

# **A STUDY ON AWARENESS OF CYBER CRIME AND HUMAN RIGHTS AMONG B.ED STUDENTS IN NAGALAND**

*THESIS SUBMITTED TO*  
**NAGALAND UNIVERSITY**  
*FOR THE DEGREE OF*  
**DOCTOR OF PHILOSOPHY**  
**IN**  
**EDUCATION**



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# NAGALAND UNIVERSITY

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## CERTIFICATE

This is to certify that **Ms. Abigail Swu** with Registration No. 747/2017 from the Department of Education, Nagaland University has completed her Ph.D Thesis entitled “**A Study on Awareness of Cyber Crime and Human Rights among the B.Ed Students in Nagaland**” under my supervision and guidance. The data collected and the facts reported in this study are genuine and original to the best of my knowledge.

The Thesis is fit and ready for submission for the award of Ph.D Degree in Education.

Dated.....

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## DECLARATION

I hereby declare that the Thesis entitled “*A STUDY ON AWARENESS OF CYBER CRIME AND HUMAN RIGHTS AMONG B.ED STUDENTS IN NAGALAND*”, submitted by me to Nagaland University, Kohima Campus for the award of the Degree of Doctor of Philosophy in Education (Ph.D in Education) is the result of my original and independent research work undertaken and carried out under the supervision of Dr. Rakesh Rai, Professor, Department of Education, Nagaland University and it has not been submitted for the award of any degree in any other university or institutions. I further declare that the materials obtained from other sources have been duly acknowledged and that the Thesis is free from any plagiarism based on the check carried out through ‘URKUND’ plagiarism detection tool. This thesis is submitted to Nagaland University for the degree of Doctor of Philosophy in Education.

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Dated:

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## **ABBREVIATIONS**

ADCP	Additional Commandant of Police
B.Ed	Bachelor of Education
BCTE	Bosco College of Teacher Education
CBSE	Central Board of School Education
CCAS-RS	Cyber Crime Awareness Scale-Rajasekar
CCPAWC	Cyber Crime Prevention against Women and Children
CERT (In)	Indian Computer Emergency Response Team
D.El.Ed	Diploma in Elementary Education
Df	Degree of Freedom
DIET	District Institute of Education and Training
GoI	Government of India
HRAT	Human Rights Awareness Scale
ICT	Information and Communication Technology
ICCPR	International Covenant on Civil and Political Rights
Iot	Internet of Things
IT	Information Technology
KIIT	Kamrah Institute of Innovative Teaching
LEA's	Law Enforcement Agencies
MCTE	Mokokchung College of Teacher Education
M.Ed	Master of Education
MHA	Ministry of Home Affairs
MITE	Modern Institute of Teacher Education
NBSE	Nagaland board of School Education
NCERT	National Council of Education Research and Training
NCFTE	National Curriculum Framework for Teacher Education
NCHR	National Commission of Human Rights
NCIIPC	National Critical Information Infrastructure Protection Centre
NCRB	National Crime Records Bureau
NCTE	National Council for Teacher Education
NCSP	National Cyber Security Policy
NEHU	North-eastern Hill University

NGO	Non Government Organisation
NPMHR	People's Movement for Human Rights
SCCTE	Salt Christian College of Teacher Education
SCERT	State Council of Education Research and Training
SCTE	Sazolie College of Teacher Education
SCTE(K)	State College of Teacher Education (Kohima)
SD	Standard Deviation
SMS	Short Messaging Service
TOR	The Onion Router
UCTE	Unity College of Teacher Education
UGTT	Under Graduate Teacher Training
PSEB	Punjab School Education Board
PTS	Police Training School
TRAI	Telecom Regulatory Authority of India
UDHR	Universal Declaration of Human Rights
UN	United Nations
UNO	United Nations Organisation

CERTIFICATE

DECLARATION

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# CHAPTER I

## INTRODUCTION

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## **1. INTRODUCTION**

### **1.1. BACKGROUND OF THE STUDY**

Internet or cyberspace as it is sometimes called is a borderless environment with no visible lines demarcating the jurisdiction. Even though it is crucial as a knowledge bank, it is an ideal tool for anyone with a criminal bent of mind, who can use this environment to his or her maximum advantage. It is not a surprise cybercrimes like hacking, cyber stalking, spamming, email frauds, chat abuse and other crimes are on the rise. Cyber criminals are becoming increasingly sophisticated and their attacks are more difficult to predict and stop. Their activities cut across the borders and threaten the sovereignty of nations and world order.

With the advent of the internet, a vast repertoire of information is available at the click of the mouse. Information dissemination, e-business, interactive and collaborative computing, access to mind-boggling quantum of reference material, etc are possible due to the access to internet. No doubt the internet has opened the doors for a treasure trove of information. While the internet has opened up a world of opportunities in e-commerce and information sharing on the flipside the internet has its own threats and abuses which are perpetrated by a new breed of criminals known as cyber criminals. Human ingenuity is so resourceful that with every technological revolution new and novel crimes emerge. In the age of the internet the local crook and the conman just went global and digital. Criminals just shifted to the cyber space conning people by committing cyber crimes.

As the internet has no one in charge of it and one can do whatever one wants, cyber criminals started having a field day with a range of crimes like cyber terrorism, cyber stalking, cyber warfare, website defacement, attack on web servers, stealing critical information, exposing and stealing confidential data, hacking, invading privacy, software piracy and copyright violation etc.

The high rates of incidence and frequency with which the cyber crimes occur have made lawmakers all over the world sit up and take notice. Cyber-savvy nations concerned about their netizen's online safety have come with a slew of legislations to bring the perpetrators to book. However, this is only a beginning since the cyber laws in most countries are in a nascent stage and are still in the process of evolution. This means that it will take a while before they are made foolproof and adequate in containing cyber criminals.

Cyber warfare against India has always been confused with minor cyber breaches like websites defacements and cracking into e-mail accounts. India has also been very late in recognising the need for robust cyber security. Even the national cyber security policy of India 2013 (NCSP 2013) was declared belatedly and it is still waiting for its implementation. International legal issues of cyber attacks, cyber warfare and cyber crimes in general and international legal issues of cyber attack and Indian perspective in particular must be understood thoroughly by Indian government to fight against cyber warfare.

The department of Information Technology created the Indian Computer Emergency Response Team (CERT-In) in 2004 to thwart cyber attacks in India. That year, there were 23 reported cyber security breaches. In 2011, there were 13,301. That year the government created a new subdivision, the National Critical Information Infrastructure Protection Centre (NCIIPC) to thwart attacks against energy, transport, banking, telecom, defence, space and other sensitive areas. However, there is no public face of NCIPC and some experts believe that NCIPC has failed to materialise and perform its job.

Human beings are rational beings. They by virtue of their being human possess certain basic and inalienable rights which are commonly known as human rights. Thus human rights are those rights which every individual is entitled to by being human. Because of their very existence these rights belong to them and they become operative with their birth. Human rights, being the birthright, are, therefore inherent in all the individuals irrespective of their caste, creed, religion, sex and nationality. Human rights being

inherent they cannot live as human beings without them. These rights are essential for all the individuals as they are in accordance with their freedom and dignity and are favourable to physical, moral, social and spiritual welfare. They are also necessary as they create an environment in which people can develop their full potential and lead productive and creative lives in accordance with their needs and provide suitable conditions for the materials and moral uplift of the people. Human rights are also sometimes referred to as fundamental rights, basic rights, inherent rights, natural rights and birth rights because of their immense significance to human beings. Human rights being fundamental or basic rights are often set out in the constitution so that they are not taken away by any act of legislature or government.

One of the principal question is what is meant by Human Rights. The question is not trivial, especially in the international sphere, where diverse cultures are involved, where positivist underpinnings are shaky, and where implementation mechanisms are fragile. The traditional norm governing the concept of human rights is the respect for human personality and its absolute worth which is essential for the ample development of the human personality.

It is generally claimed by western scholars that the system of international law is a product of European civilisation. In reality the roots of international law can be traced far back to ancient India, as in most ancient civilisations.

In Indian culture, respect for the dignity of an individual and striving for peace and harmony in society, has been an abiding factor. Indian culture had been the product of assimilation of diverse cultures and religions that came into contact with the enormous Indian sub-continent overtime. The spirit of unity and universality in our tradition extends to the whole world.

It is common to refer to the evolving concept of human rights in terms of three generations of human rights:

- i. The first generation of human rights are those which originated in Europe in the 18<sup>th</sup> century. These rights emerged from the American and French revolutions.

They were aimed at securing the citizens liberty from arbitrary action by the state. These rights corresponds by and large to the civil and political right in the international Bill of Rights such as the right to individual freedom, freedom of speech, thought and faith, the right to own property and so on. These rights were meant to impose “negative obligations on governments to desist from interfering with the exercise of individual liberties”. These rights were among the major concerns of all liberal and democratic movements since the 19<sup>th</sup> century.

- ii. The second generation of human rights emerged in the 19<sup>th</sup> century out of the political and economic struggles of the emerging working class and included political and economic demands like the right to participate in the exercise of political power, the right to universal adult franchise; the right to fixed hours of work; the right to minimum wages; the right to form unions and so on. These rights were conceptualised and legalised in the West in course of a series of agitations and struggles corresponding to the various stages of economic growth under a capitalist system. These rights are also said to be “security-oriented” as it provides for social, economic and cultural security. These rights –social, economic and cultural-are more positive in nature in that they make it the duty of the state to ensure that these rights are realised. The Universal Declaration of Human Rights reflects the consensus on the principles which form the basis of the first and second generation rights.
- iii. The third generation of human rights emerged in the 20<sup>th</sup> century through the socio-political turmoil of the two world wars. These rights are a response to the phenomenon of global interdependence. These rights are of relatively recent origin. The third generation of human rights have emerged in response to various new concerns over which international consent has emerged in recent years. These include environmental, cultural and developmental rights. They are concerned with the rights of groups and people rather than of individuals and include such rights as the right of self determination and the right to development. The Declaration on the Right to Development adopted by the UN General Assembly in 1986 is the most important example of these rights.

## 1.2. NAGALAND

**FIGURE 1**  
**MAP OF NAGALAND**



**Nagaland** /'nɑ:gələnd/ is a state in Northeast India. The land of enchanting beauty and charm with its rich diverse culture and festivals of its various tribes and sub-tribes is endowed with its rich flora and fauna, lush green hills and valleys, rivers, resounding echoes of music, dance and gay festivities make it a special place in our nation of diverse cultures. Nature has also gifted this land with many rich resources like forest, minerals, fertile soil and abundant rainfall and moderate climate, which are waiting to be utilised for economic development of the state and its people.

### **1.2.1 ORIGIN**

The place of origin of the various Naga tribes remains an unsolved mystery. The fact that many of these tribes have been wandering from place to place over the span of centuries has not helped in tracing out their origin. Different scholars, basing on their assumptions on the Naga art, material, culture, language tonal etc. have theorized that the Naga's have had some links with Indonesia and Malaysia; they belong to Tibeto-Burman family; are the first migration group from north-west China; they constitute a return group of migrants from Polynesian islands etc. however, these theories are remotely influential theories and in the absence of substantive evidence these theories remain inconclusive

### **1.2.2 GEOGRAPHY**

Physically, the state of Nagaland is roughly triangular in shape. Nagaland is surrounded by state of Arunachal Pradesh and some part of Assam in the north, it has Manipur to the south, Burma in the east and it shares its border of Assam to the west. It is one of the North-Eastern state of India sharing international border as China lies close to it in the North, Bangladesh on the West, with Myanmar alongside Thailand on the east. Kohima is the state capital. Nagaland has an area of 16,579. The maximum length of the border is not more than 225 kms while the breath does not exceed 145kms. The average height of the peaks is between 900 and 1200 meters. The highest point is Saramati in Tuensang district, which is 3,840 meters with a prominence of

2885 meters above the sea level. The state lies between 25°6'N and 27°4'N latitude and between 95°20'E and 95°15'E longitude and has a population of 1,980,602 as per the Census of India 2011.

On 1<sup>st</sup> December 1963 Nagaland got statehood and became the 16<sup>th</sup> state of India. Initially the state of Nagaland had just three districts, Kohima, Mokokchung and Tuensang district. The number of districts increases to seven by the process of subdivision in 1973, then by 2004 Nagaland had eleven districts and most recently in 2017 Noklak district was created to make the twelveth district of Nagaland.

### **1.2.3 CLIMATE**

The climate of Nagaland is generally cool in winter and pleasantly warm in summer. In winter the night temperature comes down between 4°C to 1°C in December, January and February, which are the coldest month of the year. The temperature does not rise beyond 32°C and average temperature is 22°C to 27°C. The average annual rain fall for about 7 months from May to October and it is between 200cm to 250cm in the state. Basing on the prevailing temperature and rainfall condition, Nagaland enjoys sub-tropical type of climate.

### **1.2.4 PEOPLE**

Nagas are basically tribals. The state of Nagaland is inhabited by 16 major tribes, Angami, Ao, Chakhesang, Chang, Kachari, Khiamniungan, Konyak, Kuki, Lotha, Phom, Pochury, Rengma, Sangtam, Sumi, Yimchunger, and Zeme-Liangmai (Zeliang). Each of these tribes has their own dialect entirely different from the other. Linguistically all the Naga dialects are included in the Tibeto-Burman family of languages. Nagas do not have a script of their own, but they have borrowed Roman system of writing. Nagamese, which is a hybrid mixture and not a recognized language, is being spoken by the different tribes of the Nagas as their medium of communication. The official language of Nagaland is English.

### **1.2.5 RELIGIOUS AND CULTURAL LIFE**

The early Nagas believed in Animism. They believed that spirit governs their life. There were three distinct classes of spirits namely- House Spirit, Field Spirit and Jungle Spirit. The well being or ill-being of the Naga people depended on how happy and satisfied they kept their spirits. The early Nagas believed in the soul.

The arrival of missionaries in Nagaland transformed Naga history. The conversion of the Naga's to Christianity was the beginning of many changes in Nagaland. Reverend Miles Bronson was the first missionary to the Nagas. In the present era, Nagaland is known as the Christian state since the early period of 19<sup>th</sup> century. It is asserted that more than 95% of the Nagas are Christian.

The cultural life of the Nagas are distinguished by an impressive bearing and splendid dress. Tribal organisations vary from the autocrats 'Angs' of the Konyak and hereditary Chieftainship of the Sumis and the democratic structure of Angami, Ao, Lotha and Rengma. A prominent village institute is called Morung, which was a communal house or dormitory for young unmarried men, were a striking representation of the Naga culture. The main offensive weapons of the Nagas are the spears and Dao which vary from tribe to tribe.

### **1.2.6 POPULATION AND LITERACY**

The total population of Nagaland is 1,978,502 according to 2011 census of India. Out of which 1,024,649 are Male and 1,047,141 Females. The density of population is 119/km<sup>2</sup>. The sex ratio of Nagaland is 931 Female for each 1000 Male. Nagaland has encountered spectacular achievement in the field of education. The literacy rate increased from 66.59% in 2001 to 79.55% in 2011. Out of which there is 82.75% Male and 76.11% Female literacy rate.



### **1.3 TEACHER EDUCATION**

Teacher education means all the formal and non-formal activities and experiences that help to qualify a person to assume responsibilities of a member of the educational profession or to discharge his responsibilities more effectively. In 1906-1956, the program of teacher preparation was called teacher training. It prepared teachers as mechanics or technicians. It had narrower goals with its focus being only on skill training. The perspective of teacher education was therefore very narrow and its scope was limited. As W.H. Kilpatrick put it, "Training is given to animals and circus performers, while education is to human beings". Teacher education encompasses teaching skills, sound pedagogical theory and professional skills.

It is known that the quality and extent of learning performance depends primarily on the competence, sensitivity and motivation of the teacher. The National Council for Teacher Education (NCTE) has defined Teacher Education as: "A program for education, research and training of people to teach from the level of early childhood to higher education". Teacher Education is a program that relates to the development of teacher efficiency and competency. It facilitates the teacher to meet the requirements of the program and face the challenges that arise from them. According to the International Encyclopedia of Teaching and Teacher education (1987), "Teacher education can be considered in three phases: Pre-service, Induction and In-service". The three phases are considered as parts of a continuous process.

Teacher Education is an ongoing process and its peripherals: pre-service and in-service are complimentary to each other. Teacher education is based on the theory that "teachers are made, they are not born" as opposed to the assumption that "teachers are born, not made". Since teaching is viewed as an art and a science, teachers must not only acquire mere knowledge, but also skills to be an effective teacher known as "tricks of the trade." Teacher training is extensive and comprehensive. Other than pre-service and in-service programmes, teacher education programmes extends its programme to participate in various community programs and outreach activities, namely adult education programs and non-formal educational, literacy and community development activities. It is always dynamic and constantly evolving to prepare

competent teachers for the challenges of a dynamic society. Teacher training must keep pace with the latest developments and trends. The basis of the entire teacher education course lies in the curriculum, design, structure, organization and transaction. As in other educational programs, the teacher education curriculum has a knowledge base that addresses the needs of field applications and includes a significant conceptual mix of theoretical understanding available in various related disciplines. Knowledge-based teacher training does not just include a mix of concepts and principles from other disciplines, but a clear “shape” resulting from the “mix of concepts” Teacher Education has been broken down into specific tiered programs, suggesting that the knowledge base at all stages is appropriately specialized and diversified in order to develop effective preparatory processes for teachers entering schools. It is a system that implies an interdependence of its inputs, processes and outputs.

#### **1.4 TEACHER EDUCATION IN NAGALAND**

Teacher Education in Nagaland dates back to 1975 when the first college of Teacher Education was initiated by the state government under the North-eastern Hill University (NEHU), Shillong. This led to the establishment of State College of Teacher Education (formally Nagaland College of Education). This was done to cater to the need for qualitative improvement of teachers in the state. In addition to the B.Ed. course, the Under Graduate Teacher Training (UGTT) Course was also offered in the college from 1976-1992. The college came under Nagaland University in 1995 and until then it was affiliated to NEHU. Presently, Nagaland University and S.C.T.E (Kohima) offers M.Ed course in Nagaland. There are 9 Bachelor of Education (B.Ed) colleges and 10 District Institute of Education and Training (D.I.E.T) in Nagaland.

Master of Education or M.Ed is a master degree course that deals with the study of new methods of teaching and educational research. It is a post graduate course which deals with the methodology of educational research and experimentation of new techniques of teaching. This course particularly introduces the students to a new level of teaching process. The programme focuses on different aspects of education including instruction, curriculum, counselling, leadership, and educational technology.

The regulatory body in charge of the M.Ed programme is National Council of Teacher Education (NCTE). M.Ed program focuses on various aspects of education as a stream and area of research. It provides knowledge of education systems and pattern more profoundly, it helps gain more experience to be advanced teacher or educator. M.Ed lays emphasis on different pedagogy of learning techniques that help candidates develop the right technical finesse to become an educator. The course curriculum of M.Ed not only includes theory but also a great amount of practical work. As part of the practical experience candidates are encouraged to prepare dissertations, join internships, pursue academic writing, and also to attend workshops and seminars. It is a 2 year course which is then divided into 4 semesters, that is 2 semesters for each year.

Bachelor of Education or B.Ed course has been developed with the aim to understand teaching-learning process at secondary and higher-secondary level among teacher trainees. The B.Ed course duration is two years course and it aims at training student trainees to become teachers. In order to be eligible to pursue this course, a student must have at least a Bachelor's degree from a recognized university. The course curriculum includes both core courses and pedagogy courses. The framework for B.Ed course is formulated by NCERT, monitored by NCTE (National Council for Teacher Education) and Nagaland University frames the syllabus basing on the course. The 9 B.Ed colleges in Nagaland where sampling for the research was done are Salt Christian College of Teacher Education (formerly Salt Christian College), Bosco College of Teacher Education, Modern Institute of Teacher Education, Unity College of Teacher Education, Sazolie College of Teacher Education, Kohima, Ura College of Teacher Education Kohima and Mount Mary College, these colleges are run by private management. The two government managed B.Ed colleges are State College of Teacher Education and Mokokchung College of Teacher Education.

With a view to achieve coordinated development of teacher education, Nagaland too has decided to adopt and develop Diploma in Elementary Education (D.El.Ed) curriculum based on National Curriculum Framework for Teacher Education (NCFTE) 2009. As per the educational needs of the Institute of Education and

Training of the State, two years programme for D.El.Ed course has been developed. The curriculum is based on several new perspectives within education, foundational disciplines that inform education and interdisciplinary knowledge domains. It aspires to promote disposition of collaborative working, independent thinking with positive attributes and attitude. There are 8 D.I.E.T's under State Council of Education Research and Training (SCERT) and 2 private run D.I.E.T's in Nagaland that provides two years training for Diploma in Elementary Education (D.El.Ed). The Government run D.I.E.Ts are situated in Chiechama, Mokokchung, Tuensang, Dimapur, Mon, Pfutsero, Wokha, and Zunheboto. The privately managed D.I.E.T's are Salt Christian College of Teacher Education, Dimapur and St. Paul Institute of Education, Phesama.

<b>TABLE 1</b>				
<b>LIST OF RECOGNISED TEACHER EDUCATION INSTITUTIONS IN NAGALAND</b>				
<b>Sl/no</b>	<b>Name of the Institution</b>	<b>Management</b>	<b>Courses</b>	<b>Year of establishment</b>
01	State College of Teacher Education, Kohima, [Formerly Nagaland College of Teacher Education]	Government	M.Ed, B.Ed	1975
02	St. Paul Institute of Education Phesama	Private	D.El.Ed	1977
03	Salt Christian College of Teacher Education, Dimapur [Formerly: Salt Christian College]	Private	B.Ed, D.El.Ed	1995
04	D.I.E.T Chiechama	Government	D.El.Ed	1997
05	D.I.E.T Mokokchung	Government	D.El.Ed	1997
06	D.I.E.T Tuensang	Government	D.El.Ed	1997
07	Bosco College of Teacher Education, Dimapur	Private	B.Ed	2003

Sl/no	Name of the Institution	Management	Courses	Year of establishment
08	D.I.E.T Dimapur	Government	D.El.Ed	2006
09	D.I.E.T Mon	Government	D.El.Ed	2006
10	D.I.E.T Pfutsero	Government	D.El.Ed	2006
11	Mokokchung College of Teacher Education, Yimyu, Mokokchung	Government	B.Ed	2012
12	Unity College, Dimapur	Private	B.Ed	2012
13	Modern Institute of Teacher Education, Kohima	Private	B.Ed	2013
14	Sazolie College of Teacher Education, Kohima	Private	B.Ed	2010
15	D.I.E.T Wokha	Government	D.El.Ed	2013
16	D.I.E.T Zunheboto	Government	D.El.Ed	2013
17	Ura College of Teacher Education Kohima	Private	B.Ed	2014
18	Mount Mary College	Private	B.Ed	2017
19	Nagaland University	Central University	M.Ed	2018

Source: [http://www.ercncte.org/b\\_ed\\_nagaland.html](http://www.ercncte.org/b_ed_nagaland.html)  
<http://www.htenagaland.com/index.php/about-dhe>

## **1.5 CYBER CRIME**

Cyber crime can be defined as any crime that uses computer and telecommunication technology to disrupt the operations of computer or computer system. The computer may have been used in a commission of a crime or it may be a target. It includes crimes such as illegal possession and offering or distributing information by means of computer networks over the internet. In cyber crime the computer or a computer network can be

- The tool of a crime
- The target of a crime
- Used for the purpose incidental to a crime

The means for committing the crime is through the internet. Most cyber crimes are confidence tricks played on unsuspecting victims who are online. The internet has opened up new vistas for making money, albeit illegally. The range and sweep of these cyber crimes are astounding, making every right thinking person wonder at the lengths the human ingenuity would go to defraud a person. Cyber crimes are constantly evolving. They are dynamic in nature and they allow no respite to cyber cops.

Dr. Debarati Halder and Dr. K.Jaishankar (2011) defined cyber crime as” Offences that are committed against individual or groups of individuals with a criminal motive to intentionally harm the reputation of the victim or cause physical or mental harm to the victim directly or indirectly using modern communication such as internet”. Such crimes may endanger a nation’s security and financial health. Issues surrounding this types of crimes have become high profile, particularly those surrounding cracking, copyright infringement, child pornography and child grooming. There are also privacy concerns when confidential or sensitive information is legally or otherwise intercepted or disclosed.

Cyber Crime encompasses a wide range of activities. In this context the fraud will result in obtaining a benefit by:

- Altering in an unauthorised way. This requires little technical expertise and is common form of theft by employees altering the data before entry or entering false data or by entering unauthorised instructions or using unauthorised processes.
- Altering, destroying, suppressing or stealing output, usually to conceal unauthorised transactions. This is difficult to detect.
- Altering or deleting stored data
- Altering or misusing existing system tools or software packages or altering or writing code for fraudulent purposes.

Other forms of fraud may be facilitated using computer systems, including bank fraud, identity theft, extortion and theft of classified information.

The National Conference of State Legislatures in United States defines cyber terrorism as the use of information technology by terrorist groups and individuals to promote their activities, for example by hacking into computer systems, introducing viruses into vulnerable networks, defacing websites, denial-of-service attacks, or terroristic threats from electronic communications. This can include use of information technology to organise and execute attacks against networks, computer systems and telecommunications infrastructure, or for exchanging information or making threats electronically.

As the internet is being used in all areas of human activity, it has become more and more common for individuals or groups to leverage the anonymity offered by cyber space to threaten citizens, specific groups, community or the entire countries, without the intruder being inherently captured, injured or killed, which may be possible when a person is physically present for the crime. Many believe that cyber terrorism is an extreme threat to our economy and fear an attack could potentially lead to another great depression.

Cyber crimes are not the domains of sci-fi novels or movies anymore. Today, cyber crimes is a reality and it has happened in the cyber space. Anybody could become a victim if caution is not observed while online. The purpose and motive of cyber crime differ from case to case, crime to crime. While financial is the predominant one, stealing sensitive information is assumed to have huge proportions for cyber criminals. In their quest for accessing privileged information, privacy is violated with impunity. Financial gain is achieved through stolen information violating privacy of individuals and their electronic assests.

## **1.6 CYBER CRIME IN NAGALAND**

Almost everyone on the planet using the internet is vulnerable to cyber crime – the most common being scams to dupe money off victims. Although Nagaland may not rank among the top spots for cybercrime, as the people get more exposed to technology, the threat also gets more real, lethal and expensive. The threats and crimes online is evolving in different ways and the question everybody should be asking themselves is what can be done to avoid falling in the traps of such cyber criminals. Rapid increase in the use of information and communication technology system has resulted in varied crimes being committed in cyber domain.

On 15th August 2019 Cyber Crime Prevention against Women and Children (CCPAWC) Cyber Forensic Lab cum Training Centre was inaugurated at Police Training School (PTS), Police Complex Chumoukedima. The Ministry of Home Affairs (MHA) plan to set up cyber forensic cum training laboratories, hiring of junior cyber consultant and training/capacity building to provide hands-on training to Law Enforcement Agencies (LEAs) personnel, prosecutors and judicial officers to all the states/ Union Territories under CCPWC scheme. Women and children are the most vulnerable sections of the society, it is hoped that police personnel in Nagaland would be trained in specific topics and courses about the modus operandi of the criminal relating to cyber crimes committed against women and children. It is imperative for the centre to impart focus training of all social media crimes, financial frauds, criminal intimidation through the use of cyber technologies, circulation of obscene materials,



lottery scams etc. Awareness campaign must be done in a sustained manner in all forms, especially in print and social media.

The cyber space which is like an open book needs to be taken cognizance of as internet and technology is “spinning at a very high speed, while the wheels of justice against cyber crimes is seen to be lacking far behind the evolution and by the time laws or policies are implemented, it will become outdated.” Therefore, there should be a call for reactive and proactive approach towards this. It is assumed that by 2020, 25% of cyber attacks against enterprises will involve IoT devices and 63% are the result of compromised user passwords and usernames. Over 60% of online frauds are accomplished through mobile platforms. To regulate cyber space, more technical spaces are getting interlinked or combined efforts of self regulation and government intervention are undertaken an instance will be, when TRAI banned bulk SMSs and SPAM.

The cyber criminals are way ahead and intelligent. Youngsters should be aware about the new laws, amendments, advisories, rules being passed in the country. Unless one knows the rules and regulation, it is difficult to change things. Social networking sites, particularly Twitter, have been of ‘great help’ to the police department in the state to tackle cyber crime. Social media is a ‘great blessing’ provided one knows how to use it. All form of media including print, broadcast and social media are supplementary to each other. One should not be scared about the “bad things of social media” but use it as a means to empower the society. It is believed that society could progress only where there is education. And one’s education and knowledge should be applied to address the problems of the society. The threats and crimes online is evolving in different ways and the question everybody should be asking themselves is what can be done to avoid falling in the traps of such cyber criminals.

Even as the natural base of online banking is somewhat complicated, the very visible increase in mobile banking means online frauds will present themselves to these financial institutions with a number of extremely difficult challenges to overpower. The Dimapur police has taken measures with banks, such as account level checks that

look at the type of transactions, logins etc. The key is to look at the analytics and “dig out” suspicious activities. Without causing inconveniences to the customers, the ADCP and the banking institutions have now decided to set up banners and signboards outside their respective banks. And likewise, customers will be made aware of what is expected of them and the role they will play in preventing online offences.

According to the Nagaland Board of School Education (NBSE) a total of 28519 students appeared their higher secondary level. Many who got through will most definitely opt to venture out to different parts of the country for further education. This also leaves the students vulnerable to applying at fake colleges and universities and pay huge sums of money online before visiting the institute. In this matter, the Dimapur police and the banks have decided to execute a programme where resource persons will visit schools and colleges and sensitise the students and parents on choosing legitimate institutes.

A trend that seems to be prevailing in the state is the constant upload of “lost and found” identification cards such drivers licence, Aadhaar cards, Pan cards etc., on social networking platforms. By doing so any fraudster can pick up the details on the identification cards and use it for criminal activities. Even though the intention might be good, many other people are lurking around for an opportunity to cheat others. According to a report provided by the cyber cell at the police headquarters in Kohima, a total number of 19 cases pertaining to cyber crime have been registered so far, including two from outside the state. It cannot be denied that the news spread like ‘wild-fire’ via social media.

Awareness is the most important aspect to tackle cyber crime, the fight against cyber crime is ‘bigger than any arms battle’. Citizens should be encouraged to channel the use of technology in positive ways.

## **1.7 HUMAN RIGHTS**

Since times immemorial man has longed for freedom and equality, for guaranteed human rights and for fraternal relationships in a society in which the people run and manage their own affairs. In the present times, the majority of states have inscribed these ideals in their constitutions. And yet, these categories and notions appear to be ambiguous and susceptible to different interpretations. The court frequently gives different verdicts. The human rights are also governed by different political philosophies. It is very much apt in this connect to quote Rousseau, “Man is born free and is everywhere in chains”.

“Human Rights” as a phrase is rather new coinage which came in vogue with the Universal Declaration of Human Rights. A new consciousness emerged among all nations to protect and ensure basic fundamental rights of human beings. The values of dignity and equality of all members of humanity, like many other basic principles on which we now call human rights, are found practically in all cultures and civilizations, religions and philosophical traditions.

It is important to keep in mind the basic point that the notion of human rights is intimately linked to the notion of the ‘state’. It is only in the context of organised society with public authorities, that the notion of human rights makes sense. Human rights thus refer to norms concerning the relationship between individual and the state. What the international system has evolved over the decades is to oblige the states to respect, protect and to implement human rights as internationally agree upon. The fact that human rights require a set of corresponding duties to the community is also given due acknowledgement.

There can be no international protection of human rights if there is no strong and effective mechanism for its implementation. Implementation is the key to making the system of international protection of human rights effective. The impact of the UDHR is quite far reaching. It occupies a prominent place in various international and regional declarations. Its place in the constitution of newly emerged states is

noteworthy. It influences the decisions of national courts and International Court of Justice (ICJ). It has stood the test of the time remarkably well. It has been interpreted as adapting to the changing environment in both the eastern and western world. The goals of the UDHR are yet to be attained even after fifty years of its adoption.

In India, National Commission of Human Rights (NCHR) was set up in September 27, 1993 when president of India promulgated an Ordinance. Provisions for the setting up of similar provisions were also made in the Ordinance. Besides this, states have also set up human rights commissions at state level, though constitution of India enshrines fundamental rights of citizens. The Indian constitution is a document rich in Human Rights law. The preamble concisely sets out the quintessence of human rights, which represents the aspirations of the people who have established the constitution. The Preamble of Indian Constitution aimed at the protection and promotion of human rights of each and every individual. Despite that, we frequently come across cases of Human Rights violations. Mostly police and other forces are found responsible for this. Terrorism and militancy as is prevalent in many parts of the world add to violation of human rights.

## **1.8 HUMAN RIGHTS IN NAGALAND**

Throughout history Naga people have fiercely resisted against the British colonialist forces and was subsequently followed by India and Burma. In the post British rule, Nagas experience with the neighbouring nations against their political and military domination was one of perpetual conflict and violation of basic human rights which was almost completely oblivious of the UDHR. With the advent of ceasefire between the Government of India (GOI) and the Nagas as well as with the Burmese Government, there seems to be an air of relief among the general mass though there are many hitches and uncertainties over the future political negotiations. The present Naga society is experiencing a social and cultural flux with the restless generation many of whose parents have undergone the most traumatic inhumane experience under the Indian and Burmese military rule. Decades of military coercion is

accompanied by social, economic and cultural assimilation from the dominant 'popular mainstream culture' often as a state policy or under the guise of development.

Apart from all these external threats and forces there are many emerging issues generated from within the Naga society itself which are often ignored and marginalised by the dominant worldview. Relevance of UDHR is not just to embrace social, political, economic, cultural and civil rights but to understand and practice all these rights as a moral duty of each democratic citizens in the contemporary world.

Years of protest and discourses over the violations of basic human rights vis-a-vis the initiation of the Indo-Naga political negotiations have ushered in some resemblance of democratic environment but without much certainty on human rights issues.

