, Sharma and Lahiry (2007) and Pandey (2007).

Analysis of the contents of the curriculum and syllabus for Diploma in Elementary Teacher Education (2007) prepared by SCERT, Manipur revealed

that there were few contents related to human rights education in compulsory papers like Teaching and Education in Emerging Indian Society, Teacher Education and Teacher Functions at the Elementary Stage, Method of Teaching Social Science (Social Studies) and Elementary Education. There was one optional paper named as Peace and Human Right Education. Since this paper was optional all trainees might not be offering the paper. These curricular contents were not enough to develop required knowledge, skill, attitude and confidence to handle human rights related components in their schools. A compulsory paper in the syllabi of Diploma in Elementary Teacher Education having contents on violation of human rights, negative implications of insurgencies and terrorism, benefits of unity in diversity, fundamental rights and duties of citizens, India's strength as a developing country, constitutional provisions and enacted laws in favour of women, children, refugees, UN documents, declarations, and covenants and conventions etc need to be urgently prepared by SCERT, Manipur to rightly empower the prospective teachers of the state to transact human rights education.

The B. Ed. syllabus of Manipur University had no significant contents on human rights education. It is desired that, like DIETs course, the B. Ed. syllabus must have a compulsory paper with similar contents for the empowerment of prospective secondary school teachers of the state to transact human rights education.

The study revealed that both prospective and in-service primary as well as secondary school teachers in Manipur were basically empowered to transact human rights education in spite of limited opportunities in the training institutions. This might not be through the training that they received but due to their background, exposure, readings and maturity. Teachers are required not to be basically empowered but to be strongly empowered.

The study revealed that the prospective secondary school teachers undergoing training in the government CTE and private CTEs are more or less equally empowered to transact human rights education. As already mentioned

this might not be due to the effect of the training, since there were little contents in their syllabi, but might be ascribed to their background, exposure, readings and maturity.

5.02: Suggestions

Teachers must be provided with pre-service as well as in-service education to equip them to use appropriate strategies to generate awareness about human rights and to inculcate human values. The teachers can help to transform learner's uncritical attitudes into an active-participative conviction that human rights must be protected, respected and promoted. Teachers themselves have to become the embodiments of such values and set examples for their learners. The transaction of human rights education broadens the role of teachers. Unlike classroom instruction, the teaching of human rights does not involve the memorization of texts or acquisition of skills; it is a matter of creating basic attitudes of tolerance and goodwill towards all human beings.

As already mentioned in this chapter, perceptions of prospective and in-service primary school teachers, prospective and in-service secondary school teachers, principals of DIETs, teacher educators of DIETs, principals of CTEs and teacher educators of CTEs for the 26 statements were judged. Besides, open suggestions were sought in item no. 27 of the questionnaire. Based on the responses of the above respondents and researchers own intuition and literature the following suggestions are offered for better empowerment of teachers in transacting human rights education and values.

- The teachers' training courses and programmes on human rights education need to be suitably designed and developed.
- The teachers' training courses and programmes on human rights education need to be suitably implemented in the training institutions.
- Teachers' training programmes should be residential in nature where trainees can reflect human rights related values in their day-to-day life.

- There should be a separate course/paper on human rights education in the teachers' training syllabus.
- All human rights related acts, laws etc. should be taught to the trainees.
- There should be a human rights cell in every teacher's training institution.
- Cases of violation of human rights among the trainees should be reported to human rights cell of the institution and be handled through proper counseling by the teacher educators for better exposure.
- Human rights issues should be discussed in seminars/workshops in the teachers' training institutions regularly.
- Scope should be given to express the views of trainees on human rights in the seminars/workshops organized in the institution freely and openly.
- Human rights could not be transacted within the four walls of the classroom, but should be learnt in the world outside and be linked to ground reality.
- The training on human rights to teachers should not be simply theoretical without practical exposure.
- Co-curricular activities related to human rights are to be undertaken in the teachers' training institutions.
- Co-curricular and extra-curricular programmes like staging of plays, film shows, street plays, should be conducted periodically by the trainees.
- Trainees should be assigned individual and group project works related to human rights as a requirement of the course.
- Trainees should be exposed to concrete human rights violation cases in nearby organizations, societies such as non-enrollment of children in the school, child labour, unhealthy living, wastage of energy, environmental degradation etc.
- Training institutions must be regularly supplied with literatures on human rights.
- Proper handling of human rights topics included in the school curriculum should be dealt during training period.
- National and International days of importance such as Human Rights Day, UN Day, International Days of the Disabled, the Aged, Girl child etc. need to be celebrated in the teachers' training institutions in befitting ways.

- Trainees are to be trained with right kind of methods such as role-play, brainstorming, discussion, projects, questioning, buzz session, activity based, use of mass media, re-creating information, cooperative learning and case study etc for transacting human rights related topics.
- Human rights related activities should be organized during the training period in the teachers' training institutions adequately.
- Teacher educators should be made abreast with the latest issues related to human rights.
- Self-learning modules on human rights education with practical activities, lesson plans, and exemplar materials should be prepared for teacher trainees.
- In-service training programmes in the form of online courses and short-term courses are needed to be organized by NGOs, National and International bodies.
- Teachers' training institutes should undertake research projects on human rights issues.
- Teacher educators should show interest in human rights issues.
- Teacher trainees should show interest in human rights issues.
- For development of human rights literacy among all people human rights education should be imparted through in-formal and non-formal ways.
- The activities of NGOs should be assessed and NGOs involved in promoting human rights related values should be supported.

5.03: Educational Implications

All cherished goals of any nation are hoped to be realized through the classrooms only. The Butler Act of 1944 in U. K. had a nice line written on top: "*What our schools are, the race shall be*". Similarly, in India, report of the Kothari Commission starts with: "*The destiny of India is being shaped in her classrooms*". It is natural to have great expectations from our classrooms. The study has important implication for educational planners, administrators, teachers and students.

India is characterized by 3Ds- Demography, Diversity and Democracy. These are its strengths and may become its limitations as being interpreted. India is a union of 28 states and 7 union territories. India's socio-cultural phenomena are the true pictures of *unity in diversity*. It is home to over 1.20 billion people of diverse origins and religions. It has to be a tolerant society, where people of different faiths and persuasions have to join together in building the world's largest democracy, where universally recognized human rights and fundamental freedoms are guaranteed to all its citizens without discrimination. The socio-cultural diversity draws its strength and sustenance from India's composite culture that has evolved over centuries. Accordingly, the observance, promotion and protection of human rights constitute a complex task in a country of India's ethnic, religious, linguistic and economic diversity. But it is unfortunate that at times unwanted and serious incidents in shape of communal riots, terrorist activities and insurgencies and the like are taking place posing great internal threats to the country. When this report was in progress the unfortunate Muzafarnagar riot took place in Uttar Pradesh in which more than 48 innocent people were killed. The involvement of politicians, so called leaders of our country, is of great concern.

The formulators of national policy on education (NPE) 1986 well judged the social scenario of our country and emphatically recommended that for education to be worthwhile, it must be value oriented. According to the programme of action (1992) for the new educational policy, the value which should be given importance by teachers in classes VI- X are patriotism, national integration, social and democratic values, sense of duties and justice, sense of cooperation and help, sympathy, compassion and tolerance, sense of courage and fearlessness, preservation of environment and natural resources, knowledge of respect for Indian cultural heritage and importance of the small family, secularism, universal brotherhood, eradication of social evils etc.

Educational planners are required to take cognizance of the scenario and plan the educational system of the country so that the teacher educators and

teachers are rightly empowered to inculcate human rights related values among the future citizens. The syllabi of different levels of education should be properly designed for inculcation of such values among the students. Administrators have to see that the designed schemes are properly implemented to achieve the ends.

The concept of empowerment flows from that of power. 'Power' is the key word of the term 'Empowerment' which means control over material assets, intellectual resources and ideology. In the popular sense, the term 'power' is understood as the capability to do anything. When we talk of empowerment of teachers it refers to their awareness, attitude, skill and confidence as it is studied in the present research. Out of these components, the first one i.e. awareness is more important as it leads to the development and organization of other components. Further teachers are expected to be well-equipped with 3As - Awareness, Analysis and Action of human rights as rightly stated by Pandey (2007). If teachers would lack the knowledge of basic 'A' of human rights i.e. Awareness they cannot be expected to practice the other two 'As' i.e. Analysis and Action. Consequently, instead of becoming the promoter of human rights they would often become perpetrators of injustice and inequality. Hence, it is more important to develop proper awareness among the teachers.

Teachers should be trained with right kind of pedagogical approaches too. It is worth mentioning the findings of Maria Montessori as regards learning: images are better than words, showing is better than telling, too much instruction is worse than too little, and positive reinforcement of what is done right is far more effective than when things are wrong. Therefore, the current model of teacher education on human rights education in Manipur does not seem to yield the desired results. The curriculum and co-curriculum of teacher education institutions need to be urgently redesigned to address the shortfalls. In-service teacher education programmes, exclusively focused on human rights education and its pedagogical approaches, are urgently required to be regularly organized for creating necessary awareness and developing skills required by the teachers to ensure proper transaction of human rights education in schools.

Plato's 'Memo' begins with the question "*Can you tell me Socrates, is virtue to be taught? The answer of Socrates is that virtue is not taught but recollected*". Similarly Swami Vivekanand has aptly declared "*Like fire in a piece of paper, knowledge exists in the minds. Suggestion is the friction which comes out*". Further Saint and Educationist Sri Aurobindo has recorded "*The first principle of true teaching is that nothing can be taught. A teacher is not an instructor of recruits or commanding fatigue squads. He is an assistant and a guide. His function is to suggest and not to impose*". All these ideals imply that students have to be critical and should learn how to maintain harmony in the society, respect each other, enjoy rights, perform duties and co-operate others for the same. In this endeavour teachers can play the role of facilitators.

Parents and society have also important roles to play. Healthy atmosphere at home and society is desirable for promoting the human rights related values. If there is any contradiction in the values being taught and the values being cherished at home and the society, there is greater likelihood that children may imbibe what is being practiced and cherished at home and the society but not what is being taught.

Hence, in the light of above discussion, it is desired that everyone has a responsibility for inculcating human rights related values with the future generations. As such everyone and everywhere serious commitment is required.

5.04: Limitations of the Study

The investigator had tried to be scientific and objective in the process of investigation. However the study contained the following limitations:

- The sample of the study was limited to one hundred prospective and one hundred in-service primary school teachers, one hundred prospective and one hundred in-service secondary school teachers, fifty teacher educators from DIETs, fifty teacher educators from CTEs, seven principals of DIETs and five principals of CTEs.
- The samples were selected from Manipur state only.

- For the collection of data no standardized tool was used. All the tools were developed by the investigator which might have some defects.
- All the tools were self-reporting ones. Administration of self-reporting tools assume that while taking the tools the respondents will be honest, sincere and will interpret the same meaning of the items as the authors of the tools do. This could not be judged objectively.
- Due to lack of resources the investigator might not have gone through all relevant literature and research studies on this broad concept.

5.05: Suggestions for Further Research

Further researches may be undertaken in the following lines.

- Similar studies may be conducted with larger samples to validate the present findings.
- Similar studies may be conducted on higher secondary school teachers and teachers of higher education.
- Similar studies may be conducted on awareness on human rights education of students at different levels.
- Similar studies may be conducted for comparison of the present findings on Manipur state with that of any other states.

5.06: Epilogue

A country is considered great by the character of its people rather than by their numbers. Education plays a major role in promoting national development in all its ramifications. Every country develops its system of education to express its unique socio-cultural identity and also to meet the challenges of the times. India is facing tremendous value crisis among its citizens today. There were moments in history when new directions were to be given to age-old processes. That moment is also now.

It is the values which must be cultured and internalized again and again by every member of the nation at every level. Naturally the next question that

follows is 'How' - how to implant these ideas in the minds, behavior and actions of the members. Teachers form the nucleus of any educational system. They are one of the main pillars of the society, entrusted with the task of educating young people for different walks of life. There is a proverb that *no system of education can raise above the levels of its teachers*. If educational institutions are fundamental to any society, the teachers are the pivots to any such institutions - school, college or university. No programme of education can be implemented without the willing and active co-operation of teachers. Teachers could be the most powerful agents of social change, because the whole structure of educational edifice is based upon the teachers. The impact of teachers on the students that is on upcoming generations is very subtle and long lasting.