The Naga People's Movement for Human Rights (NPMHR) was formed on 9<sup>th</sup> September 1978. According to the records the formation was, "in response to the Naga peoples long felt need for an organised movement to further their human rights which have been trampled under the military boots of the Indian state and to give organised expression to the Naga peoples fight for their rights while exposing to the people of India and to the world".

While human rights are recognised by the International Community through the Universal declaration of Human Rights of United Nations, the true respect it deserved and honour it enjoyed with respect to Nagaland remained only on paper. The concept of Human Rights has been very narrowly understood by the Nagas in the past. Today, Human Rights Movement in Naga areas has embraced many aspects of human rights issues.

The NPMHR conducts rallies, seminars and workshops at the basic level regularly focusing on mass based rural people, intellectuals and likeminded people. Capacity building and training camps are conducted as required. The organisation also participates in programmes conducted by other organisations or agencies, both at domestic and international levels.

In Naga context women's Human Rights issues and debates in this area are at a fairly infant stage. Having focused heavily on the Naga protracted political issues, women's human rights are yet to actively enter the consciousness of the Nagas. Through their peace activism, Naga women have stood firm and proactively engaged with both Naga political and social issues. They are deservedly hailed as exemplary in their activism and in their work holding up together what is left today of Naga society. The challenge ahead for the Naga women is to negotiate a thin line between the essential claim that Naga women do things because they are mothers and women and a critical perspective employs Gender inclusive discourse as a category that is disruptive of traditional political and military assumption.

Human rights cannot just take place in a theoretical construct or mere declaration. Rights are social products and cannot be enjoyed without undertaking a social struggle, nor can it be enjoyed in exclusiveness. Human rights stand in reciprocal dependence with each other. This can be understood only when we begin to understand the core essence of human rights enshrined in the Universal Declaration of Human Rights and take part in the task to create a just world founded on common humanity.

NPMHR has with careful thought been envisioned for great purpose. Its role is not to perform charitable work as an organisation that will help or mobilise material contribution to the needy nor does it serve ultimatums to different authorities to redress human rights and issues and violations within a deadline. It was however envisioned for all round promotion, protection and safeguard of human rights at all levels.

## **1.9 JUSTIFICATION OF THE STUDY**

Education is the most powerful input in the process of empowerment as well as creating human capital. Right to live is a fundamental right as without education no one can lead a decent and dignified life. Education for human rights is of great importance. All human beings are equal in dignity. Human rights are equal and basic for all human beings that define their individual identities and collective identities and allow them to make their independent choices in the specific as well as in the totality of human situations. There are various claims which cannot be denied and is natural to all human beings, this by their virtue of humanity. In the modern world, these kinds of claims are now formulated to what we call human rights. Human rights can now be found in all the customs, cultures, traditions, and society.

Cyber crime is increasing phenomenally, more criminals are making use of internet to commit a varied range of criminal activities by using internet. On an average, at least every individual gets one SMS or e-mail saying that they have won thousands or million dollars in a lottery or as inheritance, which they have never entered. In almost all the cases the so called 'winner' ends up being the 'victim' of that scam. Cyber crime was committed in the past mainly by some individual or some small group for their own personal reasons, but today we see that there are organisations working with these criminals to fund some illegal activities.

Criminal organisations are turning increasingly to the internet to facilitate their activities and maximise their profit in the shortest time. The crimes that these criminal organisations commit are not necessarily new, they involve in crimes such as theft, scam, fraud, deception, unlawful activities, but they are making use of the opportunities which are available online and thus become more extensive and destructive.

The issue of cyber crime first came to UN's agenda when the Russian Federation brought out the draft resolution during the First Committee of the UN General Assembly, it was later adopted in 1998.

When talking about human rights, we are mostly referring to those rights guaranteed under the United Nations' Universal Declaration of Human Rights (UDHR) and the International Covenant on Civil and Political Rights (ICCPR), including freedom of expression, freedom of speech, the right to privacy, freedom of opinion, and freedom of association as some of the most basic rights of all humans. The UN Special Rapporteur on Freedom of Opinion and Expression basic Human Rights confirmed that "freedom of expression applies to the internet" in 2011, this was done in response to the making internet a new way of expressing basic Human rights. The UN Human Rights in July 2012 confirmed that "the same rights that people have offline must also be protected online" thus making Universal Declaration of Human Rights and International Covenant on Civil and Political Rights applicable to internet.

Human rights education focuses on the attitude of tolerance, respect and solidarity and develops individual awareness about the ways and means by which human rights are translated into social and political reality. Internet, though offers great benefit to society, also present opportunities for crime using new and highly sophisticated technology tools. In today's world, e-mail and websites is the most sought means of communication. Almost all the organisation provides internet access to their staff. Naturally, this facilitates immediate exchange and access to data, images and files. These kinds of information not only include educational or informative materials but also information that might be illegal or anti-social.

Education makes people aware of Human Rights and Human Rights binds the states and societies to provide education to all sections without any discrimination. Thus education and Human Rights are co-related. Human Rights must be taught to masses, so as to make education universal and beneficial for everyone. In teaching-learning process, the use of internet is inevitable. Internet provides many search engines that helps a student as well as a teacher to find out the solutions to their problems. A teacher and a student can also get connected outside the classroom through the internet. And when they get the benefits of internet then of course they should face the risk factors also attached to it.



Hence, the awareness on cyber crime and human rights is very much needed for the learners and also for teachers, so that they can be prevented to face the unexpected problems. Awareness about cyber crimes will also help in decreasing the involvement of the students or our coming generations in cyber crimes.

Indian education system is such that it relies greatly on its teachers. It is the teacher who is the centre of all teaching and learning process. They have always had a crucial role in preparing society and community to explore new horizons and achieve higher level in progress and development of the country.

#### **1.10 STATEMENT OF THE PROBLEM**

The statement of the problem can help the researcher to contextualise and understand the significance of the research problem. The statement of the problem frames how you intend to address the problem. To make the study concise and concrete the problem of the present study is stated as follows

#### ***“A STUDY ON AWARENESS OF CYBER CRIME AND HUMAN RIGHTS AMONG THE B.ED STUDENTS IN NAGALAND”***

#### **1.11 OPERATIONAL DEFINITION OF THE TERMS USED**

**Awareness:** The term ‘Awareness’ here refers to the basic knowledge and understanding about Human Rights and Cyber Crime.

**Cyber Crime:** The term ‘Cyber Crime’ here refers to any kind of crime which is committed by use of internet or computers.

**Human Rights:** The term ‘Human Rights’ here refers to all rights that human beings possess by virtue of them being human.

**Dimension:** In the present study 3 Dimensions on Human Rights was taken into account namely Knowledge of Human Rights related Documents, Knowledge and Understanding about Human Rights Concepts and Understanding of Situations involving Human Rights Violations/Non-Violations.

**B.Ed student:** B.Ed student refer to those students (both in-service and pre-service) who are undergoing Bachelor of Education training in Colleges of Teacher Education in Nagaland.

### **1.12 OBJECTIVES OF THE STUDY**

The objectives of the study are the following:

- 1.12.1 To find out and compare awareness of Cyber Crime among the B.Ed students with regard to Gender, Type of Service and Type of Institution
- 1.12.2 To find out and compare awareness of Human Rights among B.Ed students with regard to Gender, Type of Service and Type of Institution
- 1.12.3 To find out the correlation among B.Ed students awareness on Cyber Crime and Human Rights.

### **1.13 HYPOTHESES OF THE STUDY**

Following are the hypotheses of the study:

- Cyber crime
  - 1 There is no significant difference between Male and Female B.Ed students with regard to their awareness of Cyber Crime.
  - 2 There is no significant difference between In-Service and Pre-Service B.Ed students with regard to their awareness of Cyber Crime.
  - 3 There is no significant difference between Government and Private B.Ed students with regard to their awareness of Cyber Crime.

- Human rights
  - 1 There is no significant difference between Male and Female B.Ed students with regard to their awareness of Human Rights and its various Dimensions.
  - 2 There is no significant difference between Government and Private B.Ed students with regard to their awareness of Human Rights and its various Dimensions.
  - 3 There is no significant difference between In-Service and Pre-Service B.Ed students with regard to their awareness of Human Rights
  
- Correlation
  - 1 There is no correlation between awareness of Cyber Crime and Human Rights among B.Ed students.

#### **1.14 DELIMITATIONS OF THE STUDY**

The study is confined to the Colleges of Teacher Education in Nagaland. For the present study the investigator will use standardised tools. The sample size will be limited only to B.Ed students.

# **CHAPTER II**

## **REVIEW OF LITERATURE**

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## **2. REVIEW OF LITERATURE**

### **2.1. INTRODUCTION**

Review of Literature is a summary of studies related to a particular area of research. It identifies and summarizes all the relevant research conducted on a particular topic. It is important that review of literature is focused. The review of literature will help the researcher to accomplish to evaluate past research done by other scholars. This collection of relevant resources will help the researcher see what has already been done. In order to seek the help of other researchers it is important to identify the researchers who have knowledge in the given field. Review of literature also determines methodologies used in the past studies. This will give the researcher an opportunity to identify problems and find new ways to research and study a topic.

While review of literature provides a background to the work by summarising the previously published work it also classify the research into different categories and demonstrate how the research in the particular area has changed over time as well as explain recent developments in the area. It will help the researcher to justify the research conducted by indicating how different the present research is from other works done.

### **2.2. STUDIES CONDUCTED IN INDIA**

**Pandian, T. Soundara, (2007), “*A Study on the Awareness of Human Rights Among the Higher Secondary Students in Nagaland*”**

The objectives of the study were to assess the students’ awareness of human rights, and make a comparison of awareness with the variables Gender and nature of institution. The study also aimed to identify the most useful sources that bring about awareness about human rights and human rights institutions and analyses the usefulness across the variables Gender and nature of institution. One of the objectives included to assess the students’ knowledge and understanding of human rights concepts, principles,

basic/fundamental rights and child rights and also to assess the students' knowledge and understanding of Naga Customary practices which violate human rights. The researcher also attempted to assess the students' knowledge and understanding of environmental issues or problems related to human rights were also to be assessed. The status of teachers', lecturers' and principals' awareness with regards to human rights was also assessed.

The findings of the study indicated that the students had high awareness of human rights i.e 99.26%. The Male students had higher awareness of human rights as compared with the Female students. Across the variable nature of the institution government school/college students had greater awareness than that of the private school/college students. The Female students had a higher awareness of the terms related to environment than the Male students and similarly, the government school/college students had a higher awareness than that of the private school/college students. It was found that school was the better source for familiarising with the different terms of human rights which was followed by media and family. Media was found to be better source for Male students than the Female students as the result indicates that more number of Male students found media as the most useful source than the Female students. The concept of human rights was understood by more Male than the Female and more government school students than the private school/college students. Majority of the teachers and all the principals had heard of human rights and other related terms related to 'human rights'. But, their knowledge and understanding of human rights was found much less than that of their recognition of different terms. About nearly half of the teacher and principals were unaware of the human rights contents that have been placed in the curriculum.

**Goel, Urmila (2014) “Awareness among B.Ed teacher training towards Cyber-crime-A Study” Hindu College of Education, Sonapat district, Haryana**

The objectives of the study were to study the awareness of cyber-crime awareness among boys and girls B.Ed. Teacher Trainees, among rural boys and girls B.Ed. Teacher Trainees, among urban boys and girls B.Ed. Teacher Trainees, among science

and arts boys B.Ed. Teacher Trainees, and among science and arts girls B.Ed. Teacher Trainees

The major findings of the study were there was no significant difference towards the awareness of cyber crime among boys and girls B.Ed. Teacher Trainees, and among rural boys and girls B.Ed. Teacher Trainees. It was also found that there was a significant difference towards the awareness of cyber crime among urban boys and girls, among science and arts boys and among science and arts girls.

**Pillai, S.Kulasekar Perumal and Singaravelu, S, (2014) “B.Ed., Students’ Attitude Towards Using Cyber Resources” Annamalai University Tamil Nadu, India.**

The objectives of the study conducted were to study the level of awareness on cyber crime of B.Ed students. The researchers also attempted to find whether there is any significant difference between the Male and Female B.Ed. students in respect of their awareness on cyber crime. Another objective of the study was to study if there is any significant difference between B.Ed. students residing in rural areas and urban areas in respect of their awareness on cyber crime. One of the objective included to study if there were any significant difference between B.Ed. students having own computer and not having own computer in respect of their awareness on cyber crime. Another objective was to study if there is any significant difference between B.Ed. students participated in cyber forums and not participated in cyber forums in respect of their awareness on cyber crime.

It was found that the entire sample of the B.Ed. students has low level of awareness on cyber crime. This was seen in the sub-samples, too. There was significant difference in awareness on cyber crime between Male and Female B.Ed. students. Moreover Male B.Ed. students are found to be better than the Female B.Ed. students in respect of their awareness on cyber crime. There is no significant difference between B.Ed. students residing in rural and urban areas, between B.Ed. students having own computer and not having computer and between B.Ed. students participated in cyber forum and not participated in cyber forum

**Balbirsingh and Jaglan, Ishu (2015) “Study Of Cyber Crime Awareness Among Perspective Teachers” Tilak Ram College of Education Sonipat Haryana**

The study had the following objectives, to compare the cyber crime awareness among M.Ed. students residing in rural and urban areas. To compare the cyber crime awareness among U.G. and P.G. M.Ed. students. To compare the cyber crime awareness among M.Ed. students having own computers and not having own computers.

On the basis of the discussion of results and findings of the study, it was concluded that there is no significant difference between the M. Ed. Students studying in rural and urban areas regarding cyber crime awareness. However rural students are better on cyber crime awareness than urban students but the difference is not significant. M. Ed. Students having postgraduate degree have better awareness for cyber crime than those students who have undergraduate degree. This means that high level of education influences awareness. As far as M. Ed. Students are concern those students have own computer and those who do not have own computer, insignificant difference is found on cyber crime awareness. The investigation revealed that M.Ed. students studying in the college of Education in Rohtak and Sonipat district of Haryana have low level of awareness on cyber crime.. So it is suggested that M.Ed. students need to gain better information and awareness regarding cyber crime. They should balance the cyber technology and maintain the order of online law to generate the cyber age students. Institutions should work on moving to launch awareness of cyber crime programmer for M.Ed. students.

**Kaur Dayal, Jaskiran and Kaur, Sukhwant (2015) “A Comparative study on Human Rights Awareness among Teachers working in P.S.E.B. and C.B.S.E. Affiliated Schools”.**

The objectives of the study were to study human rights awareness among teachers working in P.S.E.B. and C.B.S.E schools. To study human rights awareness among



Male and Female teachers working in P.S.E.B. schools. To study human rights awareness among Male and Female teachers working in C.B.S.E. schools. To study human rights awareness among Male teachers working in P.S.E.B. and C.B.S.E schools. To study human rights awareness among Female teachers working in P.S.E.B. and C.B.S.E. schools.

The findings in the study shows that there is a significant difference in human rights awareness of teachers teaching in schools affiliated to P.S.E.B and C.B.S.E. Teachers of C.B.S.E schools are more aware as compared to those of P.S.E.B schools. There is no significant difference in human rights awareness of Male and Female teachers working in P.S.E.B. affiliated schools. There is a significant difference in human rights awareness of Male and Female teachers working in C.B.S.E. affiliated schools. Female teachers are found to be more aware than Males. There is a significant difference in human rights awareness of Male teachers working in P.S.E.B. and C.B.S.E. affiliated schools. Male teachers of C.B.S.E are more aware about human rights than their counterparts. There is no significant difference in human rights awareness of Female teachers working in P.S.E.B. and C.B.S.E. affiliated schools. Teachers are considered to be the nation builders. They should make efforts for developing not just their cognitive professional skills but also affective skills for the development of human values because it is very foundation step for inculcating human rights awareness in their children to strengthen the knowledge of human rights and to make them well equipped to face the challenges of future.

**Padmavathy, R. D. & Pallai, Pratima (2015) “*Human Rights Awareness of University Students.*”**

Objectives of the study, to measure the level of human rights awareness of students studying Value education. To find out the difference if any between the following post graduate students in respect of their awareness of human rights (i) Gender (ii) Stream/Faculty (iii) Place of Residence (iv) Type of Family.

It was found that the post graduate students irrespective of their entire sample, Gender, place of residence, stream and type of family have average level of human rights

awareness levels. It was also found that the Male and Female postgraduate students do not differ significantly in their human rights awareness levels. The urban and rural post graduate students do not differ significantly in their human rights awareness levels. Students belonging to urban areas were significantly more aware than rural counter parts in terms of awareness regarding human rights commissions and its functions. Another finding included that the arts and science post graduate students do not differ significantly in their human rights awareness levels. It was also found that there was no significant difference of human rights awareness levels of the university students who belonged to nuclear family and joint family.

**Shah, Jigar (2016) “A Study of Awareness About Cyber Laws for Indian Youth”**

The study shows that internet users in Anand are not very aware of the prevailing cybercrime and cybersecurity. In cities like Anand, a growing dependence on the network can be seen. The convergence of smartphones and the internet is fast and very popular. This means that there are more opportunities for cyber crime. Though many internet users claim to be aware of such crimes, most still view cybercrimes as high-fidelity politically motivated attacks against large organizations. They do not understand that it can affect an internet user. , TOR & Deep Web Crimes, Copyright Infringement, Cyberbullying, Phishing, Child Advertising and Abuse, Dissemination of Disruptive Pornography Content, and Identity Theft. A significant number of internet users do not even know who to turn to or report complaints related to cybercrime. A lack of awareness can also be observed drastically when it comes to protecting their PCs and laptops, as half of those surveyed are still victims of cybercrime. It was also found that people do not update their passwords from time to time and have a tendency to share their personal information with others. Regarding illegal downloads, while internet users are aware of the consequences, they take this activity for granted and have easily downloaded movies, games and music from various torrents. Ignorance on this issue can grow if the government does not make serious attempts to enforce the rules and related regulations.

**Bansal, Anupam, (2017) “*Comparison of Cyber Crime among Science and Social science perspective teachers*”**

The study had sample of 50 B.Ed pupils from self financed KIIT College of education of Gurugram. The objective of the study was to study the level of science and social studies B.Ed pupil teacher, to investigate the significance difference between B.Ed pupil teachers taking science and social studies as their subject on their awareness of Cyber Crime.

The study found that there was a significance difference between B.Ed pupil teachers taking science and social studies as their subject on their awareness of Cyber Crime. It was found that among science B.Ed pupils 7% had excellent awareness of Cyber crime, 8% had high awareness, 4% had above average, 3% had moderate awareness, 2% had below average awareness and 1% of the science B.Ed pupils had low average of the awareness on cyber crime. The B.Ed pupils who were taking social studies had 5% excellent awareness, 6% had high awareness, 3% had above average, 5% had moderate awareness, 4% had below average awareness and 2% of the social studies B.Ed pupils had low average.

**Malhotra, Taruna and Malhotra, Mona (2017) “*Cyber Crime Awareness among Teacher Trainees*”**

The objectives of the study was to study the level of cyber crime awareness among teacher trainees and the influence of Gender, locality and their various interactions on cyber crime Awareness of teacher trainees.

The findings of the study reveal that there is significant difference of cyber crime awareness among teacher trainees in relation to their Gender and locality. It was also discussed in their findings that 10% of the teacher trainees have excellent awareness on the awareness of cyber crime, 17% were above average, 62% of teacher trainees had average level of awareness in cyber crime and 2% had low awareness of cyber crime among teacher trainees.

**Vishwavidyala, Rani Durgawati (2017) *“The Flip Side of Curbing Cyber Crimes-Violation Of Human Rights”***

This paper focuses on the human rights violation in the cyberspace due to commission of cybercrimes and the application of laws. Human rights are the rights which are provided to an individual by virtue of him being a human being. These are the rights which a human being can enjoy everywhere. The point of global concern arises when we talk about safeguarding human rights in the cyberspace. When we talk about the human rights and cyberspace, we also talk on the issue of cybercrimes. Crimes which are done on the internet or by making internet a medium are known as cyber-crimes. Many a time cyber criminals perform such crimes which violate the human rights of the individuals. The solution which the legal authorities take out to combat this issue is by limiting the content which is being posted on the internet which in turn curtails the human rights of the individuals. Thus the human rights on the cyberspace are violated in both the ways, by crimes also and by application of laws also. The international organizations have now started to take this issue seriously and laws are being made on this issue. The paper concludes with describing the initiatives which the UNO and other like organs have taken to cater to this matter.

**Rani Hooda, Sushma & Satnarain (2018), *“A Study Of Human Rights Awareness Among B.Ed. College Students Of Sirsa District Of Haryana State”***

Present study aim is to study the Human Rights Awareness among B.Ed. College Students of Sirsa District of Haryana State. For the present study a sample consisted of 100 B.Ed. Students from educational colleges which are situated in Sirsa District of Haryana State was taken and descriptive survey method was used . In the present study results shows that The mean value of Human Rights awareness of Private College B.Ed. student is more than Human Rights awareness of University maintained college B.Ed. students. Therefore, it is analyzed that Human Rights of Private B.Ed. College students is more than Human Rights of University maintained B.Ed. college students. The mean value of Human Rights awareness of urban student is more than

Human Rights awareness of rural B.Ed. students. Therefore, it is analyzed that Human Rights of Urban B.Ed. students is more than Human Rights of rural B.Ed. students. The mean value of Human Rights awareness of rural Male students is more than Human Rights awareness of rural Female B.Ed. students. Therefore, it is analyzed that Human Rights of rural Male B.Ed. students is more than Human Rights of rural Female B.Ed. students. The mean value of Human Rights awareness of urban Male student is more than Human Rights awareness of urban Female B.Ed. students. Therefore, it is analyzed that Human Rights of urban Male B.Ed. students is more than Human Rights of urban Female B.Ed. students. The mean value of Human Rights awareness of urban Male students is more than rural Male B.Ed. students. Therefore, it is analyzed that Human Rights awareness of urban Male B.Ed. students is more than rural Male B.Ed. students. The mean value of Human Rights awareness of urban Female students is more than rural Female B.Ed. students. Therefore, it is analyzed that Human Rights awareness of urban Female B.Ed. students is more than rural Female B.Ed. students.

**Sadrate, Balwant (2018), *“Human Rights Awareness among Senior Secondary School Students of Himachal Pradesh”***

The objective of the study was to study and compare the human rights awareness of senior secondary school students with regard to their Gender, area and neurotic pattern of personality.

It was found from the study that the Female students of urban area with less neurotic behaviour pattern i.e. less neurotic personality patterns were having the highest mean score. The Female students of rural area with more neurotic behaviour i.e. more neurotic personality had lowest mean score. It was also found that there was no significant difference among Gender i.e. both Male and Female students had equal level of awareness. There was also no significant difference in area which also means that students living in urban and rural area had same level of awareness on human rights. Looking in the level of awareness based on the neurotic behaviour of the students it was found that there was significant difference among senior secondary

school students with more and less neurotic behaviour patterns differ significantly in their human rights awareness.

**Sreehari A, K.J Abinanth, Sujith B, Unnikuttan P.S, Mrs.Jayashree (2018) “A Study Of Awareness Of Cyber Crimeamong College Students With Special Reference To Kochi”**

The objectives of the study were as follows

- to understand the awareness of cyber crime among college students in Kochi,
- to analyze the awareness of the various government schemes and programmes to combat cyber crimes among college students in Kochi and
- to find out the various precautions taken by user to prevent cyber crime.

The finding of the research shows that most users were aware about cybercrime. It is clear that the ratio of awareness among the respondents regarding cybercrime is high for hacking when compared to other types. However it also shows that most of these respondents were not clearly aware of the cybercrime laws. Most of the respondents spend more than 2 hours on the internet. Maximum respondents stated that they had no idea about the safety of their information while being online. It is clear from this that the respondents do not know proper steps in ensuring how to keep their data safe. It was also found that a minority of the respondents have lost money during online transactions. A large percentage of the respondents rarely change their password for accounts which is also a safety threat. It is also clear that the respondents that even though they were aware about cyber crime, they still downloaded various content such as movies, games etc. which falls under cybercrime. The study also found out that most of the respondents occasionally receive spam messages and spam calls but hardly anyone reported it to the cybercrime police in order it to prevent it from occurring again.

**Sunder, Prem (2018), “A comparative study of the awareness of teachers towards cyber crime”**

The study found that the mean score of Male teachers is less than the mean scores of Female teachers. The calculated t-value showed that there is no significant difference between Male and Female teachers in respect of their attitude towards the cyber crime awareness that there is no significant difference about the attitude of Male and Female teachers working in higher educational institutions.

The obtained result showed that the mean scores of engineering colleges’ teachers was more than the mean scores of degree colleges’ teachers. The calculated t-value showed that there was significant difference between the attitude of engineering and degree colleges teachers towards the awareness about cyber crime, it also shows that cyber crime awareness is affected by professional and traditional courses.

The result revealed that teachers of urban areas teachers are more than the mean scores of rural areas teachers. The study expressed that there is exists significant difference between the attitude of urban and rural areas teachers towards the awareness about cyber crime. It was found that cyber crime awareness of prospective urban teachers was significantly more as compared to prospective rural teachers.

The acquired result showed that the mean scores of science teachers are more than the mean scores of social studies teachers. The calculated t-value is 3.62. It means that there is significant difference between the attitude of science and social studies teachers towards the awareness about cyber crime. The result indicated that prospective science teachers had higher level of awareness as compared to prospective social studies teachers about cyber crime.

**Humtsoe, Agnes & Kapoor, K.C. (2019) “A Study of Human Rights Awareness among the Post Graduate Students in Relation to various Non-Cognitive Variables”**

The major findings of the study were the following

- It was found that majority (61.78%) of the post graduate students’ awareness on human rights falls under average and below average and only about 3.70% of students has high level of human rights awareness and 34.57% students has above average level of human rights awareness.
- No significant difference was found among Male and Female post graduate students on their human rights awareness level. Students also do not differ significantly on their human rights awareness level.
- Significant difference on human rights awareness level was found among arts and science post graduate students.

**Fatema, Moin, (2019), “Comparing the Level of Human Rights Awareness between Prospective Teachers in the city of Aurangabad”**

The present study had the following objectives, to measure and compare the level of human rights awareness among B.Ed students teachers, to measure the level of human rights awareness of the Male B.Ed student teachers, to measure the level of human rights awareness of the Female B.Ed student teachers, to compare the level of human rights awareness between Male and Female student teachers and also to provide guidelines to the B.Ed students teachers to increase their level of awareness.

The findings of the study revealed that there was no significant difference between Male and Female B.Ed student teachers. The study also shows that the B.Ed student teachers had average level of awareness on human right. The author also concluded that more effective and planned human rights programs are necessary at university level to ensure proper dissemination and education of human rights among B.Ed student teachers.



## 2.2 STUDIES CONDUCTED ABROAD

### **Wall, David S (2001), “*Crime and the Internet*”**

He discusses about the burst of virtual bubble, that is, the new technology which generates great anxiety. According to Wall, internet is a concept that is invented by the media. Therefore it is the job of the criminologist to understand the behaviour that it describes and to assist the understanding of others. The internet influences the criminals and crime in three main ways. First, the internet is a vehicle for communication which sustains existing patterns of harmful activity such as drug trafficking, second the internet has created transnational environment that has created new opportunities to the criminal and third it is the nature of the virtual environment particularly with regard to the way it distances time and space. Wall explains the negative use of technology but he has not given any probable solution to curb it.

### **Yar, Majid (2006), “*Cyber Crime and Society*”**

Majid provides a sound and concise view of cyber crime. New crime appears at rapid pace and old crimes disappear or change their forms and what counts as crime varies across societies. He highlights that academic criminology has been slow to reorient itself to developments arising in the cyber world. He has discussed at the length the emergence and growth of the internet and the role it plays at a new range of everyday activities, the extent of cyber crime activities and what are the problems associated with measuring them. Numerous examples on how cybercrime has posed negative consequences on the society have been quoted by the author. Various forms of cyber crime as hacking, pornography, piracy and online hate speech, e-frauds, identity theft etc are discussed at large. One of the important points raised by the author is that crime and deviance cannot always be strictly separated in the criminology enquiry. The dynamics in which the boundaries between criminal and deviant are socially negotiated are a recurrent feature of the contemporary developments seen around due to internet. Cybercrime has posed new challenges for policing and criminal justice as it is an inherently de-territorialized phenomenon. Besides this, new problems arise because of constraints of limited resources and insufficient expertise. An important

question which is unanswered by the author is whether information and communication technologies are crime enablers or crime enhancers. Not only this but some of the most recent high tech crime are not included by the author. The risks by individuals and organized groups posed to critical infrastructure that may be due to political or religious motivations and the risks associated with the new payment system. As we are increasingly moving ahead in the technical world we need to address these upcoming issues.

**Smith, Russell G. (2007), “*Crime Control in the Digital Age: An exploration of Human Rights Implications*”**

The paper determines the principal areas of human rights concern, that has been created by the digital age and assesses whether the achievements and benefits that is derived outweigh the potential and actual violation of liberty that exist. When there is advancement in the ICT information and communications technologies (ICT), not only a new range of crime issues are created but also it aids to the prevention, detection, investigation, prosecution and punishment of the crime. In the present age, technology has assisted criminal justice agencies and also offered many protections for suspects and offenders, risks of violation of human rights have arisen from the way in which the law has reacted to computer crime. This paper considers the implication of human rights of crime control in the digital age, i.e., crime that involves information systems as instruments or as targets of atrocity.

The protection of human rights can best be achieved through an interaction between technological improvement and change in policy. Firstly, hardware and software developers could be persuaded to build into new products technological solutions to problems that concern human rights when developing new technologies. Secondly, it is important for the human rights implications of new technologies to be examined before they are introduced, not after. Lastly, rigorous evaluative research needs to be conducted once new technologies have been introduced in order to monitor their potential for denigration of human rights and infringements of national and international laws.

**Azeez Nureni Ayofe and Osunade Oluwaseyifunmitan (2009) “*Towards Ameliorating Cybercrime and Cybersecurity*”**

This study was carried out in order to explain the concept of cybercrime and cyber security and to provide adequate and sufficient means to solve these problems in the current age of internet use and application. The study found that three categories of people are involved in the commission of cybercrime (the idealists, those motivated by greed, and the cyber terrorists). It has also been concluded that these categories of people made great contributions to cyber terrorism. During the course of the interview, it was found that four of the twenty-two people surveyed were victims of cybercrime and another seven had affected their relatives in one way or another. It is also evident that cybercrime against people, property and the government has cost millions of dollars and it has affected up to 56% of e-commerce. In this regard, the authors offered the recommendations in this document as a panacea against cybercrime and cyber security to ensure reliable and consistent internet usage around the world.

**Higgins, George (2010), “*Cybercrime: An Introduction to an Emerging Phenomenon*”,**

In this study, Higgins observes the use of computers and the change in technology due to new advancements and also cautions the security of internet users and relates this to emergence of cyber crime. He also examines Cyber pornography which is very much rampant. The author also develops a contextual framework on flow of information on a global level .He discusses hacking as based on technical virtuosity. The advent of computer networking and the popularity of the internet have also given rise to excessive hacking. Not only this, Privacy is at stake because of online transactions are dealt in detail. Higgins suggests that a future effort to safeguard information that is frequently stored in electronic media needs to be analyzed. The knowledge on abuse of technology is very much essential to combat the recent surge in internet related offenses.

**Radovan, Vrana (2012) “*Making the Internet a safer place: students' perceptions about Internet security threats*”**

The objective of the study is to find out more about students' perceptions about Internet security related issues, a research project was developed. The purpose of the research is to raise the level of awareness among the students at the Faculty of Humanities and Social Sciences in Zagreb about the necessity of being a responsible user of the Internet. The main hypothesis of this research was that students although frequent users of the Internet still lack knowledge and skills necessary for safe use of the Internet.

Students who participated in this research project showed that they are informed about most common computer related security threats about which they receive information from their friends and from news on IT related Web portals. Most of them employ basic protection measures and tools on their computers such as antivirus software and firewalls, but they do not update their operating system code or applications code too often. They also change their passwords and make backup copies of their personal data occasionally which make them targets for security threats. Finally, based on their current knowledge and abilities to protect their computers and personal data, students feel they are still not able to protect their computers and personal data on their own. The main hypothesis of this research that students although frequent users of the Internet still lack knowledge and skills necessary for safe use of the Internet was confirmed. As a result of this situation, students should be offered additional education about safe use of the Internet and responsible behavior on this global computer network.

**Agharuwhe A. Akiri (2013) “*Students’ and Human Rights Awareness in Secondary Schools’ Environment in Delta State*”, Delta State University, Delta State, Abraka, Nigeria.**

The concept of human rights, possible origin and relevance to human society in general and the school system in particular was reviewed in the paper. The objective was to evaluate level of awareness of these rights amongst students and teachers of secondary schools in Delta Central Senatorial District. The findings indicated, among others, that there is limited awareness of the fundamental rights amongst secondary school students and teacher. Among other things the study recommended, that the state should seek to consciously promote fundamental Human Rights Awareness. It was also recommended that the study of subjects especially those which contains elements of the constitution to be imparted in the Primary and Secondary level of Education.

**Peter Adewale Amosun, Olugbenga Adedayo Ige (2013) “*Impact Of An Action Cyber Crime Prevention Programme On In-School Aged Children’s Attitude To Crime Prevention Concepts In Civic Education And Social Studies*”**

The results obtained show that students exposed to the Cybercrime Prevention Program had higher post-test adjusted mean attitudes scores. The study also found that if an individual learn from peers and the support of the school and teachers for the program it was effective in preventing cyber crime. The Cybercrime Prevention Action Program was more effective as the students were the focus of the action activities. Therefore, prevention attitudes have been effectively developed. This study showed that the Cybercrime Prevention Program's interventions improve students' knowledge of crime prevention and attitudes towards cybercrime prevention. Based on the results of the study, it can be concluded that the Cybercrime Prevention Program has great potential for improving student performance in terms of crime prevention concepts and attitudes towards crime prevention. The Cybercrime Prevention Program changed the student learning landscape not only from torture to fun, but from class to discovery. In doing so, it developed the students' civic values and skills that would enable them to avoid online activities that allow them to project the image of Nigeria in poor condition. In this case, civics and social studies teachers should make

conscious efforts to use the Cybercrime Prevention Program by teaching crime prevention concepts in the civic Convey education and Social studies. In addition, the government and relevant authorities and professional associations should organize regular workshops and training programs for social studies and civic education teachers to discuss emerging issues. Schools should also establish facilities that can encourage students to participate in formal research activities.

**Yıldiran, G. (2014). “Education and Human Rights”**

GÜzver Yildiran presented a paper on Education and human rights where he stressed on four points where violation of human rights is infused in educational system across different countries. Firstly, the violation is a question as to who should be allowed to be educated, secondly, the differences in the duration of educational opportunities and compulsory education that is prevalent, thirdly it is asked whether educational system across countries are based on social class differences,. The third human right violation is related to whether educational systems are based on social class differences, support inequalities at the public level, lastly, it points to inequalities in the quality of compulsory education provided.

As an institution and process, education has fallen short of initiating and providing desirable changes that affect humanity. As an institution, education has not been able to be all inclusive in economically impoverished countries, has reproduced, and for marginalized groups has increased social class biases in Europe, while in the US has been largely oblivious to the proliferation of structures that augment differences between the rich and the poor along ethnic and racial demarcations. To diagnose the problem is the first step toward its solution. Desirable process can be formulated even in education, if we are aware of the principles upon which societies can enhance life, and if we value inclusive ideal that show respect for the dignity of every human being. This can enrich life on our planet. This will of course require great effort in reformulating our priorities.

**Songcayawon, R Jesse (2017) *“Level of Human Rights Awareness and Experiences among Southeast Asian Students in the Philippines”***

The objective of this study was to determine the level of human rights awareness and experiences among Southeast Asian college students and whether or not there is a significant difference considering demographic profile and relationship between respondents’ level of human rights awareness and experiences.

It was found from the study that among the documentary sources of human rights, The Convention on the Rights of Women and the United Nations Declaration of Human Rights were more instrumental in the development of the respondents’ human rights. Civil rights indicated moderate level of awareness while all the other Dimensions determined much awareness. Civil rights category got the highest mean followed by social and economic rights in the area of human rights experiences. It was found that there was a moderate level of human rights experience among the respondents. When the respondents were grouped according to their age, Gender and family monthly income, there was no significant difference on their level of human rights awareness. However, it was found that there was a significant difference as regard to religion and nationality. There was a comparison done in regard to age, Gender and family monthly income of the respondents in regard to human rights experiences. The results showed no significant difference on the comparison done with age, Gender and family income but it was found that there was a significant difference when the respondents were grouped according to religion and nationality. The result as a whole did not show any significant differences. A positive relationship was seen when the respondents’ level of human rights awareness was compared to their human rights experiences. The author hopes that this study would contribute to raising the bar of human rights awareness among international students particularly through the proposed Human Rights Empowerment Program.

**Moanes H. Tibi, Kholod Hadeje, Bashier Watted (2019) “Cybercrime Awareness among Students at a Teacher Training College”**

The aim of the present study was to examine the level of cybercrime awareness among Arab students at a teacher training institute and to determine how the subject, academic year and previous computer science skills of the students can affect their level of cybercrime awareness.

The overall results of this study showed unsatisfactory cybercrime awareness among aspiring teachers, regardless of their majors, especially those with a computer science background. The results also showed no significant correlation between the students' previous computer literacy and their cybercrime awareness or even between the students' previous computer literacy and their ability to protect themselves in cyberspace. This led to the conclusion that the hypotheses were not valid. The trainee teachers are unaware of cyber crime. Based on these findings, it was concluded that although information technology is widespread in higher education institutions, cyberspace security topics should be taught to all students in general in order to increase their awareness of cybercrime. Students develop a deeper understanding of cyber risks and skills and to mitigate these, especially for prospective teachers, as these teachers may convey the message of online safety to students. It also appears that learning to work with computer applications or even taking courses in algorithms and programming does not necessarily affect students' awareness of cybercrime, nor does it help them know how to act in cyberspace. To protect themselves it was recommended that higher education institutions should actively raise awareness of cybercrime awareness among all college students in order to expand their knowledge of cybercrime and protect themselves from potential cyber attacks.



### **2.3 RESEARCH GAP**

In comparison with the above mentioned review of literature the present study is distinctive as there is not much study done in the field of Human rights and Cyber Crime. Although there are some researches done in the areas covering Human Rights, the study of Cyber Crime is relatively new in Nagaland. In this study investigation was conducted to know the awareness level of Human Rights and Cyber Crime. The question of whether the variables like Gender, Type of Service and Type of Institution has any influence on their awareness level has to be addressed. In this study administration of standardized test like HRAT and CCAS was utilised to study the awareness of Human Rights and Cyber Crime. There has been an attempt to fill the research gap from the review of literatures.

# **CHAPTER III**

## **METHODOLOGY AND PROCEDURE**

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### **3 METHODOLOGY**

#### **3.1 INTRODUCTION**

The methodology is the basis to any research study which involves the selection of sample, construction of research tools and collection of data. A sound methodology with effective procedure is vital for conducting any research leading the researcher to achieve the goals.

This chapter deals with the methodology used for the study.

#### **3.2 RESEARCH DESIGN AND METHOD**

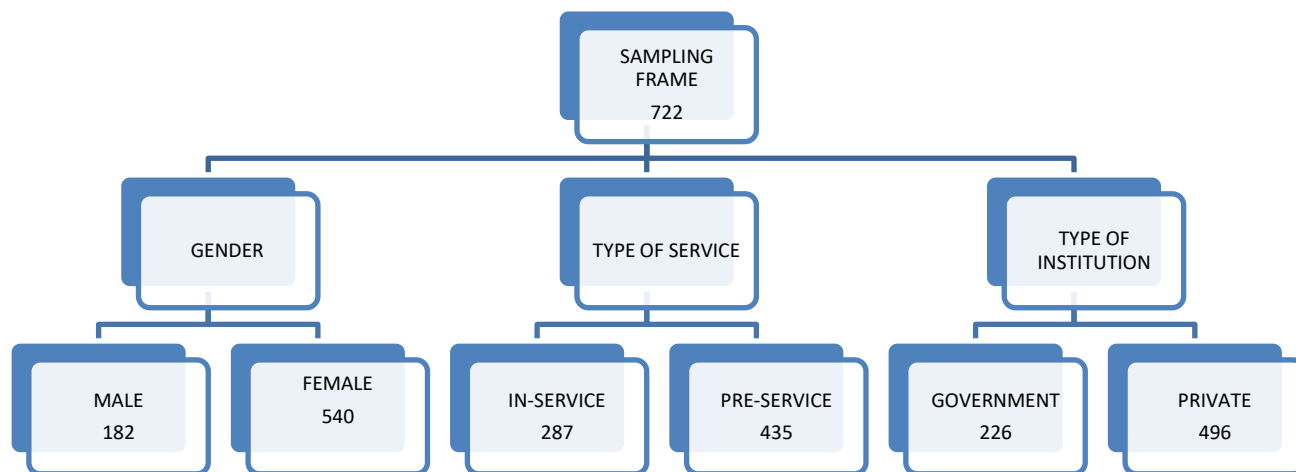
In the present study the investigator used descriptive survey method to study the awareness of Cyber crime and Human Rights among the B.Ed students.

#### **3.3 POPULATION AND SAMPLING TECHNIQUE**

The population of the study included the entire B.Ed teacher training institutes in Nagaland both the Government based institutes and Private based teacher training institutes.

A population sample of 722 teacher trainees was randomly selected from all the B.Ed colleges in Nagaland. The sampling was divided into three variables namely Gender, Type of Service and Type of Institution. There were 182 Male and 540 Female teacher trainees, 287 in-service and 435 pre-service trainees and in Government colleges there were 226 teacher trainees and 496 teacher trainees in private institution. The sampling frame is given as under.

**Figure 2**  
**SAMPLING FRAME**



**TABLE 2**  
**DISTRIBUTION OF THE SAMPLE INSTITUTE WISE**

Name of the Institute	Type of Institution	Male	Female	Total	In Service	Pre Service	Total
<b>SCTE-K</b>	Government	32	93	<b>125</b>	93	32	<b>125</b>
<b>MCTE</b>	Government	32	69	<b>101</b>	41	60	<b>101</b>
<b>BCTE</b>	Private	1	62	<b>63</b>	21	42	<b>63</b>
<b>MITE</b>	Private	46	64	<b>110</b>	50	60	<b>110</b>
<b>SCCTE</b>	Private	8	41	<b>49</b>	18	31	<b>49</b>
<b>SCTE</b>	Private	22	59	<b>81</b>	22	59	<b>81</b>
<b>UCTE</b>	Private	11	98	<b>109</b>	35	74	<b>109</b>
<b>URA</b>	Private	30	54	<b>84</b>	47	37	<b>84</b>
<b>TOTAL</b>				<b>722</b>			<b>722</b>

### **3.4 TOOLS OF STUDY**

Two set of standardised questionnaire was used by the researcher for the study. Cyber Crime Awareness among B.Ed. Students was measured by Cyber Crime Awareness Scale (CCAS-RS) developed by Dr. S. Rajasekar.

Human rights awareness among B.Ed Students will be measured by Human Rights Awareness Test (HRAT-SVAA) developed by Vishal Sood and Arti Anand

The test consists 50 item in Three Dimensions—

- I. Knowledge about Human Rights Documents,
- II. Knowledge and Understanding about Human Rights Concepts,
- III. Understanding about Situation Involving Human Right Violation / Non-violations.

### **3.5 DESCRIPTION OF THE TOOL CYBER CRIME AWARENESS SCALE (CCAS-RS)**

Cyber Crime Awareness Scale (CCAS-RS) by Dr. Rajasekar, professor of Education, Department of Education, Annamalai University, Tamil Nadu

#### **3.5.1 INTRODUCTION**

The internet, as we know has grown rapidly over the last decade. It has given rise to many avenues in every field like education, entertainment, business, or sports. However with every boon there is a curse too. This curse is Cyber Crime-illegal activities committed over the internet. The internet, along with its advantages, has also exposed us to security risks. Computers today are being misused for unlawful activities like e-mail espionage, credit card fraud, spam, software piracy, spreading of viruses and so on, which invade our privacy and offend our senses. Criminal activities over internet are on the rise. Cyber crime is a term used broadly to describe criminal activity in which computers or network are a tool, a target, or a place of criminal

activity. These categories are not exclusive and many activities can be characterised as a falling in one or more categories. Although the term cyber crime is usually restricted to describing criminal activity in which the computer or network is an essential part of the crime, this term is also used to include traditional crimes in which computers or networks are used to enable the illicit activity. Also in teaching and learning, the use of internet is inevitable and of course one should face the risk factors also attached to it. Hence, the awareness on cyber crime is very much needed for the learners and also for teachers. Therefore, an attempt has been made to study the awareness on cyber crime of B.Ed students.

### **3.5.2 DEVELOPMENT OF THE SCALE**

As there is no suitable tool available, the investigator had decided to develop and standardise a scale to measure the awareness on cyber crime of B.Ed students. In order to develop the said scale the investigator had collected variety of statements pertaining to cyber crime from various sources like internet search, journals, books, experts in the field of computer education and also from teachers who are handling computer education as subject in B.Ed and M.Ed level in colleges and in Universities. After having collected the statements from the said sources, the investigator had finalised 42 statements.

Thus, this scale consisted of 42 statements out of which 24 of them were positive statements and the remaining 18 were negative statements. Each statement was set against five point scale of **“Strongly Agree”, “Agree”, “Undecided”, “Disagree”, Strongly Disagree”**, and weightage of 5,4,3,2 and 1 were given in that order for the positive statements and the scoring is reversed for the negative statements. An individual score is the sum of all the scores of the 42 items. The scores in this scale range from 42 to 210 in the direction of the very low awareness to very high awareness on cyber crime.

### **3.5.3 SCORING PROCEDURE**

The scale has as many as 21 positive and 15 negative statements. An individual's score is the sum of the scores of the 36 items. The score ranges from 36 to 180. The maximum score that one can get in this is 180. Higher score indicates the high awareness on cyber crime.

## **3.6 DESCRIPTION OF THE TOOL HUMAN RIGHTS AWARENESS TEST (HRAT)**

### **3.6.1 INTRODUCTION**

*“Concern for Human Rights is as ancient as contours of human culture which acquired new connotation gradually with the march of civilisation and has become the common language of humanity”*

‘Human Rights’ is a global phenomenon. Human rights dialogue in its modern frame is basically the old idea of freedom and rationality of human kind getting accepted and actualized. It has now got hold of a universal presence and embraces totality of human existence in all shades. It is for this reason that the language of rights and its application continue to be defined afresh with its emancipator potential to ensure building of good society. Human rights are not merely language of compassion, cooperation, consideration and communication in human affairs; it is the grammar of a civilised society to invest human kind with dignity, equality, co-existence and non-exploitative social justice.

Human rights refer to the fundamental freedoms and basic liberties without which men, women and children cannot live with respect and dignity. Human rights are the natural rights of a human being which means the right to guarantee dignity as a person; in other words, human beings themselves are the object of human rights and form the core of this basic freedom. In his opening address at the World Conference on Human Rights on 14<sup>th</sup> June 1993 in Vienna, UN General Secretary Boutros Boutros Ghali said,

“Human Rights are the product of history; as such they should be in accordance with history, should evolve simultaneously with history and should give the various people and nations a reflection of themselves that they recognise as their own....’

After World War II, the Universal Declaration of Human Rights on 10<sup>th</sup> December 1948 marks the first cornerstone of an international movement for human rights. It is the basic international code of conduct which is general binding for all the member nations of UNO to promote and protect human rights. It has laid great emphasis on protecting basic rights of all human beings as these are prerequisites for their survival and better life. However, a number of cases of human rights denial in various forms and incidents are presently witnessed. Even in some cases, the role of the government or agencies responsible for protecting human rights cannot be said to be appropriate. In this regard, maximum human rights violations are seen in case of deprived sections of society i.e. women, children, poor farmers, slum dwellers, migrant workers, socially deprived communities, tribal people etc.

The main reason for occurrence of incidences of exploitation of human rights violation is the lack of awareness among large masses about their basic human rights. Researcher evidences also support that lack of awareness among people about their rights results in their exploitation. Kumar (2002) reported that urban girl students were significantly more aware about human rights as compared to rural girls. Similarly, Chhabra (2005) and Kaur (2006) revealed that students belonging to urban areas were significantly more aware than their rural counterparts in terms of awareness regarding human rights commissions and functions of human rights commissions. It was further reported by Kaur (2006) that Male and Female students did not differ significantly from each other with regard to human rights awareness. On the other hand, Kumar (2008) concluded in his study that Gender, residential background, social category and Type of Institution had no significant relation with human rights awareness among junior basic teacher trainees. Contrary to this, Kumar and Kumar (2009) indicated that human rights awareness among non-tribal students is more as compared to tribal students. Male non-tribal students were significantly more aware about their rights as compared to Female non-tribal students. Patel (2010) was of view that that problems and conflicts related to human rights violation arise because of lack of consciousness and skills to perform and



act according to human rights norms and regulations. For the protection of human rights, it has been suggested by Kaur (2011) that guidelines laid down by Human Rights Commission should be implemented strictly to prevent suffering of displaced persons in future. Hence, in order to develop an egalitarian, enlightened and knowledgeable society, people should be made aware about their human rights through various ways and means, like, education, print and non-print media etc. So, keeping in view, such an enormous significance of human rights and their awareness in current scenario, it was thought to develop a test to measure the level of human rights awareness among individuals.

### **3.6.2 PURPOSE**

This test is designed to measure the level of awareness of individuals with regard to concepts and principles of human rights as well as awareness with regard to situations involving human rights violations.

*Awareness can be operationally defined as “perception and cognitive reaction to an event” or more specifically, human rights awareness refers to the ability to perceive, to feel or to be conscious about human rights, its concepts and principles, norms and regulations related to human rights violations and their protection as well as promotion.”*

### **3.6.3 DIMENSIONS**

On the basis of review of literature pertaining to human rights and concerned documents as well as after carrying out critical discussions with legal experts, leading advocates, social workers, officials from NGOs working in the field of human rights and women development, educationist and research scholars, it was decided to classify human rights awareness in the following three Dimensions:

- i) *Knowledge of Human Rights related Documents*
- ii) *Knowledge and Understanding about Human Rights Concepts.*
- iii) *Understanding of Situations involving Human Rights Violations/Non-Violations.*

### **3.6.4 SCORING PROCEDURE**

HRAT is a self-administering and self-reporting test. Questions of the scale require response on one of the three alternatives i.e. True, Undecided and False. The statements are scored in such a manner that if the answer to a positive question is true, a score of 2 is given, for undecided, a score of 1 and for false option, a score of zero is awarded. On the other hand, in case of negative statements, the above scoring procedure is completely reversed.

The sum of scores on all statements of the test is considered as respondent's total awareness raw score. The score on the test can range from 00 to 100 reflecting least human rights awareness to highest human rights awareness respectively. There is no time limit for completing the test but it takes fifteen to twenty minutes on an average, to complete the test.

### **3.7 STATISTICAL TECHNIQUES USED**

For the present study the investigator used Mean, Standard Deviation, t-test, and other appropriate statistical techniques to measure Awareness on Cyber Crime and Human right. Karl Pearson's correlation method was used to find out the correlation between awareness of Cyber Crime and Human Rights among B.Ed students.

### **3.8 COLLECTION OF DATA**

The collection of data was done through the use of questionnaire. The investigator contacted the principal of the institution and sought due permission for the same. A date and time was fixed so as to administer the questionnaire to the respondents. The questionnaire was personally handed over to the respondents and the investigator explained in detail the objective and purpose of the study. The data was collected and scoring was done according to the instruction in the manual provided.

# **CHAPTER IV**

## **ANALYSIS AND INTERPRETATION**

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## **4 ANALYSIS AND INTERPRETATION OF DATA**

### **4.1 INTRODUCTION**

Analysis means categorising, ordering, manipulating and summarising of data to obtain answers to research problems. The purpose of the analysis is to reduce the data to intelligible and interpretable form so that the relation of each problem can be stated and tested. On the basis of the results of analysis, conclusions are drawn. The investigator at this stage searches for the meanings and implications. The relations of the results within the research study and the data are interpreted. The broader meaning of the research study is sought. This is done by comparing the results and the inferences drawn from the study to theory and to other research study.

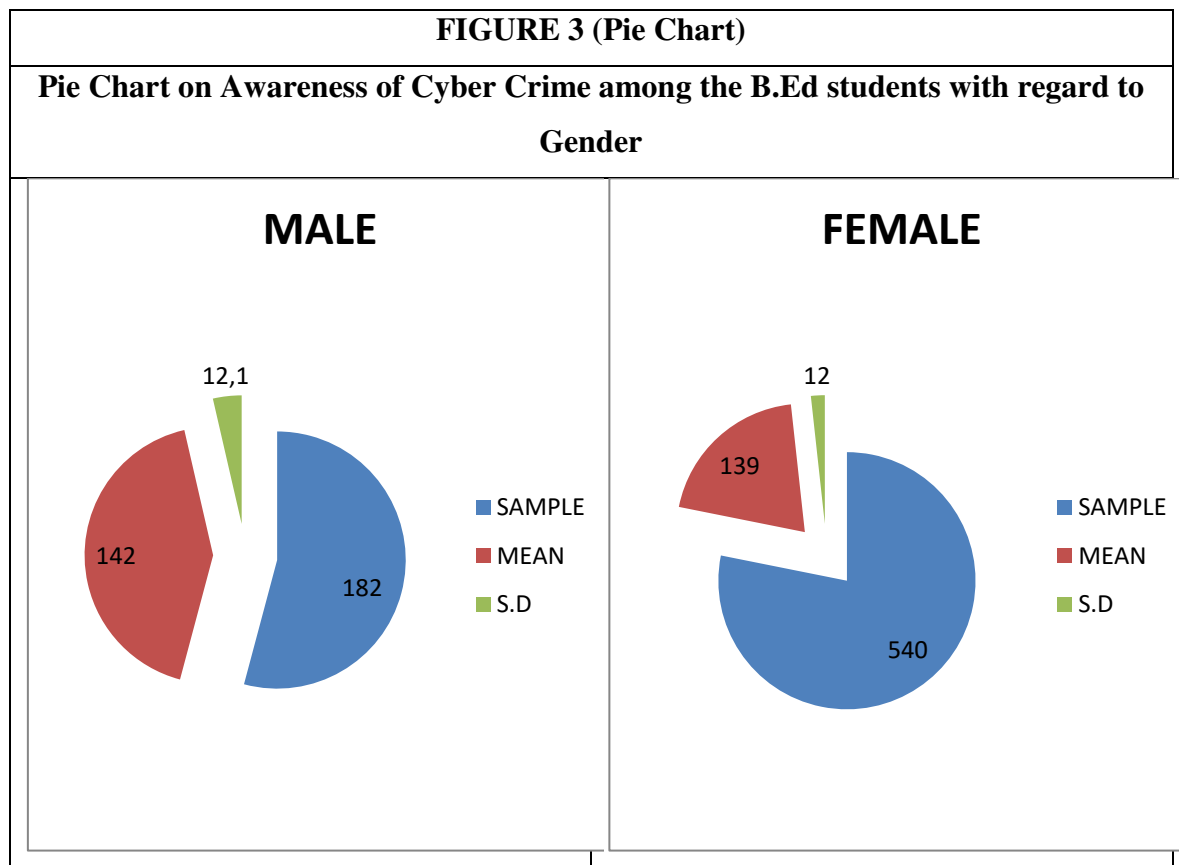
This chapter deals with the analysis and interpretation of the data collected. The analysis of the data collected for the present study “A Study of Awareness of Cyber Crime and Human Rights among the B.Ed Students in Nagaland” was analyzed keeping in mind the objectives of the study. Responses collected from each item were calculated using the manual for CCAS-RS and HRAT. Statistical technique such as mean, standard deviation, degree of freedom and t-value was used to compute followed by interpretation and then it was presented in tabular forms. In the present study efforts has been made to present the tabulated material from the sample of the study in order to do the interpretation and discussion of the data collected.

## 4.2 CYBER CRIME

### 4.2.1 ANALYSIS AND INTERPRETATION FOR CYBER CRIME WITH REGARD TO GENDER

**OBJECTIVE:** To compare the awareness of Cyber Crime among the B.Ed students with regard to Gender.

**HYPOTHESIS:** There is no significant difference between Male and Female B.Ed students with regard to their awareness of Cyber Crime.



The above figure is pie chart which gives a preview of the Awareness of Cyber Crime among B.Ed students with regard to Gender. This figure shows the sample, mean score and standard deviation of the variable.

<b>TABLE 3</b>						
<b>Comparison on Awareness of Cyber Crime among the B.Ed students with regard to Gender</b>						
<b>Gender</b>	<b>Number of Sample (N)</b>	<b>Mean (M)</b>	<b>Standard Deviation (SD)</b>	<b>Degree of Freedom (Df)</b>	<b>t-value</b>	<b>Level of significance</b>
<b>Male</b>	182	142	12.1	720	3.05	Significant at 0.05 level
<b>Female</b>	540	139	12.0			

Table 3 shows the comparison of Male and Female data on the awareness of Cyber Crime. It shows the mean, standard deviation, degree of freedom and t-value for Cyber Crime with regard to Gender. Male B.Ed students had 142 mean value and Female B.Ed students had 139 mean value. It was found that mean value for Male B.Ed students was higher as compared to the mean value for Female B.Ed students. Standard deviation value was 12.1 for Male data and 12 for the Female data. It was found out that the t-value 3.05 is more than the tabulated value of 1.96 at 0.05 level of significance. This shows that the null hypothesis was not accepted at 0.05 level of significance. Therefore the hypothesis “There is no significant difference between Male and Female B.Ed students with regard to their awareness of Cyber Crime” was not accepted at 0.05 level of significance. This led to the acceptance of alternative hypothesis. It can also be interpreted as Male B.Ed students have higher level of awareness in Cyber Crime rather than the Female B.Ed students.

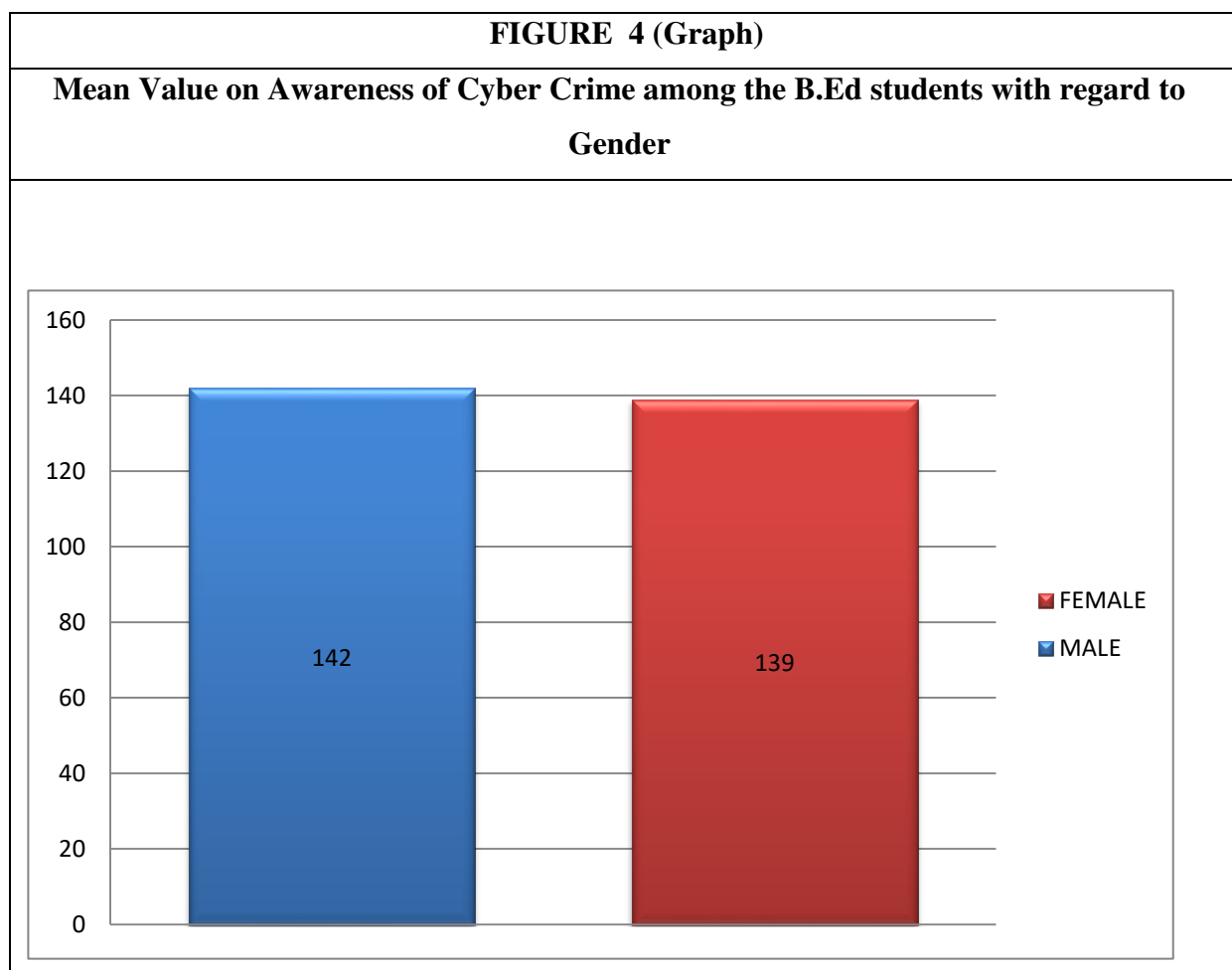
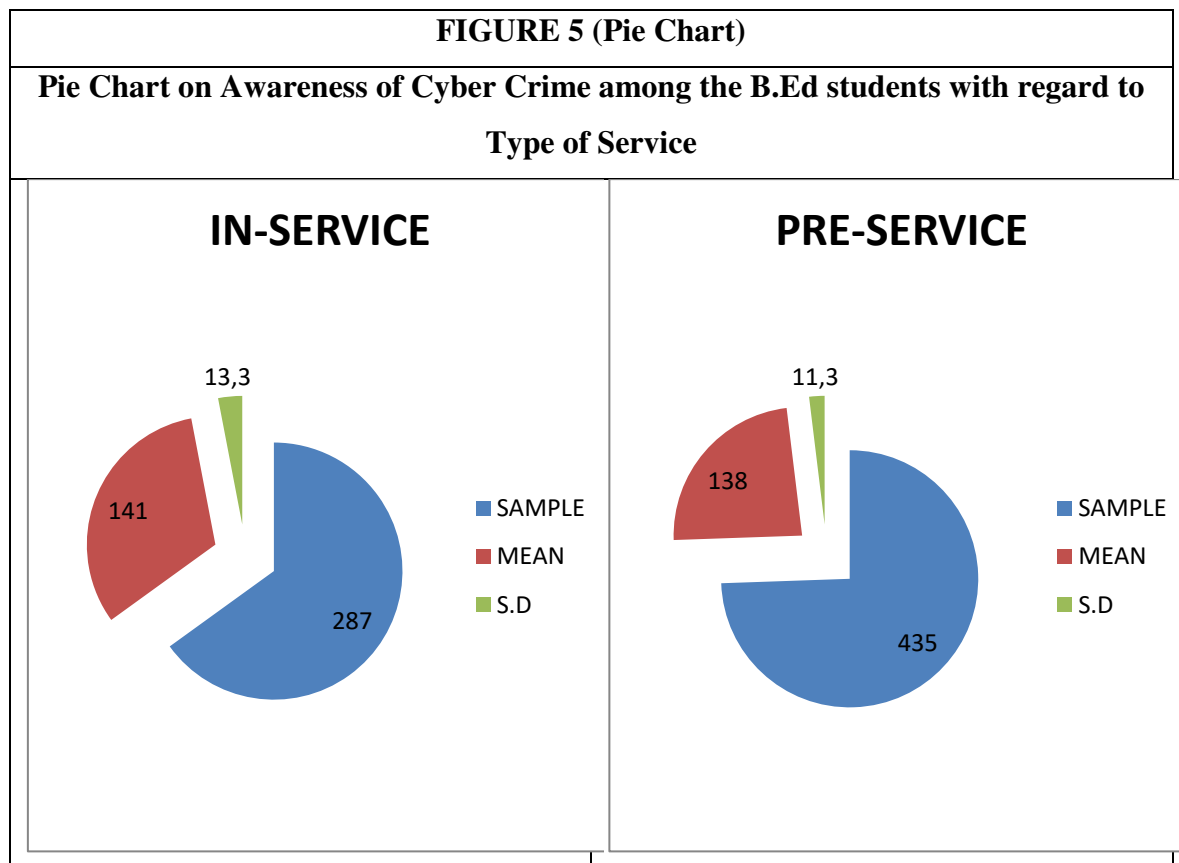


Figure 4 is a graphical representation of the mean value for B.Ed students with regard to Gender in the awareness of Cyber Crime. This figure is a bar graph that depicts the mean value for the data. The 'x' axis represents Gender and the 'y' axis represents the mean value for the data. Male B.Ed students had the mean value of 142 whereas Female B.Ed students had the mean value of 139. It can be observed that the Male Gender has higher mean value than the Female counterpart.

#### 4.2.2 ANALYSIS AND INTERPRETATION FOR CYBER CRIME WITH REGARD TO SERVICE

**OBJECTIVE:** To compare the awareness of Cyber Crime among the B.Ed students with regard to Type of Service.

**HYPOTHESIS:** There is no significant difference between In-Service and Pre-Service B.Ed students with regard to their awareness of Cyber Crime.



The above figure is pie chart which gives a preview of the Awareness of Cyber Crime among B.Ed students with regard to Type of Service. This figure shows the sample, mean score and standard deviation of the variable.



<b>TABLE 4</b>						
<b>Comparison on Awareness of Cyber Crime among the B.Ed students with regard to Type of Service</b>						
<b>Type of Service</b>	<b>Number of Sample (N)</b>	<b>Mean (M)</b>	<b>Standard Deviation (SD)</b>	<b>Degree of Freedom (Df)</b>	<b>t-value</b>	<b>Level of significance</b>
<b>In Service</b>	287	141	13.3	720	2.71	Significant at 0.05 level
<b>Pre Service</b>	435	138	11.3			

Table 4 is a table which has the comparison of Cyber Crime among B.Ed students with regard to Type of Service. In this table the tabulations for mean, standard deviation, degree of freedom and t-value was calculated. It can be observed from the above table that the mean value for In Service B.Ed students and Pre Service B.Ed students are 141 and 138 respectively. The standard deviation for In Service B.Ed students was 13.3 and the Pre Service B.Ed students had the 11.3 as their standard deviation value. According to the table it was found that the t-value which is 2.71 is more than the tabulated value of 1.96 at 0.05 level of significance at 720 degree of freedom. Therefore the null hypothesis was not accepted at 0.05 level of significance in favour of alternate hypothesis. The null hypothesis which says “There is no significant difference between In-Service and Pre-Service B.Ed students with regard to their awareness of Cyber Crime” was not accepted, which gives way to the acceptance of alternate hypothesis.