The purposes, possible approaches and contents of value education summarized in a report of the Human Resource Development (HRD) Ministry are worth to be quoted as mentioned by Singhvi, 2006:

Truth (Satya), Righteous Conduct (Dharma), Peace (Shanti), Love (Prema), and Non-violence (Ahimsa) are the core universal values which can be identified as the foundation-stone on which the value-based education programme can be build. These five are indeed universal values and respectively represent the five domains of human personality; intellectual, physical, emotional, psychological and spiritual. They also are correspondingly co-related with five major objectives of education, namely, knowledge, skill, balance, vision and identity.

Another aspect that must be given some thought is religion which is the most misused and misunderstood concept. The process of making the students acquainted with the basics of all religions, the values inherent therein and also a comparative study of the philosophy of all religions must begin at the middle stage in schools and continue up to the university level. Students have to be made aware that the basic concept behind every religion is common, only

the practices differ. Even if there are differences of opinion in certain areas, people have to learn to co-exist and carry no hatred against any religion. (In Garg, 2012-13, 4-5).

The notion of compassion (*Karuna*) must not be forgotten, as ultimately all of us have to live on the mother earth. *'Let us Live and Let others Live'* should be the basic humanitarian value of all citizens, as all are members of common fraternity i.e. mankind. The value of compassion should be inculcated, imbibed and practiced by everyone and everywhere. Let us hope that our teacher education institutions will address the issue of empowering teachers who will promote human rights education in right way and will not perpetrate. It is said that *example is always better than precept*. Our teachers will be definitely prepared to prove themselves as examples before their students. Let us be reminded of and reflect on Mahatma Gandhi's remark, *"Real education consists in drawing the best out of yourself. What better book can there be than the book of humanity?"* and William Hazlitt's remark, *"There is a secret pride in every human heart that revolts at tyranny. You may order and drive an individual, but you cannot make him respect you."*

One of the great achievements of the United Nations is the creation of a comprehensive body of human rights law which provides us with a universal and internationally protected code of human rights, one to which all nations can subscribe and to which all people can aspire. The first words of the Universal Declaration of Human Rights (UDHR), 1948 proclaim that *recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world.*

Man is recognized as the supreme creature of all species on earth. However man is the only one among all the species who has an unpardonable record of its own destruction and degradation. Since time immemorial man has been humiliating man like no other species. The phenomenon is becoming aggravated due to scarce of resources and cut throat competitions for material possessions and power. This must be corrected; otherwise our future generations will not only laugh at us but also suffer from more disastrous consequences. The transformation can be effected only through a right kind of education which is considered instrumental for aspired changes in issues of similar nature.

Human rights education is an education which not only provides understanding of one's own rights but also his duties. It aims to inculcate self-esteem and recognition of one's own rightful place in society and to foster an attitude of goodwill, tolerance, fellow feeling, passion etc that are the core of human values and to remove all kinds of prejudices of man towards man.

The present scholar, being a native of Manipur, feels that due to violation of human rights in the state there is strong discontentment among the people and this is being reflected in insurgent activities. There has been a separatist movement in Manipur since 1964 with several violent groups desirous of a sovereign Manipur. The Government of India continues to insist on a military response to the political struggle in Manipur, by enacting emergency legislations and introducing security apparatuses. Massive deployment of armed forces and military actions are undertaken under the Armed Forces (Special Powers) Act, 1958 (AFSPA). There is an urgent need to impart human rights education to

make people literate on human rights. In the formal sector it should be properly transacted to inculcate right attitude and way of life with the future citizens of the state. Teachers being instrumental for transaction of any kind of education are required to be empowered with knowledge, skill, attitude and confidence to transmit human rights education too.

Rational of the Study and Statement of the Problem:

India is a country having people of multiple diversities. It needs creation of a strong and pro-active human rights community and it can be achieved through a well thought-out programme of education. The task of human rights education ought to be focused at two distinct levels i.e. imparters (teachers) and receivers (students). For the receivers provisions are to be made in curricular and co-curricular activities. But for effective transaction of human rights education proper training of teachers is very important. The teachers are required to be empowered with proper knowledge, skills, methods, attitude etc so that they will be confident to disseminate human rights education to their students.

An analysis of the research studies and articles cited in this chapter reveals that human rights education has been given a back seat by researchers in our country. It is due to the fact that human rights education is a recent area and it has vast scope. Studies are found on street children, child labour, women helpers, custodial violence, refugee, gender discrimination, conflict and education. In the area of education two studies were found dealing with curriculum, two studies were on secondary schools and one study was found on teachers' and teacher educators' awareness. Besides the article of Panda (2004) had discussed the theoretical Perspective of human rights education in India. Dev, Sharma and Lahiry (2007) had attempted to evaluate the general awareness of secondary school students of our country on human rights education. The only empirical study conducted on teachers' and teacher educators' was by Pandey (2007), which was intended to assess their awareness. Thus it can be concluded that there is dearth of research studies which would strengthen human rights education in our

country. Moreover, the present researcher did not find any study on students, teachers and teacher educators in the state of Manipur.

Human rights education is to be imparted at all levels of education i.e. primary to higher. However, it is more important to be dealt at primary and secondary levels of education due to the importance of the periods. Besides, secondary education is the terminal stage of education for many. In fact, each and every developmental effort of the society starts from the grass root level. The present researcher was of the view that such a challenging task can never be easily undertaken without the empowerment of primary and secondary school teachers as the right persons concerned at the grass root level of education. As such the researcher identified the primary and secondary stages of education in the state of Manipur as the area of her study related to human rights education.

The rationale behind the selection of the state of Manipur as the specific area for the present study was that Manipur had been highlighted for large scale violation of human rights. Further the state was declared a disturbed area and the Armed Forces Special Power Act, 1958 was imposed in it in eighties. Sometimes innocent people were being victimized. Such a scenario tremendously influenced the present researcher to undertake the study related to human rights education in Manipur.

Everybody wants a social order where a citizen may enjoy his freedom and liberty and get respect and dignity for his work and service, where no reason to fear is, where he can get a helping hand at the time of distress and where there is absolutely no violation of human rights. But Manipur is quite different from it. If the problem would to be solved for all times to come, it would have to be done through development of proper awareness about human rights among the tiny tots, who are the future of the state. There was an urgent need to impart human rights education to make people literate on human rights, which also stands true today. In the formal sector it should be properly transacted to inculcate right attitude and way of life with the future citizens of the state. Relating to the status and success

of human rights education in the state of Manipur the following broad questions were raised:

- I. Are there adequate components related to human rights education in the text books of classes' I-X?
- II. Are there adequate contents in the syllabi of DIETs and CTEs related to human rights education?
- III. Are the prospective primary and secondary school teachers being empowered in terms of knowledge, skill, confidence and attitude for transaction of human rights education during their training?
- IV. Are the in-service primary and secondary school teachers empowered in terms of knowledge, skill, confidence and attitude for transaction of human rights education?
- V. What is the degree of empowerment of prospective and in-service primary and secondary school teachers in terms of knowledge, skill, confidence and attitude for transaction of human rights education?

There are eight District Institutes of Education and Training (DIETs) in Manipur. All are being managed by the Government of Manipur and are affiliated to the Manipur Board of Secondary Education. These institutes basically prepare the prospective teachers for primary education. Manipur has also six colleges of Teacher Education (CTEs), out of which one is being managed by the Government of Manipur and the rest five are being managed by private bodies. All the six colleges of teacher education are affiliated to the Manipur University. These institutions prepare the prospective secondary school teachers. Further there is one training college for training of teachers in Hindi. DIETs and CTEs also organize in-service training programmes.

For the success of Human Rights Education in our country, research support should be available. Though many conceptual articles have been published in different journals and books, there is dearth of empirical studies in

this area. To get the answers to the questions raised above empirically, the following problem was undertaken for investigation.

EMPOWERMENT OF PROSPECTIVE PRIMARY AND SECONDARY SCHOOL TEACHERS ON HUMAN RIGHTS EDUCATION IN MANIPUR: STATUS AND CHALLENGES

Objectives of the Study:

1. To find out the components in the text books of classes' I-X related to human rights education in Manipur.
2. To find out the co-curricular activities designed for transaction of human rights education in classes' I-X in Manipur.
3. To find out the contents in the syllabi of DIETs and CTEs related to the human rights education in Manipur.
4. To study the degree of empowerment of prospective primary and secondary school teachers in terms of knowledge, skill, confidence and attitude for transaction of human rights education in Manipur.
5. To study the degree of empowerment of in-service primary and secondary school teachers in terms of knowledge, skill, confidence and attitude for transaction of human rights education in Manipur.
6. To compare the degree of empowerment of in-service primary and secondary school teachers and prospective primary and secondary school teachers in terms of knowledge, skill, confidence and attitude for transaction of human rights education in Manipur.
7. To compare the degree of empowerment of prospective primary and secondary school teachers undergoing training in the Government CTE and private CTEs in Manipur in terms of knowledge, skill, confidence and attitude for transaction of human rights education in Manipur.
8. To study the perception of principals, teacher educators and trainees of DIETs and CTEs of Manipur for better empowerment of prospective and in-service teachers in transacting human rights education.

9. To suggest measures for better empowerment of in-service and prospective primary and secondary school teachers in Manipur for effective transaction of human rights education.

Hypotheses of the Study:

In relation to the above stated objectives, the following hypotheses were formulated:

1. There are components related to human rights education in the text books of classes' I-X in Manipur.
2. There are designed co-curricular activities relating transaction of human rights education in the text books of classes' I-X in Manipur.
3. There are contents in the syllabi of DIETs and CTEs related to human rights education in Manipur.
4. Through training, prospective primary and secondary school teachers in Manipur are empowered to transact human rights education in Manipur.
5. The primary and secondary in-service school teachers in Manipur are empowered to transact human rights education in Manipur.
6. There are differences in the degree of empowerment of primary and secondary school in-service teachers and prospective primary and secondary teachers in Manipur for transaction of human rights education.
7. There is difference in the degree of empowerment of prospective secondary school teachers undergoing training in the government CTE and private CTEs in Manipur for transaction of human rights education.
8. Principals, teacher educators and trainees of DIETs and CTEs of Manipur have perceptions for better empowerment of prospective and in-service teachers in transacting human rights education.
9. Suitable measures need to be taken for better empowerment of in-service and prospective primary and secondary school teachers in Manipur for effective transaction of human rights education.

Delimitation of Scope Enquiry:

Conceptually and geographically the study was delimited in its scope as follows:

- It was limited to human rights education.
- The study was primarily focused on the empowerment of primary and secondary school pre-service and in-service teachers to transact human rights education.
- It was confined only to the state of Manipur.
- For content analysis of the textbooks relating to human rights education, the textbooks prescribed by Board of Secondary Education, Manipur for classes' I-X were analyzed.

Plan and Procedure:

Research Approach

The study was primarily intended to assess the empowerment of prospective and in-service primary and secondary school teachers on human rights education in Manipur. Therefore, descriptive survey approach was followed for the present study. The study was a mixed type i.e. both qualitative and quantitative in nature.

Sources of Data

In order to fulfil the objectives of the present study, data were collected from both primary and secondary sources.

Sample

The total sample of the study was comprised of one hundred prospective primary school teachers, one hundred in-service primary school teachers, one hundred prospective secondary school teachers, one hundred in-service secondary school teachers, seven principals of DIETs, five principals of CTEs, fifty teacher educators of DIETs and fifty teacher educators of CTEs.

Tools and Techniques used

The following tools were developed by the investigator for collection of data for the study.

- I. Questionnaire on Empowerment of Primary School Teachers(prospective and in-service) in Human Rights Education
- II. Questionnaire on Empowerment of Secondary School Teachers(prospective and in-service) in Human Rights Education
- III. Questionnaire for prospective and in-service primary and secondary school teachers on improvement in human rights education in teachers' training institutions
- IV. Questionnaire for principals and teacher educators of DIETs and CTEs on improvement in human rights education in teachers' training institutions

Major findings of the study

Content Analysis of the Text Books of Standard I-X

- No systematic component on human rights education was found in the textbooks of classes I to III.
- In the textbooks on Environmental Studies, English, Manipuri, Hindi and Social Sciences of classes' IV to X, there were some contents with suggestions for co-curricular activities.
- Topics specifically on human rights education were found in classes VIII, IX and X.
- Topics on freedom fighters and social workers of regional and national levels were found in almost all classes' IV - X.
- Topics on popular regional freedom fighters and social workers were also included in the text books of some classes.
- Contributions of popular national freedom fighters, social workers and eminent national leaders were found in the textbooks of Classes' IV - X.