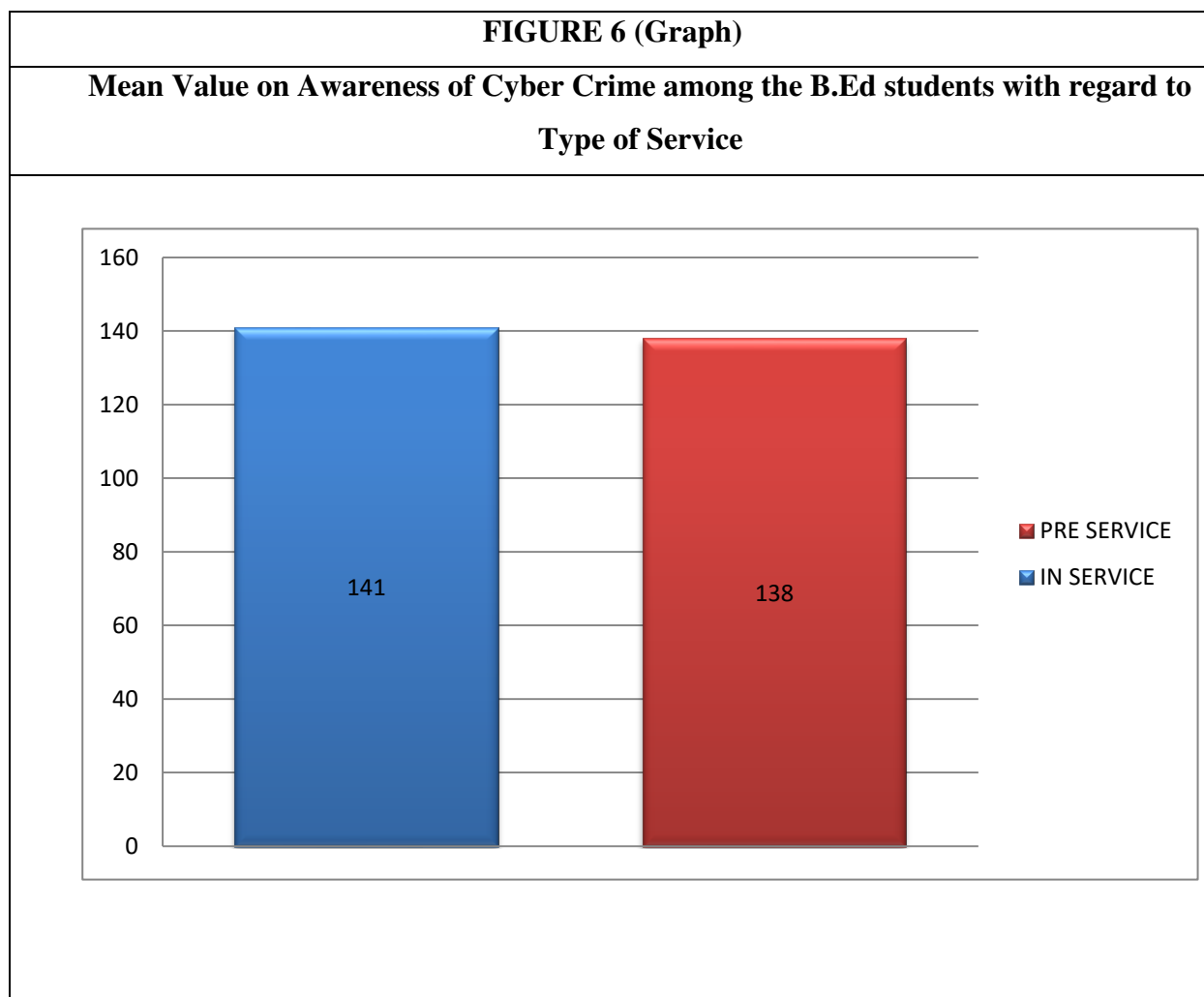
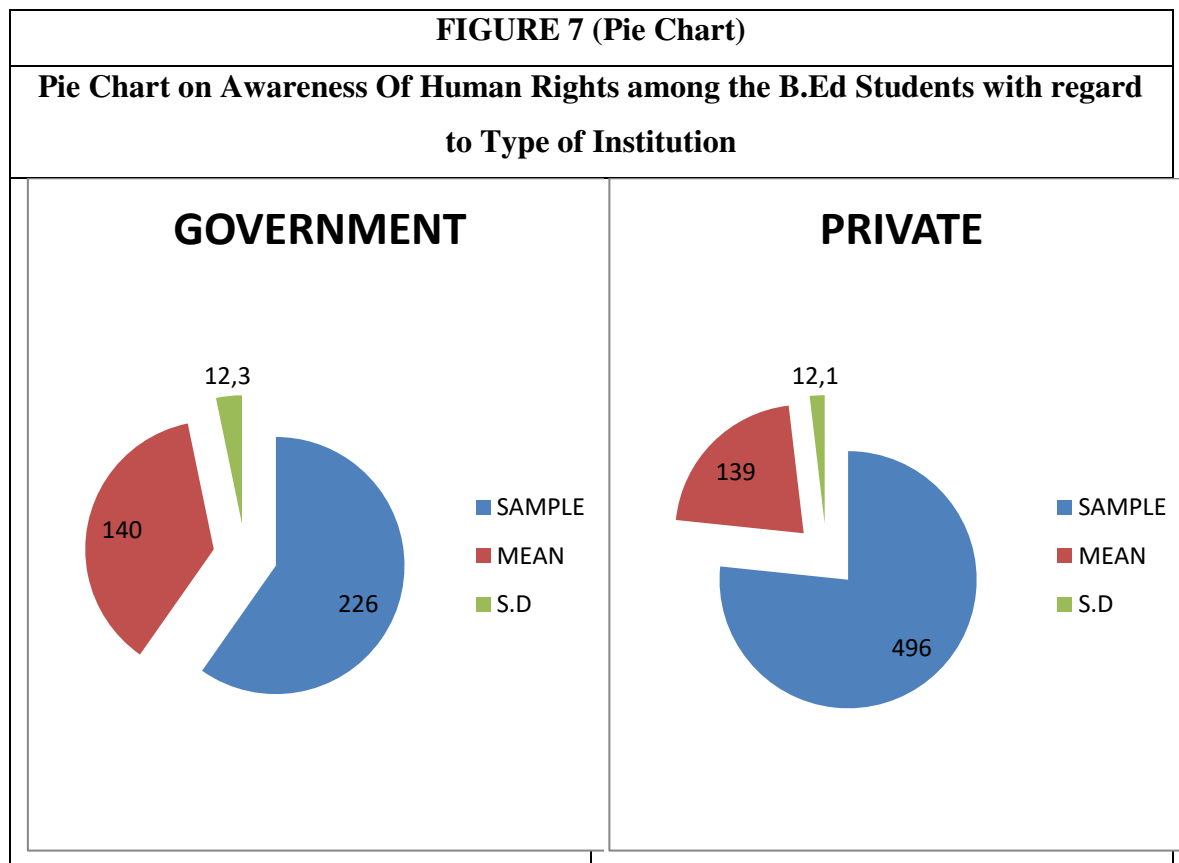


Figure 6 is a bar graph which represents the mean value for B.Ed students with regard to Type of Service in awareness of cyber crime. The In Service B.Ed students had the mean value of 141 which is more than 138 the mean value of Pre Service B.Ed students. From this table it can be concluded that the In Service B.Ed students has greater value than the Pre Service B.Ed students. This shows that those B.E students who are already teaching in schools have more awareness of Cyber Crime than those B.Ed students who has no or little experience in teaching.

#### 4.2.3 ANALYSIS AND INTERPRETATION FOR CYBER CRIME WITH REGARD TO TYPE OF INSTITUTION

**OBJECTIVE:** To compare the awareness of Cyber Crime among the B.Ed students with regard to Type of Institution.

**HYPOTHESIS:** There is no significant difference between Government and Private B.Ed students with regard to their awareness of Cyber Crime.



The above figure is pie chart which gives a preview of the Awareness of Cyber Crime among B.Ed students with regard to Type of Institution. This figure shows the sample, mean score and standard deviation of the variable.

<b>TABLE 5</b>						
<b>Comparison on Awareness of Human Rights Among the B.Ed students with regard to Type of Institution</b>						
<b>Type of Institution</b>	<b>Number of Sample (N)</b>	<b>Mean (M)</b>	<b>Standard Deviation (SD)</b>	<b>Degree of Freedom (Df)</b>	<b>t-value</b>	<b>Level of significance</b>
<b>Government</b>	226	140	12.3	720	.257	Not Significant at 0.05 level
<b>Private</b>	496	139	12.1			

Table 5 shows the comparison of Awareness of Cyber Crime among B.Ed students with regard to the Type of Institution. This table indicates that the mean value, standard deviation, degree of freedom and t-value for awareness of Cyber Crime with regard to Type of Institution. The mean and standard deviation value for B.Ed students who were studying in Government run institutions was 140 and 12.3 respectively. The B.Ed students of Private Institutions had 139 for mean and 12.1 for standard deviation. The obtained t-value was found to be 0.257 which is lesser than 1.96 at 0.05 level of significance at 720 degree of freedom. So when we have the t-value which is lesser than 1.96 the null hypothesis is accepted at 0.05 level of significance. This eventually led to the acceptance of null hypothesis at 0.05 level of significance. Therefore we accept the null hypothesis "There is no significant difference between Government and Private B.Ed students with regard to their awareness of Cyber Crime". The alternative hypothesis was not accepted.

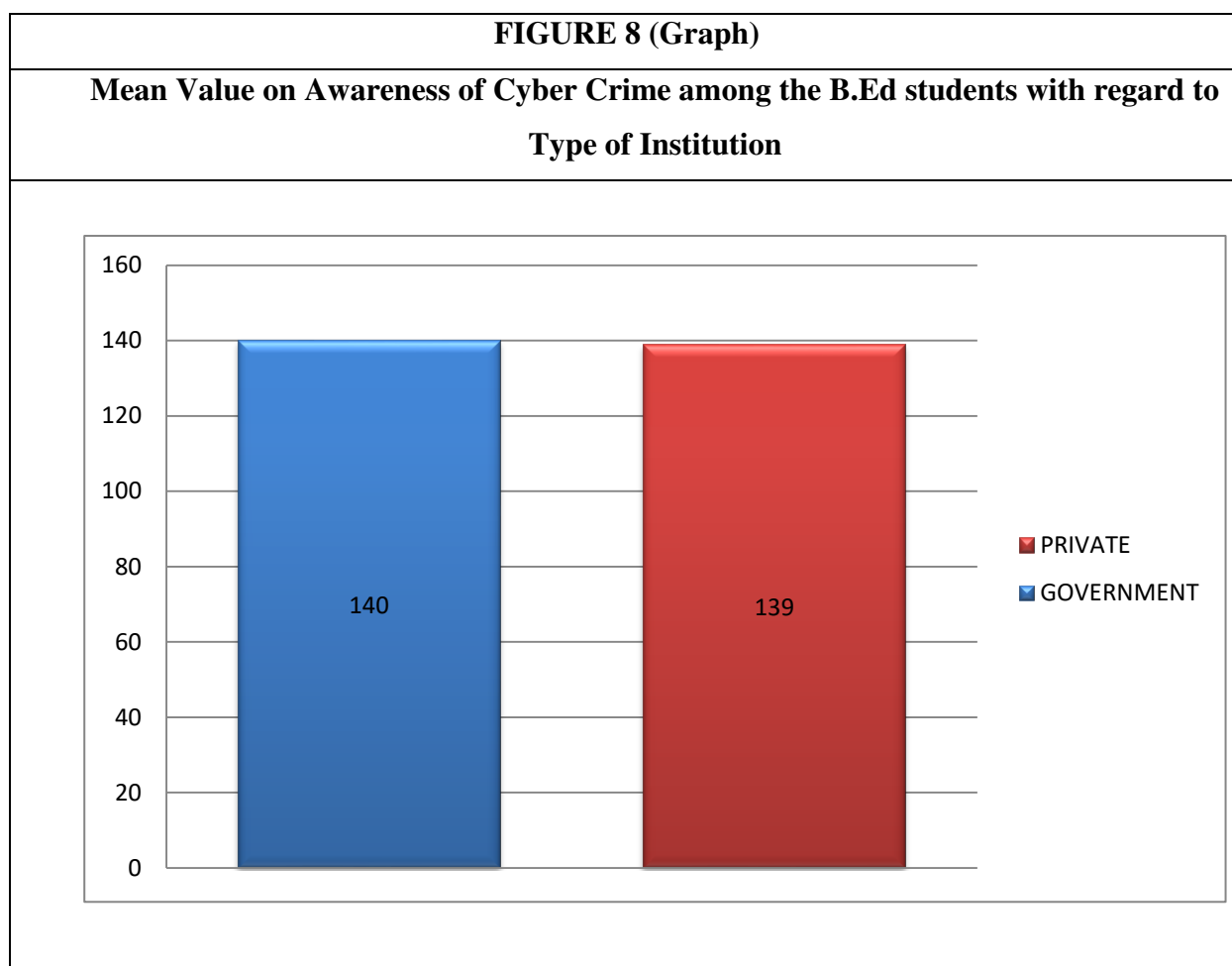


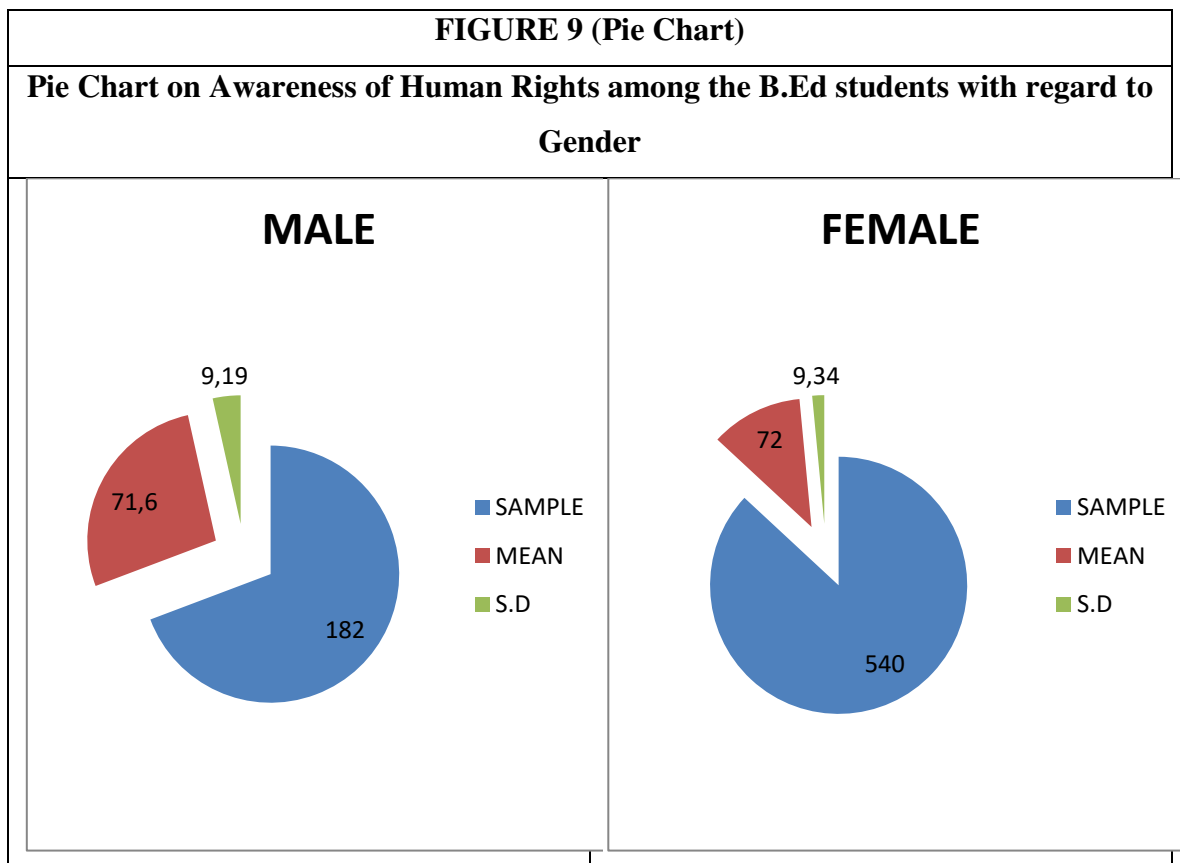
Figure 8 is a bar graph which represents the mean value for B.Ed students with regard to Type of Institution in awareness of Cyber Crime. The Type of Institution is represented by 'x' axis and the mean value is represented by the 'y' axis. It can be observed that students who are studying in Government based institution had 140 mean value and the students who were studying at institutions that were run by the Private sector had 139 mean value. This shows that the B.Ed students of Government institution had higher mean score as compared to the B.Ed students of private institution counterpart.

### 4.3 HUMAN RIGHTS

#### 4.3.1 ANALYSIS AND INTERPRETATION FOR HUMAN RIGHTS WITH REGARD TO GENDER

**OBJECTIVE:** To compare the awareness of Human Rights among B.Ed students with regard to Gender.

**HYPOTHESIS:** There is no significant difference between Male and Female B.Ed students with regard to their awareness of Human Rights.



The above figure is pie chart which gives a preview of the Awareness of Human Rights among B.Ed students with regard to Gender. This figure shows the sample, mean score and standard deviation of the variable.

<b>TABLE 6</b>						
<b>Comparison on Awareness of Human Rights among the B.Ed students with regard to Gender</b>						
<b>Gender</b>	<b>Number of Sample (N)</b>	<b>Mean (M)</b>	<b>Standard Deviation (SD)</b>	<b>Degree of Freedom (Df)</b>	<b>t-value</b>	<b>Level of significance</b>
<b>Male</b>	182	71.6	9.19	720	0.58	Not Significant at 0.05 level
<b>Female</b>	540	72	9.34			

Table 6 is a table of comparison that shows the comparison between Male and Female on awareness of Human Rights among the B.Ed students with regard to Gender. This table shows that mean value was 71.6 for Male and 72 for Female. It can also be observed that the standard deviation for Male was found to be 9.19 while Female had 9.34 as the value for standard deviation. The calculation for t-value was computed and it was found to be 0.58 at 720 degree of freedom. This value shows that the value was less than 1.96 at 0.05 level of significance. Thus it can be seen that the result was lesser than the tabulated value so we accept the null hypothesis which says “There is no significant difference between Male and Female B.Ed students with regard to their awareness of Human Rights”. As the null hypothesis is accepted at 0.05 levels of significance, this implies that there is no significant difference between the sample data and the given data, therefore the alternative hypothesis was not accepted.

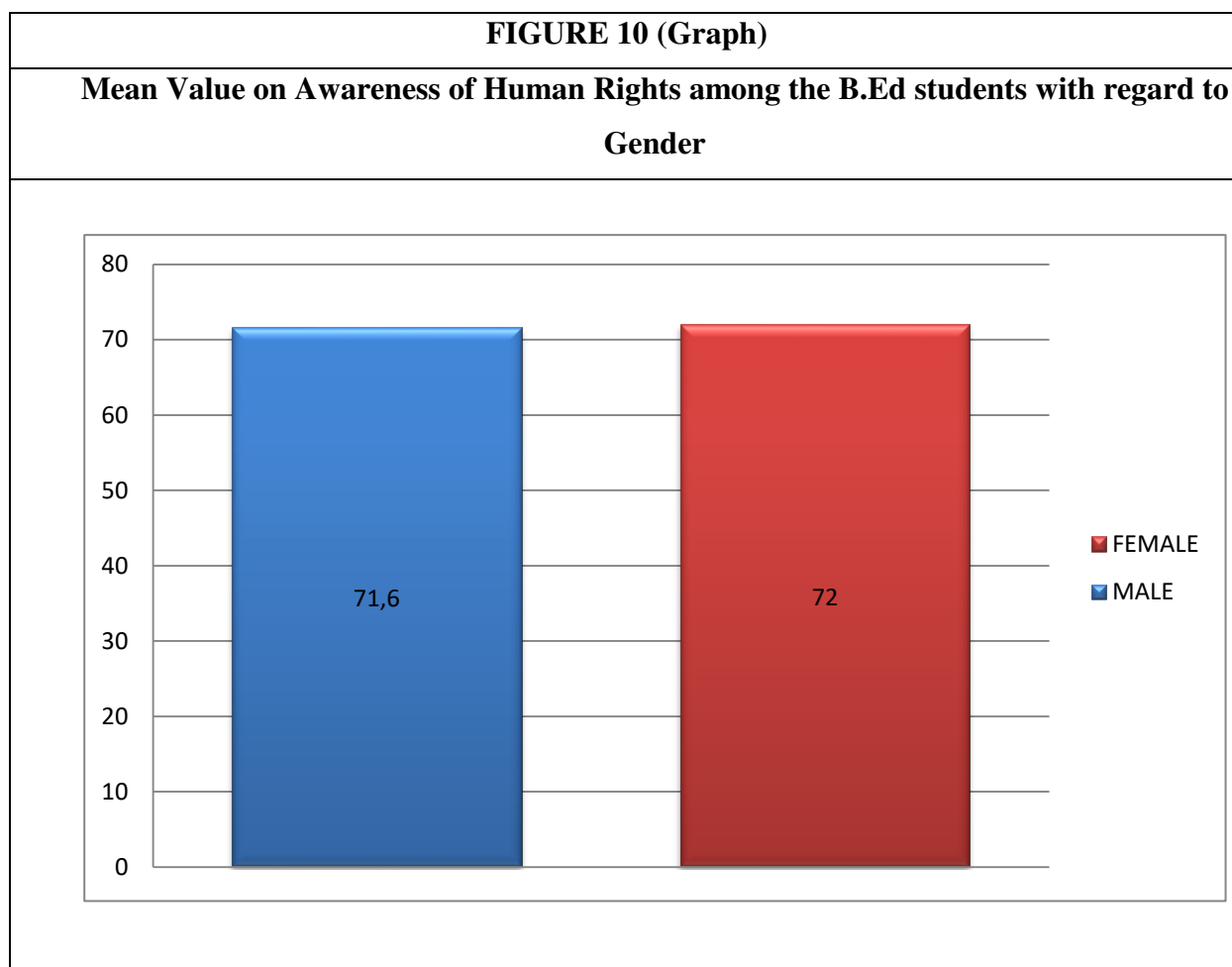


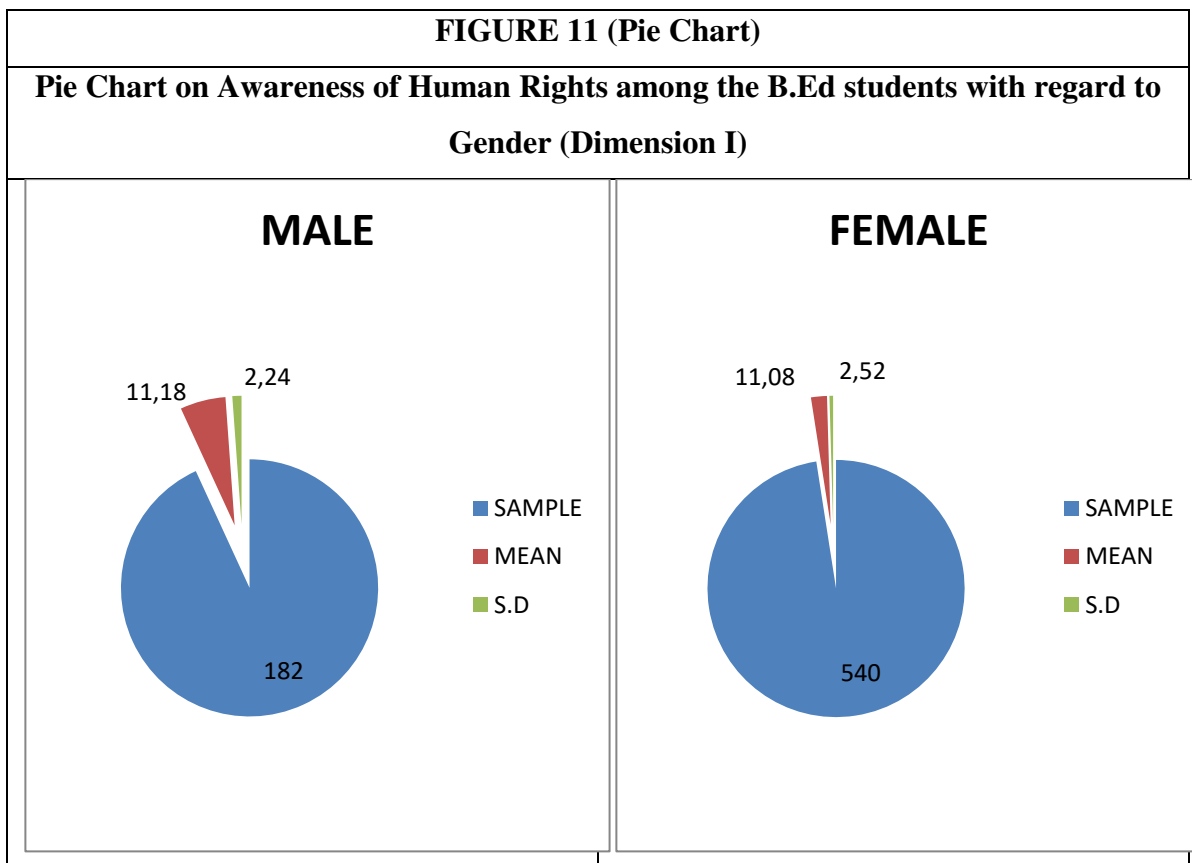
Figure 10 is a bar graph which shows the mean value for Gender in awareness of Human rights. From the above graph it can be observed that the 'y' axis represents the mean value and the 'x' axis represents the Gender. It can be observed that Male data has 71.1 mean score while Female data has 72 mean score. From this figure it can be seen that the mean score of Female data is more than that of Male data.



#### 4.3.1.1 DIMENSION I (KNOWLEDGE ABOUT HUMAN RIGHTS RELATED DOCUMENTS)

**OBJECTIVE:** To compare the awareness of Human Rights among B.Ed students with regard to Gender for Dimension I (Knowledge about Human Rights Related Documents)

**HYPOTHESIS:** There is no significant difference between Male and Female B.Ed students with regard to their awareness of Human Rights for Dimension I (Knowledge about Human Rights Related Documents)



The above figure is pie chart which gives a preview of the Human Rights among B.Ed students with regard to Gender for Dimension I (Knowledge about Human Rights Related Documents). This figure shows the sample, mean score and standard deviation of the variable.

<b>TABLE 7</b>						
<b>Comparison on Awareness of Human Rights among the B.Ed students with regard to Gender (Dimension I)</b>						
<b>Gender</b>	<b>Number of Sample (N)</b>	<b>Mean (M)</b>	<b>Standard Deviation (SD)</b>	<b>Degree of Freedom (Df)</b>	<b>t-value</b>	<b>Level of significance</b>
<b>Male</b>	182	11.18	2.24	720	0.010	Not Significant at 0.05 level
<b>Female</b>	540	11.08	2.52			

Table 7 is a table of comparison of awareness of Human Rights among the B.Ed students with regard to Gender (Dimension I). This is the Dimension for knowledge about Human Rights related documents. This table clearly indicated the mean, standard Dimension, degree of freedom and t-value for Dimension I. According to this table the mean score is 11.18 for Male students and 11.08 for Female students. It also indicates that the score of 2.24 for Male and 2.52 for Female was tabulated for standard deviation. The t-value is 0.010 which is less than the level of significance of 1.96 at 0.05 level of significance. Therefore it can be concluded that the null hypothesis is accepted at 0.05 level of significance. The hypothesis which says “There is no significant difference between Male and Female B.Ed students with regard to their awareness of Human Rights and its Dimension on knowledge about Human Rights related documents” is accepted at 0.05 the level of significance. This indicates that both Male B.Ed students and Female B.Ed students has no difference in their knowledge about Human Rights documents. The alternative hypothesis was not accepted at 0.05 level of significance.

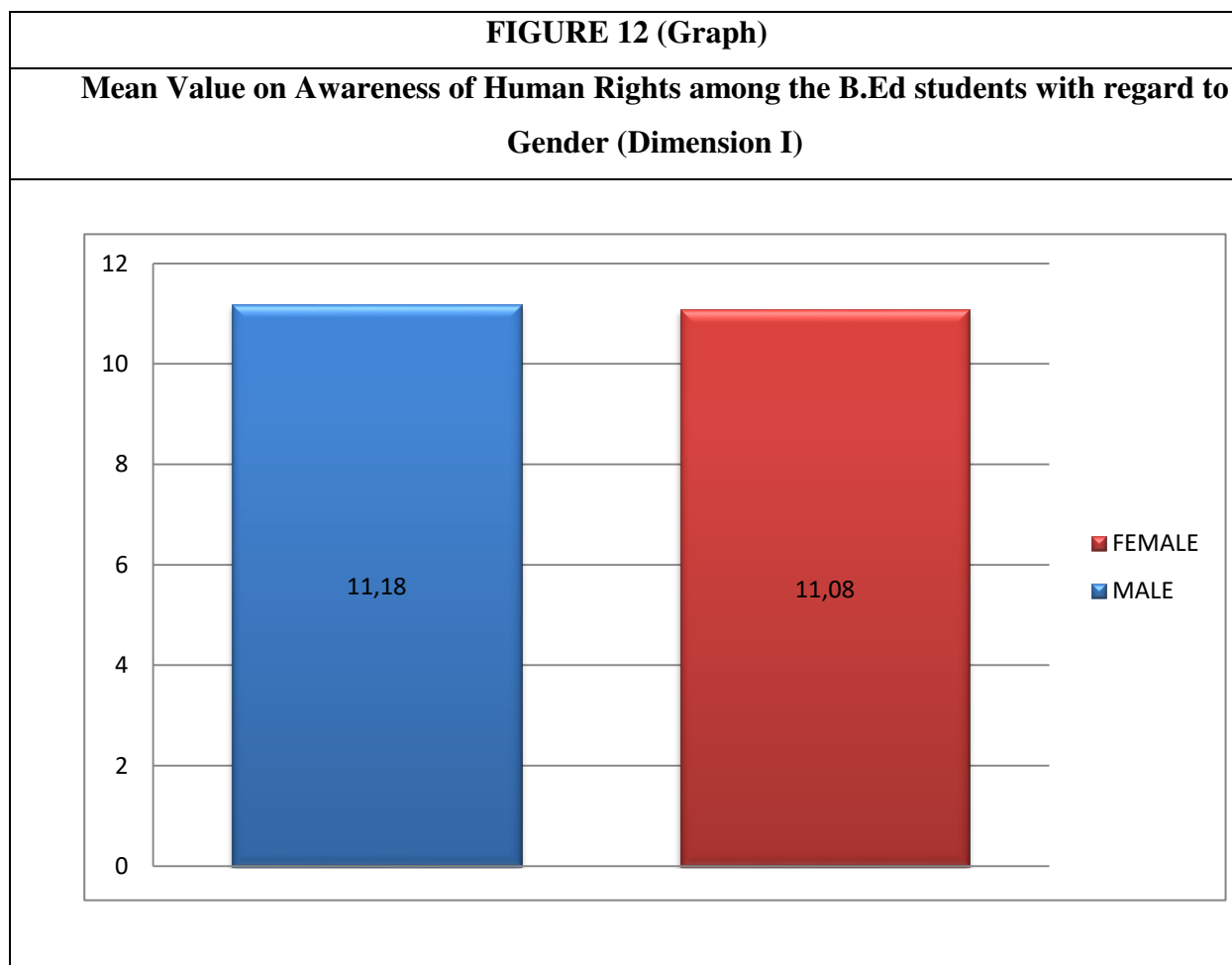
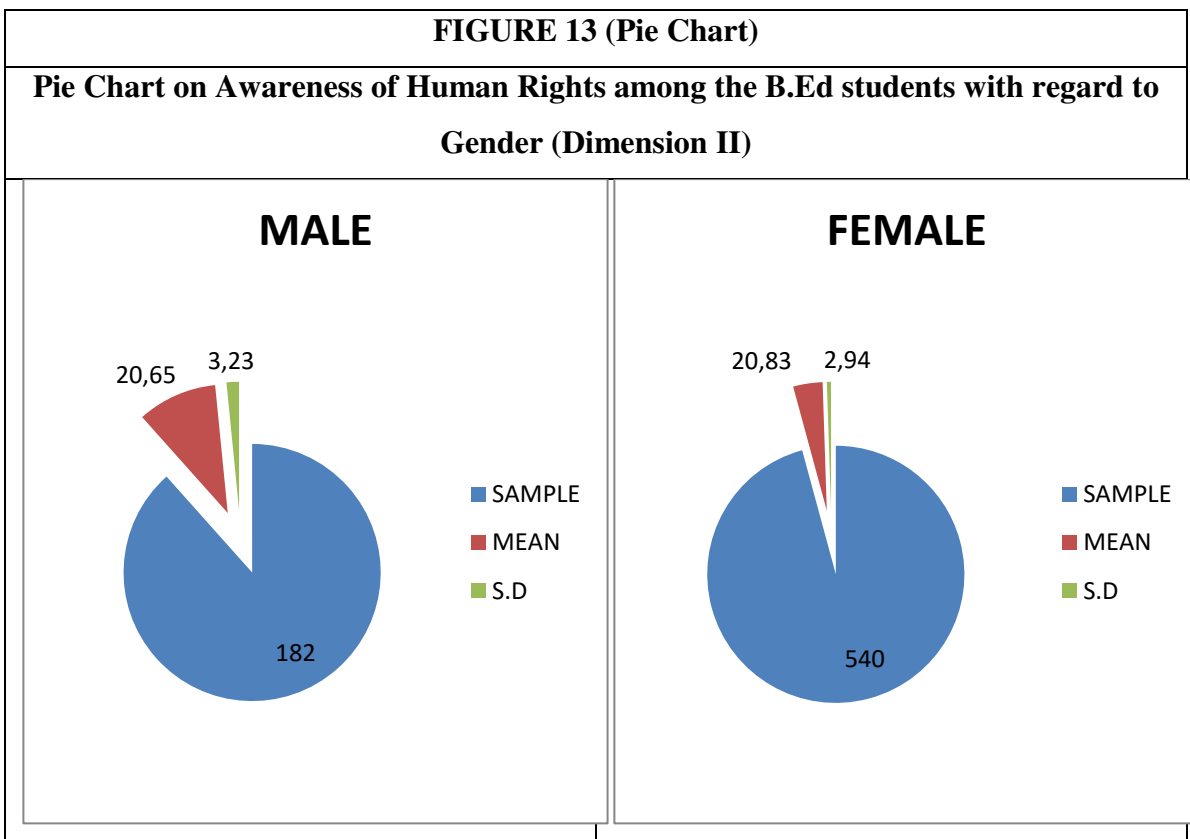


Figure 12 a bar graph depicting the mean value for B.Ed students with regard to Gender in awareness of Human Rights for Dimension I i.e. knowledge about Human Rights related documents. From this graph it can be observed that both Male have higher level of awareness as compared to Female B.Ed students.