- In the beginning of the textbooks of some classes Gandhiji's Talisman and fundamental duties of citizen, as mentioned under article 51A of Constitution of India, part IV A, had been presented.

Contents in the Syllabi of DIETs and CTEs Related to Human Rights Education in Manipur

DIETs

- There were few contents related to human rights education in compulsory papers like Teaching and Education in Emerging Indian Society, Teacher Education and Teacher Functions at the Elementary Stage, Method of Teaching Social Science (Social Studies) and Elementary Education.
- There was one optional paper named as Peace and Human Rights Education. Since this paper was optional, all trainees might not have offered the paper.
- It was doubtful that all trainees could have adequate knowledge, skill, attitude and confidence to handle human rights related components in their schools.

CTEs

- There were few contents related to human rights education in compulsory papers like Teacher in Emerging Indian Society and Development of Education System in India.
- There were five optional papers named as Elementary Education, Population Education, Educational Management and Administration, Alternative Education, and Teaching Values, out of which each trainee had to opt for one. Moreover, these optional papers were not having much content on human rights education.
- It was doubtful that all trainees could have adequate knowledge, skill, attitude and confidence to handle human rights related components in their schools.

Status analysis of prospective and in-service primary school teachers

- On the knowledge component of human rights education though in-service primary school teachers were found to be better than prospective primary school teachers; the results indicated that both prospective and in-service primary school teachers had basic knowledge on human rights education as the average percentage of both groups was more than 50%.
- On the skill component of human rights education though in-service primary school teachers were found to be better than prospective primary school teachers; the results indicated that both prospective and in-service primary school teachers had the basic skills to transact human rights education.
- On the confidence component of human rights education though prospective primary school teachers were found to be better than in-service primary school teachers, the results indicated that both prospective and in-service primary school teachers were having high confidence on transacting human rights education.
- On the attitude component of human rights education though prospective primary school teachers were found to have better attitude in comparison to in-service primary school teachers, the results reflected that both prospective and in-service primary school teachers had positive attitude for transacting human rights education.
- The average performance of both prospective and in-service primary school teachers on composite scores on human rights education, which indicates overall empowerment, indicated that both the groups were more or less equally empowered to transact human rights education.
- The variations between prospective and in-service primary school teachers in all the four components and in composite scores were not much.

Status analysis of prospective and in-service secondary school teachers

- On the knowledge component of human rights education though in-service secondary school teachers were found to be better than prospective

secondary school teachers; the results indicated that both prospective and in-service secondary school teachers had basic knowledge on human rights education as the average percentage of both groups was more than 50%.

- On the skill component of human rights education though in-service secondary school teachers were found to be better than prospective secondary school teachers; the results indicated that both prospective and in-service secondary school teachers had the basic skills to transact human rights education.
- On the confidence component of human rights education though in-service secondary school teachers were found to be better than prospective secondary school teachers; the results indicated that both prospective and in-service secondary school teachers were having high confidence on transacting human rights education.
- On the attitude component of human rights education though prospective secondary school teachers were found to have better attitude in comparison to in-service secondary school teachers; the results reflected that both prospective and in-service secondary school teachers had positive attitude for transacting human rights education.
- The average performance of both prospective and in-service secondary school teachers on composite scores on human rights education, which indicates overall empowerment, indicated that both the groups were more or less equally empowered to transact human rights education.
- The variations between prospective and in-service secondary school teachers in all the four components and in composite scores were not much.

Differential analysis of prospective and in-service primary and secondary school teachers

- Prospective primary school teachers had less knowledge on human rights education as compared with in-service primary and in-service secondary school teachers.

- Secondary school teachers (prospective as well as in-service) had better skills than primary school teachers (prospective as well as in-service).
- Both prospective and in-service secondary school teachers were more confident than both prospective and in-service primary school teachers to handle human rights education related components.
- Secondary school teachers had better attitude in comparison to primary school teachers towards human rights education.
- Among the primary and secondary prospective as well as in-service school teachers; prospective and in-service secondary school teachers were more empowered.
- Comparison exclusively between prospective primary school teachers and in-service primary school teachers on the four components and the composite scores of empowerment in human rights education revealed that, except on knowledge component, both the groups were more or less equal. On the knowledge component in-service primary school teachers were better than prospective primary school teachers.
- Comparison exclusively between prospective secondary school teachers and in-service secondary school teachers revealed that both the groups were more or less equal in all the four components and the composite scores of empowerment in human rights education.
- Comparison between the prospective secondary school teachers of the government CTE and private CTEs revealed that they were more or less equally empowered to handle human rights education.

Perception Analysis

- Majority of all the eight categories of respondents i.e. prospective and in-service primary school teachers; prospective and in-service secondary school teachers; principals and teacher educators of DIETs; and principals and teacher educators of CTEs viewed that the teachers' training courses and

programmes on human rights education were not suitably designed and developed to impart required knowledge and skill.

- Majority of all categories of respondents opined that the teachers' training courses and programmes on human rights education were not suitably implemented in the training institutions.
- Majority of all categories of respondents viewed that teachers' training programmes should be residential in nature where trainees can reflect human rights related values in their day-to-day life.
- Majority of all categories of respondents were of the opinion that there should be a separate course/paper on human rights education in the teachers' training syllabus.
- Majority of all categories of respondents were of the opinion that all human rights related acts; laws etc. should be taught to the trainees.
- Majority of all categories of respondents were of the view that there should be a human rights cell in every teacher's training institution.
- Majority of all categories of respondents were of the view that cases of violation of human rights among the trainees should be reported to human rights cell of the institution and be handled through proper counseling by the teacher educators for better exposure.
- Majority of all categories of respondents were of the opinion that human rights issues should be discussed in seminars/workshops in the teachers' training institutions regularly.
- Majority of all categories of respondents were of the opinion that scope should be given to express their views on human rights in the seminars/workshops organized in the institution freely and openly.
- Majority of all categories of the respondents were of the view that human rights could not be transacted within the four walls of the classroom, but should be learnt in the world outside and be linked to ground reality.

- Majority of all eight categories of respondents were of the view that the training on human rights to teachers was simply theoretical without practical exposure.
- Majority of all categories of respondents opined that co-curricular activities related to human rights were not being undertaken in the teachers' training institutions.
- Majority of all categories of respondents were of the view that co-curricular and extra-curricular programmes like staging of plays, film shows, street plays, should be conducted periodically by the trainees.
- Majority of all categories of respondents were of the opinion that trainees should be assigned individual and group project works related to human rights as a requirement of the course.
- Majority of all categories of respondents were of the view that trainees should be exposed to concrete human rights violation cases in nearby organizations, societies such as non-enrollment of children in the school, child labour, unhealthy living, wastage of energy, environmental degradation etc.
- Majority of all categories of respondents were of the opinion that training institutions must be regularly supplied with literatures on human rights.
- Majority of all categories of respondents were of the view that proper handling of human rights topics included in the school curriculum should be dealt during training period.
- Majority of all categories of respondents were of the opinion that National and International days of importance such as Human Rights Day, UN Day, International Days of the Disabled, the Aged, Girl child etc. were not being celebrated in the teachers' training institutions in befitting ways.
- Majority of all categories of respondents were of the opinion that trainees were not being trained with right kind of methods such as role-play,
- brainstorming, discussion, projects, questioning, buzz session, activity based, use of mass media, re-creating information, cooperative learning and case study etc for transacting human rights related topics.

- Majority of all categories of respondents were of the opinion that human rights related activities being organized during the training period in the teachers' training institutions were not adequate.
- Majority of all categories of respondents were of the opinion that teacher educators were not abreast with the latest issues related to human rights.
- Majority of all categories of respondents were of the opinion that self-learning modules on human rights education with practical activities, lesson plans, and exemplar materials should be prepared for teacher trainees.
- Majority of all categories of respondents were of the view that in-service training programmes in the form of online courses and short-term courses are needed to be organized by NGOs, National and International bodies.
- Majority of all categories of respondents were of the opinion that teachers' training institutes should undertake research projects on human rights issues.
- Except Principals of DIETs, majority of all categories of respondents were of the opinion that teacher educators did not show interest in human rights issues.
- Except Principals of DIETs, majority of all categories of respondents were of the opinion that teacher trainees did not show interest in human rights issues.

Educational Implications

The study has important implication for educational planners, administrators, teachers and students.

- Educational planners are required to take cognizance of the scenario and plan the educational system of the country so that the teacher educators and teachers are rightly empowered to inculcate human rights related values among the future citizens. The syllabi of different levels of education should be properly designed for inculcation of such values among the students.

- The current model of teacher education on human rights education in Manipur does not seem to yield the desired results. The curriculum and co-curriculum of teacher education institutions need to be urgently redesigned to address the shortfalls.
- In-service teacher education programmes, exclusively focused on human rights education and its pedagogical approaches, are urgently required to be regularly organized for creating necessary awareness and developing skills required by the teachers to ensure proper transaction of human rights education in schools.
- Students have to be critical and should learn how to maintain harmony in the society, respect each other, enjoy rights, perform duties and co-operate others for the same.
- Parents and society have also important roles to play. Healthy atmosphere at home and society is desirable for promoting the human rights related values.
- Everyone has a responsibility for inculcating human rights related values with the future generations. As such everyone and everywhere serious commitment is required.

Limitations of the Study

The investigator had tried to be scientific and objective in the process of investigation. However the study contains the following limitations:

- The sample of the study was limited one to one hundred prospective and one hundred in-service primary school teachers, one hundred prospective and one hundred in-service secondary school teachers, fifty teacher educators from DIETs, fifty teacher educators from CTEs, seven principals of DIETs and five principals of CTEs.
- The samples were selected from Manipur state only.

- For the collection of data no standardized tool was used. All the tools were developed by the investigator which might have some defects.
- All the tools were self-reporting ones. Administration of self-reporting tools assume that while taking the tools the respondents will be honest, sincere and will interpret the same meaning of the items as the authors of the tools do. This could not be judged objectively.
- Due to lack of resources the investigator might not have gone through all relevant literature and research studies on this broad concept.

Suggestions for Further Research

Further researches may be undertaken in the following lines-

- Similar studies may be conducted with larger samples to validate the present findings.
- Similar studies may be conducted on higher secondary school teachers and teachers of higher education.
- Similar studies may be conducted on awareness on human rights education of students at different levels.
- Similar studies may be conducted for comparison of the present findings on Manipur state with that of any other states.

Concluding Remarks

A country is considered great by the character of its people rather than by their numbers. Education plays a major role in promoting national development in all its ramifications. Every country develops its system of education to express its unique socio-cultural identity and also to meet the challenges of the times. India is facing tremendous value crisis among its citizens today. There were moments in history when new directions were to be given to age-old processes. That moment is also now.

The notion of compassion (*Karuna*) must not be forgotten, as ultimately all of us have to live on the mother earth. *'Let us Live and Let others Live'* should be the basic humanitarian value of all citizens, as all are members of common fraternity i.e. mankind. The value of compassion should be inculcated, imbibed and practiced by everyone and everywhere. Let us hope that our teacher education institutions will address the issue of empowering teachers who will promote human rights education in right way and will not perpetrate. It is said that *example is always better than precept*. Our teachers will be definitely prepared to prove themselves as examples before their students. Let us be reminded of and reflect on Mahatma Gandhi's remark, *"Real education consists in drawing the best out of yourself. What better book can there be than the book of humanity?"* and William Hazlitt's remark, *"There is a secret pride in every human heart that revolts at tyranny. You may order and drive an individual, but you cannot make him respect you."*

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LIST OF APPENDICES

<u>Appendix</u>	<u>Description</u>
A.	Questionnaire on Empowerment of Primary School Teachers in Human Rights Education
B.	Questionnaire on Empowerment of Secondary School Teachers in Human Rights Education
C.	Questionnaire For Primary And Secondary Prospective And In- Service Teachers On Improvement In Human Rights Education In Teachers' Training Institutions
D.	Questionnaire For Principals And Teacher Educators On Improvement In Human Rights Education In Teachers' Training Institutions
E1.	Raw Scores of Prospective Primary School Teachers
E2.	Raw Scores of In-Service Primary School Teachers
E3.	Raw Scores of Prospective Secondary School Teachers
E4.	Raw Scores of In-Service Secondary School Teachers

Appendix- A

QUESTIONNAIRE ON EMPOWERMENT OF PRIMARY SCHOOL TEACHERS IN HUMAN RIGHTS EDUCATION

Dear Sir/Madam

This questionnaire is meant to assess the effectiveness of teachers' training courses in empowering the prospective and in-service teachers to attain the objectives of Human Rights Education. The teachers can inculcate the values of human rights with their students only when they have required knowledge, skill, and attitude. Human rights related components are also incorporated in the school curricula which have to be handled by the teachers through curricular and co-curricular activities. As such, during the training period the trainees are to be helped to acquire such essential knowledge, skill and attitude through curricular and co-curricular activities

During your training period you must have gone through some curricular and co-curricular activities. You are to think critically about your training experiences and respond to the various items of this questionnaire. The items have been organized in three sections i.e. A, B and C. The instructions for recording your responses have been given in the beginning of each section. Please read the instructions carefully before answering. You are requested to record your responses based on your own experiences and feelings. There is no pass or fail mark and this scale will not at all affect your training. It is intended for research purpose.

Please rest assured that your responses will be kept strictly confidential and will be used for research proposes only. Your whole hearted co-operation is solicited for the greater cause of mankind. Kindly spare your valuable time for the purpose.

Prof. B.B.MISHRA

Supervisor
Professor and Head
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Mizoram University, Aizawl

KSHETRIMAYUM INDRANI DEVI

Research Scholar
Department of Education
Mizoram University, Aizawl

Please fill this form with required information

Name :

Gender :

Name of Institution :

Status : Trainee/ Teacher/ Teacher Educator/ Principal

In case of Trainees : In-Service/ Pre-Service

In case of Teacher : Number of Years of Teaching Experience.....

In case of Teacher Educator: Number of Years of Teaching Experience.....

In case of Principal : Number of Years of Teaching Experience.....

Date:

Signature

SECTION- A

Instruction:

In this section there are 60 questions, each having four suggested choices. Please read each statement carefully, select the appropriate/correct answer and record your response putting a **tick mark (√)** on it.

1. When was United Nations Organization (UNO) established?
 - i. 1945
 - ii. 1946
 - iii. 1947
 - iv. 1948

2. When was the Universal Declaration of Human Rights adopted?
 - i) 10th August 1942
 - ii) 10th September 1947
 - iii) 10th December 1948
 - iv) 10th July 1949

3. How many articles does the Universal Declaration of Human Rights contain?
 - i) 27 Articles
 - ii) 30 Articles
 - iii) 110 Articles
 - iv) 50 Articles

4. What made the United Nations Organization (UNO) to adopt the Universal Declaration of Human Rights (UDHR)?
 - i) Destruction and suffering caused by Indian war of independent
 - ii) Destruction and suffering caused by separation of India and Pakistan
 - iii) Destruction and suffering caused by first world war
 - iv) Destruction and suffering caused by second world war

5. When was National Human Rights Commission launched in India?
 - i) 1948
 - ii) 1992
 - iii) 1993
 - iv) 1999

6. When did The Protection of Human Rights Act, 1993 come into force in India?
- 27th September 1993
 - 28th September 1993
 - 27th October 1994
 - 28th October 1994
7. What is the notion behind the concept of Human Rights?
- To respect and protect the interest of children
 - To respect and protect the inherent dignity and worth of each human being
 - To respect and protect the interest of minorities
 - To respect and protect the interest of women
8. Which is the cardinal principle of Human Rights?
- Equality and dignity
 - Safety and security
 - Liberty and security
 - Fraternity and liberty
9. Which is the correct statement of preamble of Indian Constitution?
We, the people of India, having solemnly resolved to constitute India into a
- Secular Republic, Socialist, Democratic, Sovereign and to secure.....
 - Socialist, Democratic, Sovereign, Secular Republic and to secure.....
 - Socialist, Democratic, Sovereign, Secular Republic and to secure....
 - Sovereign, Socialist, Democratic, Secular Republic and to secure.....
10. Which is **not** a characteristic of a democratic teacher?
- Praising the brighter students but not discouraging the weak students
 - Motivating the dull pupils to learn from their mistakes
 - Leaving doubts in the minds of the students to explore
 - Well accepted by all categories of students
11. Which one of the following is an instance of violating democracy in the functioning of a teacher?
- Reprimanding low achievers in the class
 - Dealing bright and dull students with equal enthusiasm
 - Encouraging students participation in a class
 - Avoiding discrimination of any sort

12. Which one of the following methods is the best democratic way of teaching at school level?
- Lecture
 - Demonstration
 - Individual Project
 - Question –Answer
13. Which of the following is **not** to be done by a teacher in order to promote secularism?
- Attending festivals of different religious communities
 - Explaining the important aspects of secularism in the interest of the nation
 - Frequently citing examples from his own religion
 - Using teaching aids on composite culture of India
14. Which is the proper mechanism for enforcement of Human Rights?
- Violating rights of others
 - Fighting to protect others right
 - Protecting human trafficking
 - Creating sense of respect for human rights of others
15. Which step was taken in India in the area of childcare and development during the International year of the child, 1979?
- Formulation of National Policy on Children (NPC)
 - Launching of Integrated Child Development Service (ICDS)
 - Adoption of Communication Strategy for Child Development(CSCD)
 - Setting up of National Children’s Fund(NCF)
16. Which is the basic principle in the directive of UNO related to child’s rights for which constitution of India has made several provisions?
- Mankind owes to the child the best it has to give
 - Child's best interest should guide policies concerning their protection and development
 - Children are the nation’s future and valuable asset
 - Democracy postulates to take care of children

17. Which is **not** the most serious reason for children not receiving adequate attention according to their individual needs in the school?
- Mass system of education
 - Rigidity in school time and curricula
 - Favoritism of teacher
 - Intellectual background of children
18. A child's stipend was stopped because his father had displeased his teacher. It relates to
- Psychological need of a child
 - Economic need of a child
 - Biological need of a child
 - Social need of a child
19. A teacher deprives a child of mid-day meal for not doing homework. It relates to
- Physiological need of a child
 - Social need of a child
 - Psychological need of a child
 - Economical need of a child
20. A student was reprimanded for wearing a dirty school uniform in the class. It relates to
- Economic need of a child
 - Physiological need of a child
 - Social need of a child
 - Psychological need of a child
21. A student in anger shuts his classmate in the school bathroom in the presence of other students. It relates to
- Psychological need of a child
 - Biological need of a child
 - Social need of a child
 - Economic need of a child
22. A mother in irritation refuses to give breast-feeding to her hungry child. It relates to
- Social need of a child
 - Economic need of a child
 - Psychological need of a child
 - Biological need of a child

23. A teacher rebukes a student for not depositing the school fee on time. It relates to
- i. Economic need of a child
 - ii. Psychological need of a child
 - iii. Biological need of a child
 - iv. Social need of a child
24. A mother has not given polio drops to her child at due time. It violates
- i. Right to life
 - ii. Right to liberty
 - iii. Right to health
 - iv. Right to security
25. A robber has killed an inmate. It violates
- i. Right to freedom
 - ii. Right to life
 - iii. Right to equality
 - iv. Right to liberty
26. “No child shall be turned away if the admission cycle in the school is over and no child will be asked to take an admission test”. It relates to
- i. Right to education
 - ii. Right to equality
 - iii. Right to freedom
 - iv. Right to liberty
27. Which right is respected if all backward people are allowed entry into religious institutions?
- i. Right to life and security
 - ii. Right to liberty
 - iii. Right to live with dignity
 - iv. Right to Equality
28. A parent refuses to send his child to school. It violates
- i. Right to life
 - ii. Right against exploitation
 - iii. Right to education
 - iv. Right to liberty

29. A person dies in unlawful custody of police. It violates
- i. Right to life
 - ii. Right to liberty
 - iii. Right to health
 - iv. Right to freedom
30. When did Right to Education Act 2009, come into force in India?
- i) 1st September 2009
 - ii) 1st January 2010
 - iii) 1st April 2010
 - iv) 1st November 2010
31. In which school, according to Right of Children to Free and Compulsory Education Act 2009, every child of the age group 6-14 years shall have a right to free and compulsory education until completion of elementary education.
- i) Neighborhood school
 - ii) Government school
 - iii) Private school
 - iv) Central school/ Navodaya Vidyalaya
32. How has the concept of Human Rights emerged?
- i) Out of constant conflict
 - ii) Out of exploitation
 - iii) Out of mankind's reasoning and conscience
 - iv) Out of human trafficking
33. Which of the following is a special right of children?
- i) Right to education and health
 - ii) Right to religion and care
 - iii) Right to security and equality
 - iv) Right to life and liberty
34. Which article of the Indian Constitution is now having the provision of free and Compulsory Education for all children of 6-14 year age group?
- i) Article 15
 - ii) Article 20-A
 - iii) Article 21-A
 - iv) Article 45

35. Which is **not** a characteristic of democracy?
- To maximize exploitation
 - To ensure majority rule
 - To ensure human dignity
 - To provide maximum liberty
36. What does secularism mean in Indian context?
- Treatment of all religions on equal footing
 - Irreligiousness
 - Interfering with any religion
 - Patronizing upon any particular religion
37. Which step the National Human Rights Commission in India has not yet taken for promoting human rights literacy and awareness in the country?
- Publication in Media
 - Involvement of NGOs
 - Organizing Seminars and Workshops
 - A compulsory subject in a school curriculum
38. Why is the school stage considered as the best for inculcating values and attitudes for respecting Human Rights?
- It is easy to have control over school children
 - School children are more obedient than others
 - Values and attitude acquired during childhood generally govern one's behaviour at later stages
 - School children can protest in gangs and cannot be punished
39. Which is the best mechanism for creating Human Rights awareness at school level?
- Asking the students to memorise the acts on human rights
 - Asking children not to violate the rights of others
 - Demonstrating how human rights are violated
 - Providing environment conducive for enjoying own rights and respecting rights of others
40. Why is the development of child considered to be of paramount importance?
- They are loved by all
 - They are the future
 - They are innocent
 - They are dependent

41. Which is **not** a serious cause of exploitation of children as labour?
- i) Demand on labour
 - ii) Poverty
 - iii) Illiteracy
 - iv) Over population
42. Which problem is faced by the 'Children with Special Needs' over and above their normal counterparts in the schools?
- i) Lack of play materials
 - ii) Lack of recreation
 - iii) Inappropriate curriculum
 - iv) Lack of study materials
43. In your school you have to admit 40 students in a class (may be in class I/IX). You have received 100 applications. How will you select the 40 students?
- i) On the basis of their religion
 - ii) On the basis of their place of birth
 - iii) On the basis of their achievement
 - iv) On the basis of their gender
44. In your class, you find there is a conflict and difference of opinion among various categories of students. How will you try to handle the situation?
- i) Asserting authority
 - ii) With care and sympathy
 - iii) Ignoring and leaving it to them
 - iv) Reporting to authority
45. As a teacher how best you can win the confidence of the people of the locality and can act as a community leader.
- i) Attending social functions
 - ii) Arranging bank loans for the people
 - iii) Imposing reforms in their social system
 - iv) Making them aware about welfare schemes introduced by the government