#### 4.3.1.2 DIMENSION II (KNOWLEDGE AND UNDERSTANDING ABOUT HUMAN RIGHTS CONCEPTS)

**OBJECTIVE:** To compare the awareness of Human Rights among B.Ed students with regard to Gender for Dimension II (Knowledge and Understanding about Human Rights Concepts)

**HYPOTHESIS:** There is no significant difference between Male and Female B.Ed students with regard to their awareness of Human Rights for Dimension II (Knowledge and Understanding about Human Rights Concepts)



The above figure is pie chart which gives a preview of the Human Rights among B.Ed students with regard to Gender for Dimension II (Knowledge and Understanding about Human Rights Concepts). This figure shows the sample, mean score and standard deviation of the variable.

<b>TABLE 8</b>						
<b>Comparison on Awareness of Human Rights among the B.Ed students with regard to Gender (Dimension II)</b>						
<b>Gender</b>	<b>Number of Sample (N)</b>	<b>Mean (M)</b>	<b>Standard Deviation (SD)</b>	<b>Degree of Freedom (Df)</b>	<b>t-value</b>	<b>Level of significance</b>
<b>Male</b>	182	20.65	3.23	720	0.672	Not Significant at 0.05 level
<b>Female</b>	540	20.83	2.94			

In Table 8 the Mean and Standard Deviation of Human Rights Awareness of B.Ed students maintained by Male and Female B.Ed. students for Dimension II (Knowledge and understanding about Human Rights concept) was 20.65 and 3.23, 20.83 and 2.94 respectively. The computed t-value came out to be 0.672 which is lesser than the table value of 1.96 at 0.05 level of significance, therefore, the computed t-value (0.672) has not been considered significant and the formulated hypothesis “There is no significant difference on human rights awareness of Male and Female B.Ed students for Dimension on Knowledge and Understanding about Human Rights concepts” got retained. Therefore the alternative hypothesis was not accepted. From this, it is interpreted that the Male and Female B.Ed students do not differ in their human rights awareness in knowledge about Human Rights documents.

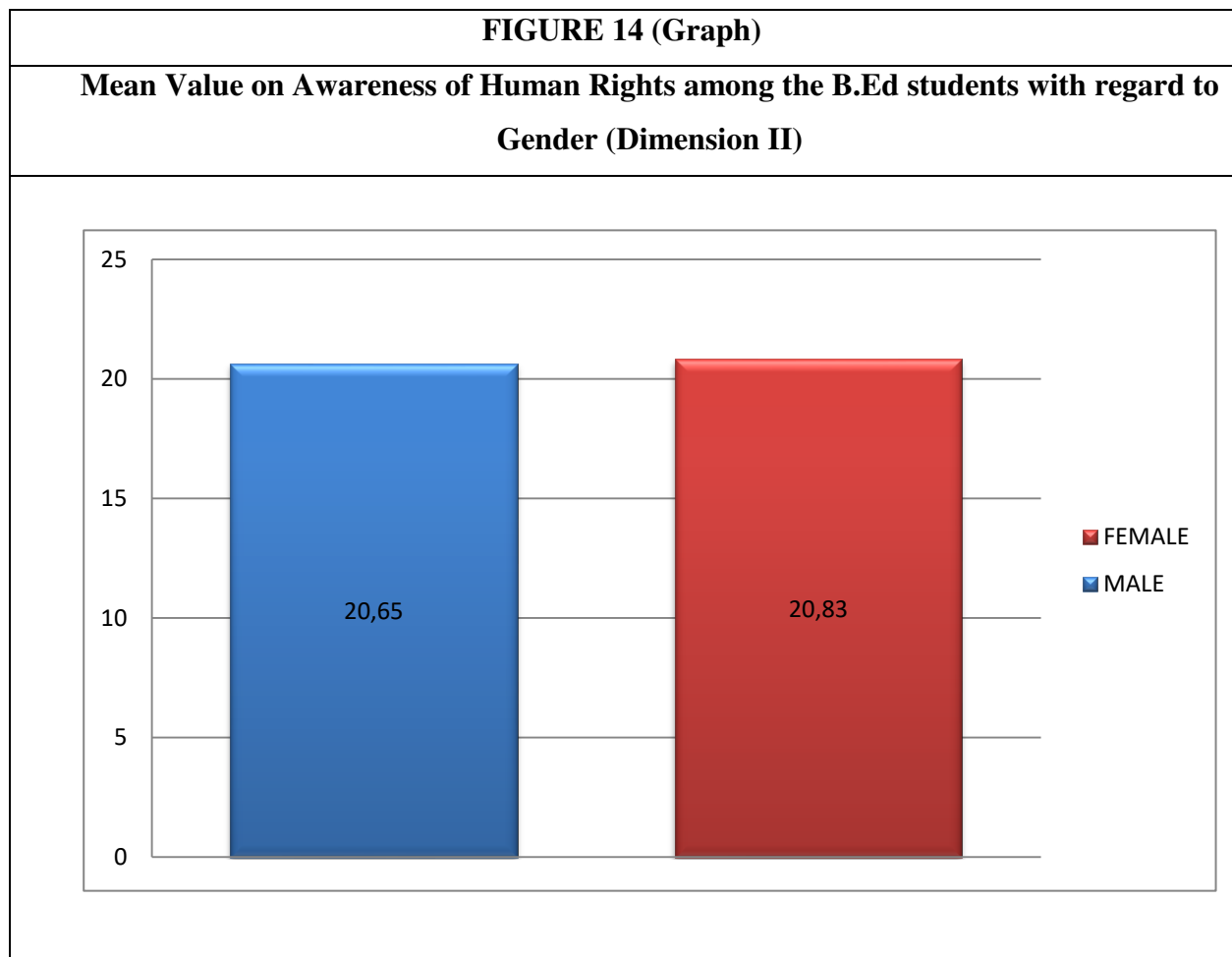
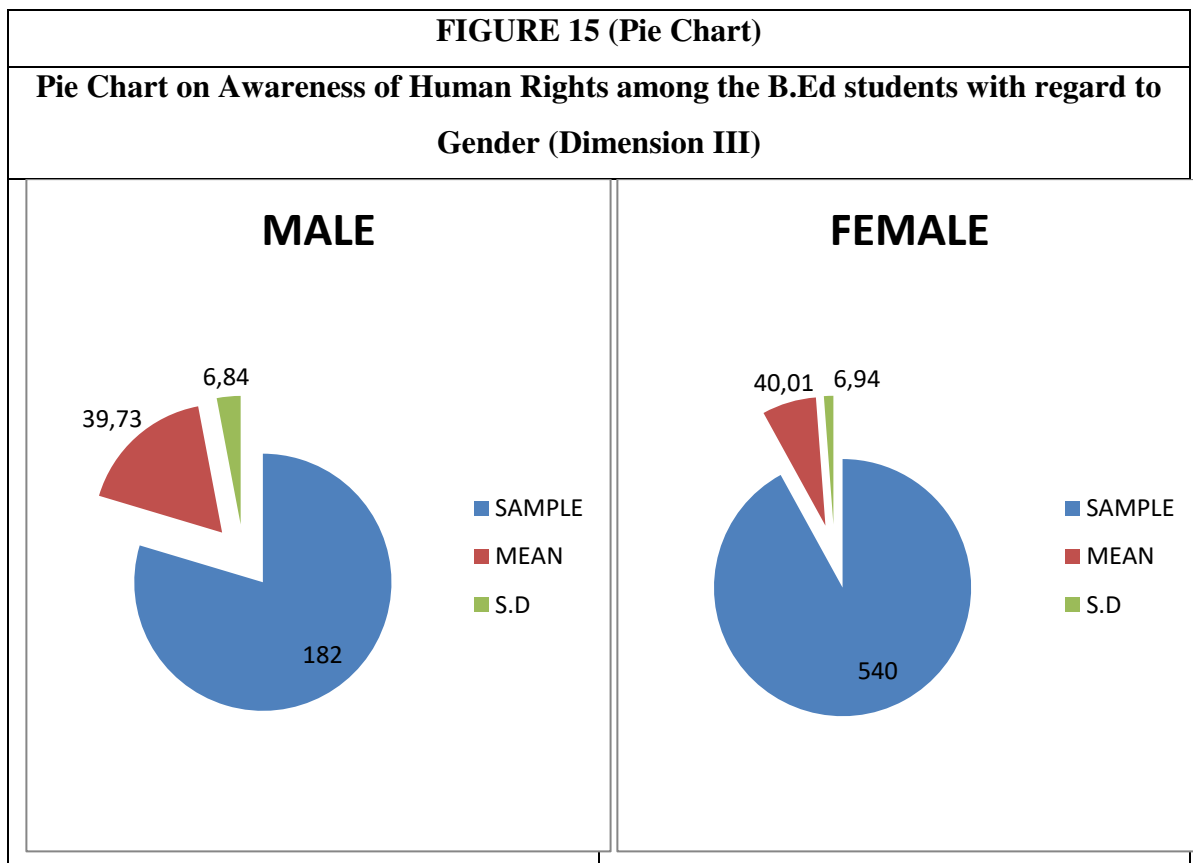


Figure 14 is a bar graph that represents the mean score of Male and Female B.Ed students with regard to human rights for their knowledge and understanding about human rights concept. The graph indicates that the Male B.Ed students scored 20.65 mean score which is lesser as compared to 20.83 which were the mean score for Female B.Ed students for the awareness on human rights.

#### 4.3.1.3 DIMENSION III (UNDERSTANDING ABOUT SITUATIONS INVOLVING HUMAN RIGHTS VIOLATION/NON VIOLATIONS)

**OBJECTIVE:** To compare the awareness of Human Rights among B.Ed students with regard to Gender for Dimension III (Understanding about Situations Involving Human Rights Violations/Non-Violations)

**HYPOTHESIS:** There is no significant difference between Male and Female B.Ed students with regard to their awareness of Human Rights for Dimension III (Understanding about Situations Involving Human Rights Violations/Non-Violations)



The above figure is pie chart which gives a preview of the Human Rights among B.Ed students with regard to Gender for Dimension III (Understanding about Situations Involving Human Rights Violations/Non-Violations). This figure shows the sample, mean score and standard deviation of the variable.

<b>TABLE 9</b>						
<b>Comparison on Awareness of Human Rights among the B.Ed students with regard to Gender (Dimension III)</b>						
<b>Gender</b>	<b>Number of Sample (N)</b>	<b>Mean (M)</b>	<b>Standard Deviation (SD)</b>	<b>Degree of Freedom (Df)</b>	<b>t-value</b>	<b>Level of significance</b>
<b>Male</b>	182	39.73	6.84	720	0.480	Not Significant at 0.05 level
<b>Female</b>	540	40.01	6.94			

In the above table, Table 9 shows the mean, standard deviation and t-value of awareness for human rights for B.Ed students for Dimension III i.e. understanding about situations involving human rights violations/non-violations. When we look into the table, the t-value is 0.480 which is lesser than the table value of 1.96 at 0.05 level of significance. This shows that as the tabulated score is lesser than the table value it indicates that the hypothesis “There is no significant difference between Male and Female B.Ed students with regard to their awareness of Human Rights and its Dimensions on understanding about situations involving human rights violations/non-violations” is not significant at 0.05 level of significance. The null hypothesis is accepted at 0.05 level of significance. Hence the null hypothesis is maintained and it is concluded that there is no significant difference between the human right awareness of Male and Female B.Ed students with regard to their awareness of Human Rights and its Dimension on understanding about situations involving Human Rights violation/non-violations. In this case the alternative hypothesis was not accepted. Also the table shows the mean scores of human right awareness for B.Ed students for Dimension III i.e. understanding about situations involving human rights violations/non-violations. The scores were 39.73 and 40.01



respectively. The table also indicates the standard deviation for Male and Female B.Ed students with regard to their awareness of Human Rights and it can be noted that the Male students had the value of 6.84 as their standard deviation value and Female students had 6.94 as their standard deviation value. It was observed that, there is no significant difference between human right awareness of B.Ed students for their understanding about situations involving human rights violations/non-violations.

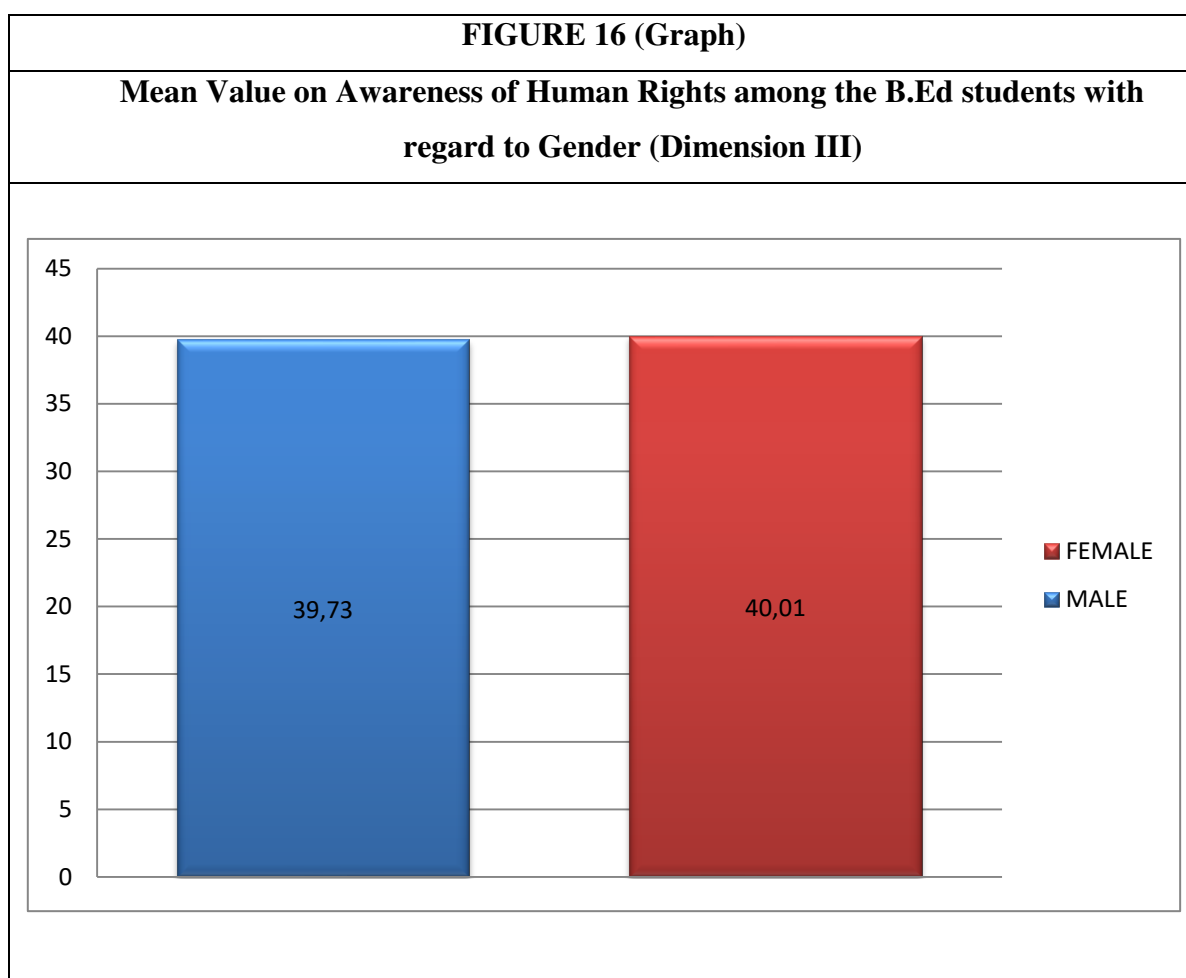


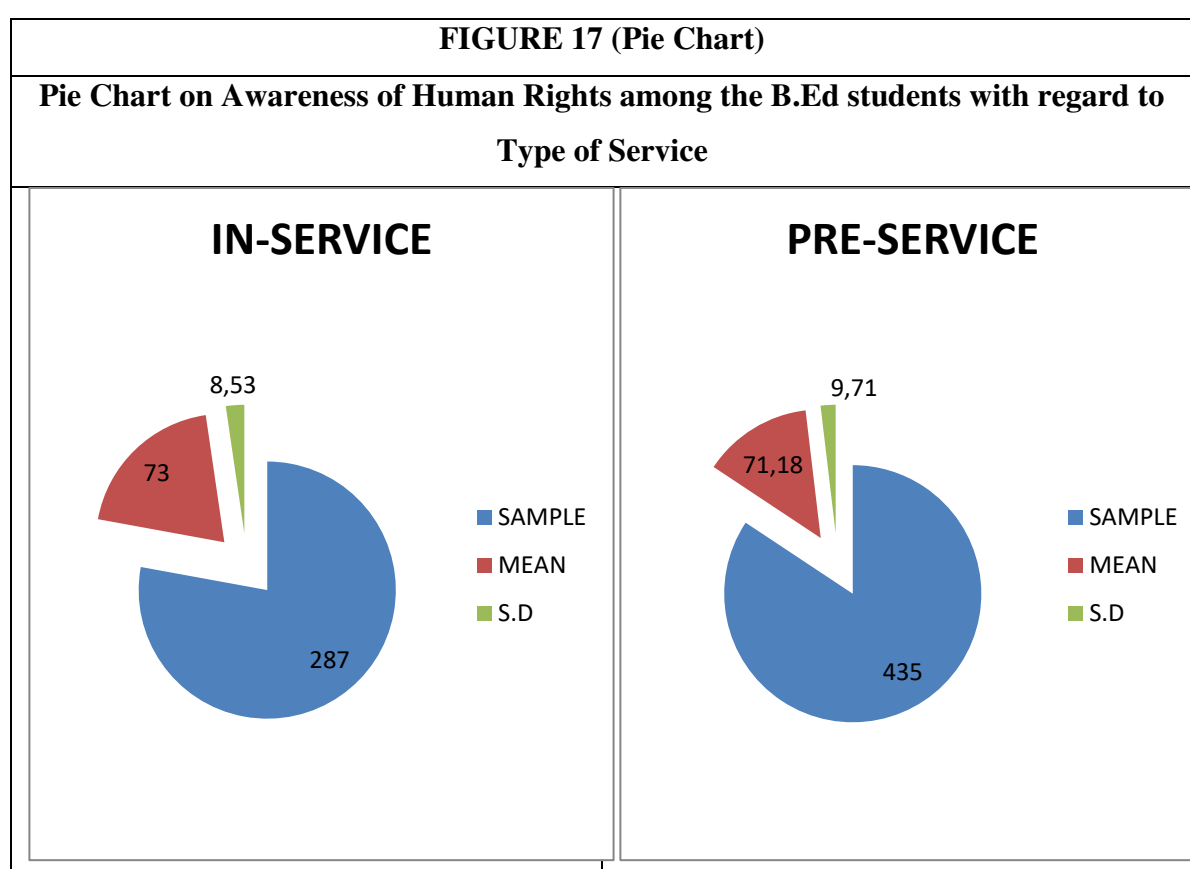
Figure 16 is a graphical representation for the mean score for awareness of human rights among B.Ed students with regard to Gender based on the 3<sup>rd</sup> Dimension which says about the understanding about situations involving human rights violations/non-

violations. The table shows that the Male students had the mean score of 39.73 and Female students had 40.01 mean score. This value shows that the Female students has higher mean score value than the Male students. It can be observed from this table that Female B.Ed students have higher awareness on human rights as compared to Male B.Ed students on the understanding about situations involving human rights violations/non-violations.

#### 4.3.2 ANALYSIS AND INTERPRETATION FOR HUMAN RIGHTS WITH REGARD TO TYPE OF SERVICE

**OBJECTIVE:** To compare the awareness of Human Rights among B.Ed students with regard to Type of Service.

**HYPOTHESIS:** There is no significant difference between In-Service and Pre-Service B.Ed students with regard to their awareness of Human Rights.



The above figure is pie chart which gives a preview of the Human Rights among B.Ed students with regard to Type of Service. This figure shows the sample, mean score and standard deviation of the variable.

<b>TABLE 10</b>						
<b>Comparison on Awareness of Human Rights among the B.Ed students with regard to Type of Service</b>						
<b>Type of Service</b>	<b>Number of Sample (N)</b>	<b>Mean (M)</b>	<b>Standard Deviation (SD)</b>	<b>Degree of Freedom (Df)</b>	<b>t-value</b>	<b>Level of significance</b>
<b>In Service</b>	287	73	8.53	720	2.60	Significant at 0.05 level
<b>Pre Service</b>	435	71.18	9.71			

In Table 10, which is a table of comparison of awareness of Human Rights among the B.Ed students with regard to Type of Service the mean and standard deviation of Human Rights awareness of in-service and pre-service students are 73 and 8.53, 71.18 and 9.71 respectively. The calculated t-value is 2.60 which is more than standard table value at 0.05 level of significance. Therefore the hypothesis “There is no significant difference between In Service and Pre Service B.Ed students with regard to their awareness of Human Rights and its Dimensions” is not accepted. This also led to the acceptance of alternative hypothesis which says “There is significant difference between In Service and Pre Service B.Ed students with regard to their awareness of Human Rights and its various Dimensions” Further the mean value of Human Rights awareness of B.Ed in in-service students is more than pre-service B.Ed. students. Therefore, it is analyzed that Human Rights awareness of in-service B.Ed. students is more than pre-service B.Ed. students.

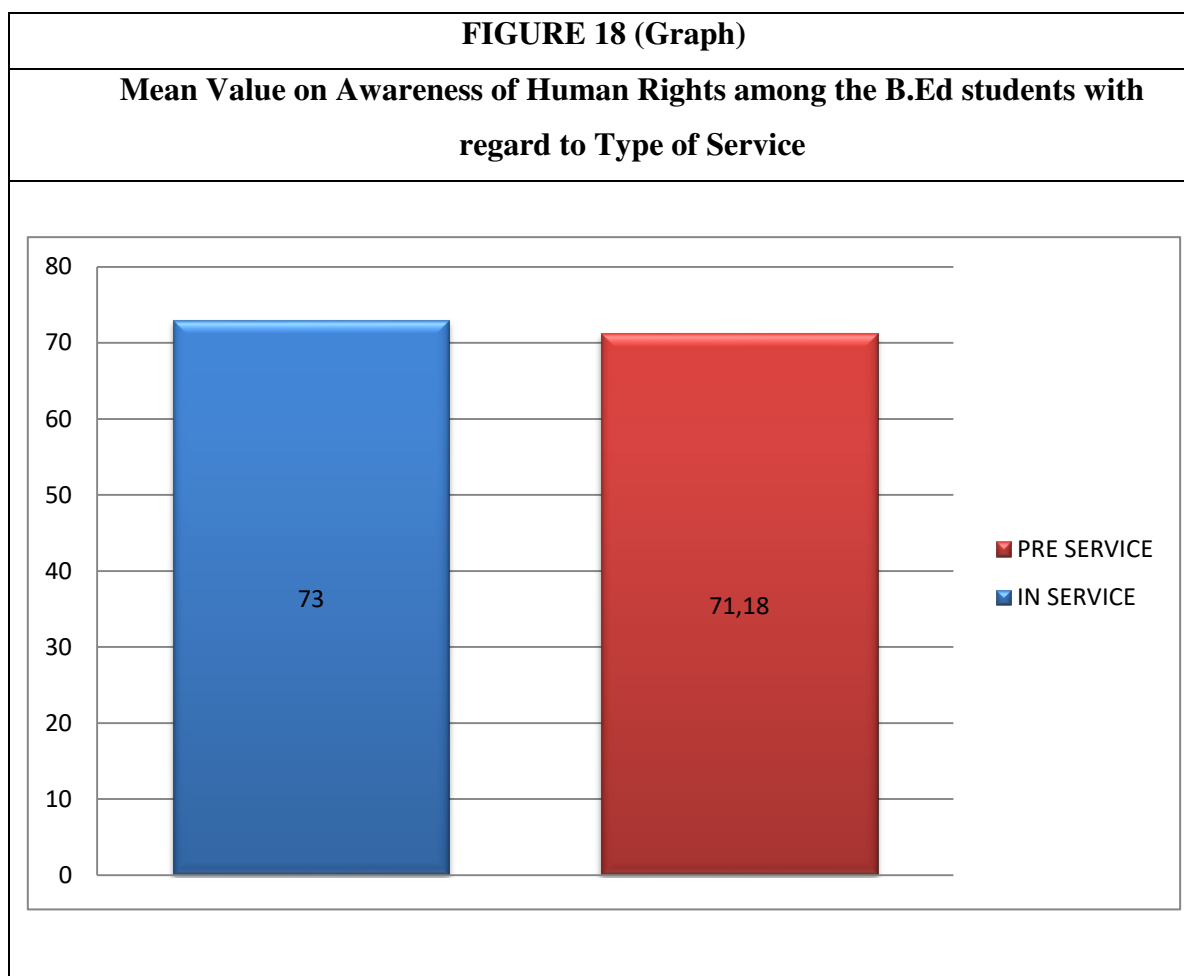
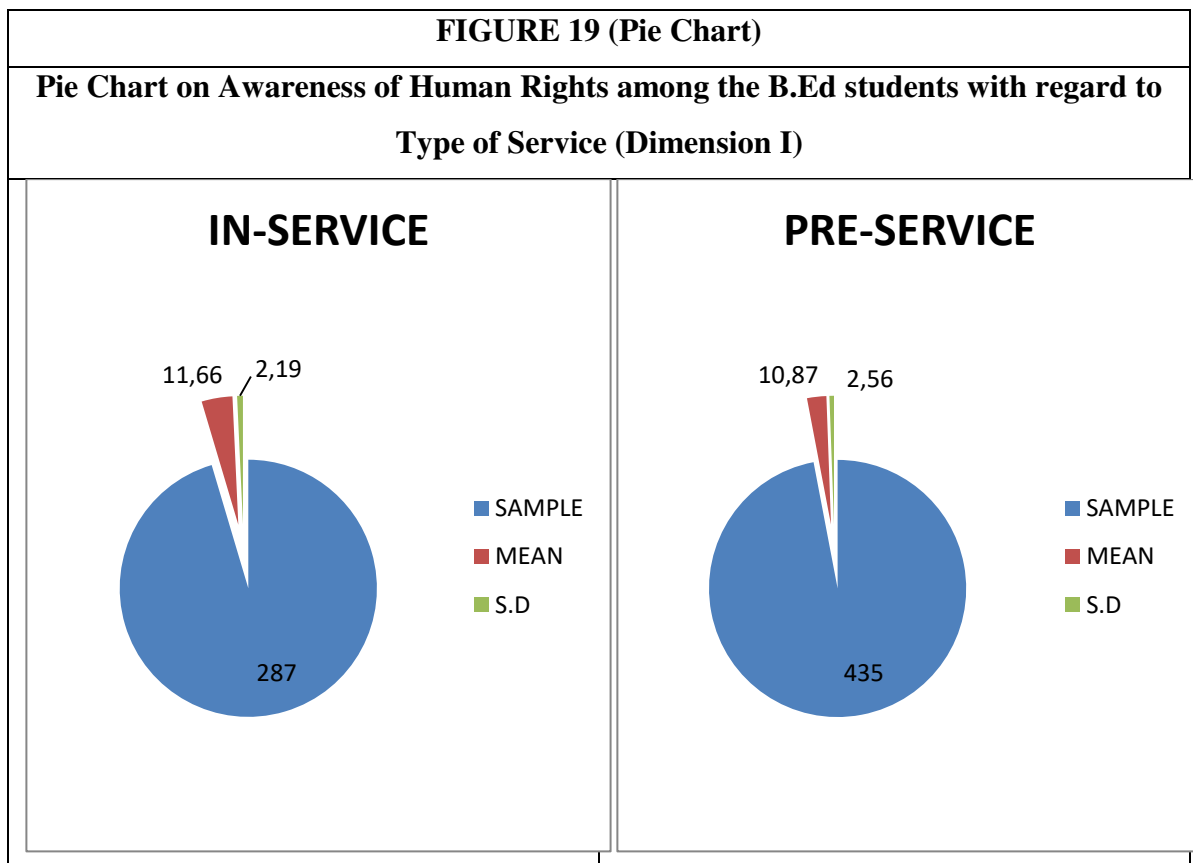


Figure 18 a bar graph which represents the mean score of in service and pre service B.Ed students in their awareness of human rights in respect to the Type of Service. The mean values for the in service and pre service students were 73 and 71.18 respectively. From the above table it can be observed that the in service students has higher mean value than the pre service students. It indicates that those teacher trainees who have teaching experiences had higher awareness on human rights than their counterparts who had no experience in teaching.

#### 4.3.2.1 DIMENSION I (KNOWLEDGE ABOUT HUMAN RIGHTS RELATED DOCUMENTS)

**OBJECTIVE:** To compare the awareness of Human Rights among B.Ed students with regard to Type of Service for Dimension I (Knowledge about Human Rights Related Documents)

**HYPOTHESIS:** There is no significant difference between In-Service and Pre-Service B.Ed students with regard to their awareness of Human Rights for Dimension I (Knowledge about Human Rights Related Documents)

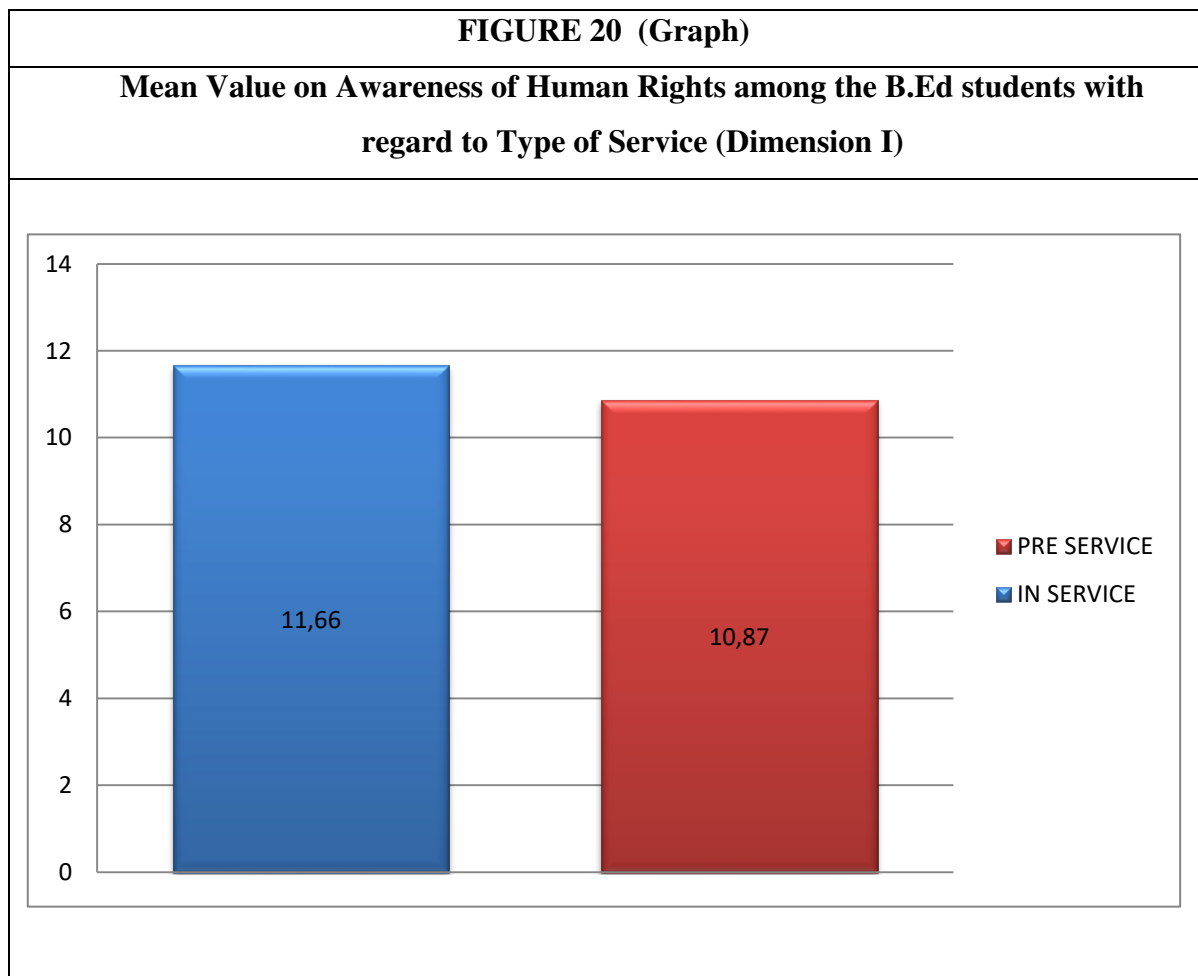


The above figure is pie chart which gives a preview of the Human Rights among B.Ed students with regard to Type of Service for Dimension I (Knowledge about Human Rights Related Documents). This figure shows the sample, mean score and standard deviation of the variable.

<b>TABLE 11</b>						
<b>Comparison on Awareness of Human Rights among the B.Ed students with regard to Type of Service (Dimension I)</b>						
<b>Type of Service</b>	<b>Number of Sample (N)</b>	<b>Mean (M)</b>	<b>Standard Deviation (SD)</b>	<b>Degree of Freedom (Df)</b>	<b>t-value</b>	<b>Level of significance</b>
<b>In Service</b>	287	11.66	2.19	720	4.25	Significant at 0.05 level
<b>Pre Service</b>	435	10.87	2.56			

Table 11 is a table of comparison of awareness of human rights among the B.Ed students with regard to Type of Service for Dimension I i.e. knowledge about human rights related documents. It is clear from the above table that the mean scores of awareness of human rights of 287 in service B.Ed students was calculated to be 11.66 with standard deviation of 2.19 which is more than the mean scores of awareness of 435 pre service B.Ed students i.e. 10.87 with 2.56 standard deviation. The calculated t-value was 4.25 which is greater than the tabulated t-value 1.96 at 0.05 level of significance.

On analyzing the data it is clear that two groups do not differ significantly on their awareness of human rights on Dimension I. The calculated t-value 4.25 was greater than the tabulated t-value (1.96) at 0.05 level of significance. Thus, the hypothesis which reads as, "There is no significant difference between In Service and Pre Service B.Ed students with regard to their awareness of Human Rights and its Dimensions on Knowledge about Human Rights related Documents" was not accepted. This also led to accepting the alternative hypothesis.