46. How can communal harmony be best promoted in our society?
- i) Encouraging people of different religious communities to attend and enjoy each other's festival
 - ii) Encouraging people to confine themselves to celebration of their own religious festivals
 - iii) To organize speeches on different religions
 - iv) To promote conversion from one religion to the other
47. If values of Human Rights are to be inculcated with students through practice in schools, which step should be taken first?
- i) To give orientation to school headmasters
 - ii) To give orientation to all students
 - iii) To give orientation to teachers
 - iv) To give orientation to curriculum framers
48. How should a teacher treat his students?
- i) They are of tender age, so any decision regarding them should be taken according to their parents choice
 - ii) They are unique in their potentialities, so they should be helped to make their own decisions
 - iii) They are immature and incapable of making decisions about themselves, so teacher has to take decisions for them
 - iv) They are not having stable mind, so teacher should pull them towards his own thinking
49. Children need protection from physical strain and mental stress. What can a teacher do for them?
- i) Allowing them to have adequate rest and time to play
 - ii) Helping them in various activities at school and at home
 - iii) Keeping them away from examinations
 - iv) Supporting their thoughts which ever they wish
50. You saw a house occupied by a man, a woman, a ten-year child and a two-year child, which got fire. Whom would you rescue first?
- i) The man
 - ii) The woman
 - iii) The ten year child
 - iv) The two year child

51. An older child, without attending school, is looking after his/her younger siblings at home in order to enable his/her parents to work. Which basic right of that child is denied?
- i) Right to play
 - ii) Right to health care
 - iii) Right to love
 - iv) Right to education
52. As a teacher, you have to organize a co-curricular activity with students of a particular class. How will you prefer to organize it?
- i) Forming groups on the basis of their talent
 - ii) Forming groups on the basis of their gender
 - iii) Involving students of all categories
 - iv) Involving the students of average talent
53. A person, who is scheduled caste, is denied to stay in a hotel. Which right is violated?
- i. Right to equality
 - ii. Right to liberty
 - iii. Right to life
 - iv. Right to freedom
54. An illiterate person is excluded from an association due to his educational status. Which right is violated?
- i. Right to life and security
 - ii. Right to self determination and association
 - iii. Right to health
 - iv. Right to live with dignity
55. Many benefits and privileges given to others were denied to one, because he/she was from slum area. Which right is violated?
- i. Right to liberty, equality and fraternity
 - ii. Right to life and security of person
 - iii. Right to self determination and association
 - iv. Right to free from inhuman and degrading treatment
56. An officer uses his peon for his household work even on Sundays and holidays. Which right of the employee is violated?
- i. Right to freedom
 - ii. Right to free from inhuman and degrading treatment
 - iii. Right to rest and leisure time in periodic holidays
 - iv. Right to live with dignity

57. At a workplace, the cashier gives same wage to every man and woman. Which kind of right is protected in this workplace?
- i. Right to equality in every citizen
 - ii. Right to freedom in any work
 - iii. Right to liberty and security of person
 - iv. Right to equal wages for equal work
58. One person is arrested by police and kept in jail, because he spoke against the government in a public meeting. What does it indicate?
- i. There is no right to freedom of thought and expression
 - ii. There is no right to freedom of peaceful assembly and social security
 - iii. There is no right to free from inhuman and degrading treatment
 - iv. There is no right to liberty and security of person
59. Children are found working in a commercial set up like making carpet. What does it indicate?
- i. Child abuse
 - ii. Child labor
 - iii. Child trafficking
 - iv. Child exploitation
60. A poor child is to pursue his elementary education in a government school. Which statement is correct relating to payment of school fee?
- i. The child should be liable to pay only half of fee or charge or expenses, which may prevent him from pursuing and completing the elementary education
 - ii. The child should not be liable to pay any kind of fee or charge or expenses, which may prevent him from pursuing and completing the elementary education
 - iii. The child should be liable to pay only quarter of fee or charge or expenses, which may prevent him from pursuing and completing the elementary education
 - iv. The child should be liable to pay only one time of fee or charge or expenses, which may prevent him from pursuing and completing the elementary education

SECTION –B

Instruction:

In this section there are 10 questions, each having two suggested responses in terms of ‘Yes’ and ‘No’. Please read each question carefully and record your response in the appropriate box putting a **tick mark** (√).

1. Do you feel that you are capable of organizing Human Rights related activities in your school? **YES** () **NO** ()
2. Do you feel that you are able to carry the responsibility to communicate the future citizens about their rights and duties? **YES** () **NO** ()
3. Do you feel that you can project yourself before the students as model for practicing the values of Human Rights? **YES** () **NO** ()
4. Do you feel that you are able to foster positive attitudes among your students toward Human Rights? **YES** () **NO** ()
5. Do you feel that you have to take the first tentative steps towards ensuring the observance of children’s rights in your school? **YES** () **NO** ()
6. Do you feel that you can inculcate a sense of responsibility among children about human rights? **YES** () **NO** ()
7. Do you feel that you have prepared yourself to teach about Human Rights Education in an effective way? **YES** () **NO** ()
8. Are you confident that you can organize co-curricular activities to promote values of Human Rights among your students? **YES** () **NO** ()
9. Do you have confidence that you will not allow Human Rights to be violated in your school? **YES** () **NO** ()
10. Do you feel that you can motivate the children who are not enrolled in schools and their parents for enrolment of the children? **YES** () **NO** ()

SECTION –C

Instruction:

In this section there are 25 statements, each having two suggested responses in terms of ‘Agree’ and ‘Disagree’. Please read each statement carefully and record your response in the appropriate box putting a **tick mark** (✓).

1. Fundamental rights and fundamental duties should go side by side. Agree () Disagree ()
2. A teacher carries the responsibility to communicate to the future citizens about their rights and duties. Agree () Disagree ()
3. Every student must know his/her rights as well as duties to become a good citizen. Agree () Disagree ()
4. Teachers should project themselves before the students as role models for practicing the values of Human Rights. Agree () Disagree ()
5. Education for Human Rights is applicable at all levels of education. Agree () Disagree ()
6. Human Rights related activities should be conducted by every school. Agree () Disagree ()
7. It is possible to enjoy one’s rights without violating the rights of others. Agree () Disagree ()
8. Schools can play an important role in the promotion of Human Rights. Agree () Disagree ()
9. Human Rights can be protected only through laws and enforcement mechanisms. Agree () Disagree ()
10. A teacher cannot foster positive attitudes among students toward Human Rights. Agree () Disagree ()
11. Education of male child is more important than that of the female child. Agree () Disagree ()
12. A sense of fixed roles for men and women (e.g. men having jobs and women doing household works) should be the order of the society. Agree () Disagree ()
13. ‘Education for all’ is not important for maintaining harmony among the people. Agree () Disagree ()
14. Dealing topics on Human Rights at school stage will inculcate the idea of enjoying rights but not in doing duties. Agree () Disagree ()

15. Human Rights Education is too political for school students.
Agree () Disagree ()
16. Equal treatment and equal pay for men and women in the workplace should be ensured.
Agree () Disagree ()
17. Human Rights related activities in schools would degrade academic performance of students.
Agree () Disagree ()
18. Human Rights Education is not appropriate for school children.
Agree () Disagree ()
19. There is a necessity to conduct periodic awareness programmes/ seminars/ workshops on Human Rights Education for teachers.
Agree () Disagree ()
20. Teaching Human Rights in schools will result in decrease of Human Rights violation.
Agree () Disagree ()
21. Human Rights Education at school stages will not change the attitude of students towards discrimination on caste, creed, religion and sex.
Agree () Disagree ()
22. Human Rights Education will not ensure peoples' dignity.
Agree () Disagree ()
23. Rich and poor should not enjoy equal rights.
Agree () Disagree ()
24. As there is natural difference between males and females, they should be treated differently as per the social system.
Agree () Disagree ()
25. The concept of "Protection of Human Rights" is a cause of conflict worldwide.
Agree () Disagree ()

Appendix- B

QUESTIONNAIRE ON EMPOWERMENT OF SECONDARY SCHOOL TEACHERS IN HUMAN RIGHTS EDUCATION

Dear Sir/Madam

This questionnaire is meant to assess the effectiveness of teachers' training courses in empowering the prospective and in-service teachers to attain the objectives of Human Rights Education. The teachers can inculcate the values of human rights with their students only when they have required knowledge, skill, and attitude. Human rights related components are also incorporated in the school curricula which have to be handled by the teachers through curricular and co-curricular activities. As such, during the training period the trainees are to be helped to acquire such essential knowledge, skill and attitude through curricular and co-curricular activities

During your training period you must have gone through some curricular and co-curricular activities. You are to think critically about your training experiences and respond to the various items of this questionnaire. The items have been organized in three sections i.e. A, B and C. The instructions for recording your responses have been given in the beginning of each section. Please read the instructions carefully before answering. You are requested to record your responses based on your own experiences and feelings. There is no pass or fail mark and this scale will not at all affect your training. It is intended for research purpose.

Please rest assured that your responses will be kept strictly confidential and will be used for research proposes only. Your whole hearted co-operation is solicited for the greater cause of mankind. Kindly spare your valuable time for the purpose.

Prof. B.B.MISHRA

Supervisor

Professor and Head

Department of Education

Mizoram University, Aizawl

KSHETRIMAYUM INDRANI DEVI

Research Scholar

Department of Education

Mizoram University, Aizawl

Please fill this form with required information

Name :
Gender :
Name of Institution :
Status : Trainee/ Teacher/ Teacher Educator/ Principal
In case of Trainees : In-Service/ Pre-Service
In case of Teacher : Number of Years of Teaching Experience.....
In case of Teacher Educator: Number of Years of Teaching Experience.....
In case of Principal : Number of Years of Teaching Experience.....

Date:

Signature

SECTION- A

Instruction:

In this section there are 60 questions, each having four suggested choices. Please read each statement carefully, select the appropriate/correct answer and record your response putting a **tick mark (√)** on it.

1. When was United Nations Organization (UNO) established?
 - i. 1945
 - ii. 1946
 - iii. 1947
 - iv. 1948

2. When was the Universal Declaration of Human Rights adopted?
 - i. 10th August 1942
 - ii. 10th September 1947
 - iii. 10th December 1948
 - iv. 10th July 1949

3. How many articles does the Universal Declaration of Human Rights contain?
 - i. 27 Articles
 - ii. 30 Articles
 - iii. 110 Articles
 - iv. 50 Articles

4. What made the United Nations Organization (UNO) to adopt the Universal Declaration of Human Rights (UDHR)?
 - i. Destruction and suffering caused by Indian war of independent
 - ii. Destruction and suffering caused by separation of India and Pakistan
 - iii. Destruction and suffering caused by first world war
 - iv. Destruction and suffering caused by second world war

5. When was National Human Rights Commission launched in India?
 - i. 1948
 - ii. 1992
 - iii. 1993
 - iv. 1999

6. When did The Protection of Human Rights Act, 1993 come into force in India?
 - i. 27th September 1993
 - ii. 28th September 1993
 - iii. 27th October 1994
 - iv. 28th October 1994

7. What is the notion behind the concept of Human Rights?
- To respect and protect the interest of children
 - To respect and protect the inherent dignity and worth of each human being
 - To respect and protect the interest of minorities
 - To respect and protect the interest of women
8. Which is the cardinal principle of Human Rights?
- Equality and dignity
 - Safety and security
 - Liberty and security
 - Fraternity and liberty
9. Which is the correct statement of preamble of Indian Constitution?
- We, the people of India, having solemnly resolved to constitute India into a
- Secular Republic, Socialist, Democratic, Sovereign and to secure.....
 - Socialist, Democratic, Sovereign, Secular Republic and to secure.....
 - Socialist, Democratic, Sovereign, Secular Republic and to secure....
 - Sovereign, Socialist, Democratic, Secular Republic and to secure.....
10. Which is **not** a characteristic of a democratic teacher?
- Praising the brighter students but not discouraging the weak students
 - Motivating the dull pupils to learn from their mistakes
 - Leaving doubts in the minds of the students to explore
 - Well accepted by all categories of students
11. Which one of the following is an instance of violating democracy in the functioning of a teacher?
- Reprimanding low achievers in the class
 - Dealing bright and dull students with equal enthusiasm
 - Encouraging students participation in a class
 - Avoiding discrimination of any sort
12. Which one of the following methods is the best democratic way of teaching at school level?
- Lecture
 - Demonstration
 - Individual Project
 - Question –Answer