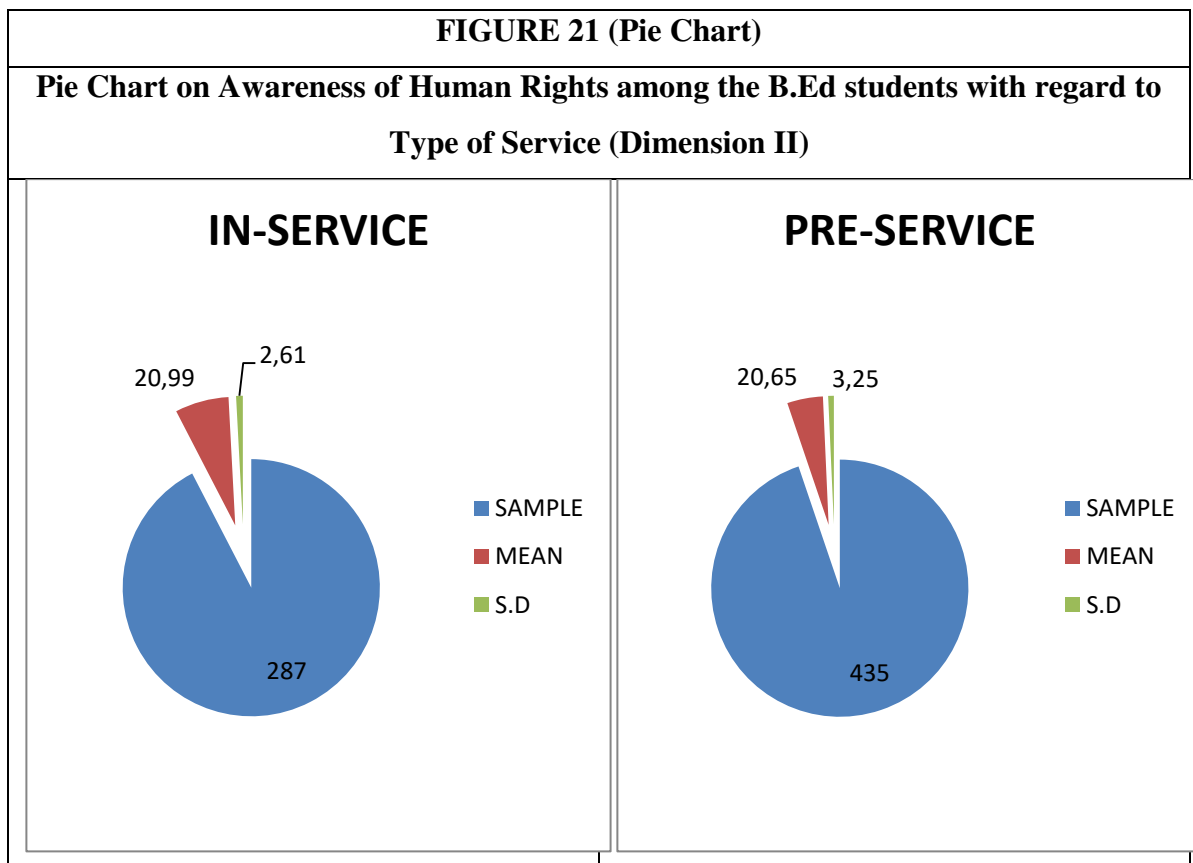
From the above Figure 20, the mean scores for awareness of human rights for in service teachers was calculated to be 11.66 and mean score of 10.87 for pre service B.Ed students. This score shows that in service B.Ed students has higher mean value than the pre service B.Ed students in the awareness of human right for Dimension I (knowledge about human rights related documents)



#### 4.3.2.2 DIMENSION II (KNOWLEDGE AND UNDERSTANDING ABOUT HUMAN RIGHTS CONCEPTS)

**OBJECTIVE:** To compare the awareness of Human Rights among B.Ed students with regard to Type of Service for Dimension II (Knowledge and Understanding about Human Rights Concepts).

**HYPOTHESIS:** There is no significant difference between In-Service and Pre-Service B.Ed students with regard to their awareness of Human Rights for Dimension II (Knowledge and Understanding about Human Rights Concepts).



The above figure is pie chart which gives a preview of the Human Rights among B.Ed students with regard to Type of Service for Dimension II (Knowledge and Understanding about Human Rights Concepts). This figure shows the sample, mean score and standard deviation of the variable.

<b>TABLE 12</b>						
<b>Comparison on Awareness of Human Rights among the B.Ed students with regard to Type of Service (Dimension II)</b>						
<b>Type of Service</b>	<b>Number of Sample (N)</b>	<b>Mean (M)</b>	<b>Standard Deviation (SD)</b>	<b>Degree of Freedom (Df)</b>	<b>t-value</b>	<b>Level of significance</b>
<b>In Service</b>	287	20.99	2.61	720	1.51	Not Significant at 0.05 level
<b>Pre Service</b>	435	20.65	3.25			

In order to study the significant differences in Human Rights Awareness among B.Ed students with respect to the Type of Service, the mean, standard deviation, and t-value were computed on overall scores. The data are presented in the table 10

The table 12 reveals that mean scores of awareness of human rights among the B.Ed students for In-Service and Pre-service is 20.99 and 20.65 respectively, and standard deviation is 2.61 for In Service B.Ed students and 3.25 for Pre Service B.Ed students. The t-value for the B.Ed students respect to their Type of Service is 1.51 which is smaller than the critical value which is 1.96 at 0.05 level of significance. So, we can say that there is no significant difference in awareness of human rights among the B.Ed students for In Service and Pre service. Thus the hypothesis “There is no significant difference between In Service and Pre Service B.Ed students with regard to their awareness of Human Rights and its Dimensions on Knowledge and Understanding about Human Rights Concepts” is accepted at the tabulated 0.05 level of significance and the alternative hypothesis was not accepted.

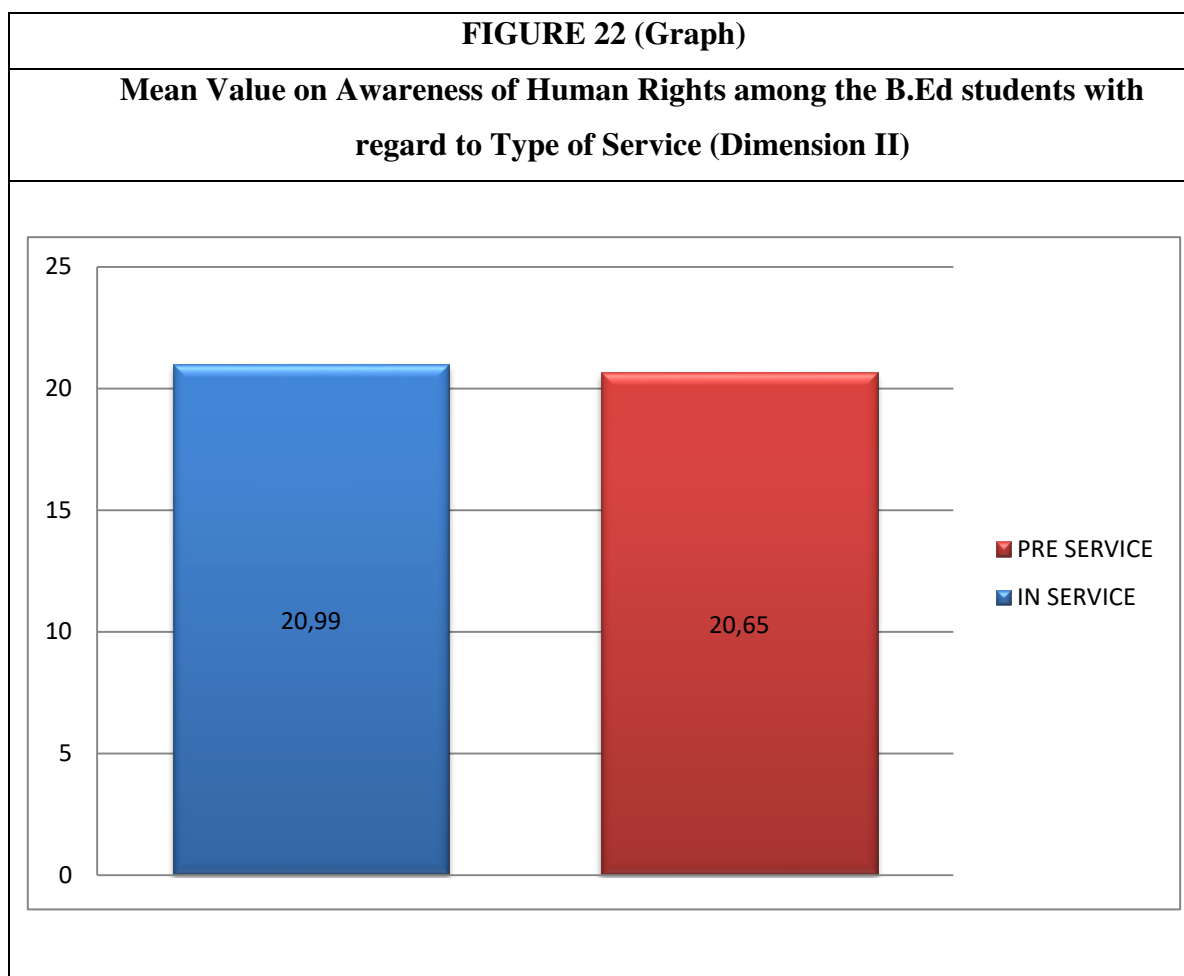
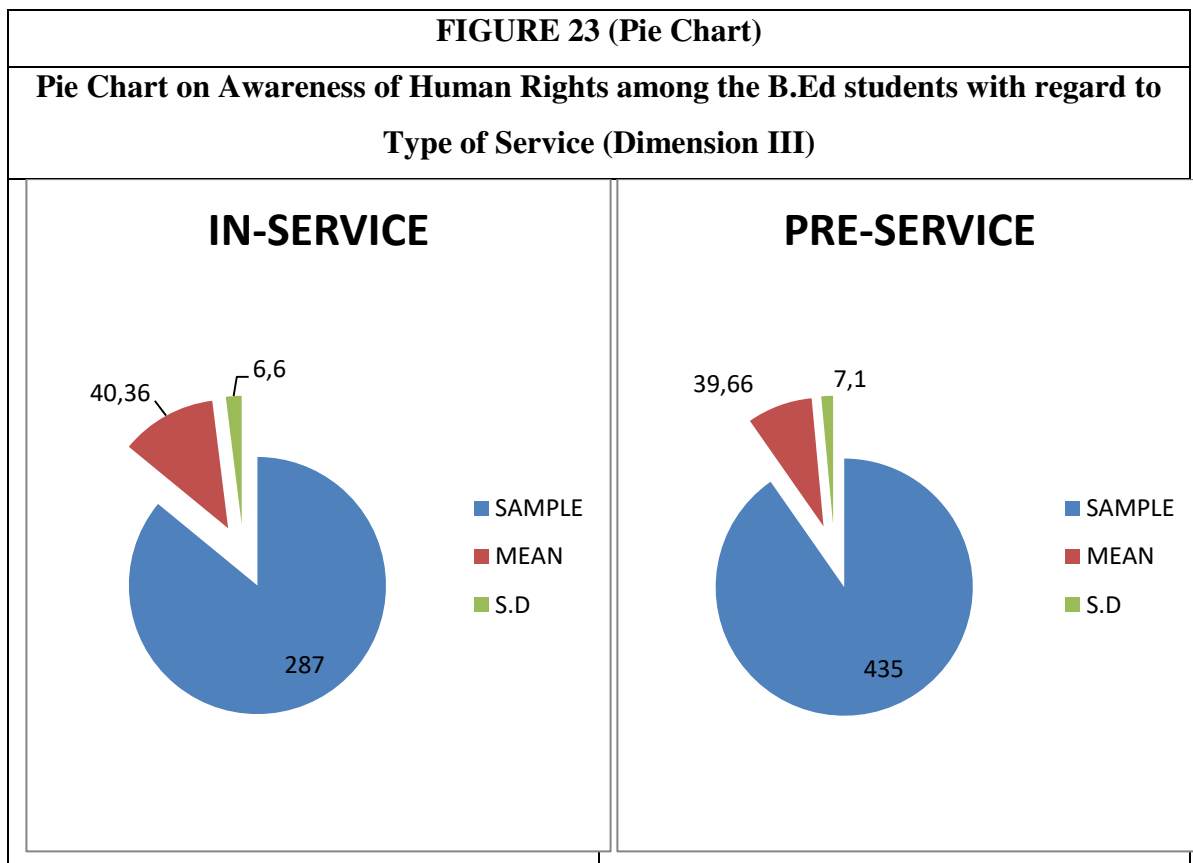


Figure 22 is a bar graph which represents the mean value for awareness of human rights among B.Ed students with regard to the Type of Service of the students on the 2<sup>nd</sup> Dimension which is knowledge and understanding about human rights concepts. The 'x' axis represents the Type of Service while the 'y' axis represents the mean value scored by the B.Ed students. From the above graph it can be observed that the In Service B.Ed student scored the mean of 20.99 while the pre service B.Ed students scored 20.65.

#### 4.3.2.3 DIMENSION III (UNDERSTANDING ABOUT SITUATIONS INVOLVING HUMAN RIGHTS VIOLATIONS/NON-VIOLATIONS)

**OBJECTIVE:** To compare the awareness of Human Rights among B.Ed students with regard to Type of Service for Dimension III (Understanding about Situations Involving Human Rights Violation/Non-Violations)

**HYPOTHESIS:** There is no significant difference between In-Service and Pre-Service B.Ed students with regard to their awareness of Human Rights for Dimension III (Understanding about Situations Involving Human Rights Violation/Non-Violations)



The above figure is pie chart which gives a preview of the Human Rights among B.Ed students with regard to Type of Service for Dimension III (Understanding about Situations Involving Human Rights Violation/Non-Violations). This figure shows the sample, mean score and standard deviation of the variable.

<b>TABLE 13</b>						
<b>Comparison on Awareness of Human Rights among the B.Ed students with regard to Type of Service (Dimension III)</b>						
<b>Type of Service</b>	<b>Number of Sample (N)</b>	<b>Mean (M)</b>	<b>Standard Deviation (SD)</b>	<b>Degree of Freedom (Df)</b>	<b>t-value</b>	<b>Level of significance</b>
<b>In Service</b>	287	40.36	6.60	720	1.32	Not Significant at 0.05 level
<b>Pre Service</b>	435	39.66	7.10			

Table 13 is a table of comparison of awareness of human rights among the B.Ed students with regard to Type of Service for Dimension III (understanding about situations involving human rights violations/non-violations). From the table it can be clearly observed that the mean, standard deviation and t-value has been tabulated. The in-service B.Ed students had the score of 40.36 for mean and 6.60 is the value for standard deviation. Pre service B.Ed students had the mean value of 39.66 and standard deviation was 7.10. It can be observed that In Service B.Ed students had higher value on mean score while Pre Service B.Ed students had higher standard deviation value. The t-value of difference between the mean of two groups (pre service and in service B.Ed students) is 1.32 which is lesser than the tabulated value of 1.96 at 0.05 level of significance. This shows that two groups does not have distinction. Therefore, the Null Hypothesis or Zero Hypothesis, “There is no significant difference between In Service and Pre Service B.Ed students with regard to their awareness of Human Rights and its Dimensions on Understanding about Situations Involving Human Rights Violation/Non-Violations” was accepted and in which case the alternative hypothesis was not accepted.

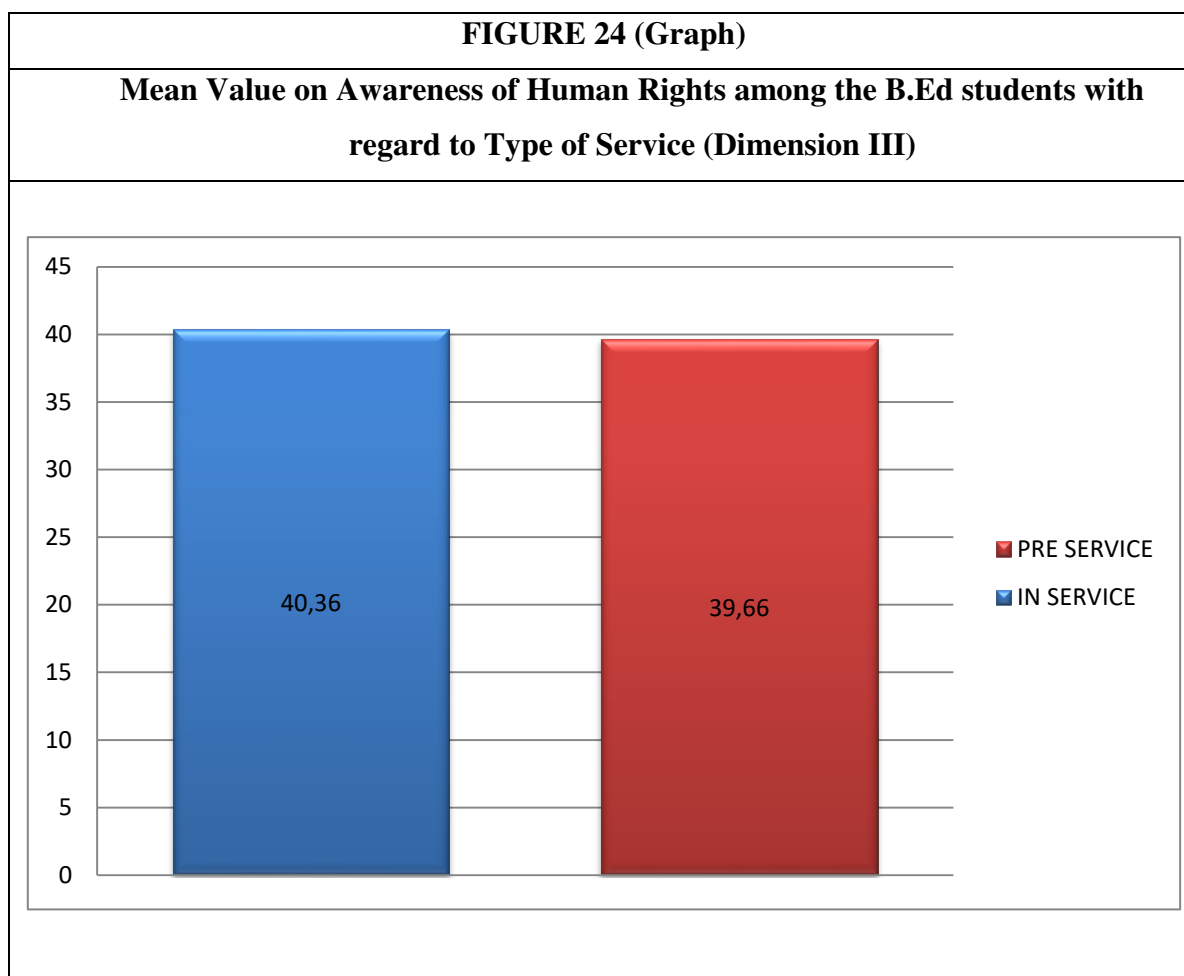
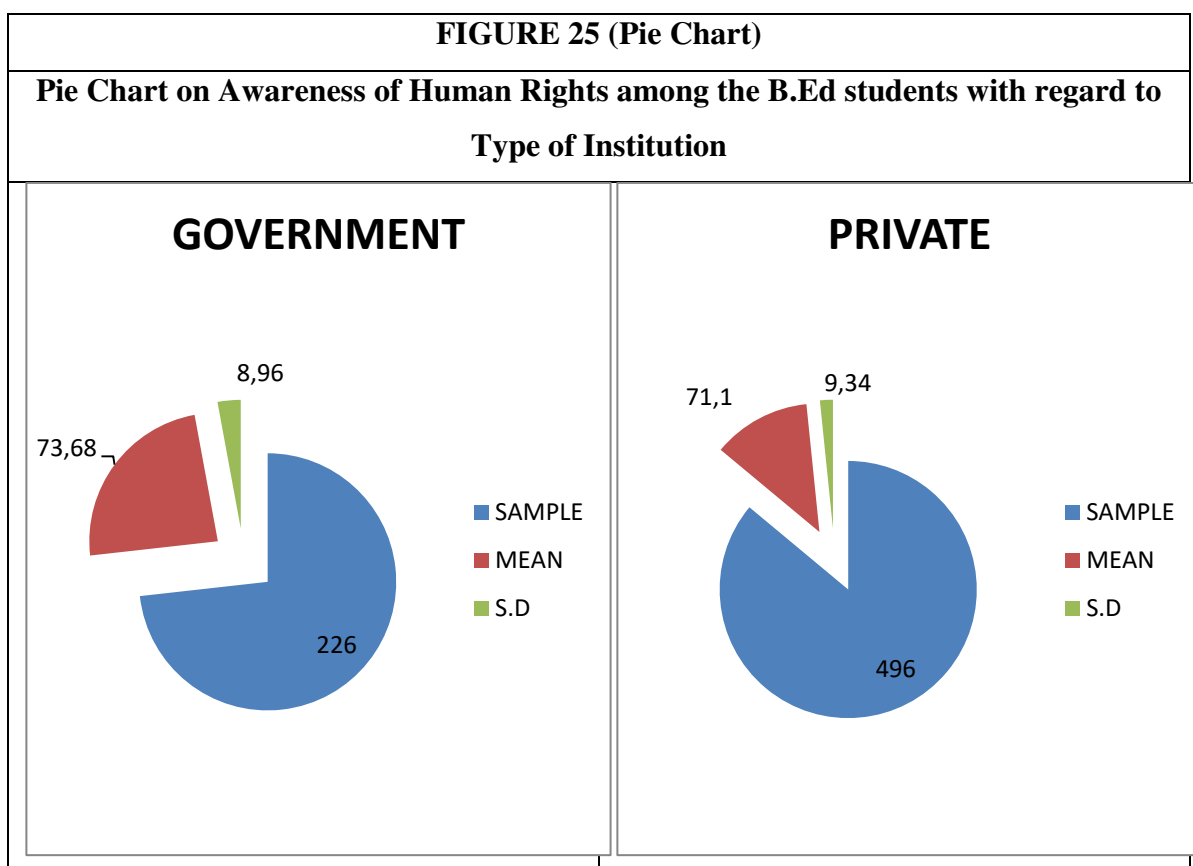


Figure 24 is a graphical representation of the mean value for the awareness of human rights among B.Ed students with regard to Type of Service for Dimension III. This figure is a bar graph that depicts the mean value for the data. The 'x' axis represents the Type of Service and the 'y' axis represents the mean value for the in service and pre service data. In-service B.Ed students had the mean value of 40.36 while the Pre service B.Ed students had 39.66 as the mean value. It can be observed that the mean value for in service B.Ed is higher than their counterpart pre service B.Ed students.

#### 4.3.3 ANALYSIS AND INTERPRETATION FOR HUMAN RIGHTS WITH REGARD TO TYPE OF INSTITUTION

**OBJECTIVE:** To compare the awareness of Human Rights among B.Ed students with regard to Type of Institution.

**HYPOTHESIS:** There is no significant difference between Government and Private B.Ed students with regard to their awareness of Human Rights.



The above figure is pie chart which gives a preview of the Human Rights among B.Ed students with regard to Type of Institution. This figure shows the sample, mean score and standard deviation of the variable.

<b>TABLE 14</b>						
<b>Comparison on Awareness of Human Rights among the B.Ed students with regard to Type Of Institution</b>						
<b>Type of Institution</b>	<b>Number of Sample (N)</b>	<b>Mean (M)</b>	<b>Standard Deviation (SD)</b>	<b>Degree of Freedom (Df)</b>	<b>t-value</b>	<b>Level of significance</b>
<b>Government</b>	226	73.68	8.96	720	3.49	Significant at 0.05 level
<b>Private</b>	496	71.10	9.34			

This table (Table 14) reveals that the mean scores of human right awareness among B.Ed students with regard to Type of Institution (government and private). The mean value for government and private institution were 73.68 and 71.10 respectively. The standard deviation was 8.96 and 9.34 for government and private institution. The t-test was applied to check the significant difference between the human right awareness of government and private institute. The t-value (Table 12) was 3.49 and which is more than the tabulated value of 1.96 at 0.05 level of significance. Hence the null hypothesis “There is no significant difference between In Service and Pre Service B.Ed students with regard to their awareness of Human Rights and its various Dimension” is not accepted at 0.05 level of significance and it is concluded that, there is significant difference between the human right awareness of government and private institute. This led to the conclusion that the alternative hypothesis was accepted.



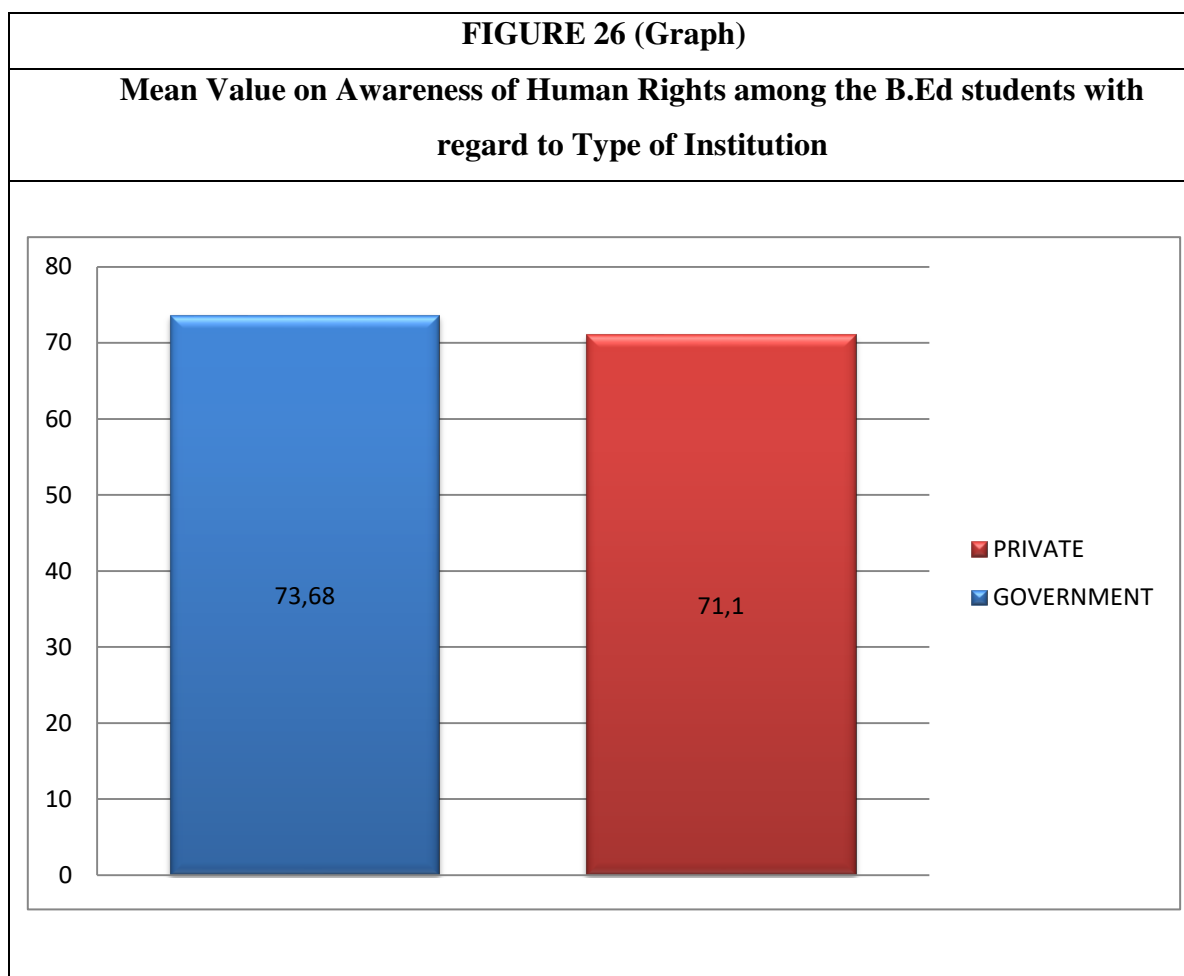
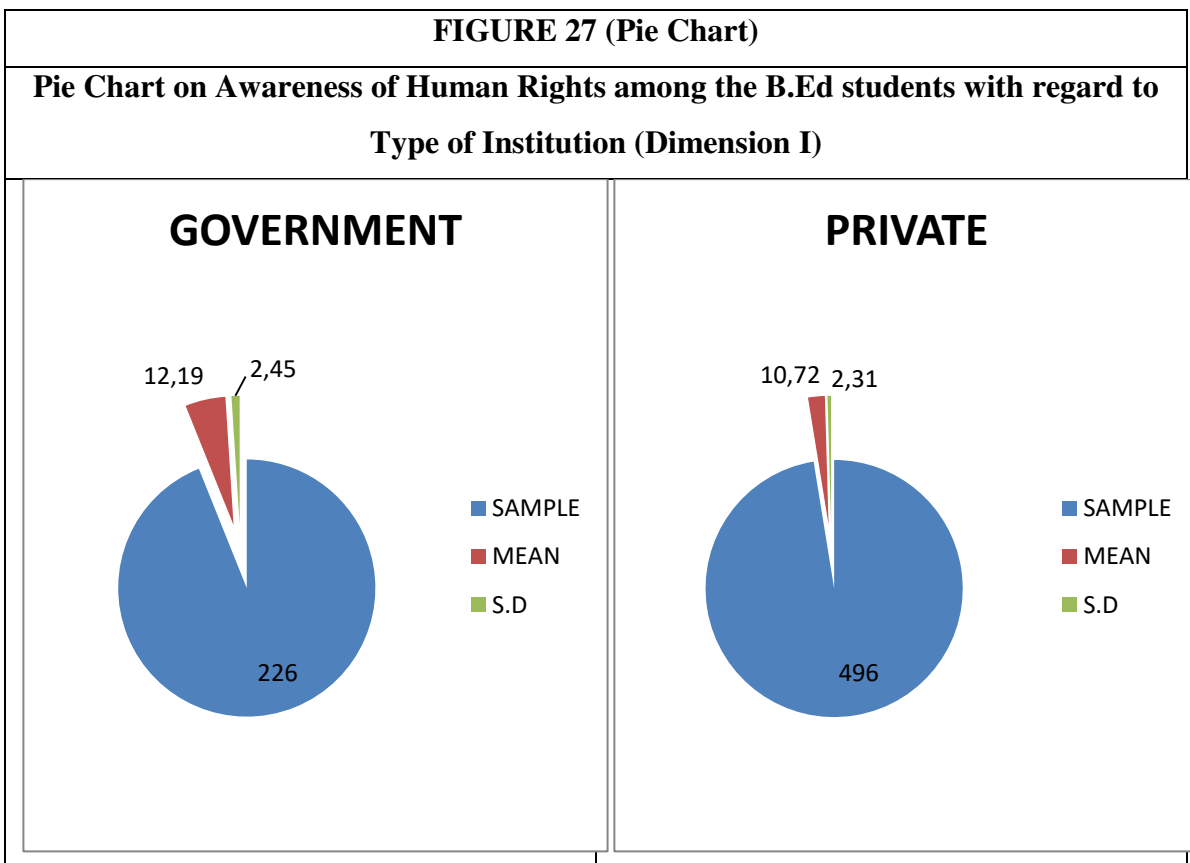


Figure 26 is a graphical representation of the mean value for the awareness of human rights among B.Ed students with regard to Type of Institution. This figure is a bar graph that depicts the mean value for the data. The 'x' axis represents the Type of Institution and the 'y' axis represents the mean value for the government and private data. B.Ed students studying in Government institutions had the mean value of 73.68 while the B.Ed students studying in private institution had 71.1 as the mean value. It can be observed that the value for B.Ed students of government institution has higher mean value than their counterpart B.Ed students of private institution.

#### 4.3.3.1 DIMENSION I (KNOWLEDGE ABOUT HUMAN RIGHTS RELATED DOCUMENTS)

**OBJECTIVE:** To compare the awareness of Human Rights among B.Ed students with regard to Type of Institution for Dimension I (Knowledge about Human Rights Related Documents)

**HYPOTHESIS:** There is no significant difference between Government and Private B.Ed students with regard to awareness of Human Rights for Dimension I (Knowledge about Human Rights Related Documents)



The above figure is pie chart which gives a preview of the Human Rights among B.Ed students with regard to Type of Institution for Dimension I (Knowledge about Human Rights Related Documents). This figure shows the sample, mean score and standard deviation of the variable.

<b>TABLE 15</b>						
<b>Comparison on Awareness of Human Rights among the B.Ed students with regard to Type of Institution (Dimension I)</b>						
<b>Type of Institution</b>	<b>Number of Sample (N)</b>	<b>Mean (M)</b>	<b>Standard Deviation (SD)</b>	<b>Degree of Freedom (Df)</b>	<b>t-value</b>	<b>Level of significance</b>
<b>Government</b>	226	12.19	2.45	720	7.75	Significant at 0.05 level
<b>Private</b>	496	10.72	2.31			

Table 15 shows the comparison of awareness of human rights among the B.Ed students with regard to Type of Institution for Dimension I (knowledge about human rights related documents). It shows the mean, standard deviation, degree of freedom and t-value for human rights with regard to Type of Institution for Dimension I. It was found that mean value for B.Ed students in government institution was higher as compared to mean value for B.Ed students in private institution. Standard deviation value was 2.45 for B.Ed students in government institution whereas the value for standard deviation for the B.Ed students in private institution was 2.31. It was found out that the t-value 7.75 is much higher than the tabulated value of 1.96 at 0.05 level of significance. This shows that the null hypothesis was not accepted at 0.05 level of significance. Therefore the hypothesis “There is no significant difference between In Service and Pre Service B.Ed students with regard to their awareness of Human Rights and its Dimension on Knowledge about Human Rights related Documents” was not accepted. It can also be interpreted from the value of mean and standard deviation that B.Ed students studying in government institutions have higher awareness of human rights on Dimension I which deals with the knowledge about human rights documents rather than the B.Ed students studying in private institutions.

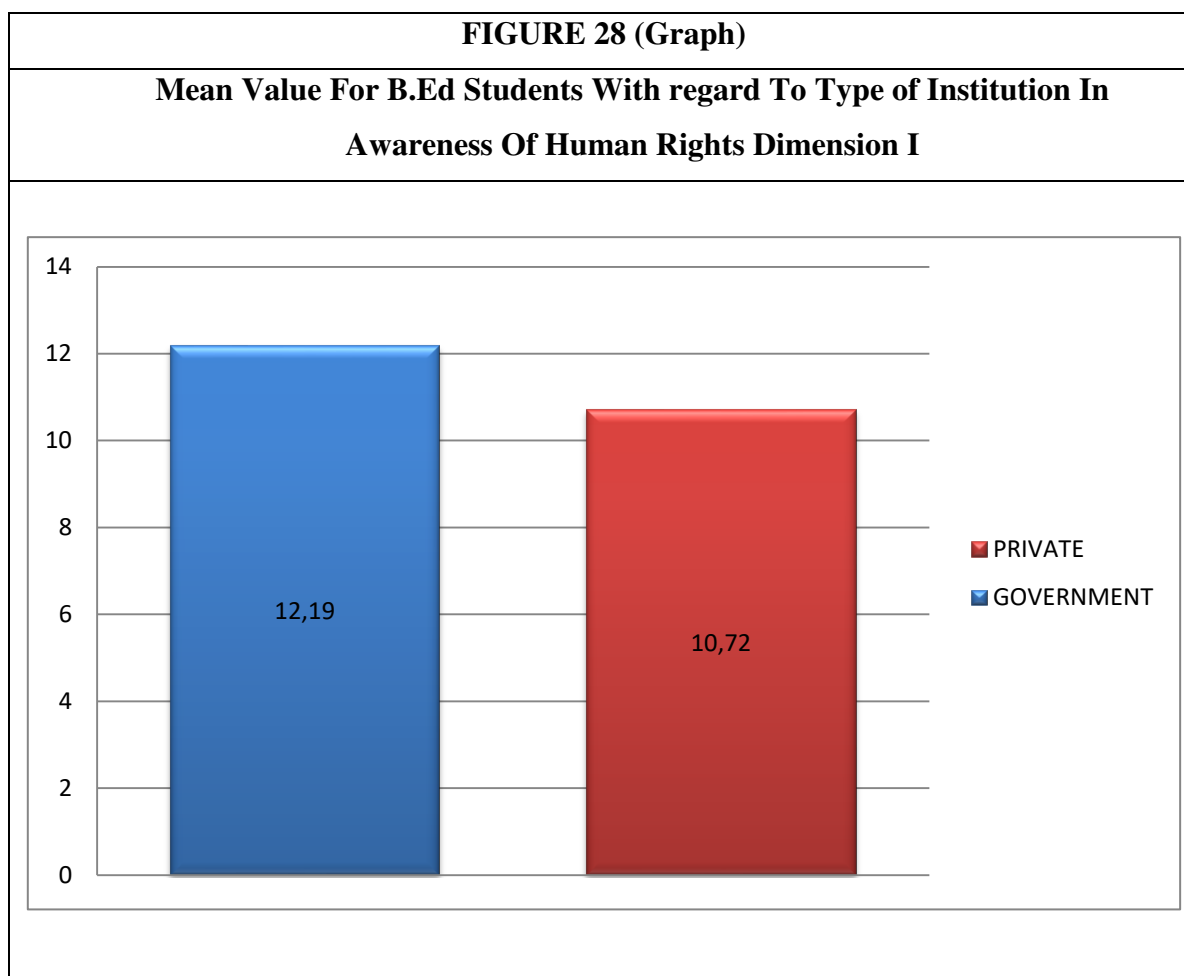
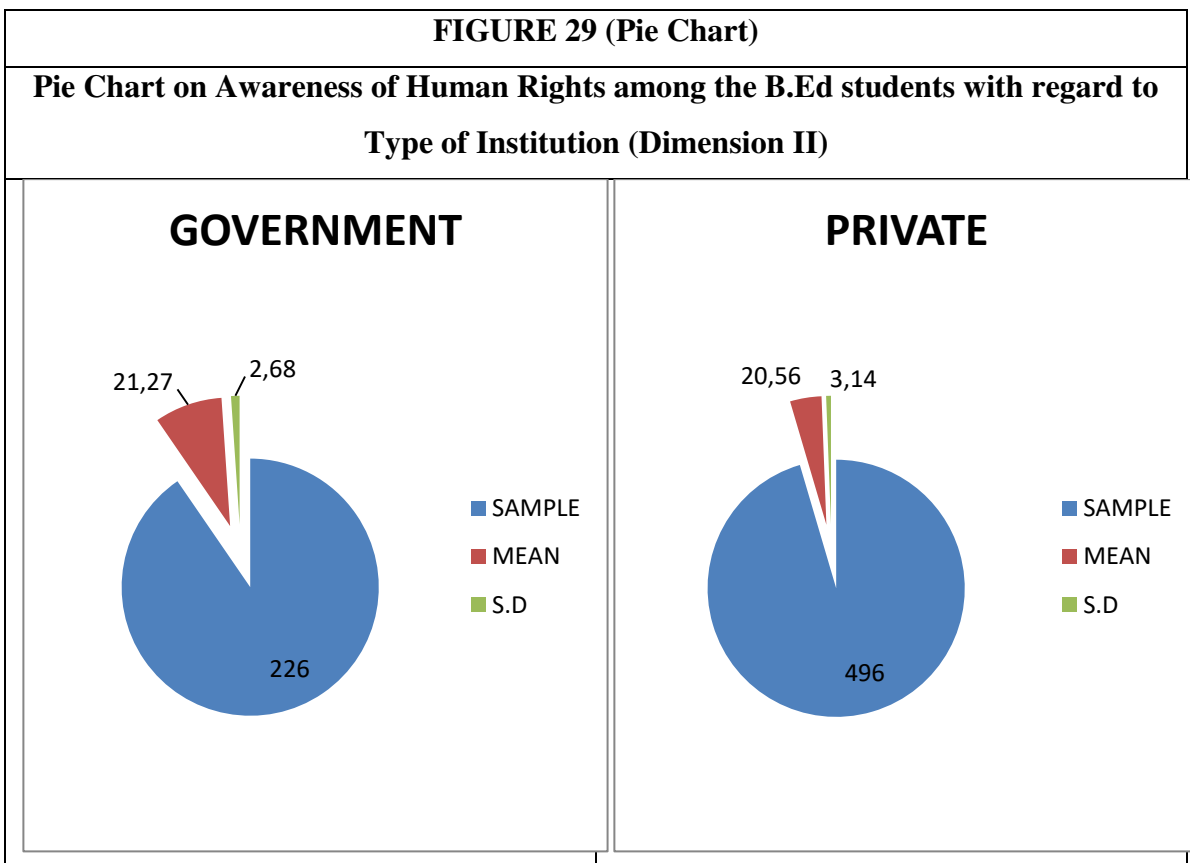


Figure 28 is a bar graph which represents the mean value for awareness of human rights of B.Ed students with regard to Type of Institution for Dimension I. The Type of Institution is represented by 'x' axis and the mean value is represented by the 'y' axis. It can be observed that students who are studying in Government based institution had 12.19 mean value and the students who were studying at institutions that were run by the Private sector had 10.72 mean value. This shows that the B.Ed students of Government institution had higher mean score as compared to the B.Ed students of private institution counterpart. It can be interpreted as the awareness of human rights is higher in B.Ed students of government institute than private institute.

#### 4.3.3.2 DIMENSION II (KNOWLEDGE AND UNDERSTANDING ABOUT HUMAN RIGHTS CONCEPTS)

**OBJECTIVE:** To compare the awareness of Human Rights among B.Ed students with regard to Type of Institution for Dimension II (Knowledge and Understanding about Human Rights Concepts)

**HYPOTHESIS:** There is no significant difference between Government and Private B.Ed students with regard to awareness of Human Rights for Dimension II (Knowledge and Understanding about Human Rights Concepts)



The above figure is pie chart which gives a preview of the Human Rights among B.Ed students with regard to Type of Institution for their awareness of Human Rights for Dimension II (Knowledge and Understanding about Human Rights Concepts). This figure shows the sample, mean score and standard deviation of the variable.

<b>TABLE 16</b>						
<b>Comparison on Awareness of Human Rights among the B.Ed students with regard to Type of Institution (Dimension II)</b>						
<b>Type of Institution</b>	<b>Number of Sample (N)</b>	<b>Mean (M)</b>	<b>Standard Deviation (SD)</b>	<b>Degree of Freedom (Df)</b>	<b>t-value</b>	<b>Level of significance</b>
<b>Government</b>	226	21.27	2.68	720	2.91	Significant at 0.05 level
<b>Private</b>	496	20.56	3.14			

From the above Table 16 it can be clearly seen that the mean, standard deviation and t-value is mentioned. This table is a table of comparison of awareness of human rights among the B.Ed students with regard to Type of Institution for Dimension II (knowledge and understanding about human rights concepts). The mean value for B.Ed students studying in government institutions and private institutions were 21.27 and 20.56 respectively. It can also be observed that the standard deviation value for B.Ed students of government institutions was 2.68 and the standard deviation value for B.Ed students of private institutions was 3.14.

The t-value was tabulated and found to be 2.91 which is more than the tabulated value of 1.98 at 0.05 level of significance. This tabulated t-value signifies that the null hypothesis “There is no significant difference between In Service and Pre Service B.Ed students with regard to their awareness of Human Rights and its Dimension on Knowledge and Understanding about Human Rights Concepts” was not accepted at 0.05 level of significance which paves way to the acceptance of alternative hypothesis.

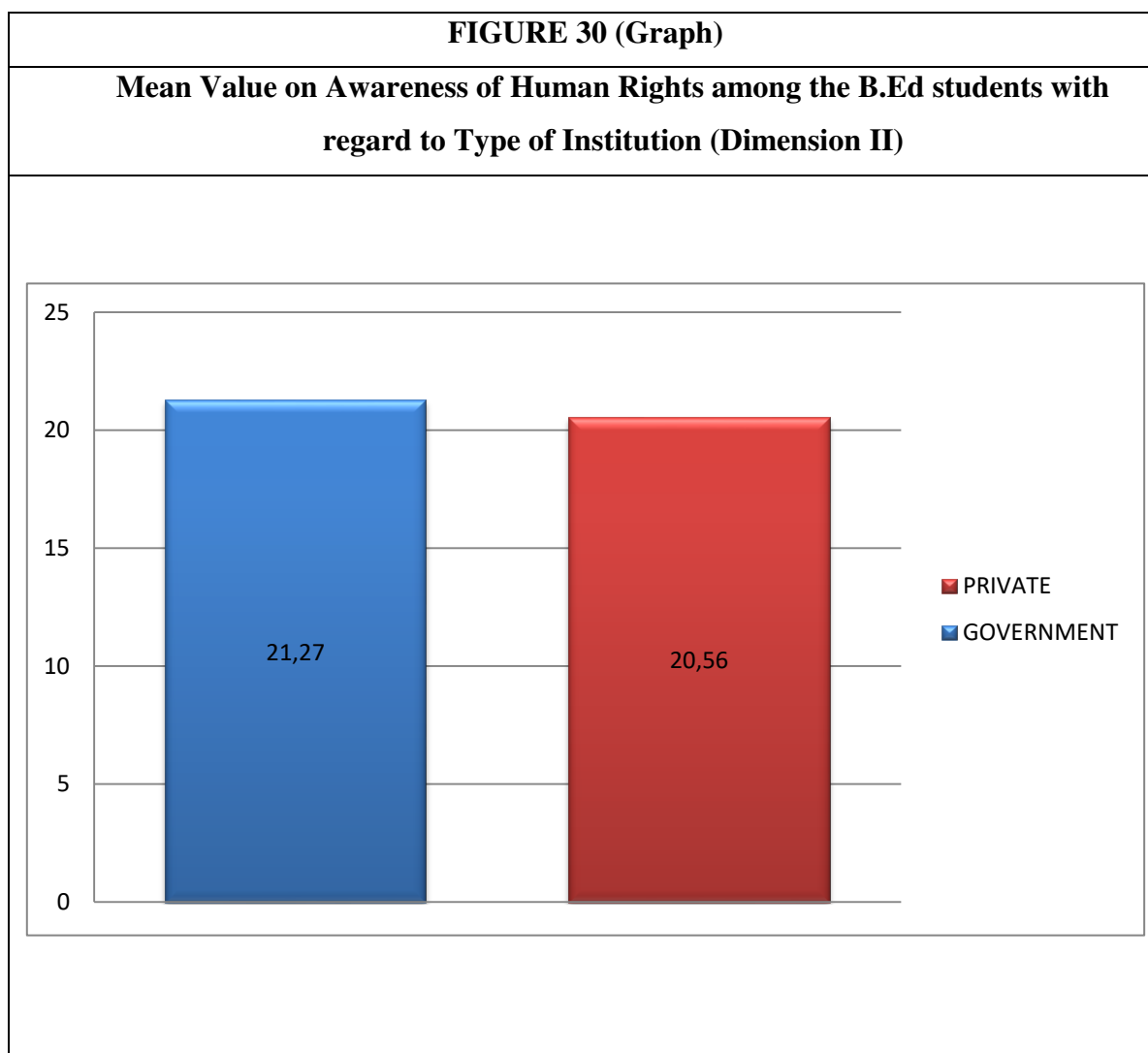
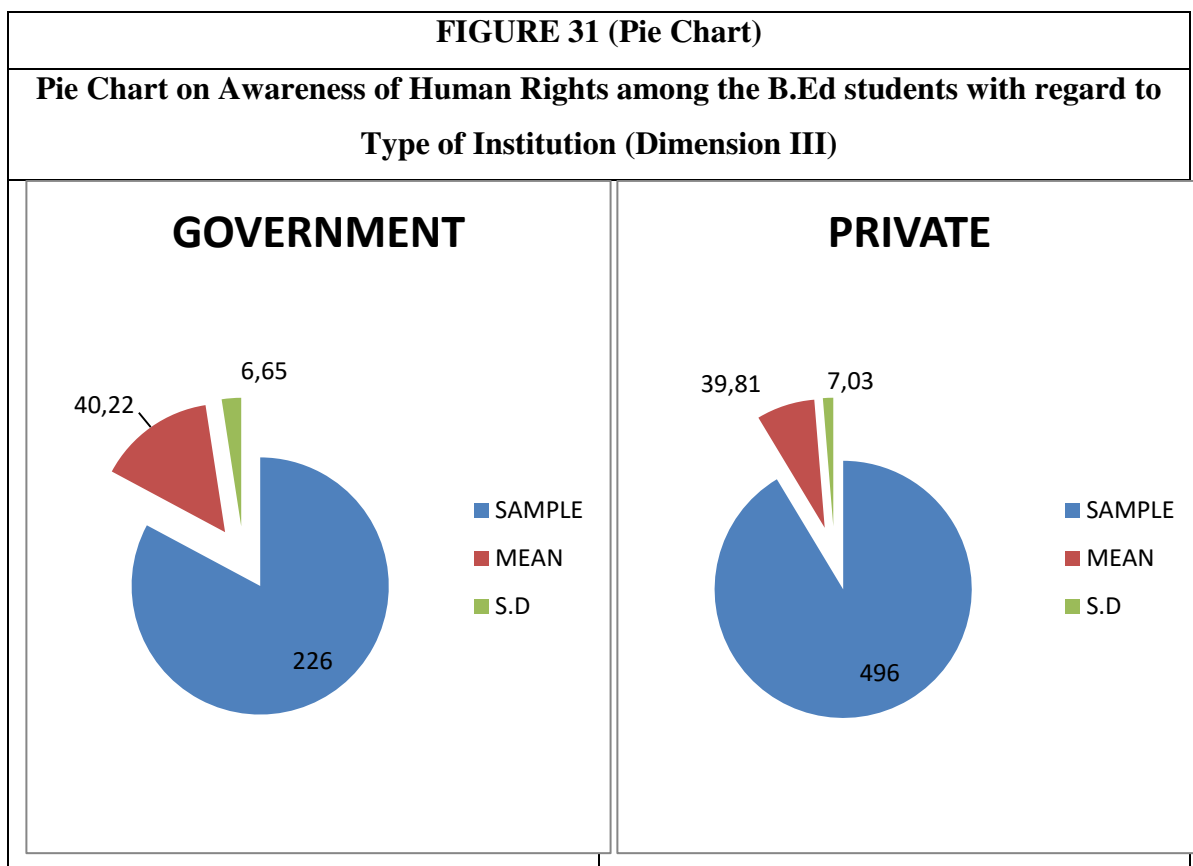


Figure 30 is a graphical representation of the mean value for the awareness of human rights among B.Ed students with regard to Type of Institution for Dimension II. This figure is a bar graph that depicts the mean value for the data. The 'x' axis represents the Type of Institution and the 'y' axis represents the mean value for the data. B.Ed students studying in Government institutions had the mean value of 21 while Female B.Ed students had 139 as the mean value. It can be observed that the Male Gender has higher mean value than the Female counterpart

#### 4.3.3.3 DIMENSION III (UNDERSTANDING ABOUT SITUATIONS INVOLVING HUMAN RIGHTS VIOLATION/NON VIOLATIONS)

**OBJECTIVE:** To compare the awareness of Human Rights among B.Ed students with regard to Type of Institution for Dimension III (Understanding about Situations Involving Human Rights Violations/Non-Violations)

**HYPOTHESIS:** There is no significant difference between Government and Private B.Ed students with regard to their awareness of Human Rights for Dimension III (Understanding about Situations Involving Human Rights Violations/Non-Violations)



The above figure is pie chart which gives a preview of the Human Rights among B.Ed students with regard to Type of Institution for their awareness of Human Rights for Dimension III (Understanding about Situations Involving Human Rights Violations/Non-Violations). This figure shows the sample, mean score and standard deviation of the variable.



<b>TABLE 17</b>						
<b>Comparison on Awareness of Human Rights among the B.Ed students with regard to Type of Institution (Dimension III)</b>						
<b>Type of Institution</b>	<b>Number of Sample (N)</b>	<b>Mean (M)</b>	<b>Standard Deviation (SD)</b>	<b>Degree of Freedom (Df)</b>	<b>t-value</b>	<b>Level of significance</b>
<b>Government</b>	226	40.22	6.65	720	0.744	Significant at 0.05 level
<b>Private</b>	496	39.81	7.03			

Table 17 is a table which has the comparison of Human Rights among B.Ed students with regard to Type of Institution for Dimension III (Understanding about situations involving human rights violations/non-violations). In this table the tabulations for mean, standard deviation, degree of freedom and t-value was calculated. It can be observed from the above table that the mean value for Government B.Ed students and Private B.Ed students are 40.22 and 39.81 respectively. The standard deviation for Government B.Ed students was 6.65 and Private B.Ed students had 7.03 as their standard deviation value. According to the table it was found that the t-value which is 0.744 is less than the tabulated value of 1.96 at 0.05 level of significance at 720 degree of freedom. Therefore the null hypothesis “There is no significant difference between Government and Private B.Ed students with regard to their awareness of Human Rights and its Dimension on Understanding about situations involving human rights violations/non-violations” was accepted at 0.05 level of significance and the alternative hypothesis was not accepted.

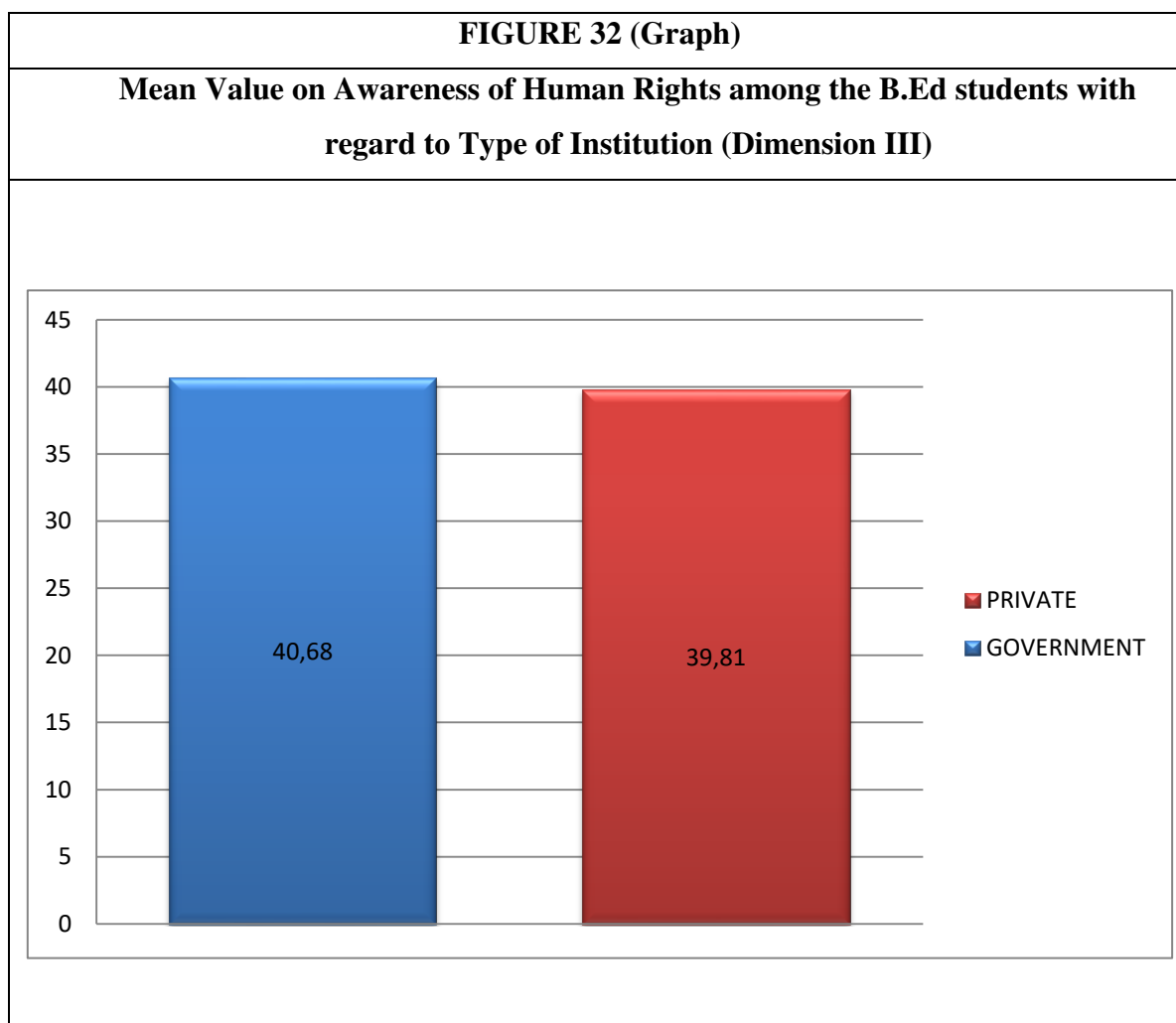


Figure 32 is a graphical representation of mean value for the awareness of human right among B.Ed students with regard to Type of Institution for Dimension III. This is a Dimension mentions the understanding about situations involving human rights violations/non-violations. From the above graph it can be observed that the mean score obtained by government B.Ed students was 40.22 which is more than the mean score of Private B.Ed students which is 39.81. This shows that the B.Ed students who are studying in Government based institutions has higher awareness of human rights in Dimension III than those students who are studying in Private B.Ed colleges.

## 4.4 CORELLATION

### 4.4.1 ANALYSIS AND INTERPRETATION OF CORELLATION

**OBJECTIVE:** To find out the correlation among B.Ed students awareness on Cyber Crime and Human Rights.

**HYPOTHESIS:** There is no correlation between awareness of Cyber Crime and Human Rights among B.Ed students

<b>TABLE 18</b>		
<b>Correlation on Awareness of Cyber Crime and Human Rights among B.Ed students</b>		
<b>Measure</b>	<b>Correlation</b>	<b>Remark</b>
Cyber Crime and Human Rights	0.16	Low Positive Correlation

Correlation between awareness of B.Ed students on Cyber Crime and Human Rights was worked out in Table 18. The value of correlation was calculated and found to be 0.16 which is a low positive relation. The null hypothesis which states that “There is no correlation between awareness of Cyber Crime and Human Rights among B.Ed students” is not accepted as the calculated value shows that there is a low positive relation. Therefore the alternative hypothesis “There is correlation between awareness of Cyber Crime and Human Rights among B.Ed students” is accepted.

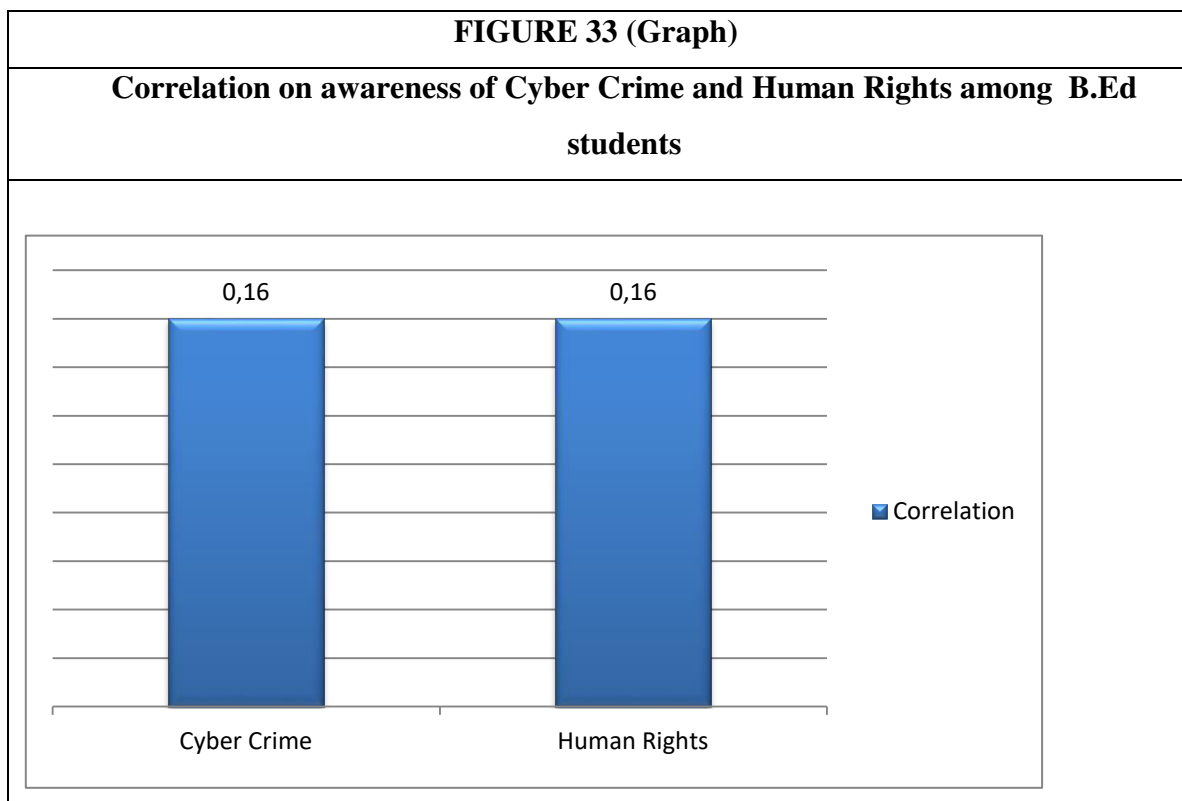


Figure 33 represents the bar graph for the correlation of awareness for Cyber Crime and Human Rights among B.Ed students in Nagaland. This calculated value of 0.16 shows that correlation of awareness for Cyber Crime and Human Rights among B.Ed students it is significantly positive at 0.01 level.

# **CHAPTER V**

## **FINDINGS, DISCUSSIONS, CONCLUSION, EDUCATIONAL IMPLICATIONS, AND SUGGESTIONS FOR FURTHER STUDIES**

## **5 FINDINGS, DISCUSSION, CONCLUSION AND SUGGESTIONS**

### **5.1 INTRODUCTION**

The purpose of this research was to study the awareness of Cyber Crime and Human Rights among B.Ed students in Nagaland. The research was intended to find out the awareness of Cyber Crime and Human Rights with regard to Gender, Type of Service and Type of Institution. This chapter includes Findings, Discussion, Conclusions and Suggestions for the study.

### **5.2 FINDINGS**

#### **5.2.1 Findings related to Cyber Crime**

1. There is significant difference between Male and Female B.Ed students with regard to their awareness of Cyber Crime. Male B.Ed students had higher level of awareness as compared to their Female counterpart.
2. There is significant difference between In-Service and Pre-Service B.Ed students with regard to their awareness of Cyber Crime. The present study revealed that In-Service B.Ed students had higher level of awareness than Pre-Service B.Ed students.
3. There is no significant difference between Government and Private B.Ed students with regard to their awareness of Cyber Crime. According to the study it was revealed that students studying in Government B.Ed colleges had higher level of awareness for Cyber Crime as compared to those students who were studying in Private B.Ed colleges.

### **5.2.2 Findings related to Human Rights on Gender**

1. There is no significant difference between Male and Female B.Ed students with regard to their awareness of Human Rights and its various Dimensions. From the tabulated mean value it can be said that Male students had lower level of awareness than Female students.
2. There is no significant difference between Male and Female B.Ed students with regard to their awareness of Human Rights and its Dimension on knowledge about Human Rights documents. In this finding it was observed that Female B.Ed students had higher mean score as compared to Male Bed students which can be interpreted as Female B.Ed students have higher level of awareness of Human Rights for the Dimension on knowledge about Human Rights documents.
3. There is no significant difference on Human Rights awareness of Male and Female B.Ed students for Dimension on Knowledge and Understanding about Human Rights concepts. Female students had higher level of awareness for Dimension II in Human Rights awareness Test.
4. There is no significant difference between the Human Right awareness of Male and Female B.Ed students with regard to their awareness of Human Rights and its Dimension on understanding about situations involving Human Rights violation/non-violations. In this finding it also shows that as the first two Dimensions Female B.Ed students had higher level of awareness as compared to Male B.Ed students

### **5.2.3 Findings related to Human Rights on Type of Service**

1. There is significant difference between In Service and Pre Service B.Ed students with regard to their awareness of Human Rights and its various Dimensions. The In-Service B.Ed students had higher level of awareness then the Pre-Service B.Ed students, this can be seen from the comparison of mean score for the same.
2. There is significant difference between In Service and Pre Service B.Ed students with regard to their awareness of Human Rights and its Dimension on Knowledge about Human Rights Documents. It was also found that the In-Service student had higher mean score for Dimension II, it shows that they had higher level of awareness in comparison to the Pre-Service B.Ed students.
3. There is no significant difference between In Service and Pre Service B.Ed students with regard to their awareness of Human Rights and its Dimensions on Knowledge and Understanding about Human Rights Concepts. Although there was a meagre difference in the mean score of In-Service and Pre-Service B.Ed students, the score still shows that In-Service B.Ed students had higher level of awareness than Pre-Service B.Ed students.
4. There is significant difference between In Service and Pre Service B.Ed students with regard to their awareness of Human Rights and its Dimension on Understanding about Situations Involving Human Rights Violation/Non-Violations. For all the Dimensions including Dimension III In-Service B.Ed students had higher level of awareness for Human rights then the Pre-Service B.Ed students.



#### **5.2.4 Findings related to Human Rights on Type of Institution**

1. There is significant difference between In Service and Pre Service B.Ed students with regard to their awareness of Human Rights and its various Dimensions. B.Ed students studying in Government colleges had higher level of awareness for Human Rights than those students who were studying in Private colleges.
2. There is significant difference between In Service and Pre Service B.Ed students with regard to their awareness of Human Rights and its Dimension on Knowledge about Human Rights Documents. For the Dimension II, it can be observed that students in Government run B.Ed colleges had higher level of awareness.
3. There is significant difference between In Service and Pre Service B.Ed students with regard to their awareness of Human Rights and its Dimension on Knowledge and Understanding about Human Rights Concepts. As for the Dimension II similar to Dimension I, B.Ed students of Government colleges had higher level of awareness in contrast to the B.Ed students of Private Colleges.
4. There is no significant difference between Government and Private B.Ed students with regard to their awareness of Human Rights and its Dimension on Understanding about situations involving human rights violations/non-violations. The mean score for Dimension III shows that students of Government B.Ed colleges had higher level of awareness.

### **5.2.5 Finding related to Correlation**

1. There is a low positive correlation between awareness of Cyber Crime and Human Rights among B.Ed students. Correlation is a form of dependency and in this finding it can be seen that awareness of Cyber Crime and Human Rights move in a tandem, i.e in the same direction. Positive correlation exists when one variable decreases as the other variable decreases or when one variable increases as the other variable also increases.

### 5.3 DISCUSSION

The awareness of Cyber Crime and Human Rights are discussed in the following points:

- It was found in this study that Male and Female had significant difference in their awareness to Cyber Crime. The Male B.Ed students showed higher level of awareness as compared to Female. These results further support the study of Pillai, S.Kulasekar Perumal and Singaravelu, S, (2014) in their study “B.Ed., Students’ Attitude towards Using Cyber Resources” who had similar findings. While equal opportunities should be provided to both the Gender, in order to improve the level of awareness to the Female Gender there can be awareness programme exclusively for Female B.Ed students for Cyber Crime as awareness is the first step to prevention. This type of awareness programme can help Female to avoid the cruelty of cyber crime being committed. This way it can also help the students to have an upper hand to recognise the advantages and disadvantages of cyber crime because if teachers can directly or indirectly affect the knowledge of the students.
- The result suggests that the Type of Service, whether they were in-service or pre-service had difference in their awareness to Cyber Crime. Those students who had experience in teaching had higher level of awareness of Cyber Crime than those B.Ed students who had no experience in teaching. There can be some sort of training and education through the help of experts in the field of cyber crime. These groups of experts can give meaningful reasons as to why awareness of cyber crime is important for the safeguard of individual. These kind of training and education can be firstly given to the prospective B.Ed students who will be later transferring these information when they teach in a real classroom situation. Programmes can be organised by inviting special resource person from police department or Cyber Crime branch to give the firsthand knowledge about cyber crime.
- The present study shows that B.Ed colleges which are maintained and run by the government sector and those B.Ed institution managed by Private sector had difference in the awareness of Cyber Crime although not to a large extent. Those B.Ed

students studying in Government institution had higher awareness level of Cyber Crime as compared to the institutions which were managed and run by Private sector. The B.Ed institution as a whole can bring about some topics regarding the basic concept of cyber crime in their curriculum. As maximum number of crime takes place due to in awareness of the concept of crime. One may commit crime without knowing the consequence of the crime due to their ignorance; therefore basic awareness is very important and can be an eye opener for many.