13. Which of the following is **not** to be done by a teacher in order to promote secularism?
- Attending festivals of different religious communities
 - Explaining the important aspects of secularism in the interest of the nation
 - Frequently citing examples from his own religion
 - Using teaching aids on composite culture of India
14. Which is the proper mechanism for enforcement of Human Rights?
- Violating rights of others
 - Fighting to protect others right
 - Protecting human trafficking
 - Creating sense of respect for human rights of others
15. Which step was taken in India in the area of childcare and development during the International year of the child, 1979?
- Formulation of National Policy on Children (NPC)
 - Launching of Integrated Child Development Service (ICDS)
 - Adoption of Communication Strategy for Child Development(CSCD)
 - Setting up of National Children's Fund(NCF)
16. Which is the basic principle in the directive of UNO related to child's rights for which constitution of India has made several provisions?
- Mankind owes to the child the best it has to give
 - Child's best interest should guide policies concerning their protection and development
 - Children are the nation's future and valuable asset
 - Democracy postulates to take care of children
17. Which is **not** the most serious reason for children not receiving adequate attention according to their individual needs in the school?
- Mass system of education
 - Rigidity in school time and curricula
 - Favoritism of teacher
 - Intellectual background of children
18. A child's stipend was stopped because his father had displeased his teacher. It relates to
- Psychological need of a child
 - Economic need of a child
 - Biological need of a child
 - Social need of a child

19. A teacher deprives a child of mid-day meal for not doing homework. It relates to
 - i. Physiological need of a child
 - ii. Social need of a child
 - iii. Psychological need of a child
 - iv. Economical need of a child

20. A student was reprimanded for wearing a dirty school uniform in the class. It relates to
 - i. Economic need of a child
 - ii. Physiological need of a child
 - iii. Social need of a child
 - iv. Psychological need of a child

21. A student in anger shuts his classmate in the school bathroom in the presence of other students. It relates to
 - i. Psychological need of a child
 - ii. Biological need of a child
 - iii. Social need of a child
 - iv. Economic need of a child

22. A mother in irritation refuses to give breast-feeding to her hungry child. It relates to
 - i. Social need of a child
 - ii. Economic need of a child
 - iii. Psychological need of a child
 - iv. Biological need of a child

23. A teacher rebukes a student for not depositing the school fee on time. It relates to
 - i. Economic need of a child
 - ii. Psychological need of a child
 - iii. Biological need of a child
 - iv. Social need of a child

24. A mother has not given polio drops to her child at due time. It violates
 - i. Right to life
 - ii. Right to liberty
 - iii. Right to health
 - iv. Right to security

25. A robber has killed an inmate. It violates
- i. Right to freedom
 - ii. Right to life
 - iii. Right to equality
 - iv. Right to liberty
26. “No child shall be turned away if the admission cycle in the school is over and no child will be asked to take an admission test”. It relates to
- i. Right to education
 - ii. Right to equality
 - iii. Right to freedom
 - iv. Right to liberty
27. Which right is respected if all backward people are allowed entry into religious institutions?
- i. Right to life and security
 - ii. Right to liberty
 - iii. Right to live with dignity
 - iv. Right to Equality
28. A parent refuses to send his child to school. It violates
- i. Right to life
 - ii. Right against exploitation
 - iii. Right to education
 - iv. Right to liberty
29. A person dies in unlawful custody of police. It violates
- i. Right to life
 - ii. Right to liberty
 - iii. Right to health
 - iv. Right to freedom
30. Which year was observed as the International year for Human Rights?
- i. 1946
 - ii. 1948
 - iii. 1964
 - iv. 1968

31. Which period did UNO General Assembly proclaim in 1994 as the decade of Human Rights Education?
- 1994 to 2003
 - 1995 to 2004
 - 1996 to 2005
 - 1997 to 2006
32. Which organization has developed the self-learning modules for teacher educators on “Human Rights and National Values” to train the teachers on Human Rights in India?
- NCERT
 - UNESCO
 - AICTE
 - NCTE
33. ‘Right to live’ is a natural right of human beings. However, which one of the following is fundamental to Human Rights.
- To live with freedom in society
 - To live with worth in society
 - To live with safety in society
 - To live with dignity in society
34. Which is **not** a fundamental duty in Indian Constitution?
- To safe guard public property and to observe nonviolence
 - To pay equally to men and women for equal work
 - To protect and improve the natural environment
 - To value and preserve the rich heritage of our composite culture
35. Which is **not** enforceable by any court?
- Fundamental rights
 - Fundamental duties
 - Directive principles of state policy
 - Habeas corpus
36. What is **not** a feature of democracy?
- Social climate of equal opportunity
 - Postulation of dead level of uniformity
 - Vision of a society of diverse personality
 - Society of free and equal active citizens

37. What is the philosophy of a democratic state?
- i. Individual exists for the state
 - ii. State exists for the individuals
 - iii. Government by the majority with full control on the minority
 - iv. Government by the majority with restricted freedom to the minority
38. Which is **not** a condition for democratic governance?
- i. Co-existence of ideas
 - ii. Universal adult suffrage
 - iii. Restrictions on free discussion
 - iv. Periodical elections
39. What was the main cause of partition of our country as India and Pakistan at the time of independence?
- i. Communal riots before independence
 - ii. British rulers policy of divide and rule
 - iii. Conversion of Muslims by Hindus
 - iv. Conversion of Hindus by Muslims
40. What was the root cause of gender discrimination in the past?
- i. Gradual deterioration of law and order situation
 - ii. Females were physically weak than males
 - iii. Females were intellectually weak than males
 - iv. Female were more emotional than males
41. Which declaration/ convention had 'non-discrimination' as an important principle?
- i. Declaration of the Rights of the Child, 1959
 - ii. Observation of International Year of the Child in 1979
 - iii. Convention of the Child Rights, 1989
 - iv. World declaration of Survival, protection and Development of Children, 1990
42. Which one of the following characterizes an egalitarian society?
- i. Relative equality in the social status of the people
 - ii. Equitable social order without discrimination and segregation
 - iii. Relative equality in the economic status of the people
 - iv. Equal possession of land resources by the people

43. In your school you have to admit 40 students in a class (may be in class I/IX). You have received 100 applications. How will you select the 40 students?
- i. On the basis of their religion
 - ii. On the basis of their place of birth
 - iii. On the basis of their achievement
 - iv. On the basis of their gender
44. In your class, you find there is a conflict and difference of opinion among various categories of students. How will you try to handle the situation?
- i. Asserting authority
 - ii. With care and sympathy
 - iii. Ignoring and leaving it to them
 - iv. Reporting to authority
45. As a teacher how best you can win the confidence of the people of the locality and can act as a community leader.
- i. Attending social functions
 - ii. Arranging bank loans for the people
 - iii. Imposing reforms in their social system
 - iv. Making them aware about welfare schemes introduced by the government
46. How can communal harmony be best promoted in our society?
- i. Encouraging people of different religious communities to attend and enjoy each other's festival
 - ii. Encouraging people to confine themselves to celebration of their own religious festivals
 - iii. To organize speeches on different religions
 - iv. To promote conversion from one religion to the other
47. If values of Human Rights are to be inculcated with students through practice in schools, which step should be taken first?
- i. To give orientation to school headmasters
 - ii. To give orientation to all students
 - iii. To give orientation to teachers
 - iv. To give orientation to curriculum framers

48. How should a teacher treat his students?
- i. They are of tender age ,so any decision regarding them should be taken according to their parents choice
 - ii. They are unique in their potentialities, so they should be helped to make their own decisions
 - iii. They are immature and incapable of making decisions about themselves, so teacher has to take decisions for them
 - iv. They are not having stable mind, so teacher should pull them towards his own thinking
49. Children need protection from physical strain and mental stress. What can a teacher do for them?
- i. Allowing them to have adequate rest and time to play
 - ii. Helping them in various activities at school and at home
 - iii. Keeping them away from examinations
 - iv. Supporting their thoughts which ever they wish
50. You saw a house occupied by a man, a woman, a ten-year child and a two-year child, which got fire. Whom would you rescue first?
- i. The man
 - ii. The woman
 - iii. The ten year child
 - iv. The two year child
51. An older child, without attending school, is looking after his/her younger siblings at home in order to enable his/her parents to work. Which basic right of that child is denied?
- i. Right to play
 - ii. Right to health care
 - iii. Right to love
 - iv. Right to education
52. As a teacher, you have to organize a co-curricular activity with students of a particular class. How will you prefer to organize it?
- i. Forming groups on the basis of their talent
 - ii. Forming groups on the basis of their gender
 - iii. Involving students of all categories
 - iv. Involving the students of average talent

53. A person, who is scheduled caste, is denied to stay in a hotel. Which right is violated?
- Right to equality
 - Right to liberty
 - Right to life
 - Right to freedom
54. An illiterate person is excluded from an association due to his educational status. Which right is violated?
- Right to life and security
 - Right to self determination and association
 - Right to health
 - Right to live with dignity
55. Many benefits and privileges given to others were denied to one, because he/she was from slum area. Which right is violated?
- Right to liberty, equality and fraternity
 - Right to life and security of person
 - Right to self determination and association
 - Right to free from inhuman and degrading treatment
56. An officer uses his peon for his household work even on Sundays and holidays. Which right of the employee is violated?
- Right to freedom
 - Right to free from inhuman and degrading treatment
 - Right to rest and leisure time in periodic holidays
 - Right to live with dignity
57. At a workplace, the cashier gives same wage to every man and woman. Which kind of right is protected in this workplace?
- Right to equality in every citizen
 - Right to freedom in any work
 - Right to liberty and security of person
 - Right to equal wages for equal work
58. One person is arrested by police and kept in jail, because he spoke against the government in a public meeting. What does it indicate?
- There is no right to freedom of thought and expression
 - There is no right to freedom of peaceful assembly and social security
 - There is no right to free from inhuman and degrading treatment
 - There is no right to liberty and security of person

59. Children are found working in a commercial set up like making carpet. What does it indicate?
- i. Child abuse
 - ii. Child labor
 - iii. Child trafficking
 - iv. Child exploitation
60. A poor child is to pursue his elementary education in a government school. Which statement is correct relating to payment of school fee?
- i. The child should be liable to pay only half of fee or charge or expenses, which may prevent him from pursuing and completing the elementary education
 - ii. The child should not be liable to pay any kind of fee or charge or expenses, which may prevent him from pursuing and completing the elementary education
 - iii. The child should be liable to pay only quarter of fee or charge or expenses, which may prevent him from pursuing and completing the elementary education
 - iv. The child should be liable to pay only one time of fee or charge or expenses, which may prevent him from pursuing and completing the elementary education

SECTION –B

Instruction:

In this section there are 10 questions, each having two suggested responses in terms of ‘Yes’ and ‘No’. Please read each question carefully and record your response in the appropriate box putting a **tick mark** (✓).

1. Do you feel that you are capable of organizing Human Rights related activities in your school? **YES** () **NO** ()
2. Do you feel that you are able to carry the responsibility to communicate the future citizens about their rights and duties? **YES** () **NO** ()
3. Do you feel that you can project yourself before the students as model for practicing the values of Human Rights? **YES** () **NO** ()
4. Do you feel that you are able to foster positive attitudes among your students toward Human Rights? **YES** () **NO** ()
5. Do you feel that you have to take the first tentative steps towards ensuring the observance of children’s rights in your school? **YES** () **NO** ()
6. Do you feel that you can inculcate a sense of responsibility among children about human rights? **YES** () **NO** ()
7. Do you feel that you have prepared yourself to teach about Human Rights Education in an effective way? **YES** () **NO** ()
8. Are you confident that you can organize co-curricular activities to promote values of Human Rights among your students? **YES** () **NO** ()
9. Do you have confidence that you will not allow Human Rights to be violated in your school? **YES** () **NO** ()
10. Do you feel that you can motivate the children who are not enrolled in schools and their parents for enrolment of the children? **YES** () **NO** ()

SECTION –C

Instruction:

In this section there are 25 statements, each having two suggested responses in terms of ‘Agree’ and ‘Disagree’. Please read each statement carefully and record your response in the appropriate box putting a **tick mark** (✓).

1. Fundamental rights and fundamental duties should go side by side. Agree () Disagree ()
2. A teacher carries the responsibility to communicate to the future citizens about their rights and duties. Agree () Disagree ()
3. Every student must know his/her rights as well as duties to become a good citizen. Agree () Disagree ()
4. Teachers should project themselves before the students as role models for practicing the values of Human Rights. Agree () Disagree ()
5. Education for Human Rights is applicable at all levels of education. Agree () Disagree ()
6. Human Rights related activities should be conducted by every school. Agree () Disagree ()
7. It is possible to enjoy one’s rights without violating the rights of others. Agree () Disagree ()
8. Schools can play an important role in the promotion of Human Rights. Agree () Disagree ()
9. Human Rights can be protected only through laws and enforcement mechanisms. Agree () Disagree ()
10. A teacher cannot foster positive attitudes among students toward Human Rights. Agree () Disagree ()
11. Education of male child is more important than that of the female child. Agree () Disagree ()
12. A sense of fixed roles for men and women (e.g. men having jobs and women doing household works) should be the order of the society. Agree () Disagree ()
13. ‘Education for all’ is not important for maintaining harmony among the people. Agree () Disagree ()
14. Dealing topics on Human Rights at school stage will inculcate the idea of enjoying rights but not in doing duties. Agree () Disagree ()
15. Human Rights Education is too political for school students. Agree () Disagree ()
16. Equal treatment and equal pay for men and women in the workplace should be ensured. Agree () Disagree ()

17. Human Rights related activities in schools would degrade academic performance of students. **Agree ()** **Disagree ()**
18. Human Rights Education is not appropriate for school children. **Agree ()** **Disagree ()**
19. There is a necessity to conduct periodic awareness programmes/ seminars/ workshops on Human Rights Education for teachers. **Agree ()** **Disagree ()**
20. Teaching Human Rights in schools will result in decrease of Human Rights violation. **Agree ()** **Disagree ()**
21. Human Rights Education at school stages will not change the attitude of students towards discrimination on caste, creed, religion and sex. **Agree ()** **Disagree ()**
22. Human Rights Education will not ensure peoples' dignity. **Agree ()** **Disagree ()**
23. Rich and poor should not enjoy equal rights. **Agree ()** **Disagree ()**
24. As there is natural difference between males and females, they should be treated differently as per the social system. **Agree ()** **Disagree ()**
25. The concept of "Protection of Human Rights" is a cause of conflict worldwide. **Agree ()** **Disagree ()**

Appendix –C

QUESTIONNAIRE FOR PRIMARY AND SECONDARY PROSPECTIVE AND IN- SERVICE TEACHERS ON IMPROVEMENT IN HUMAN RIGHTS EDUCATION IN TEACHERS' TRAINING INSTITUTIONS

Dear Sir/Madam,

You are aware that training of the teachers develops professionalism and efficiency. To empower the teachers to handle the topics in school syllabi relating to Human Rights is an important objective of teacher education. In the present system of teachers' training in our DIETs and CTEs, we may have certain limitations for which this objective is not satisfactorily accomplished. During your training period, you might have noticed some inadequacies and may have some suggestions for the successful attainment of this objective. Please be critical to the existing teachers' training in your institution relating to curriculum, mode of transaction, and practices for empowering the trainees on human rights and give your response to the following items freely. **Please rest assured that your response will be kept confidential and will be used for research purpose only.**

Prof. B.B.MISHRA

Supervisor
Professor and Head
Department of Education
Mizoram University, Aizawl

KSHETRIMAYUM INDRANI DEVI

Research Scholar
Department of Education
Mizoram University, Aizawl

Please fill this form with required information

Name :
Gender :
Name of Institution :
Status : Trainee/ Teacher/ Teacher Educator/ Principal
In case of Trainees : In-Service/ Pre-Service
In case of Teacher : Number of Years of Teaching Experience.....
In case of Teacher Educator: Number of Years of Teaching Experience.....
In case of Principal : Number of Years of Teaching Experience.....

Date:

Signature

INSTRUCTION:

There are 26 statements, each having two suggested responses in terms of ‘Yes’ and ‘No’. Please read each statement carefully and respond in the appropriate box putting a **tick mark (√)**. The last item is open-ended in which you may record further suggestions, if any.

1. The teachers’ training courses and programmes on Human Rights Education are not suitably designed and developed to impart required knowledge and skill. **YES () NO ()**
2. The teachers’ training courses and programmes on Human Rights Education are not being suitably implemented in our training institutions. **YES () NO ()**
3. Teachers’ training programmes should be residential in nature where trainees can reflect Human Rights related values in their day-to-day life. **YES () NO ()**
4. There should be a separate course/paper on Human Rights in the teachers’ training syllabus. **YES () NO ()**
5. All Human Rights related acts; laws etc. need to be taught to the trainees. **YES () NO ()**
6. There should be a Human Rights Cell in every teachers’ training institution. **YES () NO ()**
7. Cases of violation of Human Rights among the trainees should be reported to Human Rights Cell of the institution and be handled through proper counseling by the teacher educators for better exposure. **YES () NO ()**
8. There is need to discuss Human Rights issues in seminars/workshops in the teachers’ training institutions regularly. **YES () NO ()**
9. All trainees should freely and openly express their views on Human Rights in the seminars/workshops organised in the Institution. **YES () NO ()**

10. Human Rights cannot be transacted within the four walls of the classroom, but must be learnt in the world outside and be linked to ground reality. **YES** () **NO** ()
11. The present form of training on Human Rights to teachers is simply theoretical without practical exposure. **YES** () **NO** ()
12. Co-curricular activities related to Human Rights are not being undertaken in the teachers' training institutions. **YES** () **NO** ()
13. Co-curricular and extra-curricular programmes like staging of plays, film shows, street plays, should be conducted periodically by the trainees. **YES** () **NO** ()
14. Trainees should be assigned individual and group project works related to Human Rights as a requirement of the course. **YES** () **NO** ()
15. Trainees should be exposed to concrete Human Rights Violation cases in nearby organizations, societies such as non-enrollment of children in the school, child labour, unhealthy living, wastage of energy, environmental degradation etc. **YES** () **NO** ()
16. Teachers' training institutions must be regularly supplied with literatures on Human Rights. **YES** () **NO** ()
17. Proper handling of Human Rights topics included in the school curriculum should be dealt during training period. **YES** () **NO** ()
18. National and international days of importance such as Human Rights Day, UN Day, International Days of the Disabled, the Aged, Girl child etc. are not being celebrated in the teachers' training institutions in befitting ways. **YES** () **NO** ()
19. Trainees are not being trained with right kind of methods for transacting Human Rights related topics such as role-play, brainstorming, discussion, projects, questioning, buzz session, activity based, use of mass media, re-creating information, cooperative learning and case study. **YES** () **NO** ()

20. Human Rights related activities being organized during the training period in the teachers' training institutions are not adequate. **YES** () **NO** ()
21. Teacher educators are not abreast with the latest issues related to Human Rights. **YES** () **NO** ()
22. There is need to prepare self-learning modules on Human Rights Education with practical activities, lesson plans, and exemplar materials for teacher trainees. **YES** () **NO** ()
23. In-service training programmes in the form of online courses and short-term courses need to be organized by NGOs, national and international bodies. **YES** () **NO** ()
24. Teachers' training institutes should undertake research projects on Human Rights issues. **YES** () **NO** ()
25. Teacher Educators do not show interest in Human Rights issues. **YES** () **NO** ()
26. Teacher trainees do not show interest in Human Rights issues. **YES** () **NO** ()
27. Any other suggestion (please write below) :

Appendix –D

QUESTIONNAIRE FOR PRINCIPALS AND TEACHER EDUCATORS ON IMPROVEMENT IN HUMAN RIGHTS EDUCATION IN TEACHERS' TRAINING INSTITUTIONS

Sir/Madam,

You are aware that training of the teachers develops professionalism and efficiency. To empower the teachers to handle the topics in school syllabi relating to Human Rights is an important objective of teacher education. In the present system of teachers' training in our DIETs and CTEs, we may have certain limitations for which this objective is not satisfactorily accomplished. As a principal/teacher educator, you may have some suggestions for the successful attainment of this objective. Please be critical to the existing teachers' training in your institution relating to curriculum, mode of transaction, and practices for empowering the trainees on human rights and give your response to the following items freely. **Please rest assured that your response will be kept confidential and will be used for research purpose only.**

Prof. B.B.MISHRA

Supervisor

Professor and Head

Department of Education

Mizoram University, Aizawl

KSHETRIMAYUM INDRANI DEVI

Research Scholar

Department of Education

Mizoram University, Aizawl

Please fill this form with required information

Name :
Gender :
Name of Institution :
Status : Trainee/ Teacher/ Teacher Educator/ Principal
In case of Trainees : In-Service/ Pre-Service
In case of Teacher : Number of Years of Teaching Experience.....
In case of Teacher Educator: Number of Years of Teaching Experience.....
In case of Principal : Number of Years of Teaching Experience.....

Date:

Signature

INSTRUCTION:

There are 26 statements, each having two suggested responses in terms of ‘Yes’ and ‘No’. Please read each statement carefully and respond in the appropriate box putting a **tick mark** (✓). The last item is open-ended in which you may record further suggestions, if any.

1. The teachers’ training courses and programmes on Human Rights Education are not suitably designed and developed to impart required knowledge and skill. **YES** () **NO** ()
2. The teachers’ training courses and programmes on Human Rights Education are not being suitably implemented in our training institutions. **YES** () **NO** ()
3. Teachers’ training programmes should be residential in nature where trainees can reflect Human Rights related values in their day-to-day life. **YES** () **NO** ()
4. There should be a separate course/paper on Human Rights in the teachers’ training syllabus. **YES** () **NO** ()
5. All Human Rights related acts; laws etc. need to be taught to the trainees. **YES** () **NO** ()
6. There should be a Human Rights Cell in every teachers’ training institution. **YES** () **NO** ()
7. Cases of violation of Human Rights among the trainees should be reported to Human Rights Cell of the institution and be handled through proper counseling by the teacher educators for better exposure. **YES** () **NO** ()
8. There is need to discuss Human Rights issues in seminars/workshops in the teachers’ training institutions regularly. **YES** () **NO** ()
9. All trainees should freely and openly express their views on Human Rights in the seminars/workshops organised in the Institution. **YES** () **NO** ()

10. Human Rights cannot be transacted within the four walls of the classroom, but must be learnt in the world outside and be linked to ground reality. **YES** () **NO** ()
11. The present form of training on Human Rights to teachers is simply theoretical without practical exposure. **YES** () **NO** ()
12. Co-curricular activities related to Human Rights are not being undertaken in the teachers' training institutions. **YES** () **NO** ()
13. Co-curricular and extra-curricular programmes like staging of plays, film shows, street plays, should be conducted periodically by the trainees. **YES** () **NO** ()
14. Trainees should be assigned individual and group project works related to Human Rights as a requirement of the course. **YES** () **NO** ()
15. Trainees should be exposed to concrete Human Rights Violation cases in nearby organizations, societies such as non-enrollment of children in the school, child labour, unhealthy living, wastage of energy, environmental degradation etc. **YES** () **NO** ()
16. Teachers' training institutions must be regularly supplied with literatures on Human Rights. **YES** () **NO** ()
17. Proper handling of Human Rights topics included in the school curriculum should be dealt during training period. **YES** () **NO** ()
18. National and international days of importance such as Human Rights Day, UN Day, International Days of the Disabled, the Aged, Girl child etc. are not being celebrated in the teachers' training institutions in befitting ways. **YES** () **NO** ()
19. Trainees are not being trained with right kind of methods for transacting Human Rights related topics such as role-play, brainstorming, discussion, projects, questioning, buzz session, activity based, use of mass media, re-creating information, cooperative learning and case study. **YES** () **NO** ()

20. Human Rights related activities being organized during the training period in the teachers' training institutions are not adequate. **YES** () **NO** ()
21. Teacher educators are not abreast with the latest issues related to Human Rights. **YES** () **NO** ()
22. There is need to prepare self-learning modules on Human Rights Education with practical activities, lesson plans, and exemplar materials for teacher trainees. **YES** () **NO** ()
23. In-service training programmes in the form of online courses and short-term courses need to be organized by NGOs, national and international bodies. **YES** () **NO** ()
24. Teachers' training institutes should undertake research projects on Human Rights issues. **YES** () **NO** ()
25. Teacher Educators do not show interest in Human Rights issues. **YES** () **NO** ()
26. Teacher trainees do not show interest in Human Rights issues. **YES** () **NO** ()
27. Any other suggestion (please write below) :