- The data also contributed to a clearer understanding of the differences in awareness of Human Rights of B.Ed students related to the Type of Service that the students were into. The study demonstrates similarities in the result between awareness of Cyber Crime and Human Rights. They had comparable result as cited in the earlier point. Those B.Ed students who were already serving as teachers had higher level of awareness for Human Rights than those B.Ed students who never had the chance to experience teaching in a real situation. A plausible explanation, although not proven, can be that in schools there are some text about Human Rights which made the In-Service B.Ed students more aware of the term as compared to Pre-Service B.Ed students. Human Rights education can help the students not only about their rights but also about their responsibilities as a person. When a person becomes aware about Human Rights, they can instil in themselves the sense of respect for others which will in turn assist them in defence of Human Rights
- While the findings for the knowledge about Human Rights documents indicates that In-Service B.Ed students had higher level of knowledge about Human Rights documents. These results should be taken into account when considering the type of awareness programmes to be provided to B.Ed students. The result contradicts the claims of Ashraf (2013) who found that Prospective teachers have average level of human right awareness. There should be programmes to create awareness of Human Rights, because unless people are aware of their basic rights they will not be able to protect their rights or rectify it when their rights are violated.

- The results of the findings for the variable Type of Institution, where it was found that B.Ed students of government institutions had variably higher awareness of Human Rights than the private institution. It can be seen that these findings are similar to the findings of Pandian, T. Soundara, (2007) in his study “A Study on the Awareness of Human Rights Among the Higher Secondary Students in Nagaland” where it was also found that the variable nature of the institution government school/college students had greater awareness than that of the private school/college students.
- The study provides a new insight to Knowledge about Human Rights document, as it can be seen that B.Ed students of Government institutions had higher level of awareness as compared to the Private institution counterpart. Private institutions can help their students get periodical orientation through seminars and workshops on Human Rights and what constitutes their violations.
- The Government institution also had a higher level of awareness than Private institution in regard to the knowledge and understanding of Human Rights concepts. To create students Human Right awareness, the institutions can organize sermons and workshop for teachers, administration and students by education agencies.

## 5.4 CONCLUSIONS

- The awareness of Cyber Crime is significantly affected by all the three variables: Gender (Male and Female), Type of Service (in-service and pre-service) and Type of Institution (government and private).
- Human Rights awareness is not significantly affected by Gender in all the three Dimension:
  - Dimension I (Knowledge about Human Rights related documents)
  - Dimension II (Knowledge and Understanding about Human Rights Concepts)
  - Dimension III (Understanding of Situations involving Human Rights Violations/Non-Violations)
- The variable “Type of Service” had significant difference between In Service and Pre Service B.Ed students with regard to their awareness of Human Rights and its various Dimensions.
- It was also found that there is significant difference between In Service and Pre Service B.Ed students with regard to their awareness of Human Rights and its Dimension on Knowledge about Human Rights Related Documents.
- In this study there is no significant difference between In Service and Pre Service B.Ed students with regard to their awareness of Human Rights in Dimension II Knowledge and Understanding about Human Rights Concepts and Dimension III Understanding about Situations Involving Human Rights Violation/Non-Violations.
- Significant difference was found in the variable “Type of Institution” and its first 2 Dimensions, except for the 3<sup>rd</sup> Dimension. There is significant difference between In Service and Pre Service B.Ed students with regard to their awareness of Human Rights and its various Dimensions.

- In Service and Pre Service B.Ed students had significant difference with regard to their awareness of Human Rights in the Dimension:
  - Knowledge about Human Rights related Documents.
  - Knowledge and Understanding about Human Rights Concepts.
- While it was found that there was no significant difference between Government and Private B.Ed students with regard to their awareness of Human Rights and its Dimension on Understanding about situations involving human rights violations/non-violations.
- The study also found that there is a low positive correlation between awareness of Cyber Crime and Human Rights among B.Ed students.

## **5.5 EDUCATIONAL IMPLICATIONS**

Educational implications of the present study are gathered from the findings of the study. On the basis of the findings the state government can make policy for the community. The human rights concepts and Cyber Crime concepts can be included as a special subject or integrated in other subjects in B.Ed and D.El.Ed training programmes. Human rights education can also be introduced in the school level so as to start off the awareness at a very early stage of education. Teachers with special qualifications and experiences in cyber crime and human rights should lend a hand for the preparation of teaching learning materials for the other teachers. Internet users, especially young ones, should be made aware of the threats in regard to their identity and resources as well as potential future consequences of their activities on the internet. Moreover etiquettes for use of cyber space should be publicized so as to raise the level of awareness among the internet users.

Department of School education such as SCERT should take the initiation of organising training programmes such as orientation, workshop, seminar, refreshers course on Human Rights and Cyber Crime for both in-service and pre-service teachers in regular intervals. This can help curb the crimes which can be committed due to lack of awareness of the concept. The administrators at state level as well as district level including the education department, human rights commission and law department should take the initiation to provide necessary knowledge and information about the basic concepts, issues, legal provision, crime for the protection of cyber crime and human rights to all the teachers irrespective of Gender, institution, service locality and qualification.

Community can play vital role to propagate knowledge and information about human rights and cyber crime. Awareness on cyber crime can help avoid committing crimes such as hacking, piracy, phishing, spam, identity theft, cyber bullying and other cyber related crimes. Awareness for human rights can be given not only for knowing their rights but also their responsibilities. Stakeholders may come forward to fund some sort of programmes, open forum discussion etc.



As many NGO's are in operational today they can also play a part in transmission of awareness to the community. Online harassments can lead to serious situations and even death. According to National Crime Records Bureau (NCRB) 2018 it was indicated that there was increase in number of cyber bullying and also cyber crime especially with kids and women. In order to avoid such incidents a NGO called Social Media Matters was formed in Delhi in 2018 which focused on laying the grounds for secure and positive use of internet. These kind of NGO's can not only conduct online and offline workshops to spread awareness but also they can help to build capacities for different organisations and government departments to avoid cyber crime.

The most effective way to bring about change is to involve as many people as possible to build a sense of awareness and responsibility. This means also involving the political entity in spreading the awareness. Political capability is something that is imperative, it is important to have political support for betterment of the society. If policy makers can join hands with the community, school education, higher education, state government, NGO'S, stakeholders in order to curb cyber crime and increase the awareness of human rights to bring about a responsible citizen because education in the end is all about bringing in better change in the society.

## 5.6 SUGGESTIONS FOR FURTHER STUDIES

Awareness is the greatest agent for change and to bring change in society it is important to start at the grass root level and it can be spread further to community. This kind of study can have maximum effectiveness in school education. The number and variety of cyber crime continues to grow and awareness is the need of the hour. The most affected are the Female Gender because of the vulnerability. Different kinds of studies can be conducted and here are some suggestions for further studies.

- A similar study with larger sample can be conducted.
- The present study was undertaken with the B.Ed students, similar study with the D.El.Ed and M.Ed teacher trainees may be undertaken.
- Similar study can be conducted in the school education with school teachers, education administrators, teacher trainers, etc.
- An exclusive study on awareness of Cyber Crime and Human Rights among working women.
- In the present study, cyber crime and human rights awareness was studied with regard to Gender, Type of Institution and Type of Service, more variables can be studied with regard to cyber crime and human rights.
- A comparative study on interstate can be done.
- A critical analysis of Cyber Crime and Human rights awareness of students in Nagaland University.
- Study on awareness of cyber crime among school dropouts in Nagaland
- Human Rights awareness among High School students in Government schools.
- A study on awareness of Cyber Crime and Human rights among prospective teachers.
- The effect of internet and cyber crime with the senior citizen.
- An awareness of students on Cyber Crime and Human Rights at different levels of education can be undertaken.
- Basic human rights awareness among domestic worker at home.
- Role of internet services in increasing the awareness of human rights.

- Attitude of teachers in introducing Cyber Crime and Human Rights Education in schools.
- Effectiveness of various programmes launched by government for awareness of Human Rights and Cyber Crime.

# CHAPTER VI

## SUMMARY

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## **6. SUMMARY AND CONCLUSION**

### **6.1. INTRODUCTION**

This chapter deals with the summary of the entire study.

### **6.2. JUSTIFICATION OF THE STUDY**

Education is the most powerful input in the process of empowerment as well as creating human capital. Right to live is a fundamental right as without education no one can lead a decent and dignified life. Education for human rights is of great importance. All human beings are equal in dignity. Human rights are equal and basic for all human beings that define their individual identities and collective identities and allow them to make their independent choices in the specific as well as in the totality of human situations. There are various claims which cannot be denied and is natural to all human beings, this by their virtue of humanity. In the modern world, these kinds of claims are now formulated to what we call human rights. Human rights can now be found in all the customs, cultures, traditions, and society.

Cyber crime is increasing phenomenally, more criminals are making use of internet to commit a varied range of criminal activities by using internet. On an average, at least every individual gets one SMS or e-mail saying that they have won thousands or million dollars in a lottery or as inheritance, which they have never entered. In almost all the cases the so called 'winner' ends up being the 'victim' of that scam. Cyber crime was committed in the past mainly by some individual or some small group for their own personal reasons, but today we see that there are organisations working with these criminals to fund some illegal activities.

Criminal organisations are turning increasingly to the internet to facilitate their activities and maximise their profit in the shortest time. The crimes that these criminal organisations commit are not necessarily new, they involve in crimes such as theft,

scam, fraud, deception, unlawful activities, but they are making use of the opportunities which are available online and thus become more extensive and destructive.

The issue of cyber crime first came to UN's agenda when the Russian Federation brought out the draft resolution during the First Committee of the UN General Assembly, it was later adopted in 1998.

When talking about human rights, we are mostly referring to those rights guaranteed under the United Nations' Universal Declaration of Human Rights (UDHR) and the International Covenant on Civil and Political Rights (ICCPR), including freedom of expression, freedom of speech, the right to privacy, freedom of opinion, and freedom of association as some of the most basic rights of all humans. The UN Special Rapporteur on Freedom of Opinion and Expression basic Human Rights confirmed that "freedom of expression applies to the internet" in 2011, this was done in response to the making internet a new way of expressing basic Human rights. The UN Human Rights in July 2012 confirmed that "the same rights that people have offline must also be protected online" thus making Universal Declaration of Human Rights and International Covenant on Civil and Political Rights applicable to internet.

Human rights education focuses on the attitude of tolerance, respect and solidarity and develops individual awareness about the ways and means by which human rights are translated into social and political reality. Internet, though offers great benefit to society, also present opportunities for crime using new and highly sophisticated technology tools. In today's world, e-mail and websites is the most sought means of communication. Almost all the organisation provides internet access to their staff. Naturally, this facilitates immediate exchange and access to data, images and files. These kinds of information not only include educational or informative materials but also information that might be illegal or anti-social.

Education makes people aware of Human Rights and Human Rights binds the states and societies to provide education to all sections without any discrimination. Thus

education and Human Rights are co-related. Human Rights must be taught to masses, so as to make education universal and beneficial for everyone. In teaching-learning process, the use of internet is inevitable. Internet provides many search engines that helps a student as well as a teacher to find out the solutions to their problems. A teacher and a student can also get connected outside the class-room through the internet. And when they get the benefits of internet then of course they should face the risk factors also attached to it.

Hence, the awareness on cyber crime and human rights is very much needed for the learners and also for teachers, so that they can be prevented to face the unexpected problems. Awareness about cyber crimes will also help in decreasing the involvement of the students or our coming generations in cyber crimes.

Indian education system is such that it relies very greatly on its teachers. It is the teacher who is the centre of all teaching and learning process. They have always had a crucial role in preparing society and community to explore new horizons and achieve higher level in progress and development of the country.

### **6.3. STATEMENT OF THE PROBLEM**

The statement of the problem can help the researcher to contextualise and understand the significance of the research problem. The statement of the problem frames how you intend to address the problem. To make the study concise and concrete the problem of the present study is stated as follows

***“A STUDY ON AWARENESS OF CYBER CRIME AND HUMAN RIGHTS  
AMONG THE B.ED STUDENTS IN NAGALAND”***

#### **6.4. OPERATIONAL DEFINITION OF THE TERMS USED**

**Awareness:** The term ‘Awareness’ here refers to the basic knowledge and understanding about Human Rights and Cyber Crime.

**Cyber crime:** The term ‘Cyber Crime’ here refers to any kind of crime which is committed by use of internet or computers.

**Human rights:** The term ‘Human Rights’ here refers to all rights that human beings possess by virtue of them being human.

**Dimension:** In the present study 3 Dimensions on Human Rights was taken into account namely Knowledge of Human Rights related Documents, Knowledge and Understanding about Human Rights Concepts and Understanding of Situations involving Human Rights Violations/Non-Violations.

**B.Ed students:** B.Ed students refer to those students (both in-service and pre-service) who are undergoing Bachelor of Education training in Colleges of Teacher Education in Nagaland.

#### **6.5. OBJECTIVES OF THE STUDY**

The objectives of the study are the following:

1. To find out and compare awareness of Cyber Crime among the B.Ed students with regard to Gender, Type of Service and Type of Institution
2. To find out and compare awareness of Human Rights among B.Ed students with regard to Gender, Type of Service and Type of Institution.
3. To find out the correlation among B.Ed students awareness on Cyber Crime and Human Rights.



## **6.6. HYPOTHESES OF THE STUDY**

Following are the hypotheses of the study:

- Cyber crime
  1. There is no significant difference between Male and Female B.Ed students with regard to their awareness of Cyber Crime.
  2. There is no significant difference between In-Service and Pre-Service B.Ed students with regard to their awareness of Cyber Crime.
  3. There is no significant difference between Government and Private B.Ed students with regard to their awareness of Cyber Crime.
  
- Human rights
  1. There is no significant difference between Male and Female B.Ed students with regard to their awareness of Human Rights and its various Dimensions.
  2. There is no significant difference between In-Service and Pre-Service B.Ed students with regard to their awareness of Human Rights and its various Dimensions.
  3. There is no significant difference between Government and Private B.Ed students with regard to their awareness of Human Rights and its various Dimensions.
  
- Correlation
  1. There is no correlation between awareness of Cyber Crime and Human Rights among B.Ed students.

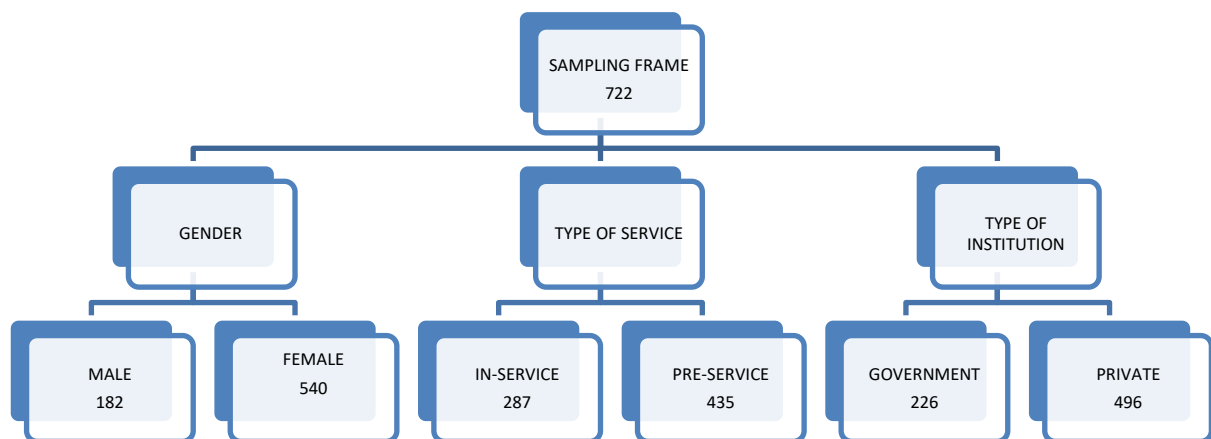
## **6.2. DELIMITATIONS OF THE STUDY**

The study is confined to the Colleges of Teacher Education in Nagaland. For the present study the investigator will use standardised tools. The sample size will be limited only to B.Ed students.

### 6.3. POPULATION AND SAMPLING TECHNIQUE

The population of the study included the entire B.Ed teacher training institutes in Nagaland both the Government based institutes and Private based teacher training institutes.

A population sample of 722 teacher trainees was randomly selected from all the B.Ed colleges in Nagaland. The sampling was divided into three variables namely Gender, Type of Service and Type of Institution. There were 182 Male and 540 Female teacher trainees, 287 in-service and 435 pre-service trainees and in Government colleges there were 226 teacher trainees and 496 teacher trainees in private institution. The sampling frame is given as under.



<b>DISTRIBUTION OF THE SAMPLE INSTITUTE WISE</b>							
<b>Name Of The Institute</b>	<b>Type of Institution</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>	<b>In Service</b>	<b>Pre Service</b>	<b>Total</b>
<b>SCTE-K</b>	Government	32	93	<b>125</b>	93	32	<b>125</b>
<b>MCTE</b>	Government	32	69	<b>101</b>	41	60	<b>101</b>
<b>BCTE</b>	Private	1	62	<b>63</b>	21	42	<b>63</b>
<b>MITE</b>	Private	46	64	<b>110</b>	50	60	<b>110</b>
<b>SCCTE</b>	Private	8	41	<b>49</b>	18	31	<b>49</b>
<b>SCTE</b>	Private	22	59	<b>81</b>	22	59	<b>81</b>
<b>UCTE</b>	Private	11	98	<b>109</b>	35	74	<b>109</b>
<b>URA</b>	Private	30	54	<b>84</b>	47	37	<b>84</b>
<b>TOTAL</b>				<b>722</b>			<b>722</b>

#### **6.4. TOOLS OF STUDY**

Two set of standardised questionnaire was used by the researcher for the study. Cyber Crime Awareness among B.Ed. Students was measured by Cyber Crime Awareness Scale (CCAS-RS) developed by Dr. S. Rajasekar.

Human rights awareness among B.Ed Students will be measured by Human Rights Awareness Test (HRAT-SVAA) developed by Vishal Sood and Arti Anand

The test consists 50 item in Three Dimensions—

IV. Knowledge about Human Rights Documents,

V. Knowledge and Understanding about Human Rights Concepts,

VI. Understanding about Situation Involving Human Right Violation / Non-violations

### **6.5. STATISTICAL TECHNIQUES USED**

For the present study the investigator used Mean, Standard Deviation, t-test, and other appropriate statistical techniques to measure Awareness on Cyber Crime and Human right. Karl Pearson's correlation method was used to find out the correlation between awareness of Cyber Crime and Human Rights among B.Ed students.

### **6.6. COLLECTION OF DATA**

The collection of data was done through the use of questionnaire. The investigator contacted the principal of the institution and sought due permission for the same. A date and time was fixed so as to administer the questionnaire to the respondents. The questionnaire was personally handed over to the respondents and the investigator explained in detail the objective and purpose of the study. The data was collected and scoring was done according to the instruction in the manual provided.

### **6.7. ANALYSIS OF DATA**

Data analysis was done keeping in mind the objectives of the study. Responses collected from each item were calculated using the manual for CCAS-RS and HRAT. Statistical technique such as mean, standard deviation, degree of freedom and t-value was used to compute followed by interpretation and then it was presented in tabular forms. In the present study efforts has been made to present the tabulated material from the sample of the study in order to do the interpretation and discussion of the data collected.

## **6.8. FINDINGS OF THE STUDY**

### **6.8.1 Findings related to Cyber Crime**

1. There is significant difference between Male and Female B.Ed students with regard to their awareness of Cyber Crime. Male B.Ed students had higher level of awareness as compared to their Female counterpart
2. There is significant difference between In-Service and Pre-Service B.Ed students with regard to their awareness of Cyber Crime. The present study revealed that In-Service B.Ed students had higher level of awareness than Pre-Service B.Ed students.
3. There is no significant difference between Government and Private B.Ed students with regard to their awareness of Cyber Crime. According to the study it was revealed that students studying in Government B.Ed colleges had higher level of awareness for Cyber Crime as compared to those students who were studying in Private B.Ed colleges.

### **6.8.2 Findings related to Human Rights on Gender**

1. There is no significant difference between Male and Female B.Ed students with regard to their awareness of Human Rights and its various Dimensions. From the tabulated mean value it can be said that Male students had lower level of awareness than Female students.
2. There is no significant difference between Male and Female B.Ed students with regard to their awareness of Human Rights and its Dimension on knowledge about Human Rights documents. In this finding it was observed that Female B.Ed students had higher mean score as compared to Male Bed students which can be

interpreted as Female B.Ed students have higher level of awareness of Human Rights for the Dimension on knowledge about Human Rights documents.

3. There is no significant difference on Human Rights awareness of Male and Female B.Ed students for Dimension on Knowledge and Understanding about Human Rights concepts. Female students had higher level of awareness for Dimension II in Human Rights awareness Test.
4. There is no significant difference between the Human Right awareness of Male and Female B.Ed students with regard to their awareness of Human Rights and its Dimension on understanding about situations involving Human Rights violation/non-violations. In this finding it also shows that as the first two Dimensions Female B.Ed students had higher level of awareness as compared to Male B.Ed students

### **6.8.3 Findings related to Human Rights on Type of Service**

1. There is significant difference between In Service and Pre Service B.Ed students with regard to their awareness of Human Rights and its various Dimensions. The In-Service B.Ed students had higher level of awareness then the Pre-Service B.Ed students, this can be seen from the comparison of mean score for the same.
2. There is significant difference between In Service and Pre Service B.Ed students with regard to their awareness of Human Rights and its Dimension on Knowledge about Human Rights Documents. It was also found that the In-Service student had higher mean score for Dimension II, it shows that they had higher level of awareness in comparison to the Pre-Service B.Ed students.
3. There is no significant difference between In Service and Pre Service B.Ed students with regard to their awareness of Human Rights and its Dimensions on Knowledge and Understanding about Human Rights Concepts. Although there was a meagre difference in the mean score of In-Service and Pre-Service B.Ed

students, the score still shows that In-Service B.Ed students had higher level of awareness than Pre-Service B.Ed students.

4. There is significant difference between In Service and Pre Service B.Ed students with regard to their awareness of Human Rights and its Dimension on Understanding about Situations Involving Human Rights Violation/Non-Violations. For all the Dimensions including Dimension III In-Service B.Ed students had higher level of awareness for Human rights then the Pre-Service B.Ed students.

#### **6.8.4 Findings related to Human Rights on Type of Institution**

1. There is significant difference between In Service and Pre Service B.Ed students with regard to their awareness of Human Rights and its various Dimensions. B.Ed students studying in Government colleges had higher level of awareness for Human Rights than those students who were studying in Private colleges.
2. There is significant difference between In Service and Pre Service B.Ed students with regard to their awareness of Human Rights and its Dimension on Knowledge about Human Rights Documents. For the Dimension II, it can be observed that students in Government run B.Ed colleges had higher level of awareness.
3. There is significant difference between In Service and Pre Service B.Ed students with regard to their awareness of Human Rights and its Dimension on Knowledge and Understanding about Human Rights Concepts. As for the Dimension II similar to Dimension I, B.Ed students of Government colleges had higher level of awareness in contrast to the B.Ed students of Private Colleges
4. There is no significant difference between Government and Private B.Ed students with regard to their awareness of Human Rights and its Dimension on Understanding about situations involving human rights violations/non-violations.

The mean score for Dimension III shows that students of Government B.Ed colleges had higher level of awareness.

#### **6.8.5 Finding related to Correlation**

1. There is a low positive correlation between awareness of Cyber Crime and Human Rights among B.Ed students. Correlation is a form of dependency and in this finding it can be seen that awareness of Cyber Crime and Human Rights move in a tandem, i.e in the same direction. Positive correlation exists when one variable decreases as the other variable decreases or when one variable increases as the other variable also increases.

### **6.9 DISCUSSION**

The awareness of Cyber Crime and Human Rights are discussed in the following points:

- It was found in this study that Male and Female had significant difference in their awareness to Cyber Crime. The Male B.Ed students showed higher level of awareness as compared to Female. These results further support the study of Pillai, S.Kulasekar Perumal and Singaravelu, S, (2014) in their study “B.Ed., Students’ Attitude towards Using Cyber Resources” who had similar findings. While equal opportunities should be provided to both the Gender, in order to improve the level of awareness to the Female Gender there can be awareness programme exclusively for Female B.Ed students for Cyber Crime as awareness is the first step to prevention. This type of awareness programme can help Female to avoid the cruelty of cyber crime being committed. This way it can also help the students to have an upper hand to recognise the advantages and disadvantages of cyber crime because if teachers can directly or indirectly affect the knowledge of the students.
- The result suggests that the Type of Service, whether they were in-service or pre-service had difference in their awareness to Cyber Crime. Those students who had experience in teaching had higher level of awareness of Cyber Crime than those B.Ed students who had no experience in teaching. There can be some sort of



training and education through the help of experts in the field of cyber crime. These groups of experts can give meaningful reasons as to why awareness of cyber crime is important for the safeguard of individual. These kinds of training and education can be firstly given to the prospective B.Ed students who will be later transferring this information when they teach in a real classroom situation. Programmes can be organised by inviting special resource person from police department or Cyber Crime branch to give the firsthand knowledge about cyber crime.

- The present study shows that B.Ed colleges which are maintained and run by the government sector and those B.Ed institution managed by Private sector had difference in the awareness of Cyber Crime although not to a large extend. Those B.Ed students studying in Government institution had higher awareness level of Cyber Crime as compared to the institutions which were managed and run by Private sector. The B.Ed institution as a whole can bring about some topics regarding the basic concept of cyber crime in their curriculum. As maximum number of crime takes place due to in awareness of the concept of crime. One may commit crime without knowing the consequence of the crime due to their ignorance; therefore basic awareness is very important and can be an eye opener for many.
- The data also contributed to a clearer understanding of the differences in awareness of Human Rights of B.Ed students related to the Type of Service that the students were into. The study demonstrates similarities in the result between awareness of Cyber Crime and Human Rights. They had comparable result as cited in the earlier point. Those B.Ed students who were already serving as teachers had higher level of awareness for Human Rights than those B.Ed students who never had the chance to experience teaching in a real situation. A plausible explanation, although not proven, can be that in schools there are some text about Human Rights which made the In-Service B.Ed students more aware of the term as compared to Pre-Service B.Ed students. Human Rights education can help the students not only about their rights but also about their responsibilities as a person. When a person becomes

aware about Human Rights, they can instil in themselves the sense of respect for others which will in turn assist them in defence of Human Rights

- While the findings for the knowledge about Human Rights documents indicates that In-Service B.Ed students had higher level of knowledge about Human Rights documents. These results should be taken into account when considering the type of awareness programmes to be provided to B.Ed students. The result contradicts the claims of Ashraf (2013) who found that Prospective teachers have average level of human right awareness. There should be programmes to create awareness of Human Rights, because unless people are aware of their basic rights they will not be able to protect their rights or rectify it when their rights are violated.
- The results of the findings for the variable Type of Institution, where it was found that B.Ed students of government institutions had variably higher awareness of Human Rights than the private institution. It can be seen that these findings are similar to the findings of Pandian, T. Soundara, (2007) in his study “A Study on the Awareness of Human Rights Among the Higher Secondary Students in Nagaland” where it was also found that the variable nature of the institution government school/college students had greater awareness than that of the private school/college students.
- The study provides a new insight to Knowledge about Human Rights document, as it can be seen that B.Ed students of Government institutions had higher level of awareness as compared to the Private institution counterpart. Private institutions can help their students get periodical orientation through seminars and workshops on Human Rights and what constitutes their violations.
- The Government institution also had a higher level of awareness than Private institution in regard to the knowledge and understanding of Human Rights concepts. To create students Human Right awareness, the institutions can organize sermons and workshop for teachers, administration and students by education agencies.

## 6.10 CONCLUSION

- The awareness of Cyber Crime is significantly affected by all the three variables: Gender (Male and Female), Type of Service (in-service and pre-service) and Type of Institution (government and private).
- Human Rights awareness is not significantly affected by Gender in all the three Dimension:
  - Dimension I (Knowledge about Human Rights related documents)
  - Dimension II (Knowledge and Understanding about Human Rights Concepts)
  - Dimension III (Understanding of Situations involving Human Rights Violations/Non-Violations)
- The variable “Type of Service” had significant difference between In Service and Pre Service B.Ed students with regard to their awareness of Human Rights and its various Dimensions.
- It was also found that there is significant difference between In Service and Pre Service B.Ed students with regard to their awareness of Human Rights and its Dimension on Knowledge about Human Rights Related Documents.
- In this study there is no significant difference between In Service and Pre Service B.Ed students with regard to their awareness of Human Rights in Dimension II Knowledge and Understanding about Human Rights Concepts and Dimension III Understanding about Situations Involving Human Rights Violation/Non-Violations.
- Significant difference was found in the variable “Type of Institution” and its first 2 Dimensions, except for the 3<sup>rd</sup> Dimension. There is significant difference between In Service and Pre Service B.Ed students with regard to their awareness of Human Rights and its various Dimensions.
- In Service and Pre Service B.Ed students had significant difference with regard to their awareness of Human Rights in the Dimension:

- Knowledge about Human Rights related Documents.
  - Knowledge and Understanding about Human Rights Concepts.
- While it was found that there was no significant difference between Government and Private B.Ed students with regard to their awareness of Human Rights and its Dimension on Understanding about situations involving human rights violations/non-violations.
- The study also found that there is a low positive correlation between awareness of Cyber Crime and Human Rights among B.Ed students.

## **6.11 EDUCATIONAL IMPLICATIONS**

Educational implications of the present study are gathered from the findings of the study. On the basis of the findings the state government can make policy for the community. The human rights concepts and Cyber Crime concepts can be included as a special subject or integrated in other subjects in B.Ed and D.El.Ed training programmes. Human rights education can also be introduced in the school level so as to start off the awareness at a very early stage of education. Teachers with special qualifications and experiences in cyber crime and human rights should lend a hand for the preparation of teaching learning materials for the other teachers. Internet users, especially young ones, should be made aware of the threats in regard to their identity and resources as well as potential future consequences of their activities on the internet. Moreover etiquettes for use of cyber space should be publicized so as to raise the level of awareness among the internet users.

Department of School education such as SCERT should take the initiation of organising training programmes such as orientation, workshop, seminar and refreshers course on Human Rights and Cyber Crime for both in-service and pre-service teachers in regular intervals. This can help curb the crimes which can be committed due to lack of awareness of the concept. The administrators at state level as well as district level including the education department, human rights

commission and law department should take the initiation to provide necessary knowledge and information about the basic concepts, issues, legal provision, crime for the protection of cyber crime and human rights to all the teachers irrespective of Gender, institution, service locality and qualification.

Community can play vital role to propagate knowledge and information about human rights and cyber crime. Awareness on cyber crime can help avoid committing crimes such as hacking, piracy, phishing, spam, identity theft, cyber bullying and other cyber related crimes. Awareness for human rights can be given not only for knowing their rights but also their responsibilities. Stakeholders may come forward to fund some sort of programmes, open forum discussion etc.

As many NGO's are in operational today they can also play a part in transmission of awareness to the community. Online harassments can lead to serious situations and even death. According to National Crime Records Bureau (NCRB) 2018 it was indicated that there was increase in number of cyber bullying and also cyber crime especially with kids and women. In order to avoid such incidents a NGO called Social Media Matters was formed in Delhi in 2018 which focused on laying the grounds for secure and positive use of internet. These kind of NGO's can not only conduct online and offline workshops to spread awareness but also they can help to build capacities for different organisations and government departments to avoid cyber crime.

The most effective way to bring about change is to involve as many people as possible to build a sense of awareness and responsibility. This means also involving the political entity in spreading the awareness. Political capability is something that is imperative, it is important to have political support for betterment of the society. If policy makers can join hands with the community, school education, higher education, state government, NGO'S, stakeholders in order to curb cyber crime and increase the awareness of human rights to bring about a responsible citizen because education in the end is all about bringing in better change in the society.

## 6.12 SUGGESTIONS FOR FURTHER STUDIES

Awareness is the greatest agent for change and to bring change in society it is important to start at the grass root level and it can be spread further to community. This kind of study can have maximum effectiveness in school education. The number and variety of cyber crime continues to grow and awareness is the need of the hour. The most affected are the Female Gender because of the vulnerability. Different kinds of studies can be conducted and here are some suggestions for further studies.

- A similar study with larger sample can be conducted.
- The present study was undertaken with the B.Ed students, similar study with the D.El.Ed and M.Ed teacher trainees may be undertaken.
- Similar study can be conducted in the school education with school teachers, education administrators, teacher trainers, etc.
- An exclusive study on awareness of Cyber Crime and Human Rights among working women.
- In the present study, cyber crime and human rights awareness was studied with regard to Gender, Type of Institution and Type of Service, more variables can be studied with regard to cyber crime and human rights.
- A comparative study on interstate can be done.
- A critical analysis of Cyber Crime and Human rights awareness of students in Nagaland University.
- Study on awareness of cyber crime among school dropouts in Nagaland
- Human Rights awareness among High School students in Government schools.
- A study on awareness of Cyber Crime and Human rights among prospective teachers.
- The effect of internet and cyber crime with the senior citizen.
- An awareness of students on Cyber Crime and Human Rights at different levels of education can be undertaken.
- Basic human rights awareness among domestic worker at home.
- Role of internet services in increasing the awareness of human rights.

- Attitude of teachers in introducing Cyber Crime and Human Rights Education in schools.
- Effectiveness of various programmes launched by government for awareness of Human Rights and Cyber Crime.

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