Appendix –E1

Raw Scores of Prospective Primary School Teachers

Sl.No	Knowledge	Skill	Confidence	Attitude	Total
1	23	11	10	20	64
2	34	12	7	22	75
3	26	12	9	24	71
4	18	14	10	15	57
5	21	12	8	15	56
6	20	16	10	24	70
7	29	16	9	23	77
8	13	9	10	20	52
9	20	8	9	19	56
10	26	13	10	24	73
11	24	10	6	19	59
12	24	15	9	23	71
13	24	12	9	22	67
14	25	13	9	25	72
15	25	12	9	20	66
16	24	13	10	23	70
17	20	8	9	21	58
18	25	12	9	24	70
19	15	10	9	23	57
20	18	11	8	18	55
21	32	17	10	24	83
22	25	16	10	20	71
23	21	12	10	24	67
24	31	17	10	24	82
25	27	15	10	21	73
26	22	14	9	20	65
27	23	11	10	23	67
28	26	14	8	22	70
29	24	15	7	16	62
30	24	14	9	20	67
31	23	13	9	20	65
32	31	13	7	14	65
33	36	16	10	23	85
34	28	16	9	23	76
35	27	15	10	20	72
36	22	12	6	18	58
37	36	14	8	24	82

38	25	9	7	22	63
39	33	15	10	25	83
40	27	17	10	24	78
41	25	14	10	21	70
42	15	12	4	15	46
43	15	11	4	15	45
44	15	8	9	12	44
45	23	13	9	22	67
46	22	13	8	17	60
47	18	12	5	15	50
48	31	15	8	17	71
49	12	11	8	16	47
50	25	14	7	21	67
51	27	12	9	24	72
52	31	10	8	25	74
53	27	8	6	20	61
54	27	17	8	23	75
55	28	14	6	20	68
56	21	12	7	21	61
57	23	10	10	19	62
58	17	2	5	13	37
59	31	11	8	22	72
60	17	1	5	14	37
61	15	8	5	11	39
62	28	12	8	17	65
63	29	13	10	22	74
64	27	14	9	20	70
65	33	17	7	14	71
66	35	18	8	21	82
67	23	13	8	23	67
68	15	6	5	16	42
69	17	12	7	20	56
70	18	10	7	17	52
71	32	17	8	25	82
72	24	12	10	20	66
73	26	13	10	20	69
74	22	13	10	13	58
75	29	15	9	24	77
76	25	12	9	21	67
77	21	15	7	21	64
78	21	13	9	23	66

79	23	15	10	20	68
80	24	15	10	20	69
81	23	11	8	21	63
82	9	9	10	22	50
83	35	12	9	17	73
84	17	12	9	20	58
85	34	18	9	25	86
86	31	17	10	23	81
87	32	15	9	17	73
88	31	14	9	14	68
89	19	12	3	24	58
90	26	12	6	21	65
91	23	13	10	20	66
92	17	16	9	21	63
93	23	12	8	21	64
94	22	9	8	21	60
95	23	11	6	19	59
96	16	10	4	18	48
97	34	14	9	21	78
98	12	9	10	24	55
99	16	8	7	23	54
100	10	3	5	11	29

Appendix- E2

Raw Scores of In-Service Primary School Teachers

Sl.No	Knowledge	Skill	Confidence	Attitude	Total
1	31	16	10	25	82
2	26	13	10	19	68
3	20	10	6	12	48
4	25	13	10	15	63
5	21	12	9	25	67
6	27	15	8	16	66
7	17	11	7	20	55
8	28	12	6	13	59
9	17	12	8	20	57
10	17	11	4	15	47
11	19	10	6	11	46
12	25	12	10	15	62
13	27	10	5	24	66
14	16	7	6	13	42
15	29	11	9	20	69
16	36	17	8	24	85
17	25	13	8	23	69
18	15	7	7	15	44
19	28	7	6	13	54
20	15	6	6	12	39
21	22	10	6	14	52
22	26	14	10	23	73
23	27	10	9	24	70
24	21	13	7	22	63
25	33	15	7	17	72
26	16	6	6	13	41
27	29	12	8	20	69
28	27	12	9	16	64
29	33	17	9	19	78
30	35	16	9	24	84
31	24	13	9	24	70
32	25	10	10	21	66
33	28	16	10	25	79
34	25	14	9	23	71
35	26	12	7	15	60
36	21	11	7	19	58
37	25	12	6	14	57
38	24	14	6	22	66
39	25	13	8	21	67

40	27	16	10	21	74
41	34	18	9	20	81
42	29	13	8	21	71
43	18	11	7	19	55
44	27	11	9	18	65
45	27	10	5	24	66
46	25	11	7	23	66
47	30	12	7	21	70
48	15	7	6	13	41
49	25	11	7	23	66
50	18	16	8	20	62
51	28	17	9	23	77
52	33	12	7	15	67
53	24	11	3	14	52
54	28	11	9	19	67
55	33	12	7	14	66
56	34	12	6	13	65
57	27	10	5	24	66
58	26	13	6	17	62
59	27	10	5	24	66
60	25	12	6	20	63
61	24	15	10	21	70
62	22	15	10	21	68
63	36	18	10	21	85
64	26	7	6	12	51
65	26	13	6	17	62
66	39	17	8	22	86
67	30	15	9	22	76
68	31	16	8	22	77
69	28	17	9	22	76
70	18	14	10	21	63
71	27	10	5	23	65
72	26	12	9	16	63
73	27	13	10	23	73
74	23	13	10	22	68
75	32	13	7	17	69
76	30	13	10	23	76
77	30	12	9	24	75
78	25	13	10	15	63
79	20	14	7	22	63
80	20	14	6	17	57
81	31	15	8	24	78
82	25	13	10	15	63
83	25	10	10	21	66
84	30	14	5	18	67

85	30	15	7	17	69
86	23	15	10	18	66
87	31	17	8	21	77
88	29	12	9	16	66
89	26	13	7	18	64
90	25	13	10	18	66
91	26	13	10	19	68
92	28	16	10	25	79
93	34	16	8	22	80
94	18	16	10	20	64
95	31	12	8	24	75
96	28	11	9	17	65
97	10	11	7	21	49
98	19	9	8	23	59
99	20	13	9	22	64
100	28	13	7	13	61

Appendix- E3

Raw Scores of Prospective Secondary School Teachers

Government CTE					
Sl.No	Knowledge	Skill	Confidence	Attitude	Total
1	23	13	7	22	65
2	35	18	10	24	87
3	22	9	10	24	65
4	16	6	9	11	42
5	24	14	10	23	71
6	25	14	10	24	73
7	22	13	6	23	64
8	33	11	10	23	77
9	24	14	10	23	71
10	16	6	9	13	44
11	23	14	6	22	65
12	30	15	7	25	77
13	26	15	5	22	68
14	30	13	10	24	77
15	33	16	10	24	83
16	35	18	10	19	82
17	35	18	10	23	86
18	23	15	8	21	67
19	25	15	9	23	72
20	12	5	8	10	35
21	25	10	6	23	64
22	12	6	7	11	36
23	21	12	10	21	64
24	22	12	10	17	61
25	26	14	6	23	69
26	25	17	10	24	76
27	31	15	4	22	72
28	35	17	10	23	85
29	20	12	8	19	59
30	23	15	4	23	65
31	23	12	10	20	65
32	24	13	8	19	64
33	22	13	10	20	65
34	20	11	9	23	63
35	26	12	8	25	71
36	31	18	10	23	82
37	21	14	10	23	68
38	26	13	7	20	66
39	27	16	6	23	72

40	13	5	5	13	36
41	19	13	8	23	63
42	26	13	9	23	71
43	25	13	10	22	70
44	19	9	10	19	57
45	35	15	9	22	81
46	20	9	8	22	59
Private CTEs					
47	14	8	10	21	53
48	22	9	10	24	65
49	23	13	7	22	65
50	14	8	10	21	53
51	33	15	10	24	82
52	23	14	6	21	64
53	34	18	10	20	82
54	35	18	8	21	82
55	30	17	8	23	78
56	26	15	7	25	73
57	27	11	6	24	68
58	33	18	8	22	81
59	29	15	10	23	77
60	17	6	7	12	42
61	19	9	10	19	57
62	25	13	9	23	70
63	29	17	10	23	79
64	32	17	8	23	80
65	29	14	8	22	73
66	23	11	10	23	67
67	22	13	6	23	64
68	25	14	10	24	73
69	27	16	10	24	77
70	25	13	9	20	67
71	33	18	10	22	83
72	13	14	10	23	60
73	26	12	9	16	63
74	28	14	9	18	69
75	33	18	9	22	82
76	22	16	10	24	72
77	30	15	8	24	77
78	27	11	6	22	66
79	24	16	10	22	72
80	26	10	10	22	68
81	15	6	5	12	38
82	13	7	7	12	39
83	25	15	5	23	68

84	31	15	10	20	76
85	25	15	6	23	69
86	35	18	10	17	80
87	26	14	5	23	68
88	24	15	9	23	71
89	26	13	8	20	67
90	27	15	9	17	68
91	25	15	9	17	66
92	14	8	9	22	53
93	35	18	10	23	86
94	32	16	8	19	75
95	31	17	10	21	79
96	31	17	8	20	76
97	33	16	10	19	78
98	30	16	9	24	79
99	28	14	9	17	68
100	28	14	9	17	68

Appendix- E4

Raw Scores of In-Service Secondary School Teachers

Sl.No	Knowledge	Skill	Confidence	Attitude	Total
1	28	13	10	20	71
2	19	14	5	15	53
3	23	13	7	14	57
4	27	15	8	20	70
5	26	11	8	21	66
6	26	12	6	24	68
7	28	11	10	22	71
8	27	15	10	24	76
9	36	17	10	24	87
10	25	15	8	21	69
11	24	15	10	23	72
12	26	9	4	11	50
13	21	6	6	13	46
14	18	7	6	9	40
15	14	6	6	13	39
16	23	11	9	23	66
17	24	11	9	22	66
18	40	17	10	23	90
19	20	16	10	21	67
20	24	10	8	17	59
21	17	12	10	14	53
22	20	14	10	20	64
23	24	16	10	22	72
24	28	16	9	19	72
25	35	18	10	23	86
26	35	18	10	20	83
27	30	14	6	18	68
28	27	14	9	22	72
29	27	9	6	13	55
30	27	14	7	16	64
31	21	14	6	17	58
32	18	15	10	24	67
33	30	10	10	23	73
34	27	12	10	21	70
35	29	12	10	23	74
36	28	14	10	23	75
37	31	12	8	17	68

38	29	15	10	23	77
39	27	12	9	23	71
40	29	14	10	23	76
41	30	14	10	24	78
42	20	17	10	22	69
43	21	14	10	20	65
44	26	13	8	24	71
45	28	14	10	22	74
46	26	11	10	23	70
47	28	6	8	11	53
48	34	18	9	23	84
49	22	16	9	24	71
50	22	17	9	24	72
51	27	15	10	20	72
52	24	14	9	21	68
53	23	11	10	21	65
54	24	11	10	21	66
55	24	11	10	21	66
56	20	14	9	22	65
57	27	14	7	21	69
58	24	16	8	23	71
59	25	11	10	23	69
60	27	17	9	19	72
61	26	13	6	23	68
62	21	10	10	20	61
63	20	13	10	22	65
64	23	12	10	23	68
65	24	11	10	21	66
66	24	10	10	21	65
67	27	15	10	21	73
68	22	16	9	24	71
69	20	12	5	25	62
70	24	12	4	25	65
71	26	12	10	23	71
72	24	17	8	23	72
73	27	15	10	23	75
74	35	18	10	23	86
75	33	18	10	23	84
76	22	14	9	20	65
77	31	15	10	23	79
78	28	13	10	18	69

79	28	14	10	24	76
80	29	14	10	23	76
81	24	11	7	11	53
82	21	13	9	22	65
83	34	17	10	23	84
84	31	15	6	10	62
85	18	16	10	19	63
86	31	15	10	23	79
87	23	12	10	21	66
88	32	15	10	23	80
89	28	14	8	23	73
90	28	16	10	23	77
91	22	14	10	21	67
92	22	14	10	16	62
93	21	11	10	18	60
94	25	11	10	15	61
95	26	14	8	20	68
96	18	15	10	21	64
97	16	16	10	21	63
98	26	14	10	20	70
99	23	15	8	21	67
100	20	10	10	18	